

14.

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

**OCCUPATIONAL CATEGORY: ARTISAN AND SUPPORT PERSONNEL**

**CORE CODE: 00806**

**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:

- General Artisan Services
- Cleaning Services
- Trades - Training and Inspection
- National Technical Examinations
- Government Printing Works - Planning, Production and Control
- Government Motor Transport - Inspections
- Service Factories - Production Advice
- Quality Control
- Drilling Inspections
- Information and/or Clinical Photography
- Leather Work
- Airports - Electrical Maintenance
- Aircraft Maintenance

- Marine Draughting
- Handcraft instruction
- Roads-Construction and Maintenance
- Water Plants Purification
- Work Inspections
- Work planning

## **NOTES:**

### **(a) Utilization 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:

Recognition in terms of the Manpower Training Act

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

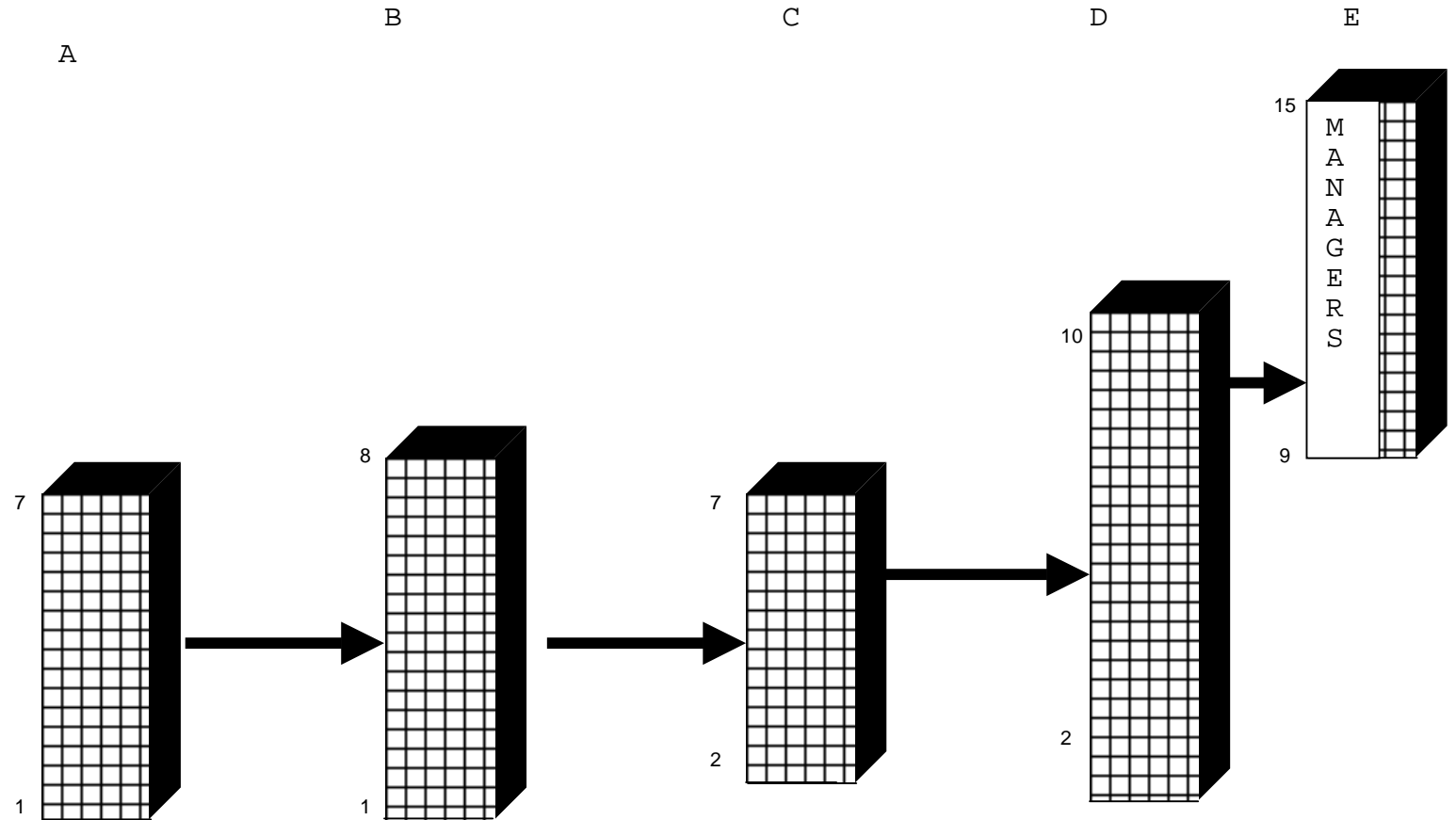
Although guidelines in respect of the competency profile on each level in this CORE are provided, executing authorities are responsible to ensure that the actual requirements for employment reflect the inherent requirements of a post. Executing authorities must also ensure that the requirements for employment 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	14(150)
14	747-842	14(143)
13	695-790	14(136)
12	642-737	14(130)
11	589-684	14(124)
10	537-632	14(115)
9	484-579	14(106)
8	432-527	14(98)
7	379-474	14(83)
6	326-421	14(70)
5	274-369	14(57)
4	221-316	14(44)
3	169-264	14(32)
	116-211	14(21)
1	0-158	14(15)



