

10.

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

**OCCUPATIONAL CATEGORY: LEGAL AND SUPPORT PERSONNEL**

**CORE CODE: 00812**

**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:

- Drafting legislation
- The compilation of legal opinions
- The examination, registration and preservation of deeds
- The prosecution of criminals
- The rendering of legal administrative and support services including interpreting, messenger services etc. to ensure the effective functioning of the courts and Deeds Offices
- The representation of the State in legal cases

**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:

- Admittance of Advocate Act, 1964
- Attorneys Act, 1979 (Act 53 of 1979)

(b) **Requirements for employment**

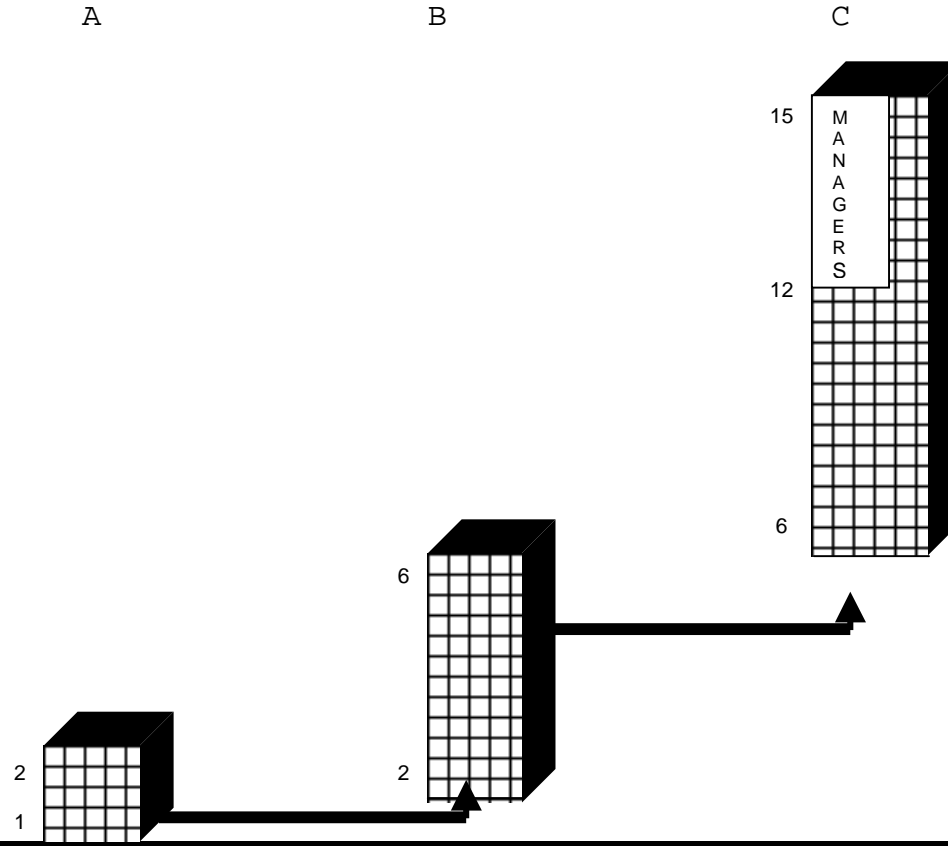
Although guidelines in respect of the competency profile on each level in this CORE are provided, executing authorities are responsible to ensure that the actual requirements for employment reflect the inherent requirements of a post. Executing authorities must also ensure that the requirements for employment 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	10(84)
14	747-842	10(78)
13	695-790	10(72)
12	642-737	10(67)
11	589-684	10(62)
10	537-632	10(57)
9	484-579	10(52)
8	432-527	10(47)
7	379-474	10(42)
6	326-421	10(32)
5	274-369	10(28)
4	221-316	10(24)
3	169-264	10(20)
2	116-211	10(13)
1	0-158	10(10)



- 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>Appropriate competencies in the following field such as, e.g.:</p> <ul style="list-style-type: none"> <li>* Interpretation Services</li> <li>* Deeds</li> <li>* Estates</li> </ul> <p>Knowledge of elementary clerical duties e.g. finance, administration and court procedures as well as the ability to translate/interpret, to capture data and operate computer, filing or typing.</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>* Deeds Registration courses</li> <li>* Course in taxation practices</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>
<b>ADMINISTRATIVE OFFICE WORKERS</b>	Professionals and Managers	<p><b>COMPETENCIES</b></p> <p>The ability to analyse, handle objections/appeals/prosecutions, communicate, negotiate and to apply theory in practice as well as the application of knowledge, training and experience</p> <p>Knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> <li>(a) Prosecutions</li> <li>(b) Registration of deeds</li> <li>(c) Liaison</li> <li>(d) Human resources</li> <li>(e) Training</li> <li>(f) Labour relations</li> <li>(g) Project management</li> <li>(h) Research</li> <li>(i) Policy/objective formulation, development and analysis</li> <li>(j) Budgeting</li> <li>(k) Facilitation</li> <li>(l) Conflict management</li> <li>(m) Financial management</li> <li>(n) Leadership</li> <li>(o) Planning and organising</li> <li>(p) Decision making</li> <li>(q) Legal interpretations</li> </ul> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies towards obtaining</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>a university degree/ national diploma at a tertiary institution or specific skills and knowledge required to function as a manager/professional.</p> <p>In-service training as such as, e.g.:</p> <ul style="list-style-type: none"><li>* Investigator's course</li><li>* Deeds Registration Courses</li><li>* Courses for Assistant Masters</li></ul> <p>Compliance with the relevant statutory requirements to appear in relevant court or admittance as Attorney/Advocate where applicable</p>

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

- Administrative Line Function and Support Personnel
- Economic Advisory and Support Personnel
- Human Resource and Support Personnel
- Management and General 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:

JOB	SALARY RANGES	PAGE NUMBER
1. Cleaners in Offices, workshops, hospitals, etc.	1-2	10(12) – 10(15)
2. Messengers, porters and deliverers	1-2	10(12) – 10(15)

### 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 3 and 6 year's of education which normally starts at the age of 3. Supervision of other workers may be included. Examples of typical jobs in this category are indicated in the table below:

<b>JOB S</b>		<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1.	Translators and air traffic communicators	2-5	10(18) – 10(30)
2	Secretaries and other keyboard operating clerks	3-6	10(22) – 10(34)
3.	Other administrative and related clerks and organisers	2-6	10(18) – 10(34)

**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 S</b>		<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1.	Advocates	8-15	10(49) – 10(86)
2.	Attorneys	6-15	10(38) – 10(86)
3.	General legal administration and related professionals	6-15	10(38) – 10(86)



<b>JOBS</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
4. Language Practitioners Interpreters and other related Communication Personnel	6-15	10(38) – 10(86)
5. Middle Managers: Legal related	12	10(69)
6. Senior Management	13-15	10(74) – 10(86)

**NOTE:** Although this CORE provides mainly for managers from salary range 12-15, 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.

# SALARY RANGE 1

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
0-158	1	80193	A1020000	Cleaners in offices, workshops, hospitals etc.
		50193D	A2010000	Messengers, porters and deliverers

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	10(12)
• Elementary Occupations	10(12)

# **GUIDELINES: ELEMENTARY OCCUPATIONS**

## GUIDELINES

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 including delivering of messages/goods</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>                      * Use maintenance supplies</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 in respect of procedural/routine matters</p>	<p>* Usual and special messenger services in court and deeds office</p> <p>* Escort judges to court</p> <p>* Elementary support to higher level work outputs</p> <p>* Clean and create an orderly working environment</p> <p>* Operate cleaning machines and maintenance thereof</p> <p>* Ancillary: Cleaning equipment, etc.</p> <p>* Maintenance supplies</p> <p>* Co-workers</p> <p>* Supervisors</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a few repetitive tasks such as:-</p> <p>* Cleaning (category A)</p> <p>* Equipment (category A)</p> <p>* Stores (category A)</p> <p>* Courier services (category A)</p> <p>* Court and Deeds office procedures</p> <p><b>SKILLS</b></p> <p>* Ability to operate machines</p> <p>* Ability to perform routine tasks independently</p> <p>* Basic literacy</p> <p><b>COMMUNICATION</b></p> <p>* Routine verbal exchange of information requiring helpfulness and politeness</p>	<p><b>QUALIFICATIONS</b>                      * ABET</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * ABET:                      No experience</p>

# SALARY RANGE 2

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
116-211	2	80194 50194 D	A1020000	Cleaners in offices, workshops, hospitals etc.
			A2010000	Messengers, porters and deliverers
			B1020300	Translators and air traffic communicators
			B1010600	Other administrative and related clerks and organisers

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	10(15 )
• Elementary Occupations	10(815)
• Administrative Office Workers	10 (18)
• Administrative Office Workers	10 (18)

# **GUIDELINES: ELEMENTARY OCCUPATIONS**

**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>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 including delivering of messages/goods</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>                      * Uses stores</p> <p><b>JOB INFORMATION</b>                      * Receive instruction/guidance on several closely related subject areas which are straight forward                      * As teamleader, give limited work instruction on a single subject area</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                      * In some cases, could influence that of others</p>	<p>* Basic maintenance of equipment and reporting defects</p> <p>* Perform duties related to the copying and distribution of documents</p> <p>* Distribute cleaning equipment</p> <p>* Ancillary: Cleaning equipment</p> <p>* Maintenance supplies</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures such as:-                      * Cleaning (category B)                      * Equipment (category A)                      * Courier services (category B)</p> <p><b>SKILLS</b>                      * Literacy                      * Ability to perform routine tasks                      * Ability to operate equipment and machines</p> <p><b>COMMUNICATION</b>                      * Routine verbal exchange of information requiring 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**

<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> * In some cases decisions may be made in respect to the work of others but will mostly be in respect of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction on procedural matters which are straight forward</p>	<p>* Co-workers * Supervisors * Public</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>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 administrative functions related to the work in the office environment and/or deal directly with clients by requesting/providing information</p> <p><b>AUTONOMY</b>                      * Routine 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</p> <p><b>JOB INFORMATION</b>                      * Receive instruction/guidance on several closely related subject areas which are straight forward                      * As teamleader, give limited work instruction on a single subject area</p> <p><b>PROBLEM SOLVING</b>                      * Solve problems by applying standing instructions or procedures</p>	<p>Elementary and routine clerical assistance to higher level work outputs including:</p> <ul style="list-style-type: none"> <li>* File and destruct records and archives</li> <li>* Assist with banking of money</li> <li>* Keep registers/court records</li> <li>* Control over keys</li> <li>* Keep statistics</li> <li>* Counter services</li> <li>* Receipts and warrant vouchers issued</li> <li>* Capture data/trace documents</li> <li>* Basic translation and interpretation services</li> <li>* Clean recording equipment</li> </ul> <p>* Counter service                      * Banking                      * Issue receipts</p> <p>* Tracing files</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>* Training (category A)</li> <li>* HR matters (category A)</li> <li>* Computer (category A)</li> <li>* Data capturing</li> <li>* Telephone etiquette</li> <li>* Administration procedures relating to specific working environment</li> <li>* Planning and organising (category A)</li> <li>* Filing system</li> <li>* Accurately translate the meaning of information supplied in court and deeds office</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Literacy</li> <li>* Numeracy</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>* Team leading</li> <li>* Language</li> </ul>	<p><b>QUALIFICATIONS</b>                      * Grade 10 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * Grade 10 or equivalent                      No experience</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>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> <li>* In some cases, could influence that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* In some cases decisions may be made in respect to the work of others but 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 on procedural matters which are straight forward</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Act as teamleader to assist with formal supervision</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>	

# SALARY RANGE 3

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
169-264	3	80195 50195 D	B1010100	Secretaries and other keyboard operating clerks
			B1010600	Other administrative and related clerks and organisers
			B1020300	Translators and air traffic communicators

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	10(22)
• Administrative Office Workers	10(22)
• Administrative Office Workers	10(22)

# **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 3: 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 administrative functions related to the work in the office environment and/or deal directly with clients by requesting/providing information</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Clerical tasks of which the content is straight forward, but requires some interpretation</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Person may be responsible for the handling of cash</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>* As teamleader, give limited work instruction on a single subject area</li> </ul>	<ul style="list-style-type: none"> <li>* Handle less complicated routine correspondence/enquiries</li> <li>* Transcribe/type manuscripts and publications</li> <li>* Issues receipts and warrant vouchers</li> <li>* Counter service</li> <li>* Keeps petty cash</li> <li>* Contribute towards the registration of deeds</li> <li>* Mentoring, including in service person to person training, of new appointees/personnel</li> <li>* Record keeping of appeals</li> <li>* Assist in the packing of court equipment and books/stationary as well as the preparation of the court</li> <li>* Interpretation services</li> <li>* Calculate estate duty, etc.</li> <li>* Maintain registers and directives</li> <li>* Preparation and controlling of documents, advices, etc. for correctness</li> </ul> <ul style="list-style-type: none"> <li>* Counter Service</li> <li>* Banking</li> <li>* Issue receipts</li> </ul>	<p><b>KNOWLEDGE</b></p> <p>(Also see Annexure A)</p> <p>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>* Computer (category A)</li> <li>* Data capturing</li> <li>* Telephone etiquette</li> <li>* Administration procedures relating to specific working environment, e.g. court and deeds office</li> <li>* Reporting procedures</li> <li>* Planning and organising (category A)</li> <li>* Procurement directives and procedures</li> <li>* Client's needs</li> <li>* How to do basic research/ information gathering</li> <li>* Court procedures</li> <li>* Accurately translate the meaning of information supplied in court and deeds office</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Organising</li> <li>* Ability to perform routine tasks</li> <li>* Ability to operate computer (hardware and software)</li> <li>* Basic interpersonal relationship</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>* Junior Investigators Course/ ACA-course</li> <li>* Orientation course in deeds registration</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>Between 0 and 2 years</li> <li>* Grade 12 or equivalent</li> <li>No experience</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</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> <li>* As teamleader, can influence that of others</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* In some cases decisions may be made in respect of the work of others but 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 on general/ procedural matters which are straight forward</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of personnel 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>* Oversee work performance</li> <li>* Allocate resources</li> <li>* Oversee maintenance of equipment</li> <li>* Allocate tasks</li> <li>* Administer basic HR matters</li> <li>* Assist with performance assessment</li> <li>* Train and develop personnel</li> </ul>	<ul style="list-style-type: none"> <li>* Problem solving</li> <li>* Leadership</li> <li>* Training</li> <li>* Language</li> <li>* Typing</li> <li>* Numeracy/mathematics</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>* Interpretation in courts</li> </ul>	

# SALARY RANGE 4

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
221-316	4	80196 50196 D	B1010100	Secretaries and other keyboard operating clerks
			B1010600	Other administrative and related clerks and organisers
			B1020300	Translators and air traffic communicators

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	10 (26)
• Administrative Office Workers	10 (26)
• Administrative Office Workers	10 (26)



# **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 4: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Office and keyboard-operating 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 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                      * Monitor the expenditure of others by means of collecting financial data for the budget</p>	<p>* Financial matters                      * Auxiliary and liaison services                      * Process matters relating to sheriffs                      * Keep records                      * Keep, monitor and report court rolls                      * Deal with expenses regarding the protection of witnesses                      * Receive and pay out monies                      * Handle trust accounts                      * Guidance and advice to clients                      * Process statistics                      * Assist with the administering of the budget vote and deposit accounts                      * Handle fines, bail money, exhibits, preparatory examinations, review cases, appeals etc.                      * Assist with the examination and registration of deeds                      * Interpretation services</p> <p>* Counter Services                      * Banking                      * Receive fines, witness fees and pay fees, salaries etc.                      * Issue receipts</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures and general clerical duties such as:-                      * Finance (category A/B)                      * HR matters (category A)                      * Training (category B)                      * Data capturing                      * Computer (category A/B)                      * Telephone etiquette                      * Administration procedures relating to specific working environment, e.g. Deeds Office                      * Planning and organising (category A/B)                      * Reporting procedures                      * How to do basic research/information gathering                      * Procurement directives and procedures                      * Knowledge of statistics                      * Norms and standards (category A)                      * Examination of Deeds (category A)                      * Court procedures                      * Accurately translate the meaning of information supplied in court and deeds offices</p>	<p><b>QUALIFICATIONS</b>                      * Grade 10 or equivalent                      * Grade 12 or equivalent                      * National Certificate in Registration of Deeds or equivalent, where applicable</p> <p><b>TRAINING</b>                      * Deeds Registration course level 1, where applicable                      * Senior Investigators Course</p> <p><b>EXPERIENCE</b>                      * Grade 10 or equivalent                      * Between 2 and 5 years                      * Grade 12 or equivalent                      * Between 0 and 2 years                      * Experience in registration of deeds, where applicable</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>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>* As teamleader, give limited work instruction on a single subject area to sub-ordinates</li> <li>* Responsible for conveying 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> <li>* Conclusions are mainly reached by applying, mainly routine job processes but occasionally 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>* Limited decisions may in some cases 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 on procedural/ technical matters which require some interpretation</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of personnel 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>* Public</li> <li>* Supervisors</li> <li>* Legal practitioners</li> </ul> <ul style="list-style-type: none"> <li>* Supervise deeds office archives</li> <li>* Allocate resources and tasks</li> <li>* Assist with performance assessment</li> <li>* Train and develop personnel</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 computer (both hardware and software)</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Ability to interpret and apply relevant directives and procedures</li> <li>* Language</li> <li>* Typing</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 written notes and memo's</li> <li>* Interpretation in courts</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 5

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
274-369	5	80197 50197 D	B1010100	Secretaries and other keyboard operating clerks
			B1010600	Other administrative and related clerks and organisers
			B1020300	Translators and air traffic communicators

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	10 (30)
• Administrative Office Workers	10 (30)
• Administrative Office Workers	10 (30)

# **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 5: 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 administrative functions related to the work in the office environment and/or deal directly with clients by requesting/providing information</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* General clerical tasks of which the content is straight forward but requires some interpretation</li> </ul> <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 the expenditure of others by means of collecting financial data for the budget</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>* As teamleader, give limited work instruction on a single subject area to sub-ordinates</li> <li>* Responsible for conveying procedural information in certain cases</li> </ul>	<ul style="list-style-type: none"> <li>* Submit documents to the rules board</li> <li>* Implement and administer acts</li> <li>* Interpret statistics</li> <li>* Editorial services</li> <li>* Assist with the examination and registration of deeds</li> <li>* Receive and pay out monies</li> <li>* Interpretation services</li> <li>* Allocates case numbers and open files</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)</li> <li>* Data capturing</li> <li>* Telephone etiquette</li> <li>* Administration procedures relating to specific working environment, e.g. Deeds registration</li> <li>* Planning and organising (category B)</li> <li>* Reporting procedures</li> <li>* How to do basic research/ information gathering</li> <li>* Procurement directives and procedures</li> <li>* Knowledge/Interpretation of statistics</li> <li>* Examination of Deeds (category B)</li> <li>* Court procedures</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 computer (both hardware and software)</li> <li>* Interpersonal relationship</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> <li>* National Higher Certificate in Registration of Deeds, where applicable</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Deeds Registration Course level 1, where applicable</li> <li>* Senior Investigators Course</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> <li>* Experience in Deeds registration, where applicable</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 may be compared with each other</li> <li>* Conclusions are mainly reached by applying, mainly routine job processes but occasionally 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>* Limited decisions may in some cases 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 detailed information on procedural/technical matters</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Assist with general supervision of clerical personnel</li> <li>* Limited authority in respect of quality control</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Public</li> <li>* Supervisors</li> <li>* Legal practitioners</li> </ul> <ul style="list-style-type: none"> <li>* Supervise and control stores and equipment</li> <li>* Supervise, control and check accounts registers</li> <li>* Co-ordinate work schedules</li> <li>* Allocate tasks</li> <li>* Assist with performance assessment</li> <li>* Train and develop personnel</li> </ul>	<ul style="list-style-type: none"> <li>* Maintaining discipline</li> <li>* Formulation and editing</li> <li>* Co-ordinating, control and planning</li> <li>* Typing</li> <li>* Language</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 and reports</li> <li>* Motivation</li> <li>* Interpretation in courts</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 6

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
326-421	6	80198 50198 D	B1010100	Secretaries and other keyboard operating clerks
			B1010600	Other administrative and related clerks and organisers
			C5010200	Attorneys
			C5010300	General legal administration and related professionals
			C5040200	Language Practitioners, Interpreters and other related communication personnel

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	10 (34)
• Administrative Office Workers	10(34)
• Professionals and Managers	10(38)
• Professionals and Managers	10(38)
• Professionals and Managers	10(38)



# **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 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 administrative functions related to the work in the office environment and/or deal directly with clients by requesting/providing information</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist clerical support tasks of which the work content is complex and requires occasional interpretation within 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 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>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Advice on procedural, technical and legal matters to colleagues and the public</li> </ul>	<ul style="list-style-type: none"> <li>* Attend court sessions</li> <li>* Controls all pending criminal appeal records</li> <li>* Determine trial dates</li> <li>* Distribute cases to judges</li> <li>* Keep statistics</li> <li>* Complies summonses</li> <li>* Deals with all work related to cases which are submitted for review</li> <li>* Taking down and record keeping of court proceedings</li> <li>* Provide assistance with the preparation of court sessions</li> <li>* Receive payments</li> </ul> <ul style="list-style-type: none"> <li>* Advice to legal practitioners</li> <li>* Advice on legal proceedings</li> </ul>	<p><b>KNOWLEDGE</b></p> <p>(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 A/B)</li> <li>* HR matters (category A/B)</li> <li>* Training (category B)</li> <li>* Computer (category B)</li> <li>* Administration procedures relating to specific working environment</li> <li>* Planning and organising (category B)</li> <li>* Reporting procedures</li> <li>* How to do research/gather information</li> <li>* Court procedures</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>* Conflict resolution</li> <li>* Team building</li> <li>* Ability to take decisions</li> <li>* Ability to work under pressure</li> <li>* Training</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information which could require difficult explanation</li> <li>* More complex notes, memo's and reports</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> <ul style="list-style-type: none"> <li>* Course in Taxation Practice</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>More than 10 years</li> <li>* Grade 12 or equivalent</li> <li>Between 5 and 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>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* 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 and in some cases that of others</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 a section of the department</li> </ul>		<ul style="list-style-type: none"> <li>* Cabinet Memoranda</li> <li>* Court documentation</li> <li>* Negotiation</li> <li>* Motivation</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 (e.g. during court cases)</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></p> <ul style="list-style-type: none"> <li>* More detailed information on procedural/technical/legal and policy matters</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</li> <li>* Limited authority in respect of quality control</li> <li>* Assistance and advice</li> <li>* Training/development</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>* Private Sector Institutions</li> <li>* Legal Practitioners</li> </ul> <ul style="list-style-type: none"> <li>* Assist manager</li> <li>* Correspondence with various stakeholders</li> <li>* Assist with performance assessment</li> <li>* Allocate tasks</li> <li>* Train and develop personnel</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>Level 6: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research on legal problems, draft laws and regulations, advise clients on legal and related matters and plead cases or conduct prosecutions in courts</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist professional administrative 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>* Inputs, advice and improvement regarding application and interpretation of functional directives, practices and procedures including:-                             <ul style="list-style-type: none"> <li>- Policy regarding statutory appointments</li> <li>- Payment and service conditions of judges</li> <li>- Assessor system</li> <li>- Acts as additional sheriff</li> <li>- Magisterial districts</li> <li>- Appointment of senior council</li> <li>- Witness protection programmes</li> <li>- Consultations with stakeholders</li> <li>- Legal information to the community</li> <li>- Draft/amend/edit laws, sub-ordinate legislation and other legal documents such as tender documents, etc</li> <li>- Research</li> <li>- Investigate and prepare legal directives</li> <li>- Submit comments regarding new acts and sub-ordinate legislation</li> <li>- Interpret statistics</li> <li>- Court procedures</li> <li>- Summonses and warrants</li> <li>- Police dockets</li> <li>- Subpoenas and notices to witnesses</li> <li>- Process information on estates</li> <li>- Receive payments</li> </ul> </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 B)</li> <li>* Computer (category B)</li> <li>* Training (category B)</li> <li>* Administration procedures relating to specific working environment, e.g. Deeds Registrar</li> <li>* Planning and organising (category B/C)</li> <li>* Reporting procedures</li> <li>* How to do research/gather information</li> <li>* Procurement directives and procedures</li> <li>* Knowledge of statistics</li> <li>* Court procedures</li> <li>* Examination of Deeds (category C)</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> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification which include the specific recognised legal courses such as Criminal Law, Law of Evidence, etc.</li> <li>* National Diploma in Deeds Registration or equivalent qualification, where applicable</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Senior Investigators Course</li> <li>* Deeds Registration Course II, where applicable</li> </ul> <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>* Compliance with statutory requirements to appear in relevant court, where applicable</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>
	<ul style="list-style-type: none"> <li>- Adoptions, children court</li> <li>- Monitor court performance, court rolls and assessor system</li> <li>- Decriminalize lesser offences</li> <li>- Process applications regarding parole</li> <li>- Co-ordinate implementation of new and amended legislation</li> <li>- Institute prosecutions</li> <li>- Case preparation</li> <li>- Determine trial dates</li> <li>- Determine admission of guilt amounts and conditions</li> <li>- Draw up charge sheets and summonses</li> <li>- Present and reason state's case in the lower courts</li> <li>- Reports</li> <li>- Legal opinions</li> <li>- Extradition agreements</li> <li>- Tasks that must be/may be performed by an attorney, notary or conveyancer</li> <li>- Introduce and defend civil claims</li> <li>- Defend criminal cases</li> <li>- Expropriate land</li> <li>- Administrative matters related to estates</li> <li>- Provide budget inputs</li> <li>- Assist with the examination and registration of deeds</li> <li>- Draft international treaties and agreements</li> <li>- Interpretation services</li> <li>- Editorial service</li> </ul>	<ul style="list-style-type: none"> <li>* Team building</li> <li>* Research</li> <li>* Ability to take decisions</li> <li>* Presentation</li> <li>* Ability to apply theory in practice and application of knowledge, training and experience</li> <li>* Ability to work under pressure</li> <li>* Training</li> <li>* Language</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information which could require difficult explanation</li> <li>* More complex notes, memo's and reports</li> <li>* Cabinet Memoranda</li> <li>* Court documentation</li> <li>* Negotiation</li> <li>* Motivation</li> <li>* Interpretation in courts</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 (e.g. during court cases)</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>                      * More detailed information on procedural/technical/legal and policy matters</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Function as teamleader to assist with supervision of clerical personnel                      * Limited authority in respect of quality control                      * Assistance and advice                      * Training/development</p>	<p>* Co-workers                      * Public                      * Supervisors                      * Other departments/provincial administrations                      * Private Sector Institutions                      * Legal Practitioners</p> <p>* Assist manager                      * Correspondence with various stakeholders                      * Investigate personnel matters                      * Assist with performance assessment                      * Allocate tasks                      * Train personnel</p>		

# SALARY RANGE 7

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
379-474	7	80199 50199 D	C5010200	Attorneys
			C5010300	General legal administration and related professionals
			C5040200	Language Practitioners, Interpreters and other related communication personnel

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	10(44)
• Professionals and Managers	10(44)
• Professionals and Managers	10(44)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