A. Elementary Occupations

B. Drivers, Operators and Ships' Crew

C. Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel

D. Craft and Related Trades Workers

E. Professionals and Managers

<b>SYNOPSIS OF CAREER PATH POSSIBILITIES</b>		
<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
<b>ELEMENTARY OCCUPATIONS</b>	Drivers, Operators and Ship's Crew	<p><b>COMPETENCIES</b></p> <p>Knowledge of elementary equipment and tools used in workshops, e.g. equipment and tools in the technical and operational environment, and the ability to apply basic techniques/procedures. Ability to drive and operate mobile equipment/vehicles.</p> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge that are normally obtained through formal studies up to grade 10.</p> <p>Valid driver's licence to drive the specific vehicle.</p>
	Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	<p><b>COMPETENCIES</b></p> <p>Knowledge of elementary equipment used in the artisan environment (workshops), and the ability to apply basic techniques/procedures.</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><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies up grade 10</p>
	Craft and Related Trades Workers	<p><b>COMPETENCIES</b></p> <p>The ability to distinguish between basic hand tools and to use it. The aptitude to perform specific tasks like e.g. working with wood, metal, mechanical equipment, etc.</p> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to grade 10 or specific standards as prescribed in terms of the Manpower Training Act followed by an Apprenticeship as prescribed by statute for apprentices as enshrined in the Manpower Training Act. Completion of a Trade test as required by the Manpower Training Act.</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>DRIVERS, OPERATORS AND SHIPS' CREW</b>	Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	<p><b>COMPETENCIES</b></p> <p>Knowledge of equipment and tools used in workshops, e.g. equipment and tools in the technical and operational environment, and the ability to apply techniques/procedures.</p> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge that are normally obtained through formal studies up to grade 10.</p>
	Craft and Related Trades Workers	<p><b>COMPETENCIES</b></p> <p>The ability to perform specific tasks such as maintenance/installations complying to standards normally associated with that done by a qualified artisan.</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><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to grade 12 or as prescribed in terms of the standards of the Manpower Training Act followed by an apprenticeship as prescribed by statute for apprentices as enshrined in the Manpower Training Act. Completion of a Trade test as required by the Manpower Training Act.</p>
<p><b>SOCIAL, NATURAL, TECHNICAL AND MEDICAL SCIENCES SUPPLEMENTARY AND SUPPORT PERSONNEL</b></p>	<p>Craft and Related Technicians</p>	<p><b>COMPETENCIES</b></p> <p>The ability to perform specific tasks such as maintenance/installations complying to standards normally associated with that done by a qualified artisan.</p> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained by completing a apprenticeship or the passing of a trade test or any other training courses required in terms of the appropriate legislation.</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>CRAFT AND RELATED TRADES WORKERS</b>	Professionals and Managers	<p><b>COMPETENCIES</b>                      Appropriate competencies relating to the professional field such as the ability to design products that will meet the requirements of the customer as well as complying with generally accepted standards in the field.</p> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies towards obtaining an university degree/national diploma or specific skills and knowledge required to function as a manager in specific fields, e.g.:</p> <ul style="list-style-type: none"> <li>* Project management</li> <li>* Operation of photographic equipment</li> <li>* Research</li> <li>* Leadership</li> <li>* Planning and organising</li> <li>* Training</li> <li>* Finance</li> <li>* HR matters</li> </ul>



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

- Medical Technology and Support Personnel
- Engineering Related and Support Personnel

## PROFILE OF MAJOR GROUPS IN THIS CORE

### A. ELEMENTARY OCCUPATIONS

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

JOBS	SALARY RANGES	PAGE NUMBER
1. Cleaners in Offices, workshops, hospitals, etc.	1-5	14(17)-14(59)
2. Trade Labourers	1-7	14(17)-14(85)
3. Road Workers	1-7	14(17)-14(85)

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

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

<b>JOBS</b>		<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1.	Motorised farm, forestry, plant operators	1-6	14(20)-14(75)
2.	Light vehicle drivers	2-6	14(26)-14(75)
3.	Water plant and related operators	3-8	14(37)-14(100)

**C. SOCIAL, NATURAL, TECHNICAL AND MEDICAL SCIENCES SUPPLEMENTARY AND SUPPORT PERSONNEL**

Skilled Support Personnel normally apply their knowledge and skills as part of the support functions directly associated with Professionals and Technicians. They normally assist with supporting services like operating specialised equipment/do preparations for specialised tasks to be performed by Professionals/Technicians. Most occupations in this group require skills normally obtained through at least 3 year's of education which normally starts at the age of  $\pm 13$ . This is followed by a period of specialised training normally supplied by the employer. 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.	Auxiliary and related workers	2-7	14(28)-14(91)