## 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 on legal problems, draft laws and regulations, advise clients on legal and related matters and plead cases or conduct prosecutions in courts</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist professional 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/advice</li> <li>* Judicial acts such as debt recovering and settlement with persons that have entered into legal relationship with the department</li> <li>* Liaise court cases and legal administrative matters</li> <li>* Maintain criminal jurisdiction of lower court</li> <li>* Demarcate magisterial districts</li> <li>* Small claims courts and alternative dispute resolution fora</li> <li>* Co-ordinated interaction between the formal judicial structures and traditional courts and community justice structures</li> <li>* Legal relationship with neighbouring states in Africa and other international states</li> <li>* Common wealth schemes and projects</li> <li>* International agreements</li> <li>* Act as chairperson/presiding officer</li> <li>* Interpretation services in special cases</li> <li>* Provide training in respect of interpretation services</li> <li>* Draft international treaties and agreements</li> <li>* Assist with examination and Registration of Deeds</li> <li>* Summons and warrants</li> <li>* Draft/amend/edit laws and legislation applicable to the department</li> <li>* Routine correspondence on estate matters</li> <li>* Institute prosecutions</li> <li>* Case preparation</li> <li>* Present and reason State's cases in lower court</li> <li>* Tasks that must be/may be performed by an attorney, notary, conveyancer</li> <li>* Define civil claims/criminal cases</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 B)</li> <li>* HR matters (category B)</li> <li>* Training (category B)</li> <li>* Computer (category B)</li> <li>* Administration procedures relating to specific working environment</li> <li>* Planning and organising (category C)</li> <li>* Reporting procedures</li> <li>* How to do research/gather information</li> <li>* Procurement directives and procedures</li> <li>* Compilation of management reports</li> <li>* Legal interpretations</li> <li>* Court procedures</li> <li>* Examination of Deeds (category C)</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> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary legal qualification with relevant courses/ subjects</li> <li>* Tertiary qualification (LL.B)</li> <li>* Grade 12 or equivalent</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification (LLB): No experience</li> <li>* Tertiary qualification: Between 0 and 2 years</li> <li>* Grade 12 or equivalent: More than 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Compliance with statutory requirements to appear in relevant court, where applicable</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Advanced Deeds Registration Course level II, where applicable</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 budget levels by collecting financial data and the consolidating of accounts</li> <li>* Authorise expenditure in some cases</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Advice on procedural, technical, legal and policy matters to colleagues and the public</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and in some cases that of a section</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 a section of the department/ provincial administration</li> </ul>	<ul style="list-style-type: none"> <li>* Advice regarding interpretations of acts, legal opinions etc.</li> <li>* Legal practitioners</li>   <li>* How to present cases in court</li> </ul>	<ul style="list-style-type: none"> <li>* Team building</li> <li>* Project Management</li> <li>* Facilitation</li> <li>* Language</li> <li>* Research</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information which can require difficult explanation</li> <li>* Negotiations</li> <li>* Cabinet memoranda</li> <li>* Complex notes, memo's and reports</li> <li>* Motivation</li> <li>* Court and other legal documentation</li> <li>* Presentation</li> <li>* Court interpretation</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 (e.g. during court cases)</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></p> <ul style="list-style-type: none"> <li>* More detailed information on procedural/technical/legal and policy matters which are of a specialist nature</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of professional personnel</li> <li>* Limited 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>* 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>* Allocate tasks</li> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Maintain discipline</li> </ul>		

# SALARY RANGE 8

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
432-527	8	80200 50200 D	C5010100	Advocates
			C5010200	Attorneys
			C5010300	General legal administration and related professionals
			C5040200	Language Practitioners, Interpreters and other related communication personnel

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	10 (49)
• Professionals and Managers	10 (49)
• Professionals and Managers	10 (49)
• Professionals and Managers	10 (49)

# **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 8: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research on legal problems, draft laws and regulations, advise clients on legal and related matters and plead cases or conduct prosecutions in courts</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist professional 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 collecting financial data and the consolidating of accounts</li> <li>* Authorise expenditure in some cases</li> <li>* May be a budget holder</li> </ul>	<ul style="list-style-type: none"> <li>* Attend multilateral technical committees regarding legal matters</li> <li>* Liaison with the Legal Aid Board</li> <li>* Programmes to combat crime</li> <li>* Present and arrange lectures/interpretation courses</li> <li>* Conduct language tests</li> <li>* Assist management with strategic planning</li> <li>* Draft international treaties and agreements</li> <li>* Pass legal judgement on registrability of deeds</li> <li>* Handle divorce and related court cases</li> <li>* Draft/amend/edit laws and legislation applicable to the department</li> <li>* Legal training of personnel</li> <li>* Matters related to estates</li> <li>* Prosecutions and related matters</li> <li>* Present and reason State's case in court/Supreme Court</li> <li>* Summonses and warrants</li> <li>* Do research</li> <li>* Execution of tasks that must be/may be performed by an attorney, notary or conveyancer</li> <li>* Facilitates work flow and registration of deeds process</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 B/C)</li> <li>* HR matters (category B)</li> <li>* Training (category C)</li> <li>* Computer (category B)</li> <li>* Administration procedures relating to specific working environment</li> <li>* Planning and organising (category C)</li> <li>* Reporting procedures</li> <li>* How to 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>* Legal interpretations</li> <li>* Court procedures</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>* Maintaining discipline</li> <li>* Formulation and editing</li> <li>* Conflict resolution</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Grade 12 or equivalent</li> <li>* Tertiary qualification</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Deeds Registration Course level III, where applicable.</li> <li>* Course for Assistant Masters</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Admittance as Attorney/ Advocate, where applicable: No experience</li> <li>* Tertiary qualification (LLB): Between 0 and 2 years</li> <li>* Other tertiary qualification than LL.B: Between 2 and 5 years</li> <li>* Grade 12: More than 10 years</li> <li>* Relevant experience in Deeds Registration, where applicable</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Admittance as Attorney or Advocate, where applicable</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></p> <ul style="list-style-type: none"> <li>* More detailed information on procedural/technical/legal and policy matters which are of a specialist nature</li> </ul> <p><b>CONTENT OF COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* More detailed general and procedural information</li> <li>* Departmental policy/strategy</li> <li>* Interpretation of statutes</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of administrative and professional personnel</li> <li>* Limited authority in respect of quality control</li> <li>* Training/development</li> <li>* Technical advice and guidance</li> <li>* Formal disciplinary authority over administrative and professional personnel</li> <li>* Section management</li> </ul>	<ul style="list-style-type: none"> <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>* Legal position in respect of court cases and registrability of deeds, handling of estates and court interpretation</li> </ul> <ul style="list-style-type: none"> <li>* Allocate tasks</li> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Maintain discipline</li> </ul>		

# SALARY RANGE 9

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
484-579	9	80201 50201 D	C5010100	Advocates
			C5010200	Attorneys
			C5010300	General legal administration and related professionals
			C5040200	Language Practitioners, Interpreters and other communication personnel

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	10(54)
• Professionals and Managers	10(54)
• Professionals and Managers	10(54)
• Professionals and Managers	10(54)

# **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 on legal problems, draft laws and regulations, advise clients on legal and related matters and plead cases or conduct prosecutions in courts</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist professional 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 collecting financial data and the consolidating of accounts</li> <li>* Authorise expenditure in some cases</li> </ul>	<ul style="list-style-type: none"> <li>* Evaluate training on interpretation courses</li> <li>* Recommend interpreters for special trails</li> <li>* Interpretation services/lectures</li> <li>* Assist management with strategic planning</li> <li>* Draft formulate policy/objectives/laws/legislation/lectures</li> <li>* Pass legal judgement on registrability of deeds</li> <li>* Facilitate work flow and registration of deeds process</li> <li>* Prosecution and related matters</li> <li>* Present and reason State's cases in court/Supreme Court</li> <li>* Handle divorce and related court cases</li> <li>* Matters relating to estates</li> <li>* Execution of more difficult tasks which must be/may be performed by a attorney, notary or conveyancer</li> <li>* Study legal literature and provide legal advice on interpretations and directives</li> <li>* Do research</li> <li>* Negotiations regarding/drafting of international treaties and agreements</li> <li>* Facilitates work flow and registration of deeds process</li> <li>* Legal training of personnel</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 B/C)</li> <li>* HR matters (category B)</li> <li>* Training (category C)</li> <li>* Computer (category B)</li> <li>* Compilation of management reports</li> <li>* Reporting procedures</li> <li>* Procurement directives and procedures</li> <li>* Planning and organising (category C)</li> <li>* Administration procedures relating to specific working environment</li> <li>* How to do research/gather information</li> <li>* Legal interpretations</li> <li>* Court procedures</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>* Team building</li> <li>* Training</li> <li>* Policy analysis and development</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>* Course for Assistant Masters, where applicable</li> <li>* Deeds Registration Course level IV, where applicable</li> </ul> <p><b>EXPERIENCE</b> <b>Management:</b></p> <ul style="list-style-type: none"> <li>* Admitted as Advocate/ Attorney where applicable: Between 0 and 2 years</li> <li>* Tertiary qualification (LLB): Between 2 and 5 years</li> <li>* Other tertiary qualification than LL.B: Between 5 and 10 years</li> <li>* Grade 12 or equivalent: More than 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Admittance as Attorney or Advocate, where applicable</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>* Advice on procedural, technical, legal and policy matters to colleagues and the public</li> <li>* Advice of a more specialist nature given by more experienced or more highly qualified personnel can be rendered to colleagues/staff at higher levels on policy matters/Public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Guidance/Technical advice on unrelated subjects</li> <li>* Information may be unfamiliar to the postholder but will require an in depth analysis and 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 or referring to established precedents</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 in some cases that of a section</li> <li>* As teamleader, can influence that of others</li> </ul>	<ul style="list-style-type: none"> <li>* Advice regarding interpretation of acts, legal opinions etc.</li> <li>* Legal practitioners</li> </ul>          <ul style="list-style-type: none"> <li>* Court records</li> </ul>	<ul style="list-style-type: none"> <li>* Policy/objectives formulation</li> <li>* Budgeting</li> <li>* Facilitation</li> <li>* Research</li> <li>* Legal skills</li> <li>* Language</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of highly specialised information</li> <li>* Complex notes, memoranda and reports</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Cabinet memoranda</li> <li>* Press releases</li> <li>* Court and other legal documentation such as deeds, estates, etc.</li> <li>* Court interpretation</li> <li>* Interpretation of statutes</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 (e.g. during court cases)</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>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 a section of the department/ provincial administration</li> <li>* Make recommendations with regard to policies/strategies for the Public Service/State</li> </ul> <p><b>INTERACTION WITH CLIENTS/STAFF</b></p> <ul style="list-style-type: none"> <li>* More detailed and highly technical information of a more specialist nature</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of administrative and professional personnel</li> <li>* Authority in respect of quality control</li> <li>* Training/development</li> <li>* Technical advice and guidance</li> <li>* Formal disciplinary authority over administrative personnel</li> <li>* Section management</li> <li>* Facilitate work flow and registration of deeds process, estates, etc</li> </ul>	<ul style="list-style-type: none"> <li>* How to present cases in court</li> <li>* Pass legal judgement in registrability of deeds</li> <li>* Correctness/completeness of documents such as: inventories, death notices, estate accounts, wages, etc.</li> </ul> <ul style="list-style-type: none"> <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>* Allocate tasks and resources</li> <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Maintain discipline</li> </ul>		



# SALARY RANGE 10

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
537-632	10	80202 50202 D	C5010100	Advocates
			C5010200	Attorneys
			C5010300	General legal administration and related professionals
			C5040200	Language Practitioners, Interpreters and other communication personnel

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	10 (59)
• Professionals and Managers	10 (59)
• Professionals and Managers	10 (59)
• Professionals and Managers	10 (59)

# **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>Level 10: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research on legal problems, draft laws and regulations, advise clients on legal and related matters and plead cases or conduct prosecutions in courts</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Professional 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 collecting financial data and consolidating of accounts</li> <li>* Authorise expenditure in some cases</li> <li>* May be a budget holder</li> <li>* Budget planning</li> </ul>	<ul style="list-style-type: none"> <li>* Assist management with strategic planning</li> <li>* Drafting/formulating policy/ objectives/laws/legislation</li> <li>* Complex investigations</li> <li>* Pass legal judgement in registrability of deeds</li> <li>* Act as chairperson/presiding officer at meetings</li> <li>* Handle more complex correspondence on estates and related matters</li> <li>* Manages registrar's office</li> <li>* Prosecutions, court appearances and related matters</li> <li>* The execution of more difficult tasks that must be/ may be performed by an attorney, notary or conveyancer</li> <li>* Study legal literature and provide advice on legal interpretations and directives</li> <li>* Do research</li> <li>* Negotiations on international treaties and agreements</li> <li>* Legal training of personnel</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure) Knowledge of a wide range of work procedures such as:-</p> <ul style="list-style-type: none"> <li>* Finance (category B/C)</li> <li>* HR matters (category B)</li> <li>* Training (category D)</li> <li>* Computer (category B)</li> <li>* Administration procedures relating to specific working environment</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>* Legal interpretations</li> <li>* Court procedures</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> <li>* Formulating and editing</li> <li>* Conflict resolution</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Admittance as Attorney/ Advocate, where applicable: Between 2 and 5 years</li> <li>* Tertiary qualification (LL.B): Between 5 and 10 years</li> <li>* Other tertiary qualification than LL.B: More than 10 years</li> </ul> <p><b>TRAINING</b></p> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Admittance as Attorney or Advocate, where applicable</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>* Advice on procedural, technical, legal and policy matters to colleagues and the public</li> <li>* Highly specialised advice can be given by more experienced or more highly qualified personnel to colleagues/staff at higher levels on policy matters/Public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Guidance/Technical advice on unrelated subjects</li> <li>* Information may be unfamiliar to the postholder but will require an in depth analysis and 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 or referring to established precedents</li> <li>* Conclusions are reached through the analysis of complex information from different sources 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 in some cases that of a section</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 a section of the department/ provincial administration</li> <li>* Make recommendations with regard to policies strategies for the Public Service/State</li> </ul>	<ul style="list-style-type: none"> <li>* Advice Court on Registration of Deeds matters</li>   <li>* Court records</li>   <li>* Pass legal judgement in registrability of deeds</li> <li>* Decides on aspects conferred on the Master: Supreme Court in terms of statutory and other directives</li> </ul>	<ul style="list-style-type: none"> <li>* Project management</li> <li>* Team building</li> <li>* Policy analysis and development</li> <li>* Policy/objectives formulation</li> <li>* Budgeting</li> <li>* Facilitation</li> <li>* Research</li> <li>* Legal skills</li> <li>* Training</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of highly specialised information</li> <li>* Complex notes, memoranda and reports</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Cabinet memoranda</li> <li>* Press releases</li> <li>* Court and other legal documentation such as estates, deeds, etc.</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Development of new ideas that result in major changes to existing methods/policies/ understanding (e.g. during court cases)</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>INTERACTION WITH CLIENTS/ STAFF</b>                      * More detailed and highly specialised information of a more specialist nature</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Function as teamleader to supervise professional personnel                      * Authority in respect of quality control                      * Training/development                      * Technical advice and guidance                      * Formal disciplinary authority over administrative/professional personnel                      * Section management</p>	<p>* Co-workers                      * Other departments/provincial administrations                      * Legal practitioners                      * Private sector institutions                      * Public                      * Supervisors</p> <p>* Allocate tasks and resources                      * Personnel Performance Management System                      * Train and develop personnel                      * Maintain discipline</p>		

# SALARY RANGE 11

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
589-684	11	80203	C5010100	Advocates
		50203 D	C5010200	Attorneys
			C5010300	General legal administration and related professionals
			C5040200	Language Practitioners, Interpreters and other communication personnel

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	10 (64)
• Professionals and Managers	10 (64)
• Professionals and Managers	10 (64)
• Professionals and Managers	10 (64)

# **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>* Conduct research on legal problems, draft laws and regulations, advise clients on legal and related matters and plead cases or conduct prosecutions in courts</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Professional 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 collecting financial data and the consolidating of accounts</li> <li>* Authorise expenditure in some cases</li> <li>* May be a budget holder</li> <li>* Budget planning</li> </ul>	<ul style="list-style-type: none"> <li>* Assist management with strategic planning</li> <li>* Drafting/formulating policy / objectives/laws/legislation</li> <li>* Complex investigations</li> <li>* Pass legal judgement in registrability of deeds</li> <li>* Act as chairperson/presiding officer at meetings</li> <li>* Prosecutions, court appearances and related matters</li> <li>* Handle more difficult correspondence on estates and related matters</li> <li>* Draft applications to the court</li> <li>* Study complex literature and provide advice on legal interpretations and directives</li> <li>* Execution of more difficult tasks that must be/may be performed by an attorney, notary or conveyancer</li> <li>* International laws and related matters</li> <li>* Legal training of personnel</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure) 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)</li> <li>* Training (category D)</li> <li>* Computer (category B)</li> <li>* Administration procedures relating to specific working environment</li> <li>* Planning and organising (category C)</li> <li>* Reporting procedures</li> <li>* How to do research/gather information and analyse</li> <li>* Procurement directives and procedures</li> <li>* Compilation of management reports</li> <li>* Legal interpretations</li> <li>* Court procedures</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> <li>* Formulation and editing</li> <li>* Conflict resolution</li> <li>* Project Management</li> <li>* Team building</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Admittance as Attorney/Advocate, where applicable: Between 5 and 10 years</li> <li>* Tertiary qualification: More than 10 years</li> </ul> <p><b>TRAINING</b></p> <p><b>STATUTORY REQUIREMENT</b> Admittance as Attorney or Advocate, where applicable</p>



## GUIDELINES

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Advice on procedural, technical, legal and policy matters to colleagues and the public</li> <li>* Highly specialised advice is given by more experienced or more highly qualified personnel and can be rendered to colleagues/staff at higher levels on policy matters/Public</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Guidance/Technical advice on unrelated subjects</li> <li>* Information may be unfamiliar to the postholder but will require an in depth analysis and 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 or referring to established precedents</li> <li>* Conclusions are reached through the analysis of complex information from different sources 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 in some cases that of a section</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 a section of the department/ provincial administration</li> <li>* Make recommendations with regard to policies/strategies for the Public Service/State</li> </ul>	<ul style="list-style-type: none"> <li>* Advice regarding interpretation of acts, legal opinions etc.</li> <li>* Legal practitioners</li> <li>* Advice regarding deeds, estates, etc.</li> <li>* Advice Court on Registration of Deeds matters</li> </ul> <p style="text-align: center;">* Court records</p> <ul style="list-style-type: none"> <li>* How to present cases in court</li> <li>* Pass legal judgement in registrability of deeds</li> <li>* Decides on aspects conferred on the Master: Supreme Court in terms of statutory and other directives</li> </ul>	<ul style="list-style-type: none"> <li>* Policy analysis and development</li> <li>* Policy/objectives formulation</li> <li>* Budgeting</li> <li>* Facilitation</li> <li>* Research</li> <li>* Training</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of highly specialised information</li> <li>* Complex notes, memo's and reports</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Cabinet memoranda</li> <li>* Press releases</li> <li>* Court and other legal documentation such as estates, deeds, etc.</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Development of new ideas that result in major changes to existing methods/policies/ understanding (e.g. during court cases)</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>INTERACTION WITH CLIENTS/STAFF</b>                      * More detailed and highly specialised information of a more specialist nature</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Function as teamleader to supervise professional personnel                      * Authority in respect of quality control                      * Training/development                      * Technical advice and guidance                      * Formal disciplinary authority over administrative and professional personnel                      * Section management</p>	<p>* Co-workers                      * Other departments/provincial administrations                      * Legal practitioners                      * Private sector institutions                      * Public                      * Supervisors</p>		

# SALARY RANGE 12

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
642-737	12	80204 50204 D	C5010100	Advocates
			C6010304	Middle Managers: Legal related
			C5010200	Attorneys
			C5010300	General legal administration and related professionals
			C5040200	Language Practitioners, Interpreters and other communication personnel

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	10 (69)
• Professionals and Managers	10 (69)
• Professionals and Managers	10 (69)
• Professionals and Managers	10 (69)
• Professionals and Managers	10 (69)

# **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>* Conduct research on legal problems, draft laws and regulations, advise clients on legal and related matters and plead cases or conduct prosecutions in courts</li> <li>* Policy development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Professional 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 development regarding:-</li> <li>- the provisioning and maintenance of a comprehensive administrative/ professional service;</li> <li>- the development and provisioning of goal directed education and training to all categories of personnel in the functional terrain; and</li> <li>- the organising and inspection of an administrative/professional service, identification of the needs for improved services, and the formulation of programmes and projects and the implementation thereof</li> <li>* Draft problematic/contentious applications to court</li> <li>* Service on committees</li> <li>* Ensure that estates are correctly administered and/or finalised</li> <li>* Ensure efficient running of higher courts</li> <li>* Handle complex court cases and related matters</li> <li>* Present and reason State's cases which are of a complex nature in court</li> <li>* Control functions of deeds office</li> <li>* Complex investigations</li> <li>* International laws and related matters</li> <li>* Study complex legal literature and provide advice on interpretations and directives</li> <li>* Execution of more difficult tasks that must be/may be performed by an attorney, notary or conveyancer</li> <li>* Legal training of personnel</li> </ul>	<p><b>KNOWLEDGE</b></p> <p>(Also see Annexure A)</p> <p>Deep 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 D)</li> <li>* Computer (category B)</li> <li>* Compilation of management reports</li> <li>* Reporting procedures</li> <li>* Research/analysing</li> <li>* Planning and organising (category C)</li> <li>* Legal interpretations</li> <li>* Court procedures</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</li> <li>* Conflict resolution</li> <li>* Project Management</li> <li>* Team building</li> <li>* Policy analysis and development</li> <li>* Policy/objectives formulation</li> <li>* Budgeting</li> <li>* Facilitation</li> <li>* Research</li> <li>* Training</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</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</b></p> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Admittance as Attorney or Advocate, where applicable</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>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* More detailed and highly technical/ specialised information are exchanged on a high level</li> <li>* Relationship with management</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Formal disciplinary authority over administrative and professional personnel</li> <li>* Authority in respect of quality control</li> <li>* Training/development</li> <li>* Technical advice and guidance</li> <li>* Section management</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> <li>* Legal practitioners</li> <li>* Private sector institutions</li> <li>* Media</li> <li>* Supervisors</li> <li>* Management</li> </ul> <ul style="list-style-type: none"> <li>* Allocate tasks and resources</li> <li>* Personnel Performance Management System</li> </ul>		

# SALARY RANGE 13

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
695-790	13	80205 50205 D	C6010200	Senior Management
			C5010100	Advocates
			C5010200	Attorneys
			C5010300	General legal administration and related professionals
			C5040200	Language Practitioners, Interpreters and other communication personnel

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	10 (74)
• Professionals and Managers	10 (74)
• Professionals and Managers	10 (74)
• Professionals and Managers	10 (74)
• Professionals and Managers	10 (74)



# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 13: 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 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/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 as required such as:</p> <ul style="list-style-type: none"> <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>* Legal interpretation</li> <li>* Court 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> <li>* Adaptability during changes to meet the goals</li> <li>* Change and diversity management</li> <li>* Leadership skills</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 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>* Admittance as Advocate or Attorney, where applicable</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>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>* Vehicles</li>   <li>* Stationary</li> <li>* Printing</li> <li>* Maintenance supplies</li>   <li>* Offices</li> <li>* Courts</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>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of highly specialised information and providing/obtaining 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>* Negotiation</li> <li>* Motivation</li> <li>* Cabinet memoranda</li> <li>* Presentation</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 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>* Conclusion on broad policy is 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 directorate and often influence the planning to be done in other departments/provincial administration</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 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>* Significant financial planning</li> <li>* Contribution to Departmental/provincial administration strategic planning</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>INTERACTION WITH CLIENTS/STAFF</b></p> <ul style="list-style-type: none"> <li>* More detailed and highly specialised/ technical/professional information can be exchanged on a wide range of unrelated subjects</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>* Academic Institutions</li> <li>* Media</li> <li>* International organisations</li> </ul>		
<p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of whom the composition may vary from administrative up to professional</li> <li>* As part of managing sections responsible for, 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	80206 50206 D	C6010200	Senior Management
			C5010100	Advocates
			C5010200	Attorneys
			C5010300	General legal administration and related professionals
			C5040200	Language Practitioners, Interpreters and other communication personnel

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	10 (80)
• Professionals and Managers	10 (80)
• Professionals and Managers	10 (80)
• Professionals and Managers	10 (80)
• Professionals and Managers	10 (80)

# **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 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 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 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> </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 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>* Legal interpretations</li> <li>* Court 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 in budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Change and diversity management</li> <li>* Leadership skills</li> </ul>	<p><b>QUALIFICATION</b>                      * Tertiary qualification plus training and courses in management practices depending on 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>                      * Admittance as Attorney or Advocate, where applicable</p>



**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>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 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>* Stationary</li> <li>* Printing</li> <li>* Maintenance supplies</li>   <li>* Offices</li> <li>* Courts</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>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of highly specialised and complex information and providing/obtaining sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating</li> <li>* Complex notes/memo's/ letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Negotiation</li> <li>* Motivation</li> <li>* Cabinet Memoranda</li> <li>* Presentation</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 COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>PROBLEM SOLVING</b>                      * Conclusion on broad policy is 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 administration</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>	<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>		

**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>INTERACTION WITH CLIENTS/STAFF</b></p> <ul style="list-style-type: none"> <li>* Highly specialised technical/professional and complex information can be exchanged on a high level on a wide range of unrelated subjects</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>* Academic Institutions</li> <li>* Media</li> <li>* International organisations</li> </ul>		
<p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of whom the composition may vary from administrative up to professional.</li> <li>* As part of managing sections responsible for, 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	80207 50207 D	C6010200	Senior Management
			C5010100	Advocates
			C5010200	Attorneys
			C5010300	General legal administration and related professionals
			C5040200	Language Practitioners, Interpreters and other communication personnel

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	10 (86)
• Professionals and Managers	10 (86)
• Professionals and Managers	10 (86)
• Professionals and Managers	10 (86)
• Professionals and Managers	10 (86)

# **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 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 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 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> </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 given (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>* Legal interpretation</li> <li>* Court 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> <li>* Adaptability during changes to meet the goals</li> <li>* Change and deversity management</li> <li>* Leadership skills</li> </ul>	<p><b>QUALIFICATION</b>                      * Tertiary qualification plus training and courses in management practices depending on 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>                      * Admittance as Attorney or Advocate, where applicable</p>

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
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>* Analysing financial data</li>   <li>* Ancillary</li> <li>* Service</li> <li>* Office</li> <li>* Computer</li> <li>* Vehicles</li>   <li>* Stationary</li> <li>* Printing</li> <li>* Maintenance supplies</li>   <li>* Offices</li> <li>* Courts</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>	<p><b>COMMUNICATION</b> * Verbal exchange of highly specialised and complex information requiring difficult explanation as well as providing/obtaining sensitive information requiring tact and diplomacy</p> <ul style="list-style-type: none"> <li>* Public appearances and debating</li> <li>* Complex notes/memoranda/letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Negotiation</li> <li>* Motivation</li> <li>* Cabinet memoranda</li> <li>* Presentation</li> </ul> <p><b>CREATIVITY</b> * Exceptional creativity is required to develop completely new methods/policies/ understanding</p>	

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>PROBLEM SOLVING</b>                      * Conclusion on broad policy is 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 division 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>	<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>		



**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>INTERACTION WITH CLIENTS/STAFF</b></p> <p>* Highly specialised/technical/professional and complex information can be exchanged on a wide range of unrelated subjects</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/MEC</li> <li>* Private Sector Organisations</li> <li>* General Public</li> <li>* Academic Institutions</li> <li>* Media</li> <li>* International organisations</li> </ul>		
<p><b>SUPERVISORY/MANAGEMENT</b></p> <p>* Supervise/manage personnel of whom the composition may vary from administrative up to professional.</p> <p>* As part of managing sections, various advice will be given, discipline will be maintained and control and planning will be exercised.</p>	<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: LEGAL AND SUPPORT PERSONNEL

(10LEGP)

### OCCUPATIONAL CLASSES

Cleaner  
Court Interpreter  
Court Stenographer  
Family Advocate  
Legal Administration Officer  
Management Echelon  
Master: Supreme Court  
Military Law Officer  
Permanent Member: Divorce Court  
Registrar: Deeds  
Registrar: Supreme Court  
State Advocate  
State Attorney  
State Law Adviser  
State Law Adviser (International Law)  
State Prosecutor  
Usher Messenger

<b>SALARY RANGE</b>	<b>CURRENT POST CLASSES/ RANKS</b>
1	Cleaner I Usher Messenger I
2	Cleaner II Registrar's Clerk (First leg) Court Interpreter, Grade I Usher Messenger II
3	Estate Controller Deeds Controller Registrar's Clerk (Second leg) Court Interpreter, Grade II Court Stenographer, Grade I
4	Senior Estate Controller (First leg) Senior Deeds Controller (First leg) Senior Registrar's Clerk (First leg) Senior Court Interpreter, Grade I Court Stenographer, Grade II
5	Senior Estate Controller (Second leg) Senior Deeds Controller (Second leg) Senior Registrar's Clerk (Second leg) Senior Court Interpreter, Grade II Court Stenographer, Grade III

SALARY RANGE	CURRENT POST CLASSES/ RANKS
6	Legal Administration Officer (First leg) Principal Estate Controller (First leg) Military Law Officer (First leg) Principal Deeds Controller (First leg) Senior Registrar's Clerk (Third leg) Registrar: Supreme Court (First leg) Candidate State Attorney State Prosecutor (First leg) Senior Court Interpreter, Grade III Court Stenographer, Grade IV
7	Legal Administration Officer (Second leg) Principal Estate Controller (Second leg) Military Law Officer (Second leg) Principal Deeds Controller (Second leg) Registrar: Supreme Court (Second leg) Candidate State Attorney State Prosecutor (Second leg) Principal Court Interpreter
8	Family Advocate (First leg) Legal Administration Officer (Third leg) Chief Estate Controller (First leg) Military Law Officer (Third leg) Chief Deeds Controller (First leg) Registrar: Supreme Court (Third leg) State Advocate (First leg) Assistant State Attorney (First leg) Assistant State Law Adviser (First leg) Assistant State Law Adviser (International Law) (First leg) State Prosecutor (Third leg) Inspector of Interpreters
9	Family Advocate (Second leg) Legal Administration Officer (Fourth leg) Chief Estate Controller (Second leg) Military Law Officer (Fourth leg) Chief Deeds Controller (Second leg) Registrar: Supreme Court (Fourth leg) State Advocate (Second leg) Assistant State Attorney (Second leg) Assistant State Law Adviser (Second leg) Assistant State Law Adviser (International Law) (Second leg) State Prosecutor (Fourth leg) Chief Inspector of Interpreters
10	Family Advocate (Third leg) Legal Administration Officer (Fifth leg) Assistant Master: Supreme Court (First leg) Military Law Officer (Fifth leg) Permanent Member: Divorce Court (First leg) Assistant Registrar: Deeds (First leg) Registrar: Deeds (First leg) Senior Registrar: Supreme Court (First leg) State Advocate (Third leg) Assistant State Attorney (Third leg) State Law Adviser (First leg) State Law Adviser (International Law) (First leg) State Prosecutor (Fifth leg)

SALARY RANGE	CURRENT POST CLASSES/ RANKS
11	Family Advocate (Fourth leg) Legal Administration Officer (Sixth leg) Assistant Master: Supreme Court (Second leg) Senior Military Law Officer Permanent Member: Divorce Court (Second leg) Assistant Registrar: Deeds (Second leg) Registrar: Deeds (Second leg) Senior Registrar: Supreme Court (second leg) State Advocate (Fourth leg) Assistant State Attorney (Fourth leg) State Law Adviser (Second leg) State Law Adviser (International Law) (Second leg) State Prosecutor (Sixth leg)
12	Senior Family Advocate Senior Legal Administration Officer Deputy Master: Supreme Court Master: Supreme Court Chief Military Law Officer Permanent Member: Divorce Court (Third leg) Deputy Registrar: Deeds Registrar: Deeds Chief Registrar: Supreme Court Senior State Advocate Senior Assistant State Attorney Senior State Law Adviser Senior State Law Adviser (International Law) Senior State Prosecutor
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>(e)</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 information with a number of possible outcomes</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>* Contribute to planning that can influence the whole Public Service</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 that can impact on the whole Public Service</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 professionals and managerial personnel</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>* Management</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> <li>* Maintain discipline</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>(e)</b>
<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 make recommendations</li> <li>* Assist with major budget planning</li> <li>* Audit 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> <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 in terms of developing economic/financial policies/ practices to assist managers of stores</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural, technical and policy related matters to departments/provincial administrations, colleagues and the public</li> <li>* Give advice of a more specialist nature on Public Service policy/strategy</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 post holder and will require frequent interpretation</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>* Tender procedures, etc.</li> </ul> <ul style="list-style-type: none"> <li>* Advice regarding policies, interpretations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Facilitation</li> <li>* Project management</li> <li>* Budgeting</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>* Complex notes, memo's, letters 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)	(e)
<p><b>Level 8: Professionals and Managers</b>  <b>UTILISATION CAPACITY</b>                      * Conduct research, improve or develop concepts, theories and operational methods or apply knowledge relating to information dissemination and work organisation                      * Policy development</p> <p><b>AUTONOMY</b>                      * Specialist administrative tasks of which the work content is complex and requires frequent interpretation in the absence of an established framework</p>	<ul style="list-style-type: none"> <li>* Manage financial procedures</li> <li>* Undertake inspections</li> <li>* Undertake cost accounting</li> <li>* Analyse income and expenditure data</li> <li>* Obtain and correlate budget requirements</li> <li>* Identify areas for savings</li> <li>* Prepare audit statements</li> <li>* Negotiate/liaise with stakeholders</li> <li>* Advice on financial matters</li> <li>* Monitor expenditure</li> <li>* Update financial records</li> <li>* Investigate economic policy</li> <li>* Evaluate profitability of the industry</li> <li>* Render advice on establishment of industry</li> <li>* Contribute to strategic planning</li> <li>* Provide management information</li> <li>* Analyse information regarding the availability of minerals</li> <li>* Develop statistical and economic methods</li> <li>* Evaluate information regarding the operation and utilisation of transport modus</li> <li>* Analyse and evaluate the national and international economic situations and prospects</li> <li>* Review tax structures and policies</li> <li>* Provide aid and advice to scientists in application of statistical methods/systems</li> <li>* Advice departments/provincial administrations on economic policy changes</li> <li>* Serve on departmental/provincial administration finance committees</li> <li>* Evaluate the annual long-term planning returns and the draft estimates of departments/provincial administrations against the background of policy and guidelines</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 C)</li> <li>* HR matters (category B)</li> <li>* Training (category B)</li> <li>* Statistics/Economics</li> <li>* Information systems</li> <li>* Reporting procedures</li> <li>* How to do research/gather information</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Procurement directives and procedures</li> <li>* Client's needs</li> <li>* Planning and organising (category B/C)</li> <li>* Compilation of management reports</li> <li>* GAAP</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>* Ability to interpret directives</li> <li>* Formulating and editing</li> <li>* Conflict resolution</li> <li>* Policy analysis/development</li> </ul>	<p><b>QUALIFICATIONS</b>                      * Tertiary qualification</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * Tertiary qualification:                      Between 2 and 5 years</p>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**



# SALARY RANGE 8

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
432-527	8	80056 50056D	C1020200	Statisticians and related professionals
			C5030100	Economists
			C5030200	Trade/Industry advisers and other related professionals
			C6020100	Financial and related professionals

## GUIDELINES

CATEGORY	PAG E
• Professionals and Managers	11(55)
• Professionals and Managers	11(55)
• Professionals and Managers	11(55)
• Professionals and Managers	11(55)

<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>(e)</b>
<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 professionals and managerial personnel                      * Authority in respect of quality control                      * Technical assistance and advice                      * Training/development                      * Formal disciplinary authority</p>	<p>* Co-workers                      * Management                      * Supervisors                      * Private sector institutions                      * Other departments/provincial administrations</p> <p>* Personnel Performance Management System                      * Train and develop personnel                      * Allocate tasks                      * Maintain discipline</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>(e)</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 post holder 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 information with a number of possible outcomes</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>* Contribute to planning that can influence the whole Public Service</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 that can impact on the whole Public Service</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>(e)</b>
<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 make recommendations</li> <li>* Assist with major budget planning</li> <li>* Audit financial data</li> <li>* Consolidate accounts</li> </ul> <p><b>USAGE OF EQUIPMENT</b></p> <ul style="list-style-type: none"> <li>* Use of variety of equipment</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 in terms of developing economic/financial policies to assist managers of stores</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural, technical and policy related matters to departments/provincial administrations, colleagues and the public</li> <li>* Give advice of a more specialist nature on Public Service policy/strategy</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC, photocopier etc.</li> <li>* Tender procedures etc</li> <li>* Advice regarding policies, interpretations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Ability to interpret directives</li> <li>* Formulating and editing</li> <li>* Conflict resolution</li> <li>* Policy analysis</li> <li>* Analytical thinking</li> <li>* Research</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>* 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>	

<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>(e)</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 and work organisation</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist administrative tasks of which the work content requires frequent interpretation within an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Identify problems and deficiencies in practices</li> <li>* Research/inputs about improvement to policy and procedure</li> <li>* Advice institutions</li> <li>* Provide management information</li> <li>* Maintain and construct financial systems</li> <li>* Monitor policy outcomes</li> <li>* Obtain mandates</li> <li>* Formulate and manage work/ programme and project objectives</li> <li>* Negotiate/liaise with stakeholders</li> <li>* Advice on cost and control measures</li> <li>* Determine valuations of Government assets and unit prices</li> <li>* Determine costs, tariffs and prices of services rendered/products delivered</li> <li>* Determine need for statistical use of projects</li> <li>* Review tax structures and policies</li> <li>* Provide aid and advice to scientists in application of statistical methods/systems</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 C)</li> <li>* HR matters (category A/B)</li> <li>* Training (category B)</li> <li>* Statistics/Economics</li> <li>* Information systems</li> <li>* Reporting procedures</li> <li>* How to do research/gather information</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Procurement directives and procedures</li> <li>* Client's needs</li> <li>* Compilation of management procedures</li> <li>* Planning and organising (category B)</li> <li>* Generally Accepted Accounting Practices (GAAP)</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> </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>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

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

<p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Exchange of more detailed information regarding procedures/processes</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Management</li> <li>* Private sector institutions</li> <li>* Other departments/provincial administrations</li> </ul>		
<p><b>SUPERVISORY/MANAGEMENT</b>                      * Authority in respect of quality control                      * Technical assistance and advice                      * Training/development                      * Formal disciplinary authority</p>	<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> <li>* Administer basic HR matters</li> </ul>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(e)
<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 post holder 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 information with a number of possible outcomes</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>* Decisions in respect of the work of others</li> </ul>		<ul style="list-style-type: none"> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Ability to interpret directives</li> <li>* Formulating and editing</li> <li>* Conflict resolution</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>* 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)	(e)
<p><b>Level 7: 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 administrative functions related to the work in the office environment and/or deal directly with clients by requesting/providing information</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist clerical tasks of which the work content requires frequent 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 collating financial data</li> <li>* Control expenditure of others</li> <li>* Audit financial data</li> <li>* Consolidate accounts</li> </ul> <p><b>USAGE OF EQUIPMENT</b></p> <ul style="list-style-type: none"> <li>* Use of variety of equipment</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 matters to colleagues and the public</li> </ul>	<ul style="list-style-type: none"> <li>* Ensure that all purveyances, service and claims are properly confirmed</li> <li>* Maintain debtors', creditors' and Paymaster General accounts within the organisational unit</li> <li>* Reconcile accounts and report deviations</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>* Tender procedures 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 B/C)</li> <li>* HR matters (category B)</li> <li>* Training (category B)</li> <li>* Statistics/Economics</li> <li>* Information systems</li> <li>* Reporting procedures</li> <li>* How to do research/gather information</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Procurement directives and procedures</li> <li>* Client's needs</li> <li>* Planning and organising (category B)</li> <li>* Generally Accepted Accounting Practices (GAAP)</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>* Basic interpersonal relationship</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> <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> </ul>

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

# SALARY RANGE 7

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
379-474	7	80055 50055D	B1010200	Financial clerks and credit controllers
			C1020200	Statisticians and related professionals
			C5030100	Economists
			C5030200	Trade/Industry advisers and other related professionals
			C6020100	Financial and related professionals

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	11(45)
• Professionals and Managers	11(49)
• Professionals and Managers	11(49)
• Professionals and Managers	11(49)
• Professionals and Managers	11(49)

**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>(e)</b>
<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 procedures/processes</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of administrative personnel</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>* Private sector institutions</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> </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>(e)</b>
<p><b>USAGE OF EQUIPMENT</b> * Use a variety of equipment</p> <p><b>INVOLVEMENT WITH STORES</b> * Use stores * Contribute towards the efficient management of stores in terms of developing economic/financial policies to assist managers of stores</p> <p><b>ADVICE</b> * Give advice on procedural and policy related matters to departments/provincial administrations, colleagues and the public * Factual advice can be given on Public Service policy/strategy</p> <p><b>JOB INFORMATION</b> * Receive guidance/technical advice on wide ranging but related subjects within an established framework * Information will be familiar to the post holder but will require some 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><b>PLANNING</b> * Planning in respect of own work * As teamleader, can influence that of others * Contribute to planning that can influence the whole Public Service</p>	<p>* Completion of forms * Advice regarding policies, interpretations, etc.</p>	<p>* Problem solving * Maintaining discipline * Ability to interpret relevant directives * Formulating and editing * Conflict resolution * Research * Analytical thinking</p> <p><b>COMMUNICATION</b> * Verbal exchange of information requiring simple explanation, helpfulness and politeness * Routine notes, memo's, letters and reports * Motivation * Negotiations * Team building</p> <p><b>CREATIVITY</b> * Develop new ideas that impact on existing methods, policies and understanding</p>	

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(e)
<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 administrative tasks of which the work content requires occasional interpretation within 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/analysing financial data</li> <li>* Assist with major budget planning</li> <li>* Audit financial data</li> <li>* Consolidate accounts</li> </ul>	<ul style="list-style-type: none"> <li>* Assist with expenditure control and budgetary process including matters relating to:                             <ul style="list-style-type: none"> <li>- transactions</li> <li>- cost information</li> <li>- financial statements</li> <li>- appraisals of activities</li> <li>- cost analysis control</li> <li>- budgetary control</li> <li>- accounting systems</li> </ul> </li> <li>* Render financial/auditing services in accordance with customer requirements</li> <li>* Conduct research regarding economic matters</li> <li>* Gather, reclassify and present statistics on financial transactions</li> <li>* Collect information regarding utilisation of a transport modus</li> <li>* Office: PC, photocopier etc</li> <li>* Tender procedures etc.</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 A/B)</li> <li>* Training (category B)</li> <li>* Statistics/Economics</li> <li>* Reporting procedures</li> <li>* Information systems</li> <li>* How to do research/gather information</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Procurement directives and procedures</li> <li>* Client's needs</li> <li>* Compilation of management reports</li> <li>* Planning and organising (category B)</li> <li>* Generally Accepted Accounting Practices (GAAP)</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 perform routine tasks</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Interpersonal relationship</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>* Undergo formal and/or informal on-the-job training</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)	(e)
<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 regarding procedures/processes</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</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>* Management</li> <li>* Private sector institutions</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>		



**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>(e)</b>
<p><b>USAGE OF EQUIPMENT</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 matters to colleagues and the public</p> <p><b>JOB INFORMATION</b> * Receive guidance/technical advice on wide ranging but related subjects within an established framework * Information will be familiar to the post holder but will require some 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>* Office: PC, photocopier, etc * Computer: Network equipment, etc.</p> <p>* Tender procedures, etc. * Stationary</p> <p>* Completion of forms</p>	<p><b>COMMUNICATION</b> * Verbal exchange of information requiring simple explanation, helpfulness and politeness * Routine notes, memo's, letters and reports * Motivation * Team building</p> <p><b>CREATIVITY</b> * Procedures and policies are well established and little innovation is required</p>	

## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(e)
<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 by requesting/providing information</p> <p><b>AUTONOMY</b>                      * Specialist clerical tasks of which the work content requires occasional interpretation within an established framework</p> <p><b>FINANCIAL RESOURCES</b>                      * Monitor or collate financial data                      * Assist with major budget planning                      * Consolidate accounts</p>	<p>Perform tasks regarding:</p> <ul style="list-style-type: none"> <li>* Tenders</li> <li>* Accounting systems</li> <li>* Cash and credit transactions</li> <li>* Payroll transactions</li> <li>* Operate information systems</li> <li>* Draft/analyse financial reports/ statements/accounts</li> <li>* Prepare information for costs analysis</li> <li>* Interpret statistics</li> <li>* Process information</li> <li>* Mentoring, including in-service person to person training of new appointees</li> <li>* Administer basic HR matters</li> <li>* Editorial services</li> <li>* Co-ordinate work schedules</li> </ul> <p>* Tenders</p>	<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 B)</li> <li>* HR matters (category A/B)</li> <li>* Training (category B)</li> <li>* Statistics/Economics</li> <li>* Information systems</li> <li>* How to do research/gather information</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Procurement directives and procedures</li> <li>* Client's needs</li> <li>* Compilation of management reports</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 perform routine tasks</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Ability to interpret relevant directives</li> <li>* Formulating and editing</li> <li>* Conflict resolution</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> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Undergo formal and/or informal on-the-job training</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> </ul>

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

# SALARY RANGE 6

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
326-421	6	80054	B1010200	Financial clerks and credit controllers
		50054D	C1020200	Statisticians and related professionals
			C5030100	Economists
			C5030200	Trade/Industry advisers and other related professionals
			C6020100	Financial and related professionals

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	11(36)
• Professionals and Managers	11(40)
• Professionals and Managers	11(40)
• Professionals and Managers	11(40)
• Professionals and Managers	11(40)

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(e)
<p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Mostly in respect of own work</li> <li>* Limited 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 information of a general and procedural nature including policy matters</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as a teamleader to assist with supervision of general clerical responsibilities</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>* Management</li> <li>* Private sector institutions</li> <li>* Other departments/provincial administrations</li> <li>* Information regarding tenders</li> <li>* Assist with personnel evaluation</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Administer basic HR matters</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>(e)</b>
<p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use of variety of equipment</p> <p><b>INVOLVEMENT WITH STORES</b> * Use stores</p> <p><b>JOB INFORMATION</b> * Receive instructions/guidance on several closely related subject areas which are straight forward * Convey procedural information in certain cases * Give limited work instructions on a single subject area to sub-ordinates</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or routine procedures * Conclusions are mainly reached by applying routine job processes but occasionally possible courses of action may be compared with each other</p> <p><b>PLANNING</b> * Planning in respect of own work and can influence that of other persons * As teamleader, can influence that of others</p>	<p>* Office: PC, photocopier etc.</p> <p>* Stationary</p>	<p><b>COMMUNICATION</b> * Routine verbal exchange of information requiring helpfulness and politeness * Routine notes/letters/memo's</p> <p><b>CREATIVITY</b> * Procedures and policies are well established and little innovation is required</p> <p><b>COMMUNICATION</b> * Routine verbal exchange of information requiring helpfulness and politeness * Routine notes/letters/memo's</p> <p><b>CREATIVITY</b> * Procedures and policies are well established and little innovation is required</p>	

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(e)
<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 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>                      * Monitor or collect financial data                      * Consolidate accounts</p>	<p>Perform tasks regarding:</p> <ul style="list-style-type: none"> <li>* Tenders</li> <li>* Accounting systems</li> <li>* Cash and credit transactions</li> <li>* Payroll transactions</li> <li>* Operate information systems</li> <li>* Draft/analyse financial reports/ statements/accounts</li> <li>* Prepare information for costs analysis</li> <li>* Interpret statistics</li> <li>* Process information</li> <li>* Mentoring, including in-service person to person training of new appointees</li> <li>* Administer basic HR matters</li> <li>* Editorial services</li> <li>* Co-ordinate work schedules</li> </ul> <p>* Tenders</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 B)</li> <li>* HR matters (category A)</li> <li>* Stores (category A/B)</li> <li>* Training (category B)</li> <li>* Data capturing</li> <li>* Statistics/Economics</li> <li>* Information systems</li> <li>* Reporting procedures</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Procurement directives and procedures</li> <li>* Client's needs</li> <li>* Planning and organising (category B)</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 computer (both hardware and software)</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Ability to interpret relevant directives</li> </ul>	<p><b>QUALIFICATIONS</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	80053 50053D	B1010200	Financial clerks and credit controllers

## GUIDELINES

CATEGORY	PAG E
• Administrative Office Workers	11(31)

**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>(e)</b>
<b>SUPERVISORY/MANAGEMENT</b> * Function as a teamleader to assist with supervision of general clerical personnel * Limited authority in respect of quality control	* Assist with personnel evaluation * Train and develop personnel * Allocate tasks * Administer basic HR matters		



## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(e)
<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 by requesting/providing information</p> <p><b>AUTONOMY</b>                      * General routine clerical tasks of which the content is straight forward but requires some interpretation within an established framework</p> <p><b>FINANCIAL RESOURCES</b>                      * Monitor or collect financial data                      * Consolidate accounts</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment</p>	<p>Perform tasks regarding:</p> <ul style="list-style-type: none"> <li>* Tenders</li> <li>* Accounting systems</li> <li>* Cash and credit transactions</li> <li>* Payroll transactions</li> <li>* Operate information systems</li> <li>* Draft/analyse financial reports/ statements/accounts</li> <li>* Prepare information for cost analysis</li> <li>* Process statistics</li> <li>* Process information</li> <li>* Mentoring, including in-service person to person training of new appointees</li> <li>* Administer basic HR matters</li> </ul> <p>* Tenders</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 B)</li> <li>* HR matters (category A)</li> <li>* Stores (category A/B)</li> <li>* Training (category A)</li> <li>* Data capturing</li> <li>* Statistics/Economics</li> <li>* Information systems</li> <li>* Reporting procedures</li> <li>* Administration procedures relating to specific working environment, including norms and standards</li> <li>* Procurement directives and procedures</li> <li>* Client's needs</li> <li>* Planning and organising (category B)</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 computer (both hardware and software)</li> <li>* Basic interpersonal relationship</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> <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	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
221-316	4	80052 50052D	B1010200	Financial clerks and credit controllers

## GUIDELINES

CATEGORY	PAG E
• Administrative Office Workers	11(26)

**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>(e)</b>
<b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction  * Basic or routine information of a general and procedural nature	* Co-workers * Supervisors * Private sector institutions * Other departments/provincial administrations  * Information regarding tenders		

**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>(e)</b>
<p><b>INVOLVEMENT WITH STORES</b> * Use Stores</p> <p><b>JOB INFORMATION</b> * Receive instructions/guidance on several closely related subject areas which are straight forward * Give limited work instruction on a single subject area to sub-ordinates</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or routine procedures * Conclusions are mainly reached by applying mainly routine job processes</p> <p><b>PLANNING</b> * Planning in respect of own work and could influence that of other persons * As teamleader, could influence that of others</p> <p><b>DECISION MAKING</b> * In some cases decisions may be made in respect of the work of others but will mostly be in respect of own work</p>	<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> * Routine verbal exchange of information requiring helpfulness and politeness * Routine notes and memos</p> <p><b>CREATIVITY</b> * Procedures and policies are well established and little innovation is required</p>	



**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(e)
<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 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</p> <p><b>FINANCIAL RESOURCES</b>                      * Monitor or collate financial data</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 and routine correspondence</li> <li>* Cash and credit transactions</li> <li>* Payroll transactions</li> <li>* Operate information systems</li> <li>* Draft financial statements/ accounts</li> <li>* Prepare information for cost analysis</li> <li>* Collect statistics/records</li> <li>* Check info data system</li> <li>* Mentoring, including in-service person to person training of new appointees</li> <li>* Report problems</li>   <li>* Tenders</li>   <li>* Office: PC, photocopier etc.</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>* Training (category A)</li> <li>* Data capturing</li> <li>* Collecting statistics</li> <li>* Information systems</li> <li>* Reporting procedures</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Procurement directives and procedures</li> <li>* Client's needs</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>* Mathematics</li> <li>* Organising</li> <li>* Ability to perform routine tasks</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Interpersonal relationship</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> <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**

# SALARY RANGE 3

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
169-264	3	80051 50051D	B1010200	Financial clerks and credit controllers

## GUIDELINES

CATEGORY	PAG E
• Administrative Office Workers	11(21)

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(e)
<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 routine procedures</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and could influence that of other persons</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions can be made 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>* Private sector institutions</li> <li>* Other departments/provincial administrations</li> </ul> <ul style="list-style-type: none"> <li>* Basic or routine information of a general and procedural nature</li> <li>* Information regarding tenders</li> <li>* Information regarding financial transactions</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**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(e)
<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 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>                      * Monitor or collate financial data</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 management of stores</p>	<ul style="list-style-type: none"> <li>* Perform duties related to printing and distribution of documents</li> <li>* Cash and credit transactions</li> <li>* Payroll transactions</li> <li>* Operate information systems</li> <li>* Prepare information for cost analysis</li> <li>* Collect statistics/records</li> <li>* Record capital transactions</li> <li>* Distribute information records</li> <li>* Keep charts/records</li> </ul> <p>* Counter services</p> <p>* Office: PC, photocopier, etc.</p> <p>* Stationary</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>* Data capturing</li> <li>* Stores (category A)</li> <li>* Collecting statistics</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Information systems</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 (both hardware and software)</li> <li>* Basic interpersonal relationship</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>(e)</b>
<p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or routine procedures</p> <p><b>PLANNING</b> * Planning in respect of own work</p> <p><b>DECISION MAKING</b> * Decision can be made in respect of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p>	<p>* Co-workers * Supervisors * Private sector institutions * Other departments/provincial administrations</p>		

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(e)
<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 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 a variety of equipment</p> <p><b>JOB INFORMATION</b>                      * Receive instructions/guidance on several closely related subject areas which are straight forward</p>	<ul style="list-style-type: none"> <li>* Basic maintenance of equipment and reporting defects</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> <p>* Ancillary: Cleaning equipment, etc.</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 A)</li> <li>* Equipment (category A)</li> <li>* Courier services (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <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> </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	80050 50050D	A1020000	Cleaners in offices, workshops, hospitals, etc.
			A2010000	Messengers, porters and deliverers
			B1010200	Financial clerks and credit controllers

## GUIDELINES

CATEGORY	PAG E
• Elementary Occupations	11(14)
• Elementary Occupations	11(14)
• Administrative Office Workers	11(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>(e)</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</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 * Use and basic maintenance of supplies</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</p> <p>* Clean vehicles</p> <p>* Operate cleaning machines and maintenance thereof</p> <p>* Elementary support to higher level work outputs</p> <p>* Fetch and deliver documents and articles</p> <p>* Distribute and collect documents and articles</p> <p>* Ancillary: Cleaning equipment, etc.</p> <p>* Co-workers</p> <p>* 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> * Literacy * Ability to operate machines</p> <p><b>COMMUNICATION</b> * Routine verbal exchange of information requiring helpfulness and politeness</p>	<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	80049	A1020000	Cleaners in offices, workshops, hospitals, etc.
		50049D	A2010000	Messengers, porters and deliverers

## GUIDELINES

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

JOBS	SALARY RANGES	PAGE NUMBER
7. Senior Management	13-15	11(89)-11(102)

**NOTE:** Although this CORE provides mainly for managers from salary range 10 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.