**D. CRAFT AND RELATED TRADES WORKERS**

Craft and related trades workers apply their knowledge and skills in the fields of construction, working with metals, erecting structures, maintaining and repairing machinery, printing work and producing handicraft goods. The work is carried out by using equipment/tools to reduce the physical effort and time required for specific tasks, as well as to improve the quality of the products. An understanding of the various stages in production, the materials and tools used and the nature and purpose of the final product is required. Supervision of other workers may be included. Most occupations in this group will normally require skills normally obtained through between 3 and 6 year's of education which normally starts at the age of ±13. A period of in service training may be required additionally. Examples of typical jobs in this category are indicated in the table below:

<b>JOB</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Photographic, lithographic and related workers	2-6	14(30)-14(81)
2. Leather workers	2-3, 5-7	14(30)-14(42), 14(68)-14(95)
3. Handcraft Instructors	2-6	14(30)-14(81)
4. Binding and related workers	2-6	14(30)-14(81)
5. Compositors, typesetters and related printing workers	2-6	14(30)-14(81)
6. Other printing trade workers	2-3	14(30)-14(42)
7. Road trade workers	3-7	14(42)-14(95)
8. Inspectors of apprentices, works and vehicles	3, 5, 7-10	14(42), 14(68), 14(95)-14(117)
9. Artisans in the building, metal, machinery, mechanical, wood, textile and related trades	3, 5-10	14(42), 14(68)-14(117)

JOBS	SALARY RANGES	PAGE NUMBER
10. Printing planners and production controllers	5-8	14(68)-14(103)
11. Road Superintendents	5-8	14(68)-14(103)
12. Artisan, project and related superintendents	5-10	14(68)-14(117)
13. Trade quality controllers	6-8	14(81)-14(103)
14. Trade trainers	6-10	14(81)-14(117)
15. Work planners	6-10	14(81)-14(117)
16. Printing Management and Supervisory Personnel	7-10	14(95)-14(117)
17. National Technical Examiners	7-9	14(95)-14(108)
18. Production advisers: Factories	7-10	14(95)-14(117)

**E. PROFESSIONALS AND MANAGERS**

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

<b>JOBS</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Middle managers: Trade related	9-12	14(112)-14(132)
2. Senior management	13-15	14(136)-14(152)

**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	80097 50097D	A1020000	Cleaners in offices, workshops, hospitals, etc.
			A4010000	Road Workers
			A4020000	Trade Labourers
			H2010000	Printing and related machine operators
			H3020100	Motorised farm and forestry plant operators

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	14(17)
• Elementary Occupations	14(17)
• Elementary Occupations	14(17)
• Drivers, Operators and Ship's Crew	14(20)
• Drivers, Operators and Ship's Crew	14(20)

# **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, tools and machinery</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Use maintenance supplies</p> <p><b>LAND AND BUILDINGS</b>                      * Maintenance of public works</p> <p><b>JOB INFORMATION</b>                      * Receive instruction/guidance on a single subject area which is straight forward</p>	<p>* Clean buildings, machines and equipment                      * Execute basic and routine functions in support of supervisory personnel                      * Perform routine maintenance and repair functions                      * Perform manual labour of a simplistic nature</p> <p>* Ancillary: Cleaning and handtools                      * Service: Boiler room</p> <p>* Maintain buildings/construction sites</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)                      * Machinery (category A)                      * Tools (category A)</p> <p><b>SKILLS</b>                      * Basic literacy                      * Ability to operate machines                      * Ability to perform routine tasks                      * Basic numeracy</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**

<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>PROBLEM SOLVING</b> * Refer problems to higher level  <b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction	* Co-workers * Supervisors		

# **GUIDELINES:**

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

**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: Drivers, Operators and Ships' Crew</b></p> <p><b>UTILISATION CAPACITY</b> * Plant and machine operators involved in the operation of machinery, equipment and driving of motor vehicles</p> <p><b>AUTONOMY</b> * Perform basic functions which may include a few well defined tasks</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment, tools and machinery</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 higher level</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p>	<p>* Operate machines and maintain equipment * Operate mobile equipment * Perform routine maintenance and repair functions * Produce contact copies and letter work</p> <p>* Ancillary: handtools * Service: Boiler room</p> <p>* Co-workers * Supervisors</p>	<p><b>KNOWLEDGE</b> (Also see annexure A) Knowledge of a few repetitive tasks such as: * Equipment (category A) * Stores (category A) * Safety (category A) * Machinery (category A) * Tools (category A)</p> <p><b>SKILLS</b> * Basic literacy * Ability to operate machines * Ability to perform routine tasks * Basic numeracy</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> <p><b>STATUTORY REQUIREMENTS</b> * Appropriate driver's licence</p>

# SALARY RANGE 2

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
116-211	2	80098 50098D	A1020000	Cleaners in offices, workshops, hospitals, etc.
			A4010000	Road Workers
			A4020000	Trade Labourers
			H1020000	Water Plant and related operators
			H3010100	Light vehicle drivers
			H3020100	Motorised farm and forestry plant operators
			F1010000	Auxiliary and related workers
			G1020000	Photographic, lithographic and related workers
			G2020000	Leather workers
			G2030000	Handcraft Instructors
			G1030000	Binding and related workers
			G1010000	Compositors, typesetters and related printing workers
			G1050000	Other printing trade workers
			G4010000	All artisans in the building, metal, machinery, wood textile and related trades

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	14(23)
• Elementary Occupations	14(23)
• Elementary Occupations	14(23)
• Elementary Occupations	14(23)
• Drivers, Operators and Ships' Crew	14(26)
• Drivers, Operators and Ships' Crew	14(26)
• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	14(28)
• Craft and Related Trade Workers	14(30)
• Craft and Related Trade Workers	14(30)
• Craft and Related Trade Workers	14(30)
• Craft and Related Trade Workers	14(30)
• Craft and Related Trade Workers	14(30)
• Craft and Related Trade Workers	14(30)
• Craft and Related Trade Workers	14(30)

# **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 equipment, tools and machinery</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Use maintenance supplies</p> <p><b>LAND AND BUILDINGS</b>                      * Maintenance of public works</p>	<p>* Distributes cleaning equipment                      * Perform operational and maintenance functions                      * Issue stores                      * Deliver stores                      * Dispatch stores                      * Identify stores                      * Handling and maintenance of light road construction machines and vehicles</p> <p>* Ancillary: Handtools                      * Service: Boiler room</p> <p>* Maintain buildings/construction sites</p>	<p><b>KNOWLEDGE</b>                      (Also see annexure A)                      Knowledge of a limited range of work procedures such as:                      * Tools (category A)                      * Cleaning (category B)                      * Machinery (category B)                      * Stores (category A)                      * Tools (category A)</p> <p><b>SKILLS</b>                      * Basic Literacy                      * Basic numeracy                      * 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                      * Routine written notes and memo's</p>	<p><b>QUALIFICATION</b>                      * Grades 10                      * ABET</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * ABET:                      * No experience</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>JOB INFORMATION</b> * Receive instruction on subject areas which are straight forward</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p>	<p>* Co-workers * Supervisors</p>		



# **GUIDELINES:**

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

**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: Drivers, Operators and Ships' Crew</b></p> <p><b>UTILISATION CAPACITY</b>                      * Plant and machine operators involved in the operation of machinery, equipment and driving of motor vehicles</p> <p><b>AUTONOMY</b>                      * Perform basic functions which may include tasks that are mainly well defined</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment, tools and machinery</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Use maintenance 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>INTERACTION WITH CLIENTS/ STAFF</b>                      * Basic interaction</p>	<p>* Perform duties related to the printing and distribution of publications</p> <p>* Perform operational and maintenance functions</p> <p>* Operate mobile equipment</p> <p>* Record water order from and water supplies to irrigators</p> <p>* Ancillary: Handtools</p> <p>* Service: Boiler room</p> <p>* Vehicles: Tractors, light vehicles, etc</p> <p>* Co-workers</p> <p>* Supervisor</p>	<p><b>KNOWLEDGE</b>                      (Also see annexure A)                      Knowledge of a limited range of work procedures such as:                      * Tools (category A)                      * Safety (category A/B)                      * Machinery (category B)                      * Equipment (category A/B)</p> <p><b>SKILLS</b>                      * Basic Literacy                      * Basic numeracy                      * 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                      * Routine written notes and memo's</p>	<p><b>QUALIFICATION</b>                      *</p> <p><b>TRAINING</b>                      * Departmental training course</p> <p><b>EXPERIENCE</b>                      * No experience</p> <p><b>STATUTORY REQUIREMENT</b>                      * Appropriate driver's licence</p>

# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL AND  
MEDICAL SCIENCES  
SUPPLEMENTARY AND SUPPORT  
PERSONNEL**

## GUIDELINES

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 2: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel who renders support services in the operation of specialised equipment/do preparation for specialised tasks in support of the craft and related trades workers</p> <p><b>AUTONOMY</b>                      * Perform basic and routine functions which may include tasks that are mainly well defined</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment, tools and machinery</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Use maintenance supplies</p> <p><b>JOB INFORMATION</b>                      * Receive instruction on subject areas which are straight forward</p> <p><b>PROBLEM SOLVING</b>                      * Solve problems by applying standing instructions or procedures</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Basic interaction</p>	<p>* Execute routine and specialised tasks</p> <p>* Render auxiliary services</p> <p>* Co-workers</p> <p>* Supervisors</p>	<p><b>KNOWLEDGE</b>                      (Also see annexure A)                      Knowledge of a limited range of work procedures such as:                      * Tools (category A)                      * Machinery (category A)                      * Equipment (category A)                      * Safety (category A/B)</p> <p><b>SKILLS</b>                      * Literacy                      * Numeracy                      * Ability to perform routine tasks</p> <p><b>COMMUNICATION</b>                      * Routine verbal exchange of information requiring helpfulness and politeness</p>	<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: CRAFT AND RELATED TRADES 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 2: Craft and Related Trades Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Follow prescribed training course in order to become a qualified Artisan</p> <p><b>AUTONOMY</b> * Perform a few well defined tasks with an established framework for training purposes</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment, tools and machinery</p> <p><b>INVOLVEMENT WITH STORES</b> * Use maintenance supplies</p>	<p>* Ancillary: Handtools * Service: Boiler room</p>	<p><b>KNOWLEDGE</b> (Also see annexure A) Knowledge of a limited range of work procedures such as: * Tools (category A/B) * Safety (category A/B) * Machinery (category A/B) * Stores (category A) * Equipment (category A)</p> <p><b>SKILLS</b> * Literacy * Numeracy * 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>QUALIFICATION</b> * Grade 10 (or equivalent )or as prescribed by the Manpower Training Act, 1981</p> <p><b>TRAINING</b> * Pupilship or apprenticeship as prescribed by statute for apprentices where applicable (See Manpower Training Act, 1981)</p> <p><b>EXPERIENCE</b> * Grade 10 * No experience</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>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>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p>			

# SALARY RANGE 3

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
169-264	3	80099 50099D	A4010000	Road Workers.
			A4020000	Trade Labourers
			H1020000	Water Plant and related operators
			H2010000	Printing and related machine operators
			H3010100	Light vehicle drivers
			H3020100	Motorised farm and forestry plant operators
			F1010000	Auxiliary and related workers
			G1010000	Compositors, typesetters and related printing workers
			G1020000	Photographic, lithographic and related workers
			G1030000	Building and related workers
			G1050000	Other printing trade workers
			G2020000	Leather workers
			G2030000	Handcraft Instructors
			G3010000	Road trade workers
			G5010000	Inspectors of apprentices, works and vehicles
G4010000	All artisans in the building, metal, machinery, wood textile and related trades			

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	14(34)
• Elementary Occupations	14(34)
• Drivers, Operators and Ships' Crew	14(37)
• Drivers, Operators and Ships' Crew	14(37)
• Drivers, Operators and Ships' Crew	14(37)
• Drivers, Operators and Ships' Crew	14(37)
• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	14(40)
• Craft and Related Trade Workers	14(42)
• Craft and Related Trade Workers	14(42)
• Craft and Related Trade Workers	14(42)
• Craft and Related Trade Workers	14(42)
• Craft and Related Trade Workers	14(42)
• Craft and Related Trade Workers	14(42)
• Craft and Related Trade Workers	14(42)
• Craft and Related Trade Workers	14(42)



# **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 3: 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>                      * Perform supervisory functions with structured work content which may include few well defined tasks</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment, tools and machinery</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Use maintenance supplies                      * Uses stores</p> <p><b>LAND AND BUILDINGS</b>                      * Maintenance of public works</p> <p><b>JOB INFORMATION</b>                      * Receive instruction/guidance on a single subject area which is straight forward</p> <p><b>PROBLEM SOLVING</b>                      * Refer problems to supervisor</p>	<p>* General maintenance and repair of buildings, machinery etc.                      * Render assistance to artisans and instructors.                      * Handling and maintenance of specific heavy road construction machines and vehicles.</p> <p>* Auxiliary: handtools etc.</p> <p>* Training activities</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a few repetitive tasks such as:                      * Equipment (category A)                      * Stores (category A)                      * Safety (category A)                      * HR matters (category A)                      * Planning and organising (category A)</p> <p><b>SKILLS</b>                      * Ability to operate elementary equipment and machines                      * Basic interpersonal                      * Organising                      * Numeracy                      * Literacy</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 2 and 5 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>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction	* Co-workers * Supervisors		
<b>SUPERVISION/MANAGEMENT OF PERSONNEL</b> * General supervision and/or appraisal of personnel	* Co-ordinate work schedules * Allocate tasks * Handle basis HR functions		