**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. Statisticians and related professionals	6-10	11(40)-11(67)
2. Economists	6-10	11(40)-11(67)
3. Trade/Industry advisers and other related professionals	6-9	11(40)-11(60)
4. Financial and related professionals	6-10	11(40)-11(67)
5. Middle Managers: Finance and Economics related	10-12	11(67)-11(82)
6. Chartered Accountants	9-12	11(60)-11(82)

## 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 ○ 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	11(11)-11(14)
2. Messengers, porters and deliverers	1-2	11(11)-11(14)

### 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 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:

JOB	SALARY RANGES	PAGE NUMBER
1. Financial clerks and credit controllers	2-7	11(17)-11(45)



## SYNOPSIS OF CAREER PATH POSSIBILITIES

MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
		<p>(k) Research                      (l) Policy /objectives formulation, development and analysis</p> <p>(m) Budgeting                      (n) Facilitation                      (o) Conflict management                      (p) Financial management                      (q) Leadership                      (r) Planning and organising                      (s) Compiling management reports                      (t) Economics</p> <p>The ability to negotiate, operate computer, make presentations, motivate, build a team, write notes, memo's, reports, draft speeches and cabinet memorandum as well as knowledge of working with different economic models.</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

- ◆ Agricultural Related and Support Personnel
- ◆ Management and General Support Personnel
- ◆ Administrative Line Function 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, statistics as well as the ability to capture data, operate computer and collecting statistics.</p> <p>Knowledge and skills in collating data, cost analysis, tenders, accounting systems, economics as well as procedures prescribed to be followed in financial matters. Drafting/analysing financial reports/statements/accounts and liaising with clients and stakeholders.</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>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) Fiscal policies</li> <li>(b) GAAP</li> <li>(c) Monetary policies and development thereof</li> <li>(d) Financial regulations</li> <li>(e) Macro-economics</li> <li>(f) Statistical modelling</li> <li>(g) Human resources</li> <li>(h) Training</li> <li>(i) Labour relations</li> <li>(j) Project management</li> </ul>

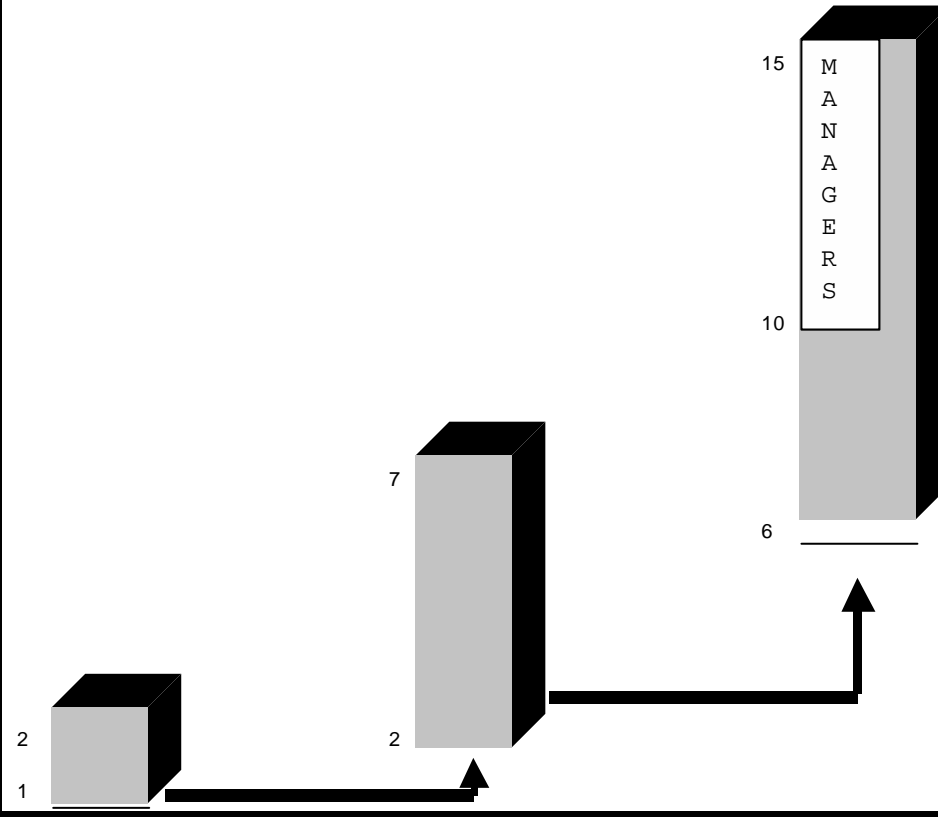
## OVERVIEW OF CAREER PATH POSSIBILITIES

SALARY RANGE	JOB WEIGHT RANGE	PAGE INDEX
15	800-895	11 (100)
14	747-842	11 (93)
13	695-790	11 (87)
12	642-737	11 (80)
11	589-684	11 (72)
10	537-632	11 (65)
9	484-579	11 (58)
8	432-527	11 (53)
7	379-474	11 (43)
6	326-421	11 (34)
5	274-369	11 (29)
4	221-316	11 (24)
3	169-264	11 (19)
2	116-211	11 (12)
1	0-158	11 (9)

A

B

C



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

- Undertaking of studies to determine the need for statistics for certain projects.

## **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 with the Institute for Chartered Accountants of SA as a Chartered Accountant

### **(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.

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

**OCCUPATIONAL CATEGORY: ECONOMIC ADVISORY AND SUPPORT PERSONNEL**

**CORE CODE: 00803**

**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:

- Analysing and evaluation of the national and international economic situations and prospects.
- Collection, evaluation and analysing of information regarding the availability, operation and utilisation of certain transport modus.
- Composition and provision of systems of national, social and public accounts for general economic analysis and the determination and formulation of general economic policy.
- Determination and formulation of the Government's general economic policy.
- Determining of and advising on costing and cost control methods for establishing and operating of projects.
- Development, co-ordination and standardisation of statistical methods/systems and the provision of assistance in the application thereof.
- Development and standardisation of statistical methods/systems for the bio-scientific disciplines and providing aid and advice to scientists in the application thereof.
- Gathering, evaluation and analysing of information regarding the availability, exploitation, marketing and utilisation of minerals.
- Overall administration of finance in terms of the relevant laws in connection with the exchequer or any other regulation.
- Regular formulation of and advising of decision makers on comprehensive national economic policy strategies, economic development programmes and economic stabilisation policy dispensations.
- Study and research the primary agricultural sector and agri-business economy.
- Undertaking of agricultural economic research concerning the development of rural areas.

**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> <p>* Supervise/manage personnel of which the composition might vary from administrative up to professional.</p> <p>* As part of managing branch, various advice will be given, discipline will be maintained and control and planning will be exercised.</p>	<p>* Personnel Performance Management System</p> <p>* Train and develop personnel</p> <p>* Allocate tasks</p> <p>* Maintain discipline</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>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 a 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>* More detailed and highly technical/professional information are exchanged on high level</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>	<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>		

<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> * 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 branch 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>* Departmental/provincial administration policy/strategy</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> <li>* Set objectives</li> <li>* Administer 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.</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>* 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>* 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>* Vehides</li>   <li>* Catering supplies</li> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li>   <li>* Offices</li> </ul>	<ul style="list-style-type: none"> <li>* Adaptability during changes to meet the goals</li> <li>* Strategic management</li> <li>* Conflict management</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of highly specialised and complex information requiring difficult explanation as well as tact and diplomacy</li> <li>* Public appearances and debating</li> <li>* Complex notes/ memos/letters and reports</li> <li>* Motivation</li> <li>* Negotiations</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 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/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> </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 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>* GAAP</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 with budget limits</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 qualifications * More than 10 years</p> <p><b>STATUTORY REQUIREMENTS</b> * Registration with the Institute for Chartered Accountants of SA, 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	80063 50063D	C1020200	Statisticians and related professionals
			C5030100	Economists
			C5030200	Trade/ Industry advisers and other related professionals
			C6010200	Senior Management
			C6020100	Financial and related professionals
			C6020300	Chartered Accountants

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	11(102)
• Professionals and Managers	11(102)
• Professionals and Managers	11(102)
• Professionals and Managers	11(102)
• Professionals and Managers	11(102)
• Professionals and Managers	11(102)

**GUIDELINES**

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

<p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of which the composition might vary from administrative 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>* 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>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>* 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>* More detailed and highly technical/professional information are exchanged on high level</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>	<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>		

**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> * 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>* Departmental/provincial administration policy/strategy</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> <li>* Set objectives</li> <li>* Administer 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</p> <p><b>INVOLVEMENT WITH STORES</b> * Contribute towards the efficient management of stores in terms of developing economic/financial policies/practices to assist managers of stores</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>committees</p> <p>* Set budget levels * Major budget planning * Analyse financial data</p> <p>* Ancillary * Service * Office * Computer</p> <p>* Catering supplies * Stationary * Printing supplies * Maintenance supplies</p> <p>* Offices</p>	<p>* Adaptability during changes to meet the goals * Strategic management * Conflict management</p> <p><b>COMMUNICATION</b> * Verbal exchange of highly specialised and complex information requiring difficult explanation as well as tact and diplomacy * Public appearances and debating * Complex notes/memos/letters * Motivation * Negotiations * Management reports * Financial reports * Cabinet memoranda</p> <p><b>CREATIVITY</b> * Exceptional creativity is required to develop completely new methods/policies/ understanding</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 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 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 taking 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</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 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>* GAAP</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>* Project management</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, 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 with the Institute for Chartered Accountants of SA, where applicable</p>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 14

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80062 50062D	C1020200	Statisticians and related professionals
			C5030100	Economists
			C5030200	Trade/ Industry advisers and other related professionals
			C6010200	Senior Management
			C6020100	Financial and related professionals
			C6020300	Chartered Accountants

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	11(95)
• Professionals and Managers	11(95)
• Professionals and Managers	11(95)
• Professionals and Managers	11(95)
• Professionals and Managers	11(95)
• Professionals and Managers	11(95)

**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>                      * More detailed and highly technical/professional information are exchanged on high level</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 which the composition may vary from administrative up to professional                      * As part of managing 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>* 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>		

**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>* Spectrum of job information will be complex and wide ranging.</li> </ul> <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 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>* Recommend 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>* 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>* Departmental/provincial administration policy/strategy</li>   <li>* Resource allocation</li> <li>* Projects</li> <li>* Statistical forecasting</li> <li>* Application of policy or procedures</li> <li>* Significant financial planning</li> <li>* Contribution to Departmental/provincial administration strategic planning</li> <li>* Set objectives</li> <li>* Administer 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> * Contribute towards the efficient management of stores in terms of developing economic/financial policies/practices to assist the managers of stores</p> <p><b>LAND AND BUILDINGS</b> * Contribute towards the efficient management of property portfolio's in terms of developing economic/ financial policies/practices to assist the managers of properties</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>	<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>* Catering supplies</li> <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li>   <li>* Offices</li> </ul>	<p><b>COMMUNICATION</b> * Verbal exchange of highly specialised and complex information requiring difficult explanation as well as tact and diplomacy</p> <ul style="list-style-type: none"> <li>* Public appearances and debating</li> <li>* Complex notes/memos/letters and reports</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Management reports</li> <li>* Financial reports</li> <li>* Cabinet memoranda</li> </ul> <p><b>CREATIVITY</b> * Exceptional creativity is required to develop completely new methods/policies/understanding</p>	

## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<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 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> </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 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>* GAAP</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>* Project management</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>* Conflict 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 with the Institute for Chartered Accountants of SA, where applicable</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	80061 50061D	C1020200	Statisticians and related professionals	• Professionals and Managers	11(89)
			C5030100	Economists	• Professionals and Managers	11(89)
			C5030200	Trade/Industry advisers and other related professionals	• Professionals and Managers	11(89)
			C6010200	Senior Management	• Professionals and Managers	11(89)
			C6020100	Financial and related professionals	• Professionals and Managers	11(89)
			C6020300	Chartered Accountants	• Professionals and Managers	11(89)



**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 guidance/technical advice on wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the post holder and/or require an in depth analysis and 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, 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>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of a sub-directorate</li> <li>* As teamleader, can influence that of others</li> <li>* Contribute to planning that can influence the whole Public Service</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>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> <li>* Contribute towards the efficient management of stores in terms of developing economic/financial policies/ practices to assist managers 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 portfolio's in terms of developing economic financial policies/ practices to assist managers of properties</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural/technical and policy related matters to departments/provincial administrations, colleagues and the public</li> <li>* Give advice of a more specialist nature on Public Service policy/strategy</li> <li>* In some cases, give advice of a highly specialised nature which are only available within the Public Service</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>* Tender procedures etc.</li> <li>* Risk analysis regarding amounts of stock etc.</li> </ul> <ul style="list-style-type: none"> <li>* Cost analysis</li> <li>* Risk analysis</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>* Control the expenditure of others</li> <li>* Recommend and/or monitor budget levels</li> <li>* May recommend movement of funds between different budget heads</li> <li>* Major budget planning</li> <li>* Analyse financial data</li> <li>* Audit financial data</li> <li>* Consolidate accounts</li> <li>* May be a budget holder</li> </ul>	<ul style="list-style-type: none"> <li>* Advice in connection with the control over and management of the interest rate pattern in general and loans made by public institutions in the capital market</li> <li>* Advice Government on the preservation, in conjunction with South African Reserve Bank, of International financial and monetary relations</li> <li>* Develop and standardise statistical methods/systems for bio-scientific disciplines</li> <li>* Render an advice and liaison service to Government institutions on a variety of matters concerning the financial administration</li> <li>* Determine work procedures and methods and exercise control over work activities</li> <li>* Initiate proposals to Top Management/Minister of Finance regarding the full spectrum of financial administration within the Government context</li> <li>* Advice the Minister of Finance/ Selection Committee on Public Accounts on a variety of matters regarding financial administration</li> <li>* Serve on Committee where financial administration plays a role</li> </ul>	<ul style="list-style-type: none"> <li>* Project management</li> <li>* Policy analysis/development</li> <li>* Facilitation</li> <li>* Budgeting</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 large degree of tact and diplomacy</li> <li>* Negotiations</li> <li>* Influencing</li> <li>* Complex notes, memo's, reports</li> <li>* Cabinet memoranda</li> <li>* Management reports</li> <li>* Financial reports</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 result in major changes to 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>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 that requires frequent interpretation in the absence of an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Chartered accountancy</li> <li>* Monitor and evaluate policy development and implementation</li> <li>* Develop financial/auditing strategies</li> <li>* Cost and management accounting</li> <li>* Set objectives</li> <li>* Identify weaknesses in financial/ audit practices and take corrective steps</li> <li>* Conduct research</li> <li>* Monitor budget expenditure</li> <li>* Determine and formulate national economic policy</li> <li>* Advice on national economic policy</li> <li>* Develop strategies for economic development</li> <li>* Advice decision makers on economic policy goals and public expenditure guidelines</li> <li>* Co-ordinate and execute policy strategy</li> <li>* Publicize authoritative reviews in nationally recognised journal or publications</li> <li>* Give advise on subject field (including outside organisations)</li> <li>* Develop strategies for economic development</li> <li>* Judge articles, theses or papers</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Deep knowledge of a variety of work ranges and procedures such as:</p> <ul style="list-style-type: none"> <li>* Finance (category D)</li> <li>* HR matters (category B/C)</li> <li>* Training (category C)</li> <li>* Statistics/Economics</li> <li>* Information systems</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>* Compilation of management reports</li> <li>* GAAP</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>* Computer (both hardware and software)</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Conflict resolution</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> <li>* Registration as CA: Between 5 to 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration with the Institute for Chartered Accountants of SA as a Chartered Accountant where applicable</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 12

## PRESCRIPTS

## GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
642-737	12	80060 50060D	C1020200	Statisticians and related professionals	• Professionals and Managers	11(82)
			C5030100	Economists	• Professionals and Managers	11(82)
			C5030200	Trade/Industry advisers and other related professionals	• Professionals and Managers	11(82)
			C6010303	Middle Managers: Finance and Economics related	• Professionals and Managers	11(82)
			C6020100	Financial and related professionals	• Professionals and Managers	11(82)
			C6020300	Chartered Accountants	• Professionals and Managers	11(82)



**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>
<ul style="list-style-type: none"> <li>* Decisions in respect of the work of others</li> <li>* Make recommendations with regard to policies/strategies for a sub-directorate</li> <li>* Make recommendations with regard to policies/strategies that can impact on the whole Public Service</li> </ul>			

<p><b>INTERACTION WITH CLIENTS/STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of highly specialised information regarding procedures/processes</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision of professionals and managerial personnel</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance and advice</li> <li>* Training/development</li> <li>* Formal disciplinary authority</li> <li>* Subdirector management</li> <li>* Established control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Private sector institutions</li> <li>* Other departments/provincial administrations</li>   <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)
* absence of an established framework Information may be unfamiliar to the post holder and/or require an in depth analysis and interpretation before action can be taken			

<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures, 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>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of a subdirector</li> <li>* As teamleader, can influence that of others</li> <li>* Contribute to planning that can influence the whole Public Service</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</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>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control the expenditure of others</li> <li>* Recommend and/or monitor budget levels</li> <li>* May recommend movement of funds between different budget heads</li> <li>* Major budget planning</li> <li>* Analyse financial data</li> <li>* Audit financial data</li> <li>* Consolidate accounts</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 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> <li>* Contribute towards the efficient management of stores in terms of developing economic/financial policies/practices to assist managers of stores</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> <li>* Computer: Network equipment, etc.</li>   <li>* Tender procedures etc.</li> <li>* Risk analysis regarding amounts of stock etc.</li> </ul>	<p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop ideas that result in major changes to existing methods/policies/understanding</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>
	<ul style="list-style-type: none"> <li>* Advice in connection with the control over and management of the interest rate pattern in general and loans made by public institutions in the capital market</li> <li>* Advice Government on the preservation, in conjunction with South African Reserve Bank, of International financial and monetary relations</li> <li>* Develop and standardise statistical methods/systems for bio-scientific disciplines</li> <li>* Render an advise and liaison service to Government institutions on a variety of matters concerning the financial administration</li> <li>* Determine work procedures and methods and exercise control over work activities</li> <li>* Initiate proposals to Top Management/Minister of Finance regarding the full spectrum of financial administration within the Government context</li> <li>* Advise the Minister of Finance/ Selection Committee on Public Accounts on a variety of matters regarding financial administration</li> <li>* Serve on Committee where financial administration plays a role</li> </ul>	<ul style="list-style-type: none"> <li>* Conflict resolution</li> <li>* Project management</li> <li>* Policy analysis/development</li> <li>* Facilitation</li> <li>* Budgeting</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 large degree of tact and diplomacy</li> <li>* Negotiations</li> <li>* Influencing</li> <li>* Complex notes, memo's, reports</li> <li>* Cabinet memoranda</li> <li>* Management reports</li> <li>* Financial reports</li> <li>* Motivation</li> <li>* Team building</li> <li>* Presentation</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 administrative tasks with complex work content that require frequent interpretation in the absence of an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Chartered accountancy</li> <li>* Monitor and evaluate policy development and implementation</li> <li>* Develop financial/auditing strategies</li> <li>* Cost and management accounting</li> <li>* Identify weaknesses in financial/ audit practices and take corrective steps</li> <li>* Conduct research</li> <li>* Monitor budget expenditure</li> <li>* Determine and formulate national economic policy</li> <li>* Advice on national economic policy</li> <li>* Develop strategies for economic development</li> <li>* Advice decision makers on economic policy goals and public expenditure guidelines</li> <li>* Co-ordinate and execute policy strategy</li> <li>* Public authoritative reviews in nationally recognised journal or publications</li> <li>* Give advise on subject field (including outside organisations)</li> <li>* Judge articles, thesises or papers</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Deep knowledge of a variety of work ranges and procedures such as:</p> <ul style="list-style-type: none"> <li>* Finance (category D)</li> <li>* HR matters (category B/C)</li> <li>* Training (category C)</li> <li>* Statistics/Economics</li> <li>* Information systems</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>* Compilation of management reports</li> <li>* GAAP</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>* Computer (both hardware and software)</li> <li>* Interpersonal relationship</li> <li>* Problem solving</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> <li>* Registration as CA: Between 2 to 5 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration with the Institute for Chartered Accountants of SA as a Chartered Accountant 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	80059 50059D	C1020200	Statisticians and related professionals
			C5030100	Economists
			C5030200	Trade/Industry advisers and other related professionals
			C6010303	Middle Managers: Finance and Economics related
			C6020100	Financial and related professionals
			C6020300	Chartered Accountants

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	11(74)
• Professionals and Managers	11(74)
• Professionals and Managers	11(74)
• Professionals and Managers	11(74)
• Professionals and Managers	11(74)
• Professionals and Managers	11(74)



**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>
the whole Public Service			

<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 a section</li> <li>* Make recommendations with regard to policies/strategies that can impact on the whole Public Service</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of highly specialised information regarding procedures/processes</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision of professionals and managerial personnel</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance and advice</li> <li>* Training/development</li> <li>* Formal disciplinary authority</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Supervisors</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> <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>

**JOB INFORMATION**

- \* Receive guidance/technical advice on wide range of unrelated subjects in the absence of an established framework
- \* Information may be unfamiliar to the post holder and/or require an in depth analysis and interpretation before action can be taken

**PROBLEM SOLVING**

- \* Solve problems by applying standing instructions or procedures, referring to established precedents or broad policy guidelines
- \* 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

**PLANNING**

- \* Planning in respect of own work and that of others
- \* As teamleader, can influence that of others
- \* Contribute to planning that can influence



**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 the expenditure of others</li> <li>* Recommend and/or monitor budget levels</li> <li>* Major budget planning</li> <li>* Analyse financial data</li> <li>* Audit 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> <li>* Control equipment used by others</li> <li>* Influence on buying decisions</li> </ul>	<ul style="list-style-type: none"> <li>* Judge the efficiency of distinctive financial systems and control and justify procedure instructions and manuals in respect of financial administration</li> <li>* Control the central clearing facilities of Government institutions and the private sector in respect of warrant, vouchers cheques and government deposits</li> <li>* Manage national debts under the general supervision of senior officers and also provide advice on tendencies in the investment market</li> <li>* Provide aid and advice to scientists in the application of statistical methods/systems</li> <li>* Advice Government on the policy regarding financial relations between the Government and Provincial Administrations, Local Government and other public institutions</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>* Conflict resolution</li> <li>* Project management</li> <li>* Policy analysis/development</li> <li>* Facilitation</li> <li>* Budgeting</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 large degree of tact and diplomacy</li> <li>* Negotiations</li> <li>* Influencing</li> <li>* Complex notes, memo's, reports</li> <li>* Cabinet memoranda</li> <li>* Management reports</li> <li>* Financial reports</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 result in major changes to 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 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 that requires frequent interpretation in the absence of an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Chartered accountancy</li> <li>* Formulate policies/objectives</li> <li>* Liaise with economic/financial institutions and other stakeholders</li> <li>* Determine cost accounting practices</li> <li>* Complex investigations and consultation with roleplayers</li> <li>* Balance books for financial year</li> <li>* Interpret business information</li> <li>* Determine budgetary requirements and effectiveness of economic activities</li> <li>* Conduct independent research</li> <li>* Deliver papers at national congresses, conferences, symposia etc.</li> <li>* Provide the Secretary to the Treasury and the Minister for Finance with information</li> <li>* Manage the horizontal control function of the Treasury</li> <li>* Advise the Treasury Budget Committee on departmental aims and programs</li> <li>* Administer and co-ordinate the annual budgetary cycle</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 D)</li> <li>* HR matters (category B/C)</li> <li>* Training (category C)</li> <li>* Statistics/Economics</li> <li>* Information systems</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>* Compilation of management reports</li> <li>* GAAP</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>* Computer (both hardware and software)</li> <li>* Interpersonal relationship</li> <li>* Problem solving</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> <li>* Registration as CA: Between 0 and 2 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration with the Institute for Chartered Accountants of SA as a Chartered Accountant, where applicable</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 10

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
537-632	10	80058 50058D	C1020200	Statisticians and related professionals
			C5030100	Economists
			C5030200	Trade/Industry advisers and other related professionals
			C6010303	Middle Managers: Finance and Economics related
			C6020100	Financial and related professionals
			C6020300	Chartered Accountants

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	11(67)
• Professionals and Managers	11(67)
• Professionals and Managers	11(67)
• Professionals and Managers	11(67)
• Professionals and Managers	11(67)
• Professionals and Managers	11(67)

**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 highly specialised information regarding procedures/processes</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision of professionals and managerial personnel</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance and advice</li> <li>* Training/development</li> <li>* Formal disciplinary authority</li> <li>* Section management</li> <li>* Established control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Management</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> <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>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of a section</li> <li>* As teamleader, can influence that of others</li> <li>* Contribute to planning that can influence the whole Public Service</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 a section</li> <li>* Make recommendations with regard to policies/strategies that can impact on the whole Public Service</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)

**ADVICE**

- \* Give advice on procedural/technical and policy related matters to departments/provincial administrations, colleagues and the public
- \* Give advice of a more specialist nature on Public Service policy/strategy
- \* In some cases, give advice of a highly specialised nature which are only available within the Public Service

**JOB INFORMATION**

- \* Receive guidance/technical advice on a wide range of unrelated subjects in the absence of an established framework
- \* Information may be unfamiliar to the post holder and/or require an in depth analysis and interpretation before action can be taken

**PROBLEM SOLVING**

- \* Solve problems by applying standing instructions or procedures, referring to established precedents or broad policy guidelines
- \* 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

- \* Advice regarding policies, interpretations, etc.

**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 the expenditure of others</li> <li>* Recommend and/or monitor budget levels</li> <li>* Major budget planning</li> <li>* Analyse financial data</li> <li>* Audit 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> <li>* Control equipment used by others</li> <li>* Major 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 in terms of developing economic/financial policies/ practices to assist managers 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 portfolio's in terms of developing economic/financial policies/ practices to assist managers of properties</li> </ul>	<ul style="list-style-type: none"> <li>* Advice Government with regard to specific tax and other fiscal and revenue measures</li> <li>* Provide aid and advice to scientists in the application of statistical methods/systems</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>* Tender procedures etc.</li> <li>* Risk analysis on amounts of stock etc.</li> </ul> <ul style="list-style-type: none"> <li>* Cost analysis</li> <li>* Risk analysis</li> </ul>	<ul style="list-style-type: none"> <li>* Conflict resolution</li> <li>* Project management</li> <li>* Policy analysis/development</li> <li>* Facilitation</li> <li>* Budgeting</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 which could require a large degree of tact and diplomacy</li> <li>* Negotiations</li> <li>* Influencing</li> <li>* Complex notes, memo's, reports</li> <li>* Cabinet memoranda</li> <li>* Management reports</li> <li>* Financial reports</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 result in major changes to existing methods/policies/under-standing</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 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 that requires frequent interpretation in the absence of an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Chartered accountancy</li> <li>* Formulate policies/objectives</li> <li>* Liaise with economic/financial institutions and other stakeholders</li> <li>* Determine cost accounting practices</li> <li>* Report budget deviations</li> <li>* Collect and co-ordinate expenditure data</li> <li>* Define cost accounting per unit</li> <li>* Compose and provide systems for national and account analysis</li> <li>* Compile forecasts of expected economic tendencies</li> <li>* Develop, co-ordinate and standardise statistical methods</li> <li>* Provide assistance in utilisation of statistical methods</li> <li>* Advise management on development of trade accounts, revolving and trust funds</li> <li>* Deal with matters regarding the principles of providing funds and the incidence of expenditure</li> <li>* Interpret the financial administration policy and formulate directives and methods for the execution of such policy</li> <li>* Research program evaluating techniques, operational research applications and utilisation of resources</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 D)</li> <li>* HR matters (category B/C)</li> <li>* Training (category C)</li> <li>* Statistics/Economics</li> <li>* Information systems</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>* Compilation of management reports</li> <li>* GAAP</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>* Computer (both hardware and software)</li> <li>* Interpersonal relationship</li> <li>* Problem solving</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> <li>* Registration as CA: No experience</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration with the Institute for Chartered Accountants of SA as a Chartered Accountant, where applicable</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 9

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
484-579	9	80057 50057D	C1020200	Statisticians and related professionals
			C5030100	Economists
			C5030200	Trade/Industry advisers and other related professionals
			C6020100	Financial and related professionals
			C6020300	Chartered Accountants

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	11(60)
• Professionals and Managers	11(60)
• Professionals and Managers	11(60)
• Professionals and Managers	11(60)
• Professionals and Managers	11(60)

SALARY RANGE	CURRENT POST CLASSES/ RANKS
12	Deputy Director: Financial Management (2nd leg) Deputy Director: Internal Audit (2nd leg) Deputy Director: Financial Administration (2nd leg) Deputy Director: Public Finance (2nd leg) Chief Chartered Accountant Deputy Director: National Accounts (2nd leg) Deputy Director: Economics (2nd leg) Deputy Director: Business Economics (2nd leg) Deputy Director: Economics (1st leg) Deputy Director: Business Economics (1st leg) Deputy Director: Economics (Agriculture) (2nd leg) Deputy Director: Agricultural Economics (2nd leg) Deputy Director: Mineral Bureau (2nd leg) Deputy Director: Transport Economics (2nd leg) Deputy Director: Trade and Industry (2nd leg) Deputy Director: Survey Statistics (2nd leg) Deputy Director: Statistical Advice (2nd leg) Deputy Director: Biometrical Services (2nd leg)
13	Director and equivalent
14	Chief Director and equivalent
15	Deputy Director-General and equivalent

SALARY RANGE	CURRENT POST CLASSES/ RANKS
9	Assistant Director: Financial Management (1st leg) Assistant Director: Internal Audit (1st leg) Principal Financial Administration Officer Principal Financial Adviser Chartered Accountant Principal Economist: National Accounts Principal Economist Principal Business Economist Principal Economist (Agriculture) Principal Agricultural Economist Principal Mineral Economist Principal Transport Economist Principal Trade and Industry Adviser Principal Survey Statistician Principal Statistics Adviser Principal Biometrician
10	Assistant Director: Financial Management (2nd leg) Assistant Director: Internal Audit (2nd leg) Chief Financial Administration Officer Chief Financial Adviser Senior Chartered Accountant Chief Economist: National Accounts Chief Economist Assistant Director: Business Economics Assistant Director: Economics (Agriculture) Assistant Director: Agricultural Economics Chief Mineral Economist Chief Transport Economist Assistant Director: Trade and Industry Assistant Director: Survey Statistics Chief Statistics Adviser Assistant Director: Biometrical Services
11	Deputy Director: Financial Management (1st leg) Deputy Director: Internal Audit (1st leg) Deputy Director: Financial Administration (1st leg) Deputy Director: Public Finance (1st leg) Principal Chartered Accountant Deputy Director: National Accounts (1st leg) Deputy Director: Economics (1st leg) Deputy Director: Business Economics (1st leg) Deputy Director: Economics (Agriculture) (1st leg) Deputy Director: Agricultural Economics (1st leg) Deputy Director: Mineral Bureau (1st leg) Deputy Director: Transport Economics (1st leg) Deputy Director: Trade and Industry (1st leg) Deputy Director: Survey Statistics (1st leg) Deputy Director: Statistics Advice (1st leg) Deputy Director: Biometrical Services (1st leg)



SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Assistant Business Economist Assistant Economist (Agriculture) Assistant Agricultural Economist Assistant Mineral Economist Assistant Transport Economist Assistant Trade and Industry Adviser Assistant Survey Statistician Assistant Statistics Adviser Assistant Biometrician
7	Chief Accounting Clerk State Accountant Internal Auditor Financial Administration Officer Financial Adviser Economist: National Accounts Economist Business Economist Economist (Agriculture) Agricultural Economist Mineral Economist Transport Economist Trade and Industry Adviser Survey Statistician Statistics Adviser Biometrician
8	Senior State Accountant Senior Internal Auditor Senior Financial Administration Officer Senior Financial Adviser Senior Economist: National Accounts Senior Economist Senior Business Economist Senior Economist (Agriculture) Senior Agricultural Economist Senior Mineral Economist Senior Transport Economist Senior Trade and Industry Adviser Senior Survey Statistician Senior Statistics Adviser Senior Biometrician

**GUIDE: TRANSITION TO CORE: ECONOMIC ADVISORY AND SUPPORT PERSONNEL**

**(11econp)**

**OCCUPATIONAL CLASSES**

Accounting Clerk  
 Agricultural Economist  
 Biometrician  
 Business Economist  
 Chartered Accountant  
 Cleaner  
 Economist (Agriculture)  
 Economist (CEAS)  
 Economist: National Accounts  
 Financial Administration Officer  
 Financial Adviser  
 Internal Auditor  
 Management Echelon  
 Messenger  
 Mineral Economist  
 State Accountant  
 Statistics Adviser  
 Survey Statistician  
 Trade and Industry Adviser  
 Transport Economist

<b>SALARY RANGE</b>	<b>CURRENT POST CLASSES/ RANKS</b>
1	Cleaner I Messenger
2	Cleaner II Senior Messenger Accounting Clerk Grade I
3	Accounting Clerk Grade II Pupil State Accountant Pupil Internal Auditor
4	Senior Accounting Clerk Grade I
5	Senior Accounting Clerk Grade II
6	Senior Accounting Clerk Grade III Assistant State Accountant Assistant Internal Auditor Assistant Financial Administration Officer Assistant Financial Adviser Assistant Economist: National Accounts Assistant Economist

12.