# **GUIDELINES:**

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

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 3: Drivers, Operators and Ships' Crew</b></p> <p><b>UTILISATION CAPACITY</b>                      * Plant and machine operators involved in the operation of machinery, equipment and driving of motor vehicles</p> <p><b>AUTONOMY</b>                      * Perform functions which may include multi-tasks that are mainly well defined</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * May use a variety of equipment, machinery and vehicles</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Uses and issues miscellaneous stores</p> <p><b>JOB INFORMATION</b>                      * Receive procedural instruction on several closely related subject areas</p> <p><b>PROBLEM SOLVING</b>                      * Solve problems by referring to standing instructions or procedures, and may occasionally compare possible courses of action mainly using standard information</p>	<p>* Road construction machinery and vehicles                      * Application of safety and precautionary measures                      * Submit reports on the conditions of canals</p>	<p><b>KNOWLEDGE</b>                      (Also see annexure A)                      Knowledge of a limited range of work procedures such as:                      * Tools (category B)                      * Machinery (category B)                      * Safety (category B)                      * Training (category A)                      * Equipment (category A/B)                      * HR matters (category A)                      * Planning and organising (category A)</p> <p><b>SKILLS</b>                      * Literacy                      * Numeracy                      * Ability to perform routine tasks                      * Ability to operate equipment and machines                      * Organising</p> <p><b>COMMUNICATION</b>                      * Providing or obtaining information requiring simple explanation                      * Routine written notes and memo's</p>	<p><b>QUALIFICATIONS</b></p> <p><b>TRAINING</b>                      * Departmental training course</p> <p><b>EXPERIENCE</b>                      * Between 0 and 2 years</p> <p><b>STATUTORY REQUIREMENT</b>                      * Appropriate driver's licence</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>PLANNING</b> * The post holder's own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * General supervision and/or appraisal of personnel</p>	<p>* Co-workers * Supervisors</p> <p>* Oversee work performance * Oversee maintenance of equipment * Allocate tasks * Handle less complicated routine functions</p>	<p><b>CREATIVITY</b> * Basic procedures and policies are well established and little innovation is required</p>	

# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL AND  
MEDICAL SCIENCES  
SUPPLEMENTARY AND SUPPORT  
PERSONNEL**

## GUIDELINES

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 3: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel who renders support services in the operation of specialised equipment/do preparation for specialised tasks in support of the craft and related trades workers</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform basic and routine functions which may include tasks that are mainly well defined</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment, tools and machinery</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Use maintenance supplies</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive instruction on subject areas which are straight forward</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by applying standing instructions or procedures</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Basic interaction</li> </ul>	<ul style="list-style-type: none"> <li>* Execute routine and specialised tasks</li> <li>* Render auxiliary services</li> </ul> <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 such as:</p> <ul style="list-style-type: none"> <li>* Tools (category A)</li> <li>* Machinery (category A)</li> <li>* Equipment (category A)</li> <li>* Safety (category A/B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Literacy</li> <li>* Numeracy</li> <li>* Ability to perform routine 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> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Grade 10 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</li> <li>* No experience</li> </ul>



# **GUIDELINES: CRAFT AND RELATED TRADES 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 3: Craft and Related Trades Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Follow prescribed training course in order to become a qualified Artisan</p> <p><b>AUTONOMY</b> * Perform a few well defined tasks with an established framework for training purposes</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * May use a variety of equipment, machinery and vehicles</p> <p><b>INVOLVEMENT WITH STORES</b> * Uses and issues miscellaneous stores</p> <p><b>LAND AND BUILDINGS</b> * Detect and report minor faults in the working environment</p> <p><b>JOB INFORMATION</b> * Receive procedural instruction on a simple subject areas which are straightforward</p>	<p>* Heavy vehicles: AFV's and road construction equipment</p>	<p><b>KNOWLEDGE</b> (Also see annexure A) Knowledge of a limited range of work procedures such as: * Tools (category B) * Machinery (category B) * Safety (category B) * Training (category A) * Equipment (category B)</p> <p><b>SKILLS</b> * Literacy * Numeracy * Ability to perform routine tasks * Ability to operate equipment and machines</p> <p><b>COMMUNICATION</b> * Providing or obtaining information requiring simple explanation</p> <p><b>CREATIVITY</b> * Basic procedures and policies are well established and little innovation is required</p>	<p><b>QUALIFICATIONS</b> * Grade 10 or equivalent</p> <p><b>TRAINING</b> * Pupilship or apprenticeship as prescribed by statute for apprentices where applicable. (See Manpower Training Act, 1981)</p> <p><b>EXPERIENCE</b> * Grade 10 No experience</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>PROBLEM SOLVING</b> * Solve problems by referring to standing instructions or procedures to senior personnel</p> <p><b>PLANNING</b> * The post holder's own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p>	<p>* Co-workers * Supervisors</p>		

# SALARY RANGE 4

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
221-316	4	80100 50100D	A4010000	Road Workers.
			A4020000	Trade Labourers
			F1010000	Auxiliary and related workers
			H1020000	Water Plant and related operators
			H3010100	Light vehicle drivers
			H3020100	Motorised farm and forestry plant operators
			G1010000	Compositors, typesetters and related printing workers
			G1020000	Photographic, lithographic and related workers
			G1030000	Binding and related workers
			G2030000	Handcraft Instructors
G3010000	Road trade workers			

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	14(46)
• Elementary Occupations	14(46)
• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	14(49)
• Drivers, Operators and Ships' Crew	14(52)
• Drivers, Operators and Ships' Crew	14(52)
• Drivers, Operators and Ships' Crew	14(52)
• Craft and Related Trade Workers	14(55)
• Craft and Related Trade Workers	14(55)
• Craft and Related Trade Workers	14(55)
• Craft and Related Trade Workers	14(55)
• Craft and Related Trade Workers	14(55)