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

**OCCUPATIONAL CATEGORY: HUMAN RESOURCE AND SUPPORT PERSONNEL**

**CORE CODE: 00804**

**IMPLEMENTATION DATE: 1 JULY 1999**

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

THIS CORE IS A GUIDE IN RESPECT OF PERSONNEL EMPLOYED TO PROVIDE WORK OUTPUTS REGARDING THE DEVELOPMENT, INVESTIGATION, MONITORING AND EVALUATION OF POLICIES/PRACTICES IN THE FOLLOWING AREAS OF SERVICE DELIVERY:

- HUMAN RESOURCE MANAGEMENT
- LABOUR RELATIONS
- ORGANISATIONAL DEVELOPMENT

### **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**

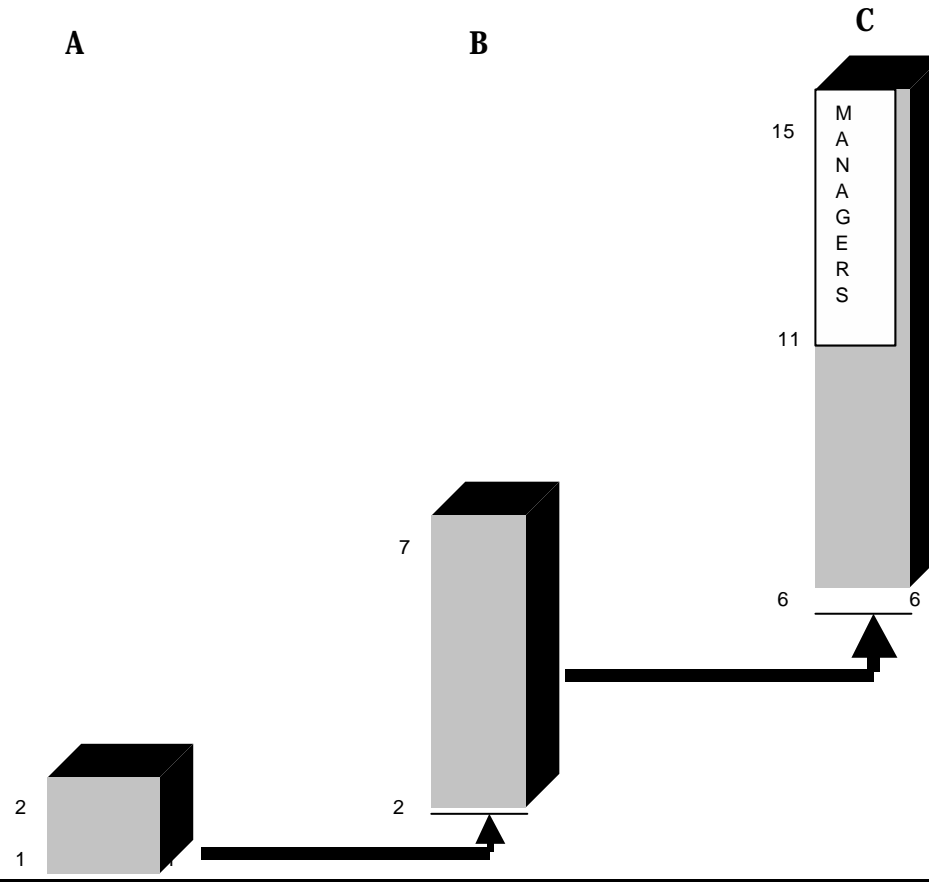
Although guidelines in respect of the competency profile on each level in this CORE are provided, executing authorities are responsible to ensure that the actual requirements for employment reflect the inherent requirements of a post. Executing authorities must also ensure that the requirements for employment 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	12(95)
14	747-842	12(88)
13	695-790	12(82)
12	642-737	12(76)
11	589-684	12(69)
10	537-632	12(63)
9	484-579	12(57)
8	432-527	12(51)
7	379-474	12(41)
6	326-421	12(32)
5	274-369	12(27)
4	221-316	12(22)
3	169-264	12(18)
2	116-211	12(11)
1	0-158	12(8)



- 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>Knowledge of elementary clerical duties e.g. finance, human resources practices, as well as the ability to capture data, operate computer and collecting statistics.</p> <p>Knowledge and skills of personnel practices, labour practices, labour law, departmental policy/procedures, 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) Human resources</li> <li>(b) Training</li> <li>(c) Organisational establishment</li> <li>(d) Labour relations</li> <li>(e) Project management</li> <li>(f) Research</li> <li>(g) Policy /objectives formulation, development and analysis</li> <li>(h) Budgeting</li> <li>(i) Facilitation</li> <li>(j) Conflict management</li> <li>(k) Financial management</li> <li>(l) Leadership</li> <li>(m) Planning and organising</li> <li>(n) Job evaluation system</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>(o) Labour laws (p) Generally accepted employment practices</p> <p>The ability to compile and develop training material, negotiate, operate computer, make presentations, motivate, build a team, write notes, letters and memo's. Develop HR policies and facilitate implementation thereof, structuring of remuneration packages and development thereof, draft speeches, reports 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**

- Administrative Line Function and Support Personnel
- Management and General 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  $\pm$  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:

<b>JOB</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Cleaners in offices, workshops, hospitals, etc.	1-2	12(10)-12(13)
2. Messengers, porters and deliverers	1-2	12(10)-12(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 3 and 6 year's of education which normally starts at the age of  $\pm$  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. Human resources clerks	2-7	12(16)-12(43)



**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. Human resources and Organisational development and related professionals	6-10	12(38)-12(65)
2. Middle Managers :Human resources related	11-12	12(71)-12(78)
3. Senior Management	13-15	12(84)-12(97)

**NOTE:** Although this CORE provides mainly for managers from salary range 11 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.

# SALARY RANGE 1

<b>PRESCRIPTS</b>					<b>GUIDELINES</b>	
<b>JOB WEIGHT RANGE</b>	<b>SALARY RANGE</b>	<b>SALARY CODE</b>	<b>OCCUPATIONAL CLASSIFICATION</b>		<b>CATEGORY</b>	<b>PAGE</b>
			<b>CODE</b>	<b>OCCUPATION</b>		
0-158	1	80065	A1020000	Cleaners in offices, workshops, hospitals, etc.	• Elementary Occupations	12 (10)
		50065 D	A2010000	Messengers, porters and deliverers		

# **GUIDELINES:**

# **ELEMENTARY OCCUPATIONS**

**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</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>	<p>* Clean and create an orderly working environment</p> <p>* Clean vehicles</p> <p>* Operate cleaning machines and maintenance thereof</p> <p>* Elementary support to higher level work outputs</p> <p>* Fetch and deliver documents and articles</p> <p>* Distribute and collect documents and articles</p> <p>* Ancillary: Cleaning equipment, etc.</p> <p>* Maintenance of supplies</p> <p>* Co-workers</p> <p>* Supervisors</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>* Cleaning (category A)</li> <li>* Equipment (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>* 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>                      * ABET</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * ABET:                      No experience</p>

# SALARY RANGE 2

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
116-211	2	80066 50066 D	A1020000	Cleaners in offices, workshops, hospitals, etc.
			A2010000	Messengers, porters and deliverers
			B1010400	Human Resources Clerks

## GUIDELINES

CATEGORY	PAG E
• Elementary Occupations	12 (13)
• Elementary Occupations	12 (13)
• Administrative Office Workers	12(16)

# **GUIDELINES: ELEMENTARY OCCUPATIONS**

**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 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 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 a variety of office equipment</p> <p><b>INVOLVEMENT WITH STORES</b> * Use stores * Use and basic maintenance of supplies.</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>	<ul style="list-style-type: none"> <li>* Basic maintenance of equipment and reporting defects</li> <li>* Perform duties related to 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> <p>* Ancillary: Cleaning equipment, etc.</p> <p>* Maintenance of supplies</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>* Courier services (category B)</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>* 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> * ABET</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * ABET: Between 0 and 2 years</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>
<b>DECISION MAKING</b> * Decisions will mostly be in respect of own work.  <b>INTERACTION WITH CLIENTS/STAFF</b> * Basic interaction	* Co-workers * Supervisor * Public		



# **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 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 by requesting/providing information</p> <p><b>AUTONOMY</b>                      * Elementary and routine clerical tasks of which the content is straightforward but require some interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of office equipment</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Use stores                      * Assist with the efficient managing of stores.</p> <p><b>LAND AND BUILDINGS</b>                      * Assist with the efficient property management</p>	<p>* Elementary and routine clerical assistance to higher level work outputs including to:</p> <ul style="list-style-type: none"> <li>- Collect statistics</li> <li>- Keep organisational charts and records.</li> <li>- Distribute information/documents.</li> <li>- Operate information systems.</li> <li>- File documents.</li> <li>- Capture data.</li> </ul> <p>* Office: PC's, photocopier, etc.</p> <p>* Stationary</p> <p>* Offices, 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>* Training (category A)</li> <li>* HR matters (category A)</li> <li>* Data capturing.</li> <li>* Administration procedures relating to specific working environment.</li> <li>* Information systems.</li> <li>* Statistics collection.</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 (both hardware and software)</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 and memo's</li> </ul>	<p><b>QUALIFICATIONS</b>                      * Grade 10 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * Grade 10 or equivalent:                      No experience</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>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 * Supervisor * Public</p>		

# SALARY RANGE 3

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
169-264	3	80067 50067 D	B1010400	Human Resources Clerks

## GUIDELINES

CATEGORY	PAG E
• Administrative Office Workers	12 (20)

# **GUIDELINES:**

# **ADMINISTRATIVE OFFICE WORKERS**

<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>                      * Office and keyboard-operating 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 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.</p> <p><b>FINANCIAL RESOURCES</b>                      * Gather information for cost calculations to be included in budgets</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of office equipment</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Use stores                      * Assist with the efficient management of stores</p>	<ul style="list-style-type: none"> <li>* Handle less complicated routine correspondence.</li> <li>* Mentoring including in-service person-to-person training of new appointees/other personnel.</li> <li>* Report problems.</li> <li>* Compile documents</li> <li>* Execute practical assignments as part of skills development.</li> <li>* Typing and processing information</li>   <li>* Office: PC's, photocopier, etc.</li>   <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>* HR matters (category A)</li> <li>* Finance (category A/B)</li> <li>* Training (category A)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Reporting procedures.</li> <li>* How to do basic research/gather information.</li> <li>* Service delivery and client needs.</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>* 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>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</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> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Relevant courses, where applicable</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> * Receive instruction/guidance on single subject area which is straight forward.</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures. * Conclusions are mainly reached by applying mainly routine job processes.</p> <p><b>PLANNING</b> * Planning in respect of own work.</p> <p><b>DECISION MAKING</b> * Decisions are mainly in respect of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p>	<p>* Co-workers * Supervisor * Public * Other departments/provincial administrations</p>	<p><b>COMMUNICATION</b> * Routine verbal exchange of information requiring helpfulness and politeness. * Routine written notes, memo's and reports.</p>	

# SALARY RANGE 4

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
221-316	4	80068 50068D	B1010400	Human Resources Clerks

## GUIDELINES

CATEGORY	PAG E
• Administrative Office Workers	12 (24)



**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 4: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Office and keyboard-operating 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 by requesting/ providing information</p> <p><b>AUTONOMY</b>                      * General clerical tasks of which the content is straight forward but require some interpretation</p> <p><b>FINANCIAL RESOURCES</b>                      * Gather information for cost calculations to be included in budgets</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 management of stores</p>	<p>* Process statistics.                      * Guidance and advice to clients.                      * Manage a personnel information system                      * Typing and processing of information</p> <p>* Office: PC's, photocopier, etc.</p> <p>* Stationary.</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)                      * Administration procedures relating to specific working environment including norms and standards                      * Planning and organising (category A/B)                      * Reporting procedures.                      * How to do basic research/gather information                      * Knowledge of statistics.                      * Record keeping procedures                      * Computer (category A)</p>	<p><b>QUALIFICATIONS</b>                      * Grade 10 or equivalent                      * Grade 12 or equivalent</p> <p><b>EXPERIENCE</b>                      * Grade 10 or equivalent: Between 2 and 5 years                      * Grade 12 or equivalent: Between 0 and 2 years</p> <p><b>TRAINING</b></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>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 sub-ordinates.</li> <li>* Responsible to 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> <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>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to perform routine tasks</li> <li>* Basic interpersonal relationship</li> <li>* Problem solving.</li> <li>* Maintaining discipline.</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, reports, articles, programmes and minutes.</li> <li>* Motivate personnel.</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 5

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
274-369	5	80069 50069 D	B1010400	Human Resources Clerks

## GUIDELINES

CATEGORY	PAG E
• Administrative Office Workers	12 (29)

**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 5: 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 administrative functions related to the work in the office environment and/or deal directly with clients by requesting/ providing information</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* General clerical tasks of which the content is straight forward but require some interpretation.</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Contribute to cost calculations which is utilised for budgeting.</li> <li>* Collecting financial data for the budget.</li> </ul>	<ul style="list-style-type: none"> <li>* Gather information and process it.</li> <li>* Interpret statistics.</li> <li>* Provide editorial services.</li> <li>* Manage personnel information systems</li> <li>* Logistic arrangements for interviews of candidates</li> <li>* Deal with personnel evaluation</li> <li>* Draft payroll data</li> <li>* Handle bursary matters</li> <li>* Run the system of salary codes</li> <li>* Keep and maintain acts, regulations, etc</li> <li>* Typing, processing and distribution of information documents</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 B)</li> <li>* Training (category B)</li> <li>* Planning and organising (category B)</li> <li>* Administrative procedures relating to specific working environment including norms and standards</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>* Record keeping procedures.</li> <li>* Interpretation of policies.</li> <li>* Computer (category A)</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>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> <p><b>TRAINING</b></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>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 management of stores</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> <li>* Give work instruction on a single subject area to sub-ordinates</li> <li>* Responsible to 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> <li>* Conclusions are mainly reached by applying mainly routine job processes but occasionally possible courses of action may be compared with each other.</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> <li>* Stationary</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 computer (both hardware and software)</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Formulating and editing</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 reports, articles, programmes and minutes.</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>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 CLIENT/ STAFF</b></p> <ul style="list-style-type: none"> <li>* More detailed information of a general and procedural nature.</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> <li>* Training and 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>* Assist with personnel evaluation</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Administer basic HR matters</li> </ul>		

# SALARY RANGE 6

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
326-421	6	80070	B1010400	Human Resources Clerks
		50070 D	C6020200	Human Resources and Organisational development and related professionals

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	12 (34)
• Professionals and Managers	12 (38)

**GUIDELINES:**

**ADMINISTRATIVE OFFICE  
WORKES**

**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 6: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Office and keyboard-operating 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 by requesting/ providing information</p> <p><b>AUTONOMY</b>                      * Specialist clerical work of which the content is difficult and requires occasional interpretation within an established framework</p> <p><b>FINANCIAL RESOURCES</b>                      * Monitor budget levels by collecting data.                      * Perform cost calculations to be utilised for budgeting.</p>	<ul style="list-style-type: none"> <li>* Gather information and process it.</li> <li>* Interpret statistics.</li> <li>* Provide editorial services.</li> <li>* Manage personnel information systems</li> <li>* Logistic arrangements for interviews of candidates</li> <li>* Deal with personnel evaluation</li> <li>* Draft payroll data</li> <li>* Handle bursary matters</li> <li>* Run the system of salary codes</li> <li>* Keep and maintain acts, regulations, etc</li> <li>* Typing, processing and distribution of information documents</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a variety 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 A/B)</li> <li>* Planning and organising (category C)</li> <li>* Administration procedures relating to specific working environment including norms and standards</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>* Interpretation of policies</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 perform routine tasks</li> <li>* Ability to operate equipment and machines.</li> <li>* Ability to operate computer (both hardware and software)</li> </ul>	<p><b>QUALIFICATIONS</b>                      * Grade 10 or equivalent                      * Grade 12 or equivalent</p> <p><b>EXPERIENCE</b>                      * Grade 10 or equivalent                      More than 10 years                      * Grade 12 or equivalent:                      Between 5 and 10 years</p> <p><b>TRAINING</b></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>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>JOB INFORMATION</b> * Receive guidance/advice on wide ranging but related subjects within an established framework. * Information will be familiar to the post holder but will require some interpretation.</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions on procedures or referring to established precedents. * Conclusions are reached by analysing a variety of mainly standard information.</p> <p><b>PLANNING</b> * Planning in respect of own work * As teamleader, can influence that of others</p> <p><b>DECISION MAKING</b> * Decisions in respect of own work. * In some cases decisions may be taken in respect of the work of others.</p>	<p>* Office: PC, photocopier, etc.</p> <p>* Stationary</p>	<p>* Interpersonal relationship * Problem solving * Maintaining discipline * Formulating and editing * Conflict resolution * Research</p> <p><b>COMMUNICATION</b> * Verbal exchange of information requiring helpfulness and politeness. * Routine notes, memo's reports, minutes and letters * Motivation</p> <p><b>CREATIVITY</b> * Basic creativity is required as procedures and policies are well established and little innovation is required</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>                      * More detailed interaction</p> <p><b>SUPERVISORY MANAGEMENT</b>                      * Function as team leader to assist with supervision of general clerical responsibilities at lower levels.                      * Limited authority in respect of quality control.                      * Training and development.                      * Assist with personnel evaluation.</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Other departments/provincial administrations</li>   <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</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 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 administrative work of which the content is difficult and requires occasional interpretation within an established framework</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Monitor budget levels by collecting data.</li> <li>* Perform cost calculations to be utilised for budgeting.</li> </ul>	<ul style="list-style-type: none"> <li>* Provide inputs, advice and improvement regarding application and interpretation of functional directives including to:                             <ul style="list-style-type: none"> <li>- Assist with personnel investigations.</li> <li>- Check documents for correctness.</li> <li>- Create training material.</li> <li>- Correspondence on policy issues.</li> <li>- Compile annual reports.</li> <li>- Assist with human resource planning</li> </ul> </li> <li>* Do costing for occupation specific maintenance investigation</li> <li>* Handle advertisement</li> <li>* Support during grievance and misconduct investigations</li> <li>* Draft inputs for budgetary purposes</li> <li>* Collect statistics</li> <li>* Keep charts and records</li> <li>* Operate information system</li> <li>* Conduct job analysis investigations</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a variety work ranges and procedures such as:</p> <ul style="list-style-type: none"> <li>* Finance (category B)</li> <li>* HR matters (category C)</li> <li>* Training (category B/C)</li> <li>* Planning and organising (category B/C)</li> <li>* Administration procedures relating to specific working environment including norms and standards</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>* Interpretation of policies</li> <li>* Computer (category B)</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 perform routine tasks</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: No experience</li> </ul> <p><b>TRAINING</b></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>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Contribute towards the efficient management of stores in terms of developing human resource policies/practices to assist managers of stores</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural and policy matters to departments/ provincial administrations, colleagues and the public.</li> <li>* First level of advice can also be rendered to colleagues/staff at higher level on policy matters.</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 will be familiar to the post holder but will require some interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li>   <li>* Advice regarding policies, interpretation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Ability to operate equipment and machines.</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Formulating and editing</li> <li>* Conflict resolution</li> <li>* Research</li> <li>* Apply job evaluation instrument</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring helpfulness and politeness.</li> <li>* Routine notes, memo's reports, submissions, minutes and letters</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Cabinet memoranda</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>	

<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 on 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>* In some cases 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 detailed interaction</li> </ul> <p><b>SUPERVISORY MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Assist with supervision of general clerical responsibilities at lower levels.</li> <li>* Limited authority in respect of quality control.</li> <li>* Training and development.</li> <li>* Assist with personnel evaluation</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>* Public Service policy/strategy</li>   <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> </ul>		

# SALARY RANGE 7

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
379-474	7	80071	B1010400	Human Resources Clerks
		50071 D	C6020200	Human Resources and Organisational development and related professionals

## GUIDELINES

CATEGORY	PAG E
• Administrative Office Workers	12 (43)
• Professionals and Managers	12 (47)

**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>Level 7: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Office and keyboard-operating 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 by requesting/ providing information</p> <p><b>AUTONOMY</b>                      * Specialised clerical tasks with difficult content requiring frequent interpretation within an established framework</p> <p><b>FINANCIAL RESOURCES</b>                      * Monitor budget levels by collecting data                      * Cost calculations to be utilised for budgeting</p>	<ul style="list-style-type: none"> <li>* Overall co-ordination and control of allocated tasks.</li> <li>* Gather information and process it.</li> <li>* Interpret statistics.</li> <li>* Provide editorial services.</li> <li>* Manage personnel information systems</li> <li>* Logistic arrangements for interviews of candidates</li> <li>* Deal with personnel evaluation</li> <li>* Draft payroll data</li> <li>* Handle bursary matters</li> <li>* Run the system of salary codes</li> <li>* Keep and maintain acts, regulations, etc</li> <li>* Manage typing and processing of information</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 B)</li> <li>* HR matters (category B)</li> <li>* Training (category B/C)</li> <li>* Planning and organising (category B/C)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Reporting procedures.</li> <li>* How to do basic research/gather information</li> <li>* Knowledge of statistics.</li> <li>* Meeting 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 perform routine tasks</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Interpersonal relationship</li> <li>* Problem solving</li> <li>* Maintaining discipline</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>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> </ul> <p><b>TRAINING</b></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>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>* Contribute towards the efficient managing of stores</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 will be familiar to the post holder 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 within narrow policy guidelines by analysing a variety of information with a number of possible outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li>   <li>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li> </ul>	<ul style="list-style-type: none"> <li>* Formulation and editing</li> <li>* Conflict resolution</li> <li>* Team building</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring helpfulness and politeness.</li> <li>* Complex notes, memo's, reports, submissions and letters.</li> <li>* Motivation</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>	

<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 that of sub-ordinates</p> <p><b>DECISION MAKING</b> * Decisions in respect of own work. * Decisions in respect of the work of others.</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * More detailed interaction</p> <p><b>SUPERVISORY MANAGEMENT</b> * Assist with supervision of clerical personnel at lower levels. * Limited authority in respect of quality control. * Training and development. * Formal disciplinary authority.</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> <li>* Legal practitioners</li> <li>* Private sector institutions</li> <li>* Supervisors</li> <li>* Other department/provincial administrations</li> <li>* Public Service policy/strategy</li>   <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</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 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 administrative tasks with complex work content requiring frequent interpretation within an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Identify problems and deficiencies in practices/policies/organisational structures.</li> <li>* Provide management information.</li> <li>* Monitor policy outcomes.</li> <li>* Obtain mandates.</li> <li>* Formulate and manage work/ programmes and project objectives.</li> <li>* Negotiate/liaise with stakeholders.</li> <li>* Research inputs about improvement to policy and procedure.</li> <li>* Advice management on future planning of infrastructure in terms of utilisation of resources.</li> <li>* Compile user requirements for computerised systems</li> <li>* Undertake functional work and work flow analysis</li> <li>* Interview personnel</li> <li>* Undertake investigations</li> <li>* Compile reports</li> <li>* Act as secretary in various committees</li> <li>* Exercise control over subordinates</li> <li>* Ensure implementation of policies</li> <li>* Conduct job analysis investigations</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 C/D)</li> <li>* Training (category C)</li> <li>* Planning and organising (category C)</li> <li>* Administration procedures relating to specific working environment including norms and standards</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>* Compilation of management reports.</li> <li>* Interpretation of policies</li> <li>* Meeting procedures.</li> <li>* Computer (category B)</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 perform routine tasks</li> <li>* Ability to operate computer (both hardware and software)</li> <li>* Interpersonal relationship</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 0 and 2 years.</li> </ul> <p><b>TRAINING</b></p>

**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 budget levels by collecting data</li> <li>* Cost calculations to be utilised for budgeting</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 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>* Receive guidance/advice on wide ranging but related subjects within an established framework.</li> <li>* Information will be familiar to the post holder but will require some interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> <li>* Advice regarding policies, interpretations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Problem solving</li> <li>* Maintaining discipline</li> <li>* Formulation and editing</li> <li>* Conflict resolution</li> <li>* Team building</li> <li>* Project management</li> <li>* Research</li> <li>* Policy analysis and development</li> <li>* Client service</li> <li>* Decision making</li> <li>* Apply job evaluation instrument</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, reports, submissions and letters.</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Cabinet memoranda</li> <li>* Presentation</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 within narrow policy guidelines by analysing a variety of information with a number of possible outcomes.</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 that could impact on the whole Public Service.</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>	

<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> * More detailed interaction</p> <p><b>SUPERVISORY MANAGEMENT</b> * Assist with supervision of administrative/professional personnel at lower levels. * Limited authority in respect of quality control. * Training and development. * Formal disciplinary authority.</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> <li>* Legal practitioners</li> <li>* Private sector institutions</li> <li>* Supervisors</li> <li>* Other department/provincial administrations</li> <li>* Public Service policy/strategy</li>   <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

# SALARY RANGE 8

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
432-527	8	80072 50072 D	C6020200	Human Resources and Organisational development and related professionals

## GUIDELINES

CATEGORY	PAG E
• Professionals and Managers	12 (53)