# **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 4: 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> * Perform supervisory functions with structured work content with tasks requiring frequent interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment, tools and machinery</p> <p><b>INVOLVEMENT WITH STORES</b> * Use maintenance supplies * Uses stores</p> <p><b>LAND AND BUILDINGS</b> * Maintenance of public works</p> <p><b>JOB INFORMATION</b> * Receive instruction/guidance on a single subject area which is straight forward</p> <p><b>PROBLEM SOLVING</b> * Refer problems to supervisor</p>	<p>* Handling and maintenance of high level or a multiple of heavy road construction machines and vehicles</p> <p>* Perform specialized tasks regarding the standards and designs of roads.</p> <p>* Design and manufactures furniture/structures/apparatus.</p> <p>* Exercise control over tools, supplies and other equipments.</p> <p>* Auxiliary: Handtools etc.</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a narrow range of activities including tasks such as: * Equipment (category A) * Stores (category A) * Safety (category A) * Tools (category A) * HR matters (category A) * Planning and Organising (category A)</p> <p><b>SKILLS</b> * Ability to operate elementary equipment and machines * Basic interpersonal * Organising * Numeracy * Literacy</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 5 and 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>
<b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction	* Co-workers * Supervisors		
<b>SUPERVISION/MANAGEMENT OF PERSONNEL</b> * General supervision and/or appraisal of personnel	* Co-ordinate work schedules * Allocate tasks * Handle basic HR functions		

# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES  
SUPPLEMENTARY AND SUPPORT  
PERSONNEL**



## 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: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services in the operation of specialised equipment/do preparation for specialised tasks in support of the craft and related trades workers</p> <p><b>AUTONOMY</b> * Perform production functions which may include multi-tasks that are mainly well defined</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment, machinery and vehicles</p> <p><b>INVOLVEMENT WITH STORES</b> * Uses and orders miscellaneous stores</p> <p><b>JOB INFORMATION</b> * Receive procedural instruction on several closely related subject areas where information is straightforward and familiar to the post holder</p>	<p>* Render assistance of moderate nature to artisans</p> <p>* Machine, tools</p>	<p><b>KNOWLEDGE</b> (Also see annexure A) Knowledge of a narrow range of work procedures and processes such as: * Norms and standards (Category A) * Tools (Category B) * Machinery (Category B) * Training (Category A) * HR Matters (category A) * Planning and organising (category A)</p> <p><b>SKILLS</b> * Literacy * Numeracy * Ability to perform routine tasks * Ability to operate equipment and machines * Organising</p> <p><b>COMMUNICATION</b> * Providing or obtaining information requiring simple explanation * Routine written notes and reports</p>	<p><b>QUALIFICATIONS</b> * Grades 10 to 12 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * Grade 10 * Between 2 and 5 years * Grade 12 * 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>
<p><b>PROBLEM SOLVING</b> * Solve problems by referring to standing procedures/standards, and may occasionally compare possible courses of action mainly using standard information</p> <p><b>PLANNING</b> * Post holders' own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p> <p><b>SUPERVISORY MANAGEMENT</b> * General supervision and/or appraisal of personnel</p>	<p>* Co-workers * Supervisors</p> <p>* Oversee work performance * Oversee maintenance of equipment * Allocate tasks * Handle routine HR functions * Maintain discipline</p>	<p><b>CREATIVITY</b> * Basic procedures and policies are well established and little innovation is required</p>	

# **GUIDELINES:**

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

**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: Drivers, Operators and Ships' Crew</b></p> <p><b>UTILISATION CAPACITY</b>                      * Plant and machine operators involved in the operation of machinery, equipment and driving of motor vehicles</p> <p><b>AUTONOMY</b>                      * Perform functions which may include multi-tasks that are mainly well defined and within an established framework</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment, machinery and vehicles</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Uses and orders miscellaneous stores</p> <p><b>JOB INFORMATION</b>                      * Receive procedural instruction on several closely related subject areas where information is familiar to the post holder</p>	<p>* Drive mobile units</p> <p>* Operate machines and equipments</p> <p>* Submit routine reports on the conditions of canals and related structures</p> <p>* Machine tools</p> <p>* Light and heavy vehicles</p> <p>* Office equipment (photocopy machines etc)</p>	<p><b>KNOWLEDGE</b>                      (Also see annexure A)                      Knowledge of a narrow range of work procedures and processes such as:                      * Norms and standards (Category A)                      * Tools (Category B)                      * Machinery (Category B)                      * Training (Category A)                      * HR Matters (category A)                      * Planning and organising (category A)                      * Safety (category B)</p> <p><b>SKILLS</b>                      * Literacy                      * Numeracy                      * Ability to perform routine tasks                      * Ability to operate equipment and machines                      * Organising</p>	<p><b>QUALIFICATIONS</b></p> <p><b>TRAINING</b>                      * Departmental training course</p> <p><b>EXPERIENCE</b>                      * Between 2 and 5 years</p> <p><b>STATUTORY QUALIFICATIONS</b>                      * Appropriate driver's licence</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>PROBLEM SOLVING</b> * Solve problems by referring to standing procedures/standards, and may occasionally compare possible courses of action mainly using standard information</p> <p><b>PLANNING</b> * Post holders' own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p> <p><b>SUPERVISORY MANAGEMENT</b> * Supervise and optimally utilise personnel/activities under his/her control</p>	<p>* Oversee work performance * Oversee maintenance of equipment * Allocate tasks</p>	<p><b>COMMUNICATION</b> * Providing or obtaining information requiring simple explanation * Routine written notes and reports</p> <p><b>CREATIVITY</b> * Basic procedures and policies are well established and little innovation is required</p>	