# **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 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 administrative tasks with complex work content requiring frequent interpretation in the absence of an established framework.</li> </ul>	<ul style="list-style-type: none"> <li>* Project based tasks.</li> <li>* Compile reports.</li> <li>* Train personnel.</li> <li>* Evaluate practices.</li> <li>* Give inputs in respect of a strategic plan.</li> <li>* Undertake complex investigations and other administrative matters.</li> <li>* Manage personnel/labour relations/organisational development procedures.</li> <li>* Provide management information.</li> <li>* Present lectures.</li> <li>* Measure performance of the organisation.</li> <li>* Determine feasibility of computerised systems.</li> <li>* Give advise on implementation and maintenance of organisational and post establishment matters.</li> <li>* Develop and implement programmes.</li> <li>* Ensure implementation of policies</li> <li>* Serve as secretary in committees</li> <li>* Execute job evaluation by               <ul style="list-style-type: none"> <li>- doing job analysis and design</li> <li>- compile job descriptions</li> </ul> </li> <li>* Facilitate strategic planning</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a variety work of ranges and procedures such as:</p> <ul style="list-style-type: none"> <li>* Finance (category B/C)</li> <li>* HR matters (category C/D)</li> <li>* Training (category C)</li> <li>* Planning and organising (category C)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Compilation of management reports.</li> <li>* Reporting procedures.</li> <li>* Research/analysing.</li> <li>* Meeting procedures</li> <li>* To identify objectives and give inputs in respect of a strategic plan.</li> <li>* Interpretation of policies.</li> <li>* Computer (category B)</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 computer (both hardware and software)</li> <li>* Problem solving</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 2 and 5 years</li> </ul> <p><b>TRAINING</b></p>

**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 budget levels by collecting financial data and consolidating of accounts.</li> <li>* Assist with major budget planning.</li> <li>* Cost calculations to be utilised for budgeting.</li> </ul> <p><b>USE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Influence on buying decisions</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Contribute towards the efficient management of property portfolio's in terms of developing human to assist managers of properties</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>* Advice of a more specialist nature to colleagues/ staff at higher levels on Public Service policies/strategies.</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc</li> <li>* Computer: Network equipment, etc</li>   <li>* Offices</li>    <li>* Advice regarding policies, interpretations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Interpersonal relationship</li> <li>* Conflict resolution</li> <li>* Project management</li> <li>* Team building</li> <li>* Policy analysis and development</li> <li>* Presentation</li> <li>* Facilitation</li> <li>* Client service</li> <li>* Decision making</li> <li>* Apply job evaluation instrument</li>   <li><b>COMMUNICATION</b></li> <li>* Verbal exchange of information requiring helpfulness and politeness.</li> <li>* Complex notes, memo's, reports, submissions, minutes and letters.</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Cabinet memoranda</li> <li>* Presentations</li> <li>* Team building</li> <li>* Management reports</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>* Receive guidance/advice on a wide range of unrelated subjects in the absence of an established framework.</li> <li>* Information will be unfamiliar to the post holder and will require request 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 broad policy guidelines.</li> <li>* Conclusions are reached within broad policy guidelines by analysing a variety of information with a number of possible outcomes.</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work</li> <li>* As team leader, can influence that of others.</li> <li>* Contribute to planning that can influence the whole Public Service.</li> <li>* Contribute to strategic planning of a department/administration</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 that can impact on the whole Public Service.</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>	

<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> * More detailed interaction</p> <p><b>SUPERVISORY MANAGEMENT</b> * Assist with supervision of administrative/ professional personnel at lower levels * Formal disciplinary authority * Authority in respect of quality control. * Training and development</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> <li>* Legal practitioners</li> <li>* Private sector institutions</li> <li>* Supervisors</li>   <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

# SALARY RANGE 9

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
484-579	9	80073 50073 D	C6020200	Human Resources and Organisational development and related professionals

## GUIDELINES

CATEGORY	PAG E
<ul style="list-style-type: none"> <li>Professionals and Managers</li> </ul>	12 (59)

# **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 and work organisation</li> <li>* Policy development</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>* Influence expenditure of others.</li> <li>* Monitor the budget levels by collecting financial data.</li> <li>* Authorise expenditure in some cases.</li> <li>* Cost calculations to be utilised for budgeting.</li> <li>* Major budget planning.</li> </ul>	<ul style="list-style-type: none"> <li>* Formulate policy/objectives.</li> <li>* Liaise with other stakeholders.</li> <li>* Evaluate organisational development policies and tools.</li> <li>* Process information and data</li> <li>* Identify budgetary needs and make proposals</li> <li>* Program and co-ordinate training activities</li> <li>* Render consultancy assistance to other departments/provincial administration which need assistance with regard to organisation and work study concerning functions that spans over more than one department/provincial administration</li> <li>* Determine training needs</li> <li>* Conduct job analysis investigations</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a variety work of ranges and procedures such as:</p> <ul style="list-style-type: none"> <li>* Finance (category B/C)</li> <li>* HR matters (category D)</li> <li>* Training (category C)</li> <li>* Planning and organising (category C)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Compilation of management reports</li> <li>* Reporting procedures</li> <li>* Research/analysing</li> <li>* Policy/objectives formulation</li> <li>* Computer (category B)</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 computer (both hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 5 and 10 years</li> </ul> <p><b>TRAINING</b></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>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Influence on buying decisions</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural and policy matters to departments/provincial administrations, colleagues and the public.</li> <li>* Give advice of a more specialist nature to colleagues/staff at higher levels on Public Service policies/strategies.</li> <li>* In some cases, give advice of a specialised nature which is only available in the Public Service.</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 post holder and/or require an in-depth analysis and interpretation before action can be taken.</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, organising, post establishment matters etc</li> </ul>	<ul style="list-style-type: none"> <li>* Conflict resolution</li> <li>* Project Management</li> <li>* Policy analysis and development</li> <li>* Liaising</li> <li>* Co-ordination</li> <li>* Organisation development</li> <li>* Leadership</li> <li>* Budgeting</li> <li>* Ability to chair a meeting</li> <li>* Policy/objectives formulation</li> <li>* Apply job evaluation instrument</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, reports, submissions, minutes and letters.</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Influencing</li> <li>* Cabinet memoranda</li> <li>* Formal presentation</li> <li>* Management reports</li> <li>* Team building</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 or broad policy guideline.</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.</li> <li>* As teamleader, can influence that of others.</li> <li>* Contribute to planning that could influence the whole Public Service</li> <li>* Contribute to strategic planning of a department/provincial administration</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 to the work of others.</li> <li>* Make recommendations with regard to policies/strategies that can impact on the whole Public Service.</li> </ul>		<p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that result in major changes on existing methods/policies understanding.</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>INTERACTION WITH CLIENTS/STAFF</b>                      * Specialised interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Assist with supervision of administrative/professional personnel at lower levels                      * Formal disciplinary authority.                      * Authority in respect of quality control.                      * Training/development.                      * Establish control and planning                      * Section management</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> <li>* Legal practitioner</li> <li>* Private sector institutions</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System.</li> <li>* Allocate tasks</li> <li>* Train and develop personnel</li> <li>* Maintain discipline</li> </ul>		



# SALARY RANGE 10

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
537-632	10	80074 50074 D	C6020200	Human Resources and Organisational development and related professionals

## GUIDELINES

CATEGORY	PAG E
• Professionals and Managers	12 (65)

# **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 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>* Specialised 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>* Influence expenditure of others</li> <li>* Monitor the budget levels by collecting financial data and the consolidating of accounts.</li> <li>* Authorise expenditure in some cases.</li> <li>* Cost calculations to be utilised for budgeting.</li> <li>* Major budget planning.</li> </ul>	<ul style="list-style-type: none"> <li>* Complex investigations.</li> <li>* Complex consultation with roleplayers.</li> <li>* Evaluate organisational and post establishment matters.</li> <li>* Identify budgetary needs and make proposals</li> <li>* Program and co-ordinate training activities</li> <li>* Render consultancy assistance to other departments/provincial which need assistance with regard to organisation and workstudy</li> <li>* Conduct horizontal investigations concerning functions that span over more than one department/provincial administration</li> <li>* Determine training needs</li> <li>* Advice the Minister for Public Service and Administration</li> <li>* Conduct job analysis investigations</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 C)</li> <li>* HR matters (category D)</li> <li>* Training (category C/D)</li> <li>* Planning and organising (category C)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Compilation of management reports</li> <li>* Reporting procedures</li> <li>* Research/analysing</li> <li>* Programme/project planning</li> <li>* Policy/objectives formulation</li> <li>* Policy regarding investigations</li> <li>* Computer (category B)</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 computer (both hardware and software)</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</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</b></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>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Influence on buying decisions</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural and policy matters to departments/ provincial administrations, colleagues and the public.</li> <li>* Give advice of a more specialist nature to colleagues/staff at higher levels on Public Service policies/strategies.</li> <li>* In some cases, give advice of a highly specialised nature which is only available in the Public Service.</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 post holder and/or require an in-depth analysis and interpretation before action can be taken.</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc.</li> <li>* Computer: Network equipments, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Problem solving.</li> <li>* Interpersonal relationship</li> <li>* Conflict resolution</li> <li>* Project Management</li> <li>* Policy analysis and development</li> <li>* Liaising</li> <li>* Co-ordination</li> <li>* Ability to chair a meeting</li> <li>* Policy/objectives formulation</li> <li>* Budgeting</li> <li>* Manage projects independently</li> <li>* Organisational development</li> <li>* Leadership</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 reports, submissions, minutes and letters.</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Influencing</li> <li>* Cabinet memoranda</li> <li>* Formal presentations</li> <li>* Press releases</li> <li>* Management reports</li> <li>* Financial reports</li> <li>* Team building</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 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>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>* Contribute to planning that can influence the whole Public Service</li> <li>* Contribute to strategic planning of a department/provincial administration</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 a section of the department/ provincial administration</li> <li>* Recommend policies/strategies that can impact on the whole Public Service.</li> </ul>		<p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that result in major changes 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>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Specialised interaction regarding departmental and Public Service policy/ strategy</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Assist with the supervision of administrative/professional personnel at lower levels</li> <li>* Formal disciplinary authority</li> <li>* Authority in respect of quality control</li> <li>* Establish control and planning</li> <li>* Training and development</li> <li>* Technical assistance and advice</li> <li>* Section management</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>* Legal practitioners</li> <li>* Private sector institutions</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management System</li> <li>* Allocate tasks</li> <li>* Train and develop personnel</li> <li>* Maintain discipline</li> </ul>		

# SALARY RANGE 11

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
589-684	11	80075	C6010302	Middle Managers: Human Resources related
		50075 D	C6020200	Human Resources and Organisational development and related professionals

## GUIDELINES

CATEGORY	PAG E
• Professionals and Managers	12 (71)
• Professionals and Managers	12 (71)

# **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 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>	<ul style="list-style-type: none"> <li>* Monitor and evaluate policy/programme development and implementation.</li> <li>* Develop human resource/labour relations/organisational development strategies</li> <li>* Presentations</li> <li>* Ensure implementation of AA strategies</li> <li>* Supervise and train sub-ordinates</li> <li>* Provide advice to other directorate/departments/provincial administration/management</li> <li>* Research, formulate results and implement personnel practices</li> <li>* Determine and develop training policy</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 C)</li> <li>* HR matters (category D)</li> <li>* Training (category C/D)</li> <li>* Planning and organising (category C)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Compilation of management reports.</li> <li>* Reporting procedures.</li> <li>* Research/analysing.</li> <li>* Programme/project planning.</li> <li>* Strategic planning.</li> <li>* Career management</li> <li>* Manage section independently</li> <li>* Statistics</li> <li>* Computer (category B)</li> <li>* Job evaluation system</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</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</b></p>

**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>* Influence expenditure of others</li> <li>* Monitor budget levels by analysing financial data.</li> <li>* Authorise expenditure in some cases.</li> <li>* Recommend budget levels.</li> <li>* May be a budget holder.</li> <li>* Major budget planning.</li> <li>* Cost calculations to be utilised for budgeting.</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>* Influence on buying decisions.</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC, photocopier, etc</li> <li>* Computer: Network equipment, etc.</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>* Liaising</li> <li>* Co-ordination</li> <li>* Ability to chair a meeting</li> <li>* Policy/objectives formulation</li> <li>* Manage projects independently</li> <li>* Leadership</li> <li>* Apply job evaluation instrument</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>

**ADVICE**

- \* Give advice on procedural and policy matters to departments/ provincial administrations, colleagues and the public.
- \* Give advice of a more specialist nature to colleagues/ staff at higher levels on Public Service policies/strategies.
- \* In some cases, give advice of a highly specialised nature which is only available in the Public Service.

**JOB INFORMATION**

- \* Receive guidance/advice on a wide range of unrelated subjects in absence of an established framework.
- \* Information may be unfamiliar to the post holder and/or require an in-depth analysis

- \* Advice regarding policies, interpretations, organisational, post establishment matters etc.

**COMMUNICATION**

- \* Verbal exchange of sensitive information requiring difficult explanation as well as tact and diplomacy.
- \* Complex notes, memo's, reports and letters.
- \* Motivation
- \* Negotiations
- \* Influencing
- \* Formal presentation
- \* Cabinet memoranda
- \* Management reports
- \* Financial reports
- \* Team building

**CREATIVITY**

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>and interpretation before action can be taken.</p> <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>* Develop new ideas that result in major changes on existing methods/policies/understanding</li> </ul>	

**PLANNING**

- \* Planning in respect of own work and that of others.
- \* Can influence that of others.
- \* Contribute to planning that can influence the whole Public Service.
- \* Contribute to strategic planning of a department/provincial administration

**DECISION MAKING**

- \* Decisions in respect of own work
- \* Controlling projects
- \* Decisions in respect of the work of others.
- \* Make recommendations with regard to policies/strategies for a section of the

**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>
department/ provincial administration * Recommend policies/strategies that can impact on the whole Public Service.  <b>INTERACTION WITH CLIENTS/STAFF</b> * Highly specialised interaction regarding departmental/provincial administrations and Public Service policy/strategy	* Co-workers * Public * Other departments/provincial administration * Legal practitioners * Private sector institutions * Media * Management		

<b>SUPERVISION/MANAGEMENT</b> * Supervision of administrative/professional personnel at lower levels * Formal disciplinary authority * Authority in respect of quality control * Training/development * Sub-directorate management * Establish control and planning * Technical assistance and advice	* Personnel Performance Management Systems * Allocate tasks * Train and develop personnel * Maintain discipline		
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# SALARY RANGE 12

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
642-737	12	80076	C6010302	Middle Managers: Human Resources related
		50076 D	C6020200	Human Resources and Organisational development and related professionals

## GUIDELINES

CATEGORY	PAG E
• Professionals and Managers	12 (78)
• Professionals and Managers	12 (78)

# **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 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>* Influence expenditure of others</li> <li>* Monitor budget levels by analysing financial data.</li> <li>* Authorise expenditure in some cases</li> <li>* Recommend budget levels.</li> <li>* May be a budget holder.</li> <li>* Major budget planning</li> <li>* Cost calculations to be utilised for budgeting</li> </ul>	<ul style="list-style-type: none"> <li>* Administrative planning.</li> <li>* Setting objectives</li> <li>* Monitor budget expenditure.</li> <li>* Research advancements.</li> <li>* Lectures</li> <li>* Ensure implementation of AA strategies</li> <li>* Supervise and train subordinates</li> <li>* Provide advice to other directorates/departments/provincial administrations/management</li> <li>* Research, formulate results and implement personnel practices</li> <li>* Determine and develop training policy</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 C)</li> <li>* HR matters (category D)</li> <li>* Training (category C/D)</li> <li>* Planning and organising (category C)</li> <li>* Administration procedures relating to specific working environment including norms and standards</li> <li>* Compilation of management reports</li> <li>* Reporting procedures</li> <li>* Research procedures</li> <li>* Research/analysing</li> <li>* Programme/project planning</li> <li>* Strategic planning</li> <li>* Career management</li> <li>* Manage sub-directorate independently</li> <li>* Computer (category B)</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 computer (both hardware and software)</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</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</b></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>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> <li>* Influence on buying decisions</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice on procedural and policy matters to departments/ provincial administrations, colleagues and the public.</li> <li>* Give advice of a more specialist nature to colleagues/ staff at higher levels on Public Service policies/strategies</li> <li>* In some cases, give advice of a highly specialised nature which is only available within the Public Service</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 post holder and/or require an in-depth analysis and interpretation before action can be taken.</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>* Problem solving.</li> <li>* Interpersonal relationship</li> <li>* Conflict resolution</li> <li>* Project management</li> <li>* Policy analysis and development</li> <li>* Liaising</li> <li>* Co-ordination</li> <li>* Ability to chair a meeting</li> <li>* Policy/objectives formulation</li> <li>* Budgeting</li> <li>* Manage projects independently</li> <li>* Apply job evaluation instrument</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, reports and letters.</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Influencing</li> <li>* Cabinet memoranda</li> <li>* Formal presentation</li> <li>* Management reports</li> <li>* Financial reports</li> <li>* Team building</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 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> <li>* As teamleader, can influence that of others.</li> <li>* Contribute to planning that can influence the whole Public Service</li> <li>* Contribute to strategic planning of Department/provincial administration</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Control projects</li> <li>* Decisions in respect of the work of others</li> <li>* Make recommendations with regard to policies/strategies for a section of the department/ provincial administration/Public Service.</li> <li>* Recommend policies/strategies that can impact on the whole Public Service</li> </ul>		<p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that result in major changes on existing methods/policies understanding.</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>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Highly specialised interaction regarding departmental/provincial administration and Public Service policy/ strategy</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervision of administrative/professional personnel at lower levels</li> <li>* Formal disciplinary authority</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance and advice</li> <li>* Training/development</li> <li>* Sub-directorate management</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Public</li> <li>* Other departments/provincial administrations</li> <li>* Legal Practitioners</li> <li>* Private sector institutions</li> <li>* Media</li> <li>* Management</li> </ul> <ul style="list-style-type: none"> <li>* Personnel Performance Management Systems</li> <li>* Allocate tasks</li> <li>* Train and develop personnel</li> <li>* Maintain discipline</li> </ul>		
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# SALARY RANGE 13

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
695-790	13	80077	C6010200	Senior Management
		50077 D	C6020200	Human Resources and Organisational development and related professionals

## GUIDELINES

CATEGORY	PAG E
• Professionals and Managers	12 (84)
• Professionals and Managers	12 (84)

# **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>                      * 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> </ul>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Very deep knowledge of a wide range of activities is required such as:</p> <ul style="list-style-type: none"> <li>* Training (category D)</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>* 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>EXPERIENCE</b>                      * Tertiary qualification: More than 10 years</p> <p><b>TRAINING</b></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> * Contribute towards the efficient management of stores in terms of developing human resource policies/practices to assist managers of stores</p> <p><b>LAND AND BUILDINGS</b> * Contribute towards the efficient management of property portfolio's in terms of developing human resource policies/practices to assist managers of properties</p>	<ul style="list-style-type: none"> <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> <li>* Ensure implementation of AA strategies</li>   <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>* Stationary</li> <li>* Printing</li> <li>* Maintenance supplies</li>   <li>* Offices</li> </ul>	<ul style="list-style-type: none"> <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><b>COMMUNICATION</b></li> <li>* Verbal exchange of highly specialised and complex information requiring difficult explanation as well as tact and diplomacy</li> <li>* Public appearances and debating/negotiations</li> <li>* Motivation</li> <li>* Complex notes/ memos/letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Management reports</li> <li>* Financial reports</li> <li>* Cabinet memoranda</li>   <li><b>CREATIVITY</b></li> <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 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> * 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>* Departmental/provincial administration policy/strategy * Public Service policy/strategy * Public relations * Department 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>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>* More detailed and highly professional information are exchanged on high level regarding departmental/provincial administration and Public Service policy/strategy</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>* Academic Institutions</li> <li>* Media</li> <li>* International organisations</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>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of whom 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>* 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	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80078	C6010200	Senior Management
		50078 D	C6020200	Human Resources and Organisational development and related professionals

## GUIDELINES

CATEGORY	PAG E
• Professionals and Managers	12 (90)
• Professionals and Managers	12 (90)



# **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>                      * 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 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> </ul>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Very deep knowledge of a wide range of activities is required such as:</p> <ul style="list-style-type: none"> <li>* Training (category D)</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>* 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>EXPERIENCE</b>                      * Tertiary qualification:                      More than 10 years</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> * Contribute towards the efficient management of stores in terms of developing human resource policies/practices to assist managers of stores</p>	<ul style="list-style-type: none"> <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 AA strategies</li>   <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>* Stationary</li> <li>* Printing</li> <li>* Maintenance supplies</li> </ul>	<ul style="list-style-type: none"> <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><b>COMMUNICATION</b></li> <li>* Verbal exchange of highly specialised and complex information requiring difficult explanation as well as tact and diplomacy</li> <li>* Public appearances and debating/negotiations</li> <li>* Motivation</li> <li>* Complex notes/memos/letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Management reports</li> <li>* Financial reports</li> <li>* Cabinet memoranda</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> * Contribute towards the efficient management of property portfolio's in terms of developing human resource policies/practices to assist managers of properties</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few sources 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> * Conclusions on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p>	<p>* Offices</p> <p>* Departmental/provincial administration policy/strategy * Public Service policy/strategy * Public relations * Department policy/strategy</p> <p>* Department/provincial administration policy/strategy</p>	<p><b>CREATIVITY</b> * Exceptional creativity is required to develop completely new methods/policies/ understanding</p>	
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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>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 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>		
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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>INTERACTION WITH CLIENTS/STAFF</b></p> <p>* More detailed and highly professional information are exchanged on high level regarding departmental/provincial administration and Public Service policy/strategy</p> <p><b>SUPERVISORY/MANAGEMENT</b></p> <p>* Supervise/manage personnel of whom the composition may vary from administrative up to professional.</p> <p>* 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/provinial administration</li> <li>* Minister/Premier/MEC</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>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		
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# SALARY RANGE 15

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
800-895	15	80079	C6010200	Senior Management
		50079 D	C6020200	Human Resources and Organisational development and related professionals

## GUIDELINES

CATEGORY	PAG E
• Professionals and Managers	12 (97)
• Professionals and Managers	12 (97)

# **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>                      * 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/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 AA strategies</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Very deep knowledge of a wide range of activities is required such as:</p> <ul style="list-style-type: none"> <li>* Training given (category D)</li> <li>* HR matters (category D)</li> <li>* Finance (category D)</li> <li>* Planning (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> </ul>	<p><b>QUALIFICATION</b>                      * Tertiary qualification plus training and course in management practices depending on the area of utilisation</p> <p><b>EXPERIENCE</b>                      * Tertiary qualification: More than 10 years</p> <p><b>TRAINING</b></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> * Contribute towards the efficient management of stores in terms of developing human resource policies/practices to assist managers of stores</p> <p><b>LAND AND BUILDINGS</b> * Contribute towards the efficient management of property portfolio's in terms of developing human resource policies/practices to assist managers of property</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few sources within the Public Service.</p>	<p>* Set budget levels * Major budget planning * Analyse financial data</p> <p>* Ancillary * Service * Office * Computer * Vehicles</p> <p>* Stationary * Printing * Maintenance supplies</p> <p>* Offices</p> <p>* Departmental/provincial administration policy/strategy * Public Service policy/strategy * Public relations</p>	<p>* Adaptability during changes to meet the goals * Change/diversity management</p> <p><b>COMMUNICATION</b> * Verbal exchange of highly specialised and complex information requiring difficult explanation as well as tact and diplomacy * Public appearances and debating/negotiations * Motivation * Complex notes/ memos/letters * Sensitive press releases * Management reports * Financial reports * Cabinet memoranda</p> <p><b>CREATIVITY</b> * Exceptional creativity is required to develop completely new methods/policies/ understanding</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>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging.</p> <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 branch and often influence the planning to be done in other departments/provincial administrations</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 branch and often influence the planning to be done in other departments/provincial administrations</p>	<p>* Department/provincial administration policy/strategy</p> <p>* Resource allocation * Projects * Statistical forecasting</p>		
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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>
	<ul style="list-style-type: none"> <li>* Application of policy or procedures</li> <li>* Major financial planning</li> <li>* Contribute to Departmental/provincial administration strategic planning</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 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>* More detailed and highly professional information are exchanged on high level regarding departmental/provincial administration and Public Service policy/strategy</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of whom the composition may vary from administrative</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>* Academic institutions</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> </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>
up to professional. * As part of managing branch, various advice will be given, discipline will be maintained and control and planning will be exercised.	* Allocate tasks * Maintain discipline		

**GUIDE: TRANSITION TO CORE: HUMAN RESOURCE AND SUPPORT PERSONNEL**

**(12hump)**

**OCCUPATIONAL CLASSES**

Administrative Assistant  
 Administration Clerk  
 Administrative Officer  
 Cleaner  
 Labour Policy Adviser  
 Labour Training Adviser  
 Management Echelon  
 Messenger  
 Organisation and Work Study Adviser  
 Personnel Officer  
 Personnel Practitioner  
 State Administration Officer  
 Training Adviser  
 Training Officer  
 Work Study Officer

<b>SALARY RANGE</b>	<b>CURRENT POST CLASSES/ RANKS</b>
1	Cleaner I Messenger
2	Cleaner II Senior Messenger Administration Clerk Grade I Personnel Officer Grade I
3	Administrative Assistant Administration Clerk Grade II Pupil Personnel Practitioner Work Study Assistant (1st leg) Personnel Officer Grade II
4	Senior Administrative Assistant I Senior Administration Clerk Grade I Senior Personnel Officer Grade I
5	Senior Administrative Assistant II Senior Administration Clerk Grade II Senior Personnel Officer Grade II
6	Principal Administrative Assistant Senior Administration Clerk Grade III Assistant Administrative Officer Assistant Personnel Practitioner (2nd leg) Assistant Training Officer Assistant Labour Training Adviser Assistant Labour Policy Adviser Assistant State Administration Officer

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Senior Personnel Officer Grade III Work Study assistant (2nd leg)
7	Chief Administrative Assistant Chief Administration Clerk Administration Officer Personnel Practitioner Work Study Officer Training Officer Labour Training Adviser Labour Policy Adviser State Administration Officer Principal Personnel Officer
8	Chief Personnel Officer Senior Administrative Officer Senior Personnel Practitioner Senior Work Study Officer Senior Training Officer Senior Labour Training Adviser Senior Labour Policy Adviser Senior State Administration Officer Senior Training Adviser Senior Organisation and Work Study Adviser
9	Control Personnel Officer Assistant Director: Administration Assistant Director: Personnel Management Chief Work Study Officer Chief Training Officer Principal Labour Training Adviser Principal Labour Policy Adviser Principal State Administration Officer Principal Training Adviser Principal Organisation and Work Study Adviser
10	Assistant Director: Administration Assistant Director: Personnel Management Chief Work Study Officer Chief Training Officer Principal Labour Training Adviser Principal Labour Policy Adviser Chief State Administration Officer Chief Training Adviser Chief Organisation and Work Study Adviser
11	Deputy Director: Administration Deputy Director: Personnel Management Deputy Director: Organisation and Work Study Deputy Director: Training Chief Labour Training Adviser Deputy Director: National Training Council Deputy Director: National Labour Commission Deputy Director: State Administration Deputy Director: Personnel Training and Development Deputy Director: Organisation and Work Study Advisory Service

SALARY RANGE	CURRENT POST CLASSES/ RANKS
12	Deputy Director: Administration Deputy Director: Personnel Management Deputy Director: Organisation and Work Study Deputy Director: Training Chief Labour Training Adviser Deputy Director: National Training Council Deputy Director: National Labour Commission Deputy Director: State Administration Deputy Director: Personnel Training and Development Deputy Director: Organisation and Work Study Advisory Service
13	Director and equivalent
14	Chief Director and equivalent
15	Deputy Director-General and equivalent

13.

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

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

**CORE CODE: 00811**

**IMPLEMENTATION DATE: 1 JULY 1999**

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

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

- Policy on Information Management and Information Technology
- Development of Information Systems for the Public Service
- Maintenance and installations of information systems
- Service the business needs of clients

### **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**

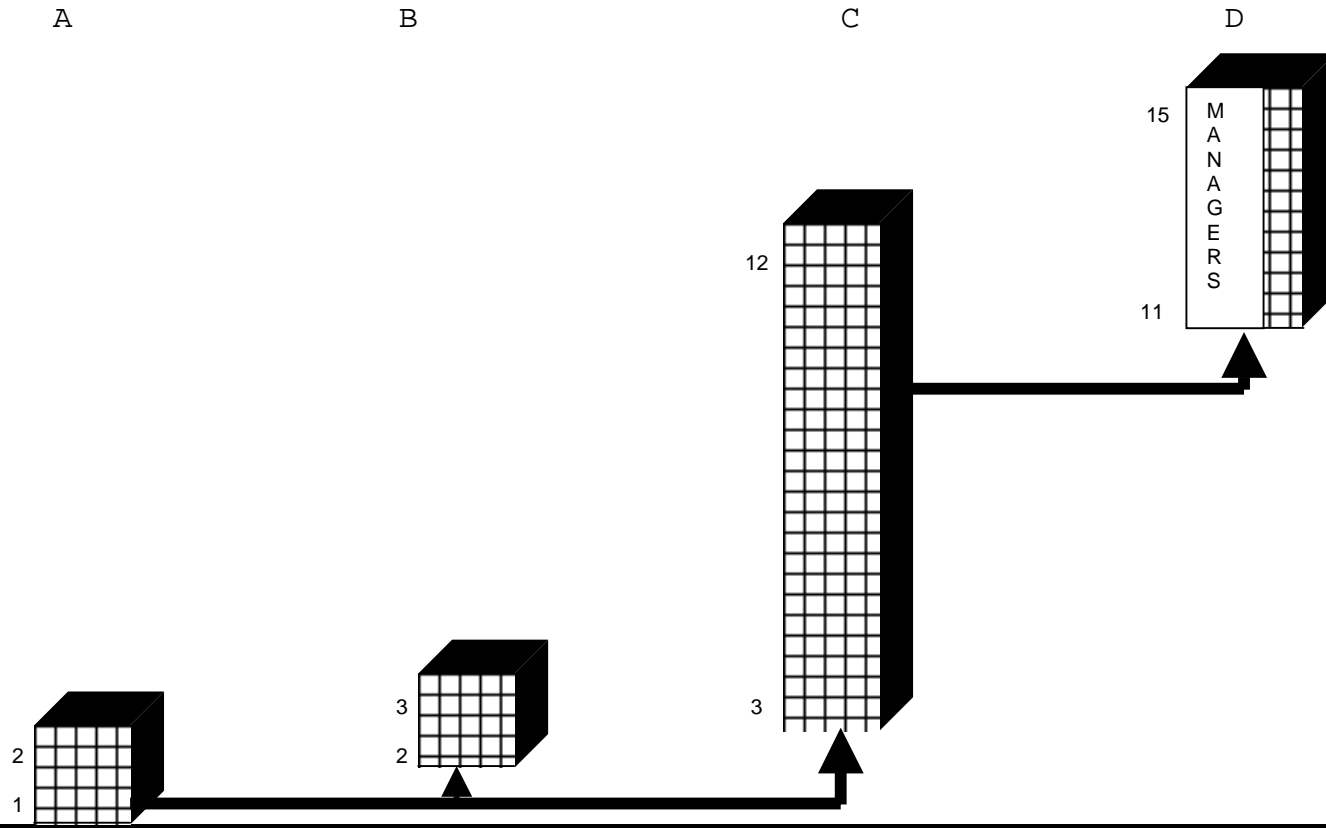
Although guidelines in respect of the competency profile on each level in this CORE are provided, executing authorities are responsible to ensure that the actual requirements for employment reflect the inherent requirements of a post. Executing authorities must also ensure that the requirements for employment 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	13(91)
14	747-842	13(85)
13	695-790	13(78)
12	642-737	13(69)
11	589-684	13(59)
10	537-632	13(54)
9	484-579	13(49)
8	432-527	13(44)
7	379-474	13(39)
6	326-421	13(34)
5	274-369	13(30)
4	221-316	13(26)
3	169-264	13(19)
2	116-211	13(13)
1	0-158	13(10)



- A. Elementary Occupations
- B. Administrative Office Workers
- C. Information Technology Personnel
- D. 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>                      Knowledge of elementary clerical duties e.g. administration/reporting procedures as well as the ability to capture data and operate computer, typing skills</p> <p><b>LEARNING INDICATORS</b>                      Skills and knowledge comparable to that normally obtained through formal studies up to grade 10</p>
	Information Technology	<p><b>COMPETENCIES</b>                      The ability to operate the relevant equipment/software/hardware as well as basic knowledge of the following fields e.g.:</p> <ul style="list-style-type: none"> <li>* Computer (hardware and software)</li> <li>* Programming</li> <li>* Networks</li> <li>* Information's systems</li> <li>* Data capturing</li> </ul> <p><b>LEARNING INDICATORS</b>                      Skills and knowledge comparable to that normally obtained through formal studies up to grade 12                      In-service training as well as to successfully undergo the approved training programme at Central Computer Services</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>	Information Technology	<p><b>COMPETENCIES</b></p> <p>The ability to operate the relevant equipment/software/hardware as well as knowledge of the following fields e.g.:</p> <ul style="list-style-type: none"> <li>* Computer (hardware and software)</li> <li>* Programming</li> <li>* Networks</li> <li>* Informations systems</li> <li>* Data capturing</li> <li>* Computer system analysing</li> <li>* Information management</li> <li>* Program testing</li> </ul> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to grade 12</p> <p>In-service training as well as to successfully undergo an approved training programme at Central Computer Services</p>
<b>INFORMATION TECHNOLOGY</b>	Professionals and Managers	<p>Knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> <li>(a) Programming</li> <li>(b) Networks</li> <li>(c) Computer system analysing</li> <li>(d) Human resources</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>(e) Training                      (f) Project management                      (g) Research                      (h) Policy/objective development and analysis                      (i) Conflict management                      (j) Financial management                      (k) Leadership                      (l) Planning and organising                      (m) Decision making                      (n) Compiling management reports                      (o) Strategic planning</p> <p>The ability to analyse, communicate, negotiate, operate computer, make presentations, motivate, build a team, write memos, reports, letters and cabinet memoranda as well as develop policies and programmes and to advice management on Data Base strategies</p> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge 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>

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

- Economic Advisory and Support Personnel
- Management and General 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.	1-2	13(12) – 13(15)
2. Messengers and deliverers	1-2	13(12) – 13(15)

### 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 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>JOBS</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Secretaries and other keyboard operating clerks	2-3	13(17) – 13(21)

**C. INFORMATION TECHNOLOGY PERSONNEL**

Information Technology personnel conduct research, plan, develop and improve computer based information systems, software and related concepts as well as maintain management systems such as databases to ensure integrity and security of data. They also provide assistance to users of micro-computers and standard software packages, control and operate computers and peripheral equipment and carry out programming tasks (complexity may vary) related with the installation and maintenance of computer hardware and software. Supervision of other workers may be included. In some cases they may also receive guidance from managers. Skills required in this group will normally be 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 a tertiary qualification or by means of specific specialist training without having undergone the normal education. at the age of ± 7 years. 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. Computer programmers	3-10	13(24) –13(56)
2. Computer system designers and analysts	6-12	13(36) – 13(71)
3. Other Information Technology Personnel	3-10	13(24) – 13(56)

**D. 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: Information Technology related	11-13	13(65) – 13(80)
2. Senior Management	13-15	13(80) – 13(93)

**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	80177	A1020000	Cleaners in offices, workshops, hospitals, etc.
		50177D	A2010000	Messengers, porters and deliverers

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	13(12)
• Elementary Occupations	13(12)

# **GUIDELINES: ELEMENTARY OCCUPATIONS**

**GUIDELINES**

<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>                      * Simple and routine tasks that may require the use of hand-held tools/equipment and often some physical effort including the delivering of messages/goods</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>                      * Use stores                      * Use and basic maintenance of equipment</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 on procedural/routine tasks which are straight forward</p>	<p>* Clean and create an orderly working environment                      * Operate cleaning machines and basic maintenance thereof                      * Elementary support to higher level work outputs                      * Deliver messages/goods                      * Distribute documents</p> <p>* Ancillary: Cleaning equipment</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)                      * Stores (category A)                      * Courier Services (category A)</p> <p><b>SKILLS</b>                      * Literacy                      * Ability to operate machines</p> <p><b>COMMUNICATION</b>                      * Routine verbal exchange of information requiring helpfulness and politeness</p>	<p><b>QUALIFICATION</b>                      * ABET</p> <p><b>EXPERIENCE</b>                      * ABET:                      No experience</p> <p><b>TRAINING</b></p>



# SALARY RANGE 2

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
116-211	2	80178 50178D	A1020000	Cleaners in offices, workshops, hospitals, etc.
			A2010000	Messengers, porters and deliverers
			B1010100	Secretaries and other keyboard operating clerks

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	13(15)
• Elementary Occupations	13(15)
• Administrative Office Workers	13(17)

# **GUIDELINES: ELEMENTARY OCCUPATIONS**

**GUIDELINES**

<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 2: Elementary Occupations</b></p> <p><b>UTILISATION CAPACITY</b>                      * Simple and routine tasks that may require the use of hand-held tools/equipment and often some physical effort including the delivering of messages/goods</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 work instruction on a single subject area</p> <p><b>PROBLEM SOLVING</b>                      * Refer problems to supervisor</p> <p><b>DECISION MAKING</b>                      * In respect of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Basic interaction on procedural/routine matter which are straight forward</p>	<ul style="list-style-type: none"> <li>* Basic maintenance of equipment and report defects</li> <li>* Perform duties related to distribution of documents</li> <li>* Stores services</li> <li>* Distribute cleaning equipment</li> </ul> <p>* Ancillary: Cleaning equipment, 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 limited range of work procedures and elementary duties such as:</p> <ul style="list-style-type: none"> <li>* Cleaning (category B)</li> <li>* Planning and organising (category A)</li> <li>* Courier Services (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Organising</li> <li>* Literacy</li> <li>* Ability to perform routine tasks</li> <li>* Basic interpersonal relationship</li> <li>* Ability to operate equipment and machines</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 and memo's</li> </ul>	<p><b>QUALIFICATIONS</b>                      * ABET</p> <p><b>EXPERIENCE</b>                      * ABET:                      Between 0 and 2 years</p> <p><b>TRAINING</b></p>

# **GUIDELINES: ADMINISTRATIVE OFFICE WORKERS**

**GUIDELINES**

<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 2: Administrative Office Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Office and keyboard-operating clerks who record, organise, store, compute and retrieve information and perform administrative functions related to work in an information technology environment and/or deals directly with clients by requesting/providing information</p> <p><b>AUTONOMY</b>                      * Clerical functions which may include multi-tasks that are mainly well defined</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of office equipment</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Use stores</p> <p><b>JOB INFORMATION</b>                      * Receive work instruction on several closely related subject areas which are straight forward</p>	<p>* Capture data                      * Transcribe manuscripts and publications</p> <p>* Office: PC's, Photocopier, etc.</p> <p>* Stationary                      * 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:                      * Stores (category A)                      * Computer (category A)                      * Planning and organising (category A)                      * Data capturing                      * Administration procedures relating to specific working environment                      * Information systems</p> <p><b>SKILLS</b>                      * Numeracy/Mathematics                      * Organising                      * Ability to perform routine tasks                      * Ability to operate a computer (hardware and software)                      * Basic interpersonal relationship                      * Ability to operate equipment</p> <p><b>COMMUNICATION</b>                      * Routine verbal exchange of information requiring helpfulness and politeness                      * Routine notes and memo's</p>	<p><b>QUALIFICATIONS</b>                      * Grade 10 or equivalent</p> <p><b>EXPERIENCE</b>                      * Grade 10 or equivalent:                      No experience</p> <p><b>TRAINING</b></p>

**GUIDELINES**

<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>
<b>PROBLEM SOLVING</b> * Refer problems to supervisor or by applying standing instructions or procedures  <b>DECISION MAKING</b> * In respect of own work  <b>INTERACTION WITH CLIENTS/STAFF</b> * Basic interaction of a general and procedural nature	* Co-workers * Supervisors		

# SALARY RANGE 3

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
169-264	3	80179 50179D	B1010100	Secretaries and other keyboard operating clerks
			J2010000	Computer programmers
			J3010000	Other Information Technology personnel

## GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	13(21)
• Information Technology Personnel	13(24)
• Information Technology Personnel	13(24)

# **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>                      * Office and keyboard-operating clerks who record, organise, store, compute and retrieve information and perform administrative functions related to work in an information technology environment and/or deals directly with clients by requesting/providing information</p> <p><b>AUTONOMY</b>                      * Clerical functions which may include multi-tasks that are well defined but may require some interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of office equipment</p> <p><b>JOB INFORMATION</b>                      * Receive instructions/guidance on several closely related subject areas which are straight forward</p>	<p>* Capture data                      * Transcribe/type manuscripts and publications</p> <p>* Office: PC's, photocopier, etc.</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a limited range of work procedures such as:                      * Finance (category A)                      * HR matters (category A)                      * Training (category A)                      * Computer (category A)                      * Networks                      * Programming                      * Planning and organising (category A)                      * Reporting procedures                      * How to do basic research/gather information                      * Procurement directives and procedures                      * Data capturing                      * Administration procedures relating to a specific work environment including norms and standards                      * Information systems</p>	<p><b>QUALIFICATIONS</b>                      * Grade 10 or equivalent                      * Grade 12 or equivalent</p> <p><b>EXPERIENCE</b>                      * Grade 10 or equivalent: Between 0 and 2 years                      * Grade 12 or equivalent: No experience</p> <p><b>TRAINING</b></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>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or routine 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 on routine information of a general and procedural nature</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Private sector institutions</li> <li>* Other departments/provincial administrations</li> </ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (hardware and software)</li> <li>* Basic interpersonal relationship</li> <li>* Problem solving</li> <li>* Ability to operate equipment and machines</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 and memo's</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: INFORMATION TECHNOLOGY PERSONNEL**

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 3: Information Technology Personnel</b></p> <p><b>UTILISATION CAPACITY</b>                      * Provide assistance (in training capacity) to users of micro/mainframe computers and software/hardware packages in use. Control and operate computers and peripheral equipment and carry out programming tasks related to the installation and maintenance of computer hardware and software</p> <p><b>AUTONOMY</b>                      * Specialist technological functions which may require some interpretation within an established framework</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of office equipment</p> <p><b>JOB INFORMATION</b>                      * Receive instructions/guidance on several closely related subject areas which are straight forward</p>	<p>* Physical operate computers and peripheral equipment (including loading, unloading and storing tapes, cassettes, diskettes, punch cards etc.)</p> <p>* Undergo mentoring, including in-service person to person training as well as the approved training programme at Central Computer Services</p> <p>* Office: PC's, photocopier, etc.</p> <p>* Computer: Network equipment, 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>* Finance (category A)</li> <li>* Training (category A)</li> <li>* Computer (category A/B)</li> <li>* Networks (category A)</li> <li>* Programming (category A)</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>* Data capturing</li> <li>* Administration procedures relating to a specific work environment including norms and standards</li> <li>* Information systems</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to operate computer (hardware and software)</li> <li>* Basic interpersonal relationship</li> <li>* Problem solving</li> <li>* Ability to operate equipment and machines</li> </ul>	<p><b>QUALIFICATIONS</b>                      * Grade 12 or equivalent</p> <p><b>EXPERIENCE</b>                      * Grade 12 or equivalent:                      No experience</p> <p><b>TRAINING</b>                      * Computer Operator Course                      * Computer Programming Course</p>

**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>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or routine 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 on routine information of a general and procedural nature</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Private sector institutions</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 and memo's</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	80180	J2010000	Computer programmers
		50180D	J3010000	Other Information Technology Personnel

## GUIDELINES

CATEGORY	PAGE
• Information Technology Personnel	13(28)
• Information Technology Personnel	13(28)

# **GUIDELINES: INFORMATION TECHNOLOGY PERSONNEL**

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 4: Information Technology Personnel</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, plan, develop and improve computer based information systems, software and related concepts as well as maintain management systems such as databases to ensure integrity and security of data</li> <li>* Provide assistance to users of micro/mainframe computers and software/hardware packages in use. Control and operate computers and peripheral equipment and carry out programming tasks related to the installation and maintenance of computer hardware and software</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist technological functions which require some interpretation within an established framework</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>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> <li>* Convey procedural information in certain cases</li> </ul>	<ul style="list-style-type: none"> <li>* Draft, test, adjust, maintain and establish programs of a widely diverse nature and complexity for processing, storing and releasing data through electronic computers and peripheral apparatus</li> <li>* Identify computer faults (hardware) and report them</li> <li>* Monitor functioning of support, safety and environmental equipment and systems within the mainframe computer and wide area network (WAN)</li> <li>* Detect and repair faults on computer systems</li> <li>* Develop and implement computer programmes</li> <li>* Office: PC's, photocopier etc.</li> <li>* Computer: Network equipment</li> <li>* First level of advice which requires information on facts, prescribed procedures 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>* Finance (category A)</li> <li>* Training (category A)</li> <li>* Computer (category B)</li> <li>* Networks (category A)</li> <li>* Programming (category A)</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>* Data capturing</li> <li>* Administration procedures relating to a specific work environment</li> <li>* Information systems</li> <li>* Operating principles of computer hardware</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to do basic research</li> <li>* Ability to work independently</li> <li>* Ability to operate computer (hardware and software)</li> <li>* Problem solving</li> <li>* Basic interpersonal relationship</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 12 or equivalent</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 12 or equivalent: Between 0 and 2 years</li> </ul> <p><b>TRAINING</b></p>



**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>* 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>* Limited 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 on procedural and policy matters</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as a teamleader to assist with supervision of specialised technological personnel</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>* Private sector institutions</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> </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 and memo's</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Procedures and policies are well established and little innovation is required</li> </ul>	

# SALARY RANGE 5

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
274-369	5	80181	J2010000	Computer programmers
		50181D	J3010000	Other Information Technology personnel

## GUIDELINES

CATEGORY	PAGE
• Information Technology Personnel	13(32)
• Information Technology Personnel	13(32)

# **GUIDELINES: INFORMATION TECHNOLOGY PERSONNEL**

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 5: Information Technology Personnel</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, plan, develop and improve computer based information systems, software and related concepts as well as maintain management systems such as databases to ensure integrity and security of data</li> <li>* Provide assistance to users of micro/mainframe computers and software/hardware packages in use. Control and operate computers and peripheral equipment and carry out programming tasks related to the installation and maintenance of computer hardware and software</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Specialist technological functions which require some interpretation within an established framework</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of office equipment</li> </ul> <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> <li>* Convey procedural information in certain cases</li> <li>* Might give limited work instructions on a single subject area to sub-ordinates</li> </ul>	<ul style="list-style-type: none"> <li>* Register/record all problem analysis and rectified transactions</li> <li>* Rectify faults timeously (both on hardware and software) by liaison with users</li> <li>* Plan and implement installations</li> <li>* Manage changes, configuration and problems</li> <li>* Guide and assist staff</li> <li>* Detect and repair faults on computer systems</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC's, photocopier, etc.</li> <li>* Computer: Network equipment</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>* Finance (category A)</li> <li>* HR matters (category A)</li> <li>* Training (category B)</li> <li>* Computer (category B/C)</li> <li>* Networks (category A/B)</li> <li>* Programming (category A/B)</li> <li>* Operating principles of computer hardware</li> <li>* Reporting procedures</li> <li>* Data capturing</li> <li>* Administration procedures relating to a specific work environment</li> <li>* Planning and organising (category B)</li> <li>* Procurement directives and procedures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to do basic research</li> <li>* Ability to work independently</li> <li>* Ability to operate computer (hardware and software)</li> <li>* Problem solving</li> <li>* Basic interpersonal relationship</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 12 or equivalent</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 12 or equivalent: Between 2 and 5 years</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Specialised training courses in operating systems and hardware in use</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 applying standing instructions or routine procedures</li> <li>* Conclusions are mainly reached by applying mainly routine job processes but occasionally 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>* Limited 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 on procedural and policy matters</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as a teamleader to assist with supervision of specialised technological personnel</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>* Private sector institutions</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> </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>* Team building</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Procedures and policies are well established and little innovation is required</li> </ul>	

# SALARY RANGE 6

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
326-421	6	80182 50182D	J1010000	Computer system designers and analysts
			J2010000	Computer programmers
			J3010000	Other Information Technology personnel

## GUIDELINES

CATEGORY	PAGE
• Information Technology Personnel	13(36)
• Information Technology Personnel	13(36)
• Information Technology Personnel	13(36)

# **GUIDELINES: INFORMATION TECHNOLOGY PERSONNEL**

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 6: Information Technology Personnel</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, plan, develop and improve computer based information systems, software and related concepts as well as maintain management systems such as databases to ensure integrity and security of data</li> <li>* Provide assistance to users of micro/mainframe computers and software/hardware packages in use. Control and operate computers and peripheral equipment and carry out programming tasks related to the installation and maintenance of computer hardware and software</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Multi-task and specialised technological functions which require occasional interpretation within an established framework</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Assist with budget inputs</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>* Analyse systems</li> <li>* Research regarding the maximum utilization of information technology</li> <li>* Operate systems which include maintaining/developing both hardware and software</li> <li>* Provide service to clients</li> <li>* Write programs in accordance with specifications supplied</li> <li>* Test programs</li> <li>* Assist in planning and implementing installations</li> <li>* Assist with compiling budget</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC's, photocopier, etc.</li> <li>* Computer: Network equipment</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>* Finance (category A)</li> <li>* HR matters (category A)</li> <li>* Training (category B)</li> <li>* Computer (category C)</li> <li>* Networks (category B)</li> <li>* Programming (category B)</li> <li>* Computer systems analysing</li> <li>* Information management</li> <li>* Developing information systems</li> <li>* Program testing</li> <li>* Maintain information systems</li> <li>* Planning and organising (category B)</li> <li>* Procurement directives and procedures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Team leading</li> <li>* Ability to work independently</li> <li>* Ability to operate computer (hardware and software)</li> <li>* Problem solving</li> <li>* Basic interpersonal relationship</li> <li>* Conflict 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> <li>* Grade 12 or equivalent</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: No experience</li> <li>* Grade 12 or equivalent: Between 5 and 10 years</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Advanced Programming course</li> <li>* System Administration course</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>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give technical advice on procedural matters to departments/provincial administrations, 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 post holder 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>* Offices</li>   <li>* Advice regarding policies, procedures, interpretations, etc.</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 and memo's</li> <li>* Team building</li> <li>* Motivation</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>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>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 personnel rendering specialised technological services</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>* 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>		

# SALARY RANGE 7

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
379-474	7	80183 50183D	J1010000	Computer system designers and analysts
			J2010000	Computer programmers
			J3010000	Other Information Technology personnel

## GUIDELINES

CATEGORY	PAGE
• Information Technology Personnel	13(41)
• Information Technology Personnel	13(41)
• Information Technology Personnel	13(41)

# **GUIDELINES: INFORMATION TECHNOLOGY PERSONNEL**

**GUIDELINES**

<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 7: Information Technology Personnel</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, plan, develop and improve computer based information systems, software and related concepts as well as maintain management systems such as databases to ensure integrity and security of data</li> <li>* Provide assistance to users of micro/mainframe computers and software/hardware packages in use. Control and operate computers and peripheral equipment and carry out programming tasks related to the installation and maintenance of computer hardware and software</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Multi-task and specialised technological functions which are straight forward but require frequent interpretation within an established framework</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Contribute towards budgetary inputs</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>* Research to determine needs on the whole spectrum of computation</li> <li>* Inspection with a view of identifying projects</li> <li>* Identify resources and negotiate the obtaining and installation of hardware and software</li> <li>* Liaise with programmers regarding the capturing of data</li> <li>* Maintain and monitor WAN</li> <li>* Design and implement data base</li> <li>* Negotiate/liaise with stakeholders</li> <li>* Obtain mandates</li> <li>* Plan and implement projects</li> <li>* Manage reports</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC's, photocopier, etc</li> <li>* Computer: Network equipment</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>* Finance (category B/C)</li> <li>* HR matters (category B)</li> <li>* Training (category B)</li> <li>* Planning and organising (category C)</li> <li>* Computer (category C)</li> <li>* Networks (category B)</li> <li>* Programming (category B)</li> <li>* Computer systems analysing</li> <li>* Project management</li> <li>* Database design</li> <li>* Program testing</li> <li>* Develop information systems</li> <li>* Maintain information systems</li> <li>* How to do research/gather information</li> <li>* Administration procedures relating to specific work environment</li> <li>* Procurement directives and procedures</li> <li>* Compilation of management reports</li> <li>* Programme/project planning</li> <li>* Research/analysis</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to work independently</li> <li>* Ability to operate computer (hardware and software)</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> <li>* Grade 12 or equivalent</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 0 and 2 years</li> <li>* Grade 12 or equivalent: Between 5 and 10 years</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Advanced/specialised programming course</li> <li>* Advanced System Administration course</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>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give technical advice on procedural matters to departments/provincial administrations, 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 post holder 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 information with a number of possible outcomes</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> <li>* Contribute to planning that can influence the whole Public Service</li> </ul>	<ul style="list-style-type: none"> <li>* Advice regarding policies, procedures, interpretations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict management</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>* More complex 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>	

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	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 that can impact on the whole Public Service</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 specialised technological personnel</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>* Private sector institutions</li> <li>* Other departments/provincial administrations</li>   <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> </ul>		

# SALARY RANGE 8

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
432-527	8	80184 50184D	J1010000	Computer system designers and analysts
			J2010000	Computer programmers
			J3010000	Other Information Technology personnel

## GUIDELINES

CATEGORY	PAGE
• Information Technology Personnel	13(46)
• Information Technology Personnel	13(46)
• Information Technology Personnel	13(46)



# **GUIDELINES: INFORMATION TECHNOLOGY PERSONNEL**

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 8: Information Technology Personnel</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, plan, develop and improve computer based information systems, software and related concepts as well as maintain management systems such as databases to ensure integrity and security of data</li> <li>* Provide assistance to users of micro/mainframe computers and software/hardware packages in use. Control and operate computers and peripheral equipment and carry out programming tasks related to the installation and maintenance of computer hardware and software</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Multi-task and specialised technological functions of complex nature requiring frequent interpretation in the absence of an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Co-ordinate and control computer administration functions</li> <li>* Operate and implement systems consisting of complicated mainframes allowing involved multi-processing procedures</li> <li>* Arrange contracts in connection with manpower saving aids and advice on the disposal and usage of equipment</li> <li>* Effective functioning of the help desk</li> <li>* Solve problems with regard to software</li> <li>* Identify and resolve PC, mini LAN, WAN and/or data base related problems</li> <li>* Secure data base</li> <li>* Develop policy, guidelines and good practices for IT and IM</li> <li>* Advice on the application and implementation of policy, guidelines and good practices</li> <li>* Compile a variety of submissions</li> <li>* Assist users with programming problems</li> <li>* Develop and maintain systems</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of wide a range of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Finance (category B/C)</li> <li>* HR matters (category B)</li> <li>* Training (category B/C)</li> <li>* Planning and organising (category C)</li> <li>* Computer (category C)</li> <li>* Networks (category B/C)</li> <li>* Programming (category B/C)</li> <li>* Computer systems analysing</li> <li>* Project management</li> <li>* Deep knowledge of operating systems</li> <li>* Deep knowledge of system design and implementation</li> <li>* Compilation of management reports</li> <li>* Research/analysis</li> <li>* Programme/project planning</li> <li>* Procurement directives and procedures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to work independently</li> <li>* Ability to operate computer (hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict management</li> <li>* Strategic planning</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> <li>* Grade 12 or equivalent</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: More than 10 years</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Specialised functional and management courses</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>FINANCIAL RESOURCES</b> * Contribute towards budgetary inputs</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment * Control equipment used by others * Influence on buying decisions</p> <p><b>ADVICE</b> * Give technical advice on procedural and policy related matters to departments/provincial administrations, colleagues and the public</p> <p><b>JOB INFORMATION</b> * Receive guidance/technical advice on a wide range of unrelated subjects in the absence of an established framework * Information will be unfamiliar to the post holder and will require frequent interpretation</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures or referring to established precedents or narrow policy guidelines * Conclusions are reached within narrow policy guidelines by analysing a variety of information with a number of possible outcomes</p> <p><b>PLANNING</b> * Planning in respect of own work and that of others * As teamleader, can influence that of others * Contribute to planning that can influence the whole Public Service</p>	<p>* Office: PC, photocopiers etc. * Computer: Network equipment, etc. * Sound equipment * Cryptographic equipment</p> <p>* Advice regarding policies, procedures, interpretations etc.</p>	<p>* Facilitation * Policy analysis and development * Research * Analytical thinking</p> <p><b>COMMUNICATION</b> * Verbal exchange of information requiring difficult explanation * More complex reports, notes, and memo's * Cabinet memoranda * Motivating * Negotiations * Team building * Presentation</p> <p><b>CREATIVITY</b> * Develop new ideas that impact on existing policies/methods/understanding</p>	

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	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 that could impact on the department/ provincial administration as well as the whole Public Service</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 specialised technological personnel</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>* 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>		

# SALARY RANGE 9

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
484-579	9	80185 50185D	J1010000	Computer system designers and analysts
			J2010000	Computer programmers
			J3010000	Other Information Technology personnel

## GUIDELINES

CATEGORY	PAGE
• Information Technology Personnel	13(51)
• Information Technology Personnel	13(51)
• Information Technology Personnel	13(51)

# **GUIDELINES: INFORMATION TECHNOLOGY PERSONNEL**

**GUIDELINES**

<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 9: Information Technology Personnel</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, plan, develop and improve computer based information systems, software and related concepts as well as maintain management systems such as databases to ensure integrity and security of data</li> <li>* Provide assistance to users of micro/mainframe computers and software/hardware packages in use. Control and operate computers and peripheral equipment and carry out programming tasks related to the installation and maintenance of computer hardware and software</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Multi-task and specialised technological functions of complex nature 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>* Recommend budget levels</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>* Assist with complex programming during the development of computer software and identify problems in computerised information systems</li> <li>* Participate in systems design and implement planning sessions</li> <li>* Pro-active planning, designing, implementation and maintenance on WAN, LAN or data bases</li> <li>* Complex investigations and consultation with roleplayers</li> </ul> <p>* Budget for projects</p> <ul style="list-style-type: none"> <li>* Office: PC's, etc.</li> <li>* Computer: Network equipment, etc.</li> <li>* Sound equipment</li> <li>* Cryptografic equipment</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 B/C)</li> <li>* HR matters (category B)</li> <li>* Training (category B/C)</li> <li>* Planning and organising (category C)</li> <li>* Computer (category C)</li> <li>* Networks (category C)</li> <li>* Programming (category C)</li> <li>* Computer systems analysing</li> <li>* Certified Novel Administrator</li> <li>* System Administrator</li> <li>* Microsoft product specialist</li> <li>* Compilation of management reports</li> <li>* Research/analysis</li> <li>* Programme/project management/planning</li> <li>* Procurement directives and procedures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to work independently</li> <li>* Ability to operate computer (hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict management</li> <li>* Strategic planning</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> <li>* Grade 12 or equivalent</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> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Specialised functional and management courses</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>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give technical advice on procedural and policy related matters to departments/provincial administrations, colleagues and the public</li> <li>* Give advice of a more specialist nature on Public Service policy/strategy</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on a wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the post holder and/or require an in depth analyses and 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>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of a section</li> <li>* As teamleader, can influence that of others</li> <li>* Contribute to planning that can influence the whole Public Service</li> </ul>	<ul style="list-style-type: none"> <li>* Advice regarding policies, procedures, interpretations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Facilitation</li> <li>* Policy analysis and development</li> <li>* Project management</li> <li>* Budgeting</li> <li>* Policy/objective formulation</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 large degree of tact and diplomacy</li> <li>* Complex reports, memo's and notes</li> <li>* Cabinet memoranda</li> <li>* Influencing</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Team building</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 result in major changes to existing policies/ methods/ understanding</li> </ul>	



**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	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 a section</li> <li>* Make recommendations with regard to policies/strategies that can impact on the whole Public Service</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of highly specialised information</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of specialised technological personnel</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance and advice</li> <li>* Training/development</li> <li>* Formal disciplinary authority</li> <li>* Section management</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Private sector institutions</li> <li>* Other departments/provincial administrations</li>   <li>* Personnel Performance Management System</li> <li>* Train and develop personnel</li> <li>* Allocate tasks</li> <li>* Maintain discipline</li> </ul>		

# SALARY RANGE 10

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
537-632	10	80186 50186D	J1010000	Computer system designers and analysts
			J2010000	Computer programmers
			J3010000	Other Information Technology personnel

## GUIDELINES

CATEGORY	PAGE
• Information Technology Personnel	13(56)
• Information Technology Personnel	13(56)
• Information Technology Personnel	13(56)

# **GUIDELINES: INFORMATION TECHNOLOGY PERSONNEL**

**GUIDELINES**

<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 10: Information Technology Personnel</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, plan, develop and improve computer based information systems, software and related concepts as well as maintain management systems such as databases to ensure integrity and security of data</li> <li>* Provide assistance to users of micro/mainframe computers and software/hardware packages in use. Control and operate computers and peripheral equipment and carry out programming tasks related to the installation and maintenance of computer hardware and software</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Multi-task and specialised technological functions of complex nature 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>* Recommend budget levels</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>* Control and organise work flow of Data Processing personnel</li> <li>* Advisory service to management</li> <li>* Plan and co-ordinate the training of users on generic software packages</li> <li>* Identify Data Base problems</li> <li>* Control and monitor the LAN, WAN and/or Data Base planning/implementation support and maintenance</li> <li>* Advice management on future Data Base strategies and implementation</li> <li>* Control regional activities</li> <li>* Monitor/control computer assets</li> </ul> <ul style="list-style-type: none"> <li>* Budget control as far as computer operation is concerned</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC's, etc.</li> <li>* Computer: Network equipment, etc.</li> <li>* Sound equipment</li> <li>* Cryptografic equipment</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 B/C)</li> <li>* HR matters (category B)</li> <li>* Training (category B/C)</li> <li>* Planning and organising (category C)</li> <li>* Computer (category C)</li> <li>* Networks (category C/D)</li> <li>* Programming (category C/D)</li> <li>* Computer systems analysing</li> <li>* Certified Novel Administrator</li> <li>* System Administrator</li> <li>* Microsoft product specialist</li> <li>* Compilation of management reports</li> <li>* Research/analysis</li> <li>* Programme/project management/planning</li> <li>* Procurement directives and procedures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to work independently</li> <li>* Ability to operate computer (hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict management</li> <li>* Strategic planning</li> <li>* Facilitation</li> <li>* Policy analysis and development</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> <li>* Grade 12 or equivalent</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> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Specialised functional and management courses</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>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give technical advice on procedural and policy related matters to departments/provincial administrations, colleagues and the public</li> <li>* Give advice of a more specialist nature on Public Service policy/strategy</li> <li>* In some cases, give advice of a highly specialised nature which may only be available within the Public Service</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on a wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the post holder and/or require an in depth analysis and 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, 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>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of section</li> <li>* As teamleader, can influence that of others</li> <li>* Contribute to planning that can influence the whole Public Service</li> </ul>	<ul style="list-style-type: none"> <li>* Advice regarding policies, procedures, interpretations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Project management</li> <li>* Budgeting</li> <li>* Policy/objective formulation</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 large degree of tact and diplomacy</li> <li>* Complex reports, memo's and notes</li> <li>* Cabinet memoranda</li> <li>* Influencing</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Teambuilding</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 result in major changes to existing policies/methods/understanding</li> </ul>	

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	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 a section</li> <li>* Make recommendations with regard to policies/strategies that can impact on the whole Public Service</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of highly specialised information</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of specialised technological personnel</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance and advice</li> <li>* Training/development</li> <li>* Formal disciplinary authority</li> <li>* Section management</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</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> <li>* Maintain discipline</li> </ul>		

# SALARY RANGE 11

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
589-684	11	80187	J1010000	Computer system designers and analysts
		50187D	C6010313	Middle Managers: Information Technology related

## GUIDELINES

CATEGORY	PAGE
• Information Technology Personnel	13(61)
• Professionals and Managers	13(65)

# **GUIDELINES: INFORMATION TECHNOLOGY PERSONNEL**



**GUIDELINES**

<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 11: Information Technology Personnel</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, plan, develop and improve computer based information systems, software and related concepts as well as maintain management systems such as databases to ensure integrity and security of data</li> <li>* Provide assistance to users of micro/mainframe computers and software/hardware packages in use. Control and operate computers and peripheral equipment and carry out programming tasks related to the installation and maintenance of computer hardware and software</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Multi-task and specialised technological functions of complex nature 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>* Recommend budget levels</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>* Plan and co-ordinate the training of users on generic software packages</li> <li>* Identify Data Base problems</li> <li>* Control and monitor the LAN, WAN and/or Data Base planning/implementation support and maintenance</li> <li>* Advice management on future Data Base strategies and implementation</li> <li>* Monitor/control computer assets</li> </ul> <ul style="list-style-type: none"> <li>* Budget control as far as computer operation is concerned</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC's, etc.</li> <li>* Computer: Network equipment, etc.</li> <li>* Sound equipment</li> <li>* Cryptografic equipment</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 B/C)</li> <li>* HR matters (category B)</li> <li>* Training (category B/C)</li> <li>* Planning and organising (category C)</li> <li>* Computer (category C)</li> <li>* Networks (category D)</li> <li>* Programming (category D)</li> <li>* Computer systems analysing</li> <li>* Certified Novel Administrator System Administrator</li> <li>* Microsoft product specialist</li> <li>* Compilation of management reports</li> <li>* Research/analysis</li> <li>* Programme/project management/planning</li> <li>* Procurement directives and procedures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to work independently</li> <li>* Ability to operate computer (hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict management</li> <li>* Strategic planning</li> <li>* Facilitation</li> <li>* Policy analysis and development</li> <li>* Training</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> <li>* Grade 12 or equivalent</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> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Specialised functional and management courses</li> </ul>

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give technical advice on procedural and policy related matters to departments/provincial administrations, colleagues and the public</li> <li>* Give advice of a more specialist nature on Public Service policy/strategy</li> <li>* In some cases, give advice of a highly specialised nature which may only be available within the Public Service</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on a wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the post holder and/or require an in depth analysis and 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, 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>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of section</li> <li>* As teamleader, can influence that of others</li> <li>* Contribute to planning that can influence the whole Public Service</li> </ul>	<ul style="list-style-type: none"> <li>* Advice regarding policies, procedures, interpretations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Project management</li> <li>* Budgeting</li> <li>* Policy/objective formulation</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 large degree of tact and diplomacy</li> <li>* Complex reports, memo's and notes</li> <li>* Cabinet memoranda</li> <li>* Influencing</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Teambuilding</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 result in major changes to existing policies/methods/understanding</li> </ul>	

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	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 a section</li> <li>* Make recommendations with regard to policies/strategies that can impact on the whole Public Service</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of highly specialised information</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of specialised technological personnel</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance and advice</li> <li>* Training/development</li> <li>* Formal disciplinary authority</li> <li>* Section management</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</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> <li>* Maintain discipline</li> </ul>		

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

<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 11: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, plan, develop and improve computer based information systems, software and related concepts as well as maintain management systems such as databases to ensure integrity and security of data</li> <li>* Provide assistance to users of micro/mainframe computers and software/hardware packages in use. Control and operate computers and peripheral equipment and carry out programming tasks related to the installation and maintenance of computer hardware and software</li> <li>* Policy development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Management and specialised technological functions of complex nature requiring frequent interpretation in the absence of an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Manage performance policy regarding the organisational components</li> <li>* Control budget</li> <li>* Research and evaluate products, procedures, integration of data bases, applications and operating systems and new technology</li> <li>* Monitor and evaluate policy development and implementation</li> <li>* Policy development regarding:                             <ul style="list-style-type: none"> <li>- The development, provisioning and maintenance of comprehensive IT services</li> <li>- The development and provisioning of goal directed education and training to all categories of personnel in the functional terrain</li> <li>- The formulation of programmes and projects and the implementation thereof</li> </ul> </li> <li>* Control and organise work flow of Data Processing personnel</li> <li>* Advisory service to management</li> <li>* Control regional activities</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Deep knowledge of a variety of work range and/or procedures 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>* Computer (category C)</li> <li>* Networks (category D)</li> <li>* Programming (category D)</li> <li>* Computer systems analysing</li> <li>* Compilation of management reports</li> <li>* Research/analysis</li> <li>* Project/programme planning/management</li> <li>* Planning and organising (category D)</li> <li>* Reporting procedures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to work independently</li> <li>* Ability to operate computer (hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict management</li> <li>* Strategic planning</li> <li>* Facilitation</li> <li>* Policy analysis and development</li> <li>* HR Management skills</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> <li>* Grade 12 or equivalent</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> <p><b>TRAINING</b></p>

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control the expenditure of others</li> <li>* May recommend budget levels</li> <li>* Major budget planning</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 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 technical advice on procedural and policy related matters to departments/provincial administrations, colleagues and the public</li> <li>* Give advice of a more specialist nature on Public Service policy/strategy</li> <li>* In some cases, give advice of a highly specialised nature which is only available within the Public Service</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 post holder and/or require an in depth analysis and interpretation before action can be taken</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC's, etc.</li> <li>* Computer: Network equipment etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Project management</li> <li>* Budgeting</li> <li>* Policy/objective formulation</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 large degree of tact and diplomacy</li> <li>* Complex reports, memo's and notes</li> <li>* Cabinet memoranda</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Team building</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 result in major changes to existing policies/ methods/ understanding</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>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures, 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>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of a section</li> <li>* As teamleader, can influence that of others (where applicable)</li> <li>* Contribute to planning that can influence the whole Public Service</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 a section</li> <li>* Make recommendations with regard to policies/strategies that could impact on the whole Public Service</li> <li>* Control projects</li> <li>* Contribute to strategic planning of department</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of highly specialised information</li> </ul>	<ul style="list-style-type: none"> <li>* Advice regarding policies, procedures, interpretations, etc.</li> </ul>		

**GUIDELINES**

<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>
<b>SUPERVISORY/MANAGEMENT</b> * Function as teamleader to assist with supervision of specialised technological personnel * Authority in respect of quality control * Technical assistance and advice * Training/development * Formal disciplinary authority * Sub-directorate management * Establish control and planning	* Personnel Performance Management System * Train and develop personnel * Allocate tasks * Maintain discipline		



# SALARY RANGE 12

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
642-737	12	80188	J1010000	Computer system designers and analysts
		50188D	C6010313	Middle Managers: Information Technology related

## GUIDELINES

CATEGORY	PAGE
• Information Technology Personnel	13(71)
• Professionals and Managers	13(75)

# **GUIDELINES: INFORMATION TECHNOLOGY PERSONNEL**

**GUIDELINES**

<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 12: Information Technology Personnel</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Conduct research, plan, develop and improve computer based information systems, software and related concepts as well as maintain management systems such as databases to ensure integrity and security of data</li> <li>* Provide assistance to users of micro/mainframe computers and software/hardware packages in use. Control and operate computers and peripheral equipment and carry out programming tasks related to the installation and maintenance of computer hardware and software</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Multi-task and specialised technological functions of complex nature 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>* Recommend budget levels</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>* Plan and co-ordinate the training of users on generic software packages</li> <li>* Identify Data Base problems</li> <li>* Control and monitor the LAN, WAN and/or Data Base planning/implementation support and maintenance</li> <li>* Advice management on future Data Base strategies and implementation</li> <li>* Monitor/control computer assets</li> <li>* Budget control as far as computer operation is concerned</li> <li>* Office: PC's, etc.</li> <li>* Computer: Network equipment, etc.</li> <li>* Sound equipment</li> <li>* Cryptografic equipment</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)</li> <li>* Training (category C)</li> <li>* Planning and organising (category D)</li> <li>* Computer (category C)</li> <li>* Networks (category D)</li> <li>* Programming (category D)</li> <li>* Computer systems analysing</li> <li>* Certified Novel Administrator</li> <li>* Microsoft product specialist</li> <li>* Compilation of management reports</li> <li>* Research/analysis</li> <li>* Programme/project management/planning</li> <li>* Procurement directives and procedures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to work independently</li> <li>* Ability to operate computer (hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict management</li> <li>* Strategic planning</li> <li>* Facilitation</li> <li>* Policy analysis and development</li> <li>* Training</li> <li>* Project management</li> <li>* Budgeting</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> <li>* Grade 12 or equivalent</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> <p><b>TRAINING</b></p>

**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>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give technical advice on procedural and policy related matters to departments/provincial administrations, colleagues and the public</li> <li>* Give advice of a more specialist nature on Public Service policy/strategy</li> <li>* In some cases, give advice of a highly specialised nature which may only be available within the Public Service</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on a wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the post holder and/or require an in depth analysis and 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, 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>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Planning in respect of own work and that of section</li> <li>* As teamleader, can influence that of others</li> <li>* Contribute to planning that can influence the whole Public Service</li> </ul>	<ul style="list-style-type: none"> <li>* Advice regarding policies, procedures, interpretations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Policy/objective formulation</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 large degree of tact and diplomacy</li> <li>* Complex reports, memo's and notes</li> <li>* Cabinet memoranda</li> <li>* Influencing</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Teambuilding</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 result in major changes to existing policies/methods/understanding</li> </ul>	

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	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 a section</li> <li>* Make recommendations with regard to policies/strategies that can impact on the whole Public Service</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of highly specialised information</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of specialised technological personnel</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance and advice</li> <li>* Training/development</li> <li>* Formal disciplinary authority</li> <li>* Section management</li> <li>* Establish control and planning</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</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> <li>* Maintain discipline</li> </ul>		

# **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>                      Conduct research, plan, develop and improve computer based information systems, software and related concepts as well as maintain management systems such as databases to ensure integrity and security of data</p> <ul style="list-style-type: none"> <li>* Provide assistance to users of micro/mainframe computers and software/hardware packages in use. Control and operate computers and peripheral equipment and carry out programming tasks related to the installation and maintenance of computer hardware and software</li> <li>* Policy development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Management and specialised technological functions of complex nature 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 the expenditure of others</li> <li>* Recommend budget levels</li> <li>* Recommend movement of funds between different budget heads</li> <li>* Major budget planning</li> <li>* May be a budget holder</li> </ul>	<ul style="list-style-type: none"> <li>* Communication systems by which different systems/mainframes communicate directly with one another but with due regard to built-in limitations</li> <li>* Develop systems for purposes of enhancing the optimum use of computers</li> <li>* Advice management and departments/provincial administrations on Information Technology</li> <li>* Control and organise work flow of Data Processing personnel</li> <li>* Advisory service to management</li> <li>* Control regional activities</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Deep knowledge of a variety of work ranges and/or procedures 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>* Computer (category C)</li> <li>* Networks</li> <li>* Programming</li> <li>* Computer systems analysing</li> <li>* Compilation of management reports</li> <li>* Research/analysis</li> <li>* Project/programme planning/management</li> <li>* Planning and organising (category D)</li> <li>* Reporting procedures</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Organising</li> <li>* Ability to work independently</li> <li>* Ability to operate computer (hardware and software)</li> <li>* Problem solving</li> <li>* Interpersonal relationship</li> <li>* Conflict management</li> <li>* Strategic planning</li> <li>* Facilitation</li> <li>* Policy analysis and development</li> <li>* Project management</li> <li>* Budgeting</li> <li>* Policy/objective formulation</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> <li>* Grade 12 or equivalent</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> <p><b>TRAINING</b></p>

**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	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>* Major influence on buying decisions</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give technical advice on procedural and policy related matters to departments/provincial administrations, colleagues and the public</li> <li>* Give advice of a more specialist nature on Public Service policy/strategy</li> <li>* In some cases, give advice of a highly specialised nature which is only available within the Public Service</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive guidance/technical advice on a wide range of unrelated subjects in the absence of an established framework</li> <li>* Information may be unfamiliar to the post holder and/or require an indepth analysis and 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, 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 courses(s) of action</li> </ul>	<ul style="list-style-type: none"> <li>* Office: PC, etc.</li> <li>* Computer: Network equipment, etc.</li> </ul> <ul style="list-style-type: none"> <li>* Advice regarding policies, procedures, interpretations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Research</li> <li>* Analytical thinking</li> <li>* HR Management skills</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of information requiring large degree of tact and diplomacy</li> <li>* Complex reports, memo's and notes</li> <li>* Cabinet memoranda</li> <li>* Influencing</li> <li>* Motivation</li> <li>* Negotiations</li> <li>* Team building</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 result in major changes to existing policies/methods/ understanding</li> </ul>	



**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	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 section</li> <li>* As teamleader, can influence that of others (where applicable)</li> <li>* Contribute to planning that can influence the whole Public Service</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 that can impact on the whole Public Service</li> <li>* Control projects</li> <li>* Contribute to strategic planning of department/provincial administration</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of highly specialised information</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Function as teamleader to assist with supervision of specialised technical personnel</li> <li>* Authority in respect of quality control</li> <li>* Technical assistance and advice</li> <li>* Training/development</li> <li>* Formal disciplinary authority</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>* 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> <li>* Maintain discipline</li> </ul>		

# SALARY RANGE 13

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
695-790	13	80189	C6010200	Senior Management
		50189D	C6010313	Middle Managers: Information Technology

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	13(80)
• Professionals and Managers	13(80)

# **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></p> <ul style="list-style-type: none"> <li>* High level middle or senior management functions requiring frequent interpretation in the absence of an established framework</li> <li>* Conduct research, plan, develop and improve computer based information systems, software and related concepts as well as maintain management systems such as databases to ensure integrity and security of data</li> <li>* Policy development</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Complex work content including policy development and 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> </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 B)</li> <li>* Finance (category C)</li> <li>* Computer (category C)</li> <li>* Networks (category D)</li> <li>* Programming (category D)</li> <li>* Computer systems analysing</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</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 to meet the goals during changes</li> <li>* Change and diversity management</li> <li>* Leadership skills</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualifications, 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</b></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>
	<ul style="list-style-type: none"> <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>* Advice management on future Data Base strategies and implementation</li> <li>* Control and organise work flow of Data Processing personnel</li> <li>* Advisory service to management</li> <li>* Plan and co-ordinate the training of users on generic software packages</li> <li>* Identify Data Base problems</li> <li>* Control and monitor the LAN, WAN and/or Data Base planning/ implementation support and maintenance</li> <li>* Control regional activities</li> <li>* Monitor/control computer assets</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</li> <li>* Cabinet memoranda</li> <li>* Management reports</li> <li>* Financial reports</li> <li>* Motivation</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 COMPOSITION		COMPETENCY PROFILE	
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> * Contribute towards the efficient management of stores in terms of developing information systems to assist managers of stores</p> <p><b>LAND AND BUILDINGS</b> * Contribute towards the efficient management of property portfolio's in terms of developing information systems to assist managers of properties</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>	<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>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li>   <li>* Offices</li> <li>* Workshops</li> <li>* Hospitals</li> <li>* Prisons</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> </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>
<b>INTERACTION WITH CLIENTS/ STAFF</b> * More detailed and highly technical/professional information are exchanged on high level	* Co-workers * Management * Senior management * Legal practitioners * Other departments/ provincial administrations * Minister/Premier/MEC * Private sector Organisations * General public * Academic institutions * International organisations		



# SALARY RANGE 14

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80190 50190D	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	13(87)

# **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 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 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 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> </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 B)</li> <li>* Finance (category C)</li> <li>* Computer (category C)</li> <li>* Computer systems analysing</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</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 to meet the goals during changes</li> <li>* Change and diversity management</li> <li>* Leadership skills</li> </ul>	<p><b>QUALIFICATION</b> * Tertiary qualification plus training and courses in management practices depending on the area of utilisation</p> <p><b>EXPERIENCE</b> * Tertiary qualification: More than 10 years</p> <p><b>TRAINING</b></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> * Contribute towards the efficient management of stores in terms of developing information systems to assist managers of stores</p> <p><b>LAND AND BUILDINGS</b> * Contribute towards the efficient management of property portfolio's in terms of developing information systems to assist managers of properties</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>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li>   <li>* Offices</li> <li>* Workshops</li> <li>* Hospitals</li> <li>* Prisons</li> <li>* Official residences</li> </ul>	<p><b>COMMUNICATION</b> * Verbal exchange of highly specialised and complex information requiring difficult explanation as well as tact and diplomacy</p> <ul style="list-style-type: none"> <li>* Public appearances and debating/negotiations</li> <li>* Complex notes/memos/letters</li> <li>* Management reports</li> <li>* Financial reports</li> <li>* Motivation</li> <li>* Cabinet memoranda</li> </ul> <p><b>CREATIVITY</b> * Exceptional creativity is required to develop completely new methods/policies/ understanding</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>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> * 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 chief 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>	<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>* Departmental/Provincial administration policy/ strategy</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**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>INTERACTION WITH CLIENTS/STAFF</b></p> <p>* Complex and highly technical/professional information are exchanged on a high level</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/MEC</li> <li>* Private sector organisations</li> <li>* General public</li> <li>* Academic institutions</li> <li>* International organisations</li> </ul>		
<p><b>SUPERVISORY/MANAGEMENT</b></p> <p>* Supervise/manage personnel of which composition may vary from administrative up to technological</p> <p>* 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>* 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	80191 50191D	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	13(93)

# **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 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 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 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> </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 B)</li> <li>* Finance (category D)</li> <li>* Computer (category C)</li> <li>* Computer systems analysing</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</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 to meet the goals during changes</li> <li>* Change and diversity management</li> <li>* Leadership skills</li> </ul>	<p><b>QUALIFICATION</b> * Tertiary qualification plus training and courses in management practices depending on the area of utilisation</p> <p><b>EXPERIENCE</b> * Tertiary qualification: More than 10 years</p> <p><b>TRAINING</b></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> * Contribute towards the efficient management of stores in terms of developing information systems to assist managers of stores</p> <p><b>LAND AND BUILDINGS</b> * Contribute towards the efficient management of property portfolio's in terms of developing information systems to assist managers of properties</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>* Stationary</li> <li>* Printing supplies</li> <li>* Maintenance supplies</li>   <li>* Offices</li> <li>* Workshops</li> <li>* Hospitals</li> <li>* Prisons</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>* Departmental/Provincial administration policy/ strategy</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Verbal exchange of highly specialised and complex information requiring difficult explanation as well as tact and diplomacy</li> <li>* Technical/ professional</li> <li>* Public Service policy/ strategy</li> <li>* Public appearances and debating/negotiations</li> <li>* Complex notes/ memos/letters</li> <li>* Management reports</li> <li>* Financial reports</li> <li>* Motivation</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 COMPOSITION</b>		<b>COMPETENCY PROFILE</b>	
<b>Nature of Job</b>	<b>Examples</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
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**GUIDELINES**

JOB COMPOSITION		COMPETENCY PROFILE	
Nature of Job	Examples	Key Competencies	Learning indicators
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**GUIDE: TRANSITION TO CORE: INFORMATION TECHNOLOGY AND RELATED PERSONNEL**

**(13ITP)**

**OCCUPATIONAL CLASSES**

Cleaner  
 Computer Operator  
 Computer Systems Analyst  
 Data Controller  
 Data Technologist  
 Data Typist  
 Facilities Controller  
 Head: Data Capturing  
 Information Technology Adviser  
 Information Technology Control Personnel  
 Management Echelon  
 Messenger  
 Network Controller  
 Programmer

<b>SALARY RANGE</b>	<b>CURRENT POST CLASSES/ RANKS</b>
1	Cleaner I Messenger
2	Senior Messenger Cleaner II Data Typist Grade I Data Controller Grade I
3	Assistant Computer Operator Assistant Network Controller Assistant Programmer Assistant Facilities Controller Data Typist Grade II Data Controller Grade II
4	Computer Operator (First leg) Network Controller (First leg) Programmer (First leg) Facilities Controller (First leg) Senior Data Typist Senior Data Controller
5	Computer Operator (Second leg) Network Controller (Second leg) Programmer (Second leg) Facilities Controller (Second leg) Principal Data Typist Grade I Principal Data Controller Grade I

SALARY RANGE	CURRENT POST CLASSES/ RANKS
6	Senior Computer Operator Senior Network Controller Senior Programmer Senior Facilities Controller Computer Systems Analyst (First leg) Principal Data Typist Grade II Principal Data Controller Grade II
7	Principal Computer Operator Principal Network Controller Principal Programmer Principal Facilities Controller Computer Systems Analyst (Second leg) Head: Data Capturing
8	Chief Computer Operator Chief Network Controller Chief Programmer Chief Facilities Controller Senior Computer Systems Analyst Data Technologist Information Technology Adviser
9	Control Computer Operator (First leg) Control Network Controller (First leg) Control Programmer (First leg) Control Facilities Controller (First leg) Chief Computer Systems Analyst (First leg) Senior Data Technologist (First leg) Senior Information Technology Adviser Assistant Director: Information Technology (First leg)
10-	Control Computer Operator (Second leg) Control Network Controller (Second leg) Control Programmer (Second leg) Control Facilities Controller (Second leg) Chief Computer Systems Analyst (Second leg) Senior Data Technologist (Second leg) Chief Information Technology Adviser Assistant Director: Information Technology (Second leg)
11	Principal Data Technologist Deputy Director: Information Technology Advisory Service (First leg) Deputy Director: Information Technology (First leg)
12	Chief Data Technologist Deputy Director: Information Technology Advisory Service (Second leg) Deputy Director: Information Technology (Second leg)
13	Control Data Technologist Director and equivalent
14	Chief Director and equivalent
15	Deputy Director-General and equivalent