# **GUIDELINES: CRAFT AND RELATED TRADES 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: Craft and Related Trades Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who work in the occupational field of craft and related trades relating to maintenance and repairing of machinery and equipment including construction, working with metals, printing work and producing handcraft goods</p> <p><b>AUTONOMY</b> * Perform related functions which may include multi-tasks that are mainly well defined and within an established framework</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment and machinery</p> <p><b>INVOLVEMENT WITH STORES</b> * Uses and orders miscellaneous stores</p> <p><b>JOB INFORMATION</b> * Receive procedural instruction on several closely related subject areas where information is familiar to the post holder</p>	<p>* Render assistance of an advanced nature to artisans</p> <p>* Operate a plant press</p> <p>* Operate lithographic printing equipment</p> <p>* Perform composing and photo-reproduction functions</p> <p>* Perform bindery functions</p> <p>* Design and manufacture furniture/apparatus</p> <p>* Arrange availability of supplies</p> <p>* Machine tools</p> <p>* Printing press</p>	<p><b>KNOWLEDGE</b> (Also see annexure A) Knowledge of a narrow range of work procedures and processes such as: * Norms and standards (Category A) * Tools (Category B) * Machinery (Category B) * Safety (Category B) * Training (Category A) * HR Matters (category A) * Planning and organising (category A)</p> <p><b>SKILLS</b> * Literacy * Numeracy * Ability to operate equipment and machines * Technical</p> <p><b>COMMUNICATION</b> * Providing or obtaining information requiring simple explanation * Routine written notes and reports</p>	<p><b>QUALIFICATIONS</b> * Grade 10 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * Grade 10 * Between 2 and 5 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>PROBLEM SOLVING</b> * Solve problems by referring to standing procedures/standards, and may occasionally compare possible courses of action mainly using standard information</p> <p><b>PLANNING</b> * Post holders' own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p> <p><b>SUPERVISORY MANAGEMENT</b> * Supervise and optimally utilise personnel/activities under his/her control</p>	<p>* Co-workers * Supervisors</p> <p>* Oversee work performance * Oversee maintenance of equipment * Allocate tasks * Handle routine HR functions * Maintain discipline</p>	<p><b>CREATIVITY</b> * Basic procedures and policies are well established and limited innovation is required</p>	



# SALARY RANGE 5

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
274-369	5	80101 50101D	A4010000	Road Workers.
			A4020000	Trade Labourers
			H1020000	Water plant and related operators
			H2010000	Printing and related machine operators
			H3010100	Light vehicle drivers
			H3020100	Motorised farm and forestry plant operators
			F1010000	Auxiliary and related workers
			G1010000	Compositors, typesetters and related printing workers
			G1020000	Photographic, lithographic and related workers
			G1030000	Binding and related workers
			G1040000	Printing planners and production controllers
			G1050000	Other printing trade workers
			G2020000	Leather workers
			G2030000	Handcraft Instructors
			G3010000	Road trade workers
			G3020000	Road superintendents
			G4010000	All artisans in the building, metal, machinery, mechanical, wood textile and related trades
			G4020000	Artisan, project and related superintendents
			G5010000	Inspectors of apprentices, works and vehicles

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	14(59)
• Elementary Occupations	14(59)
• Drivers, Operators and Ships' Crew	14(62)
• Drivers, Operators and Ships' Crew	14(62)
• Drivers, Operators and Ships' Crew	14(62)
• Drivers, Operators and Ships' Crew	14(62)
• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	14(65)
• Craft and Related Trades Workers	14(68)
• Craft and Related Trades Workers	14(68)
• Craft and Related Trades Workers	14(68)
• Craft and Related Trades Workers	14(68)
• Craft and Related Trades Workers	14(68)
• Craft and Related Trades Workers	14(68)
• Craft and Related Trades Workers	14(68)
• Craft and Related Trades Workers	14(68)
• Craft and Related Trades Workers	14(68)
• Craft and Related Trades Workers	14(68)
• Craft and Related Trades Workers	14(68)
• Craft and Related Trades Workers	14(68)
• Craft and Related Trades Workers	14(68)

# **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 5: 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>                      * Perform supervisory functions with complex work content with tasks that are straight-forward but requiring some interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment, tools and machinery</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Use maintenance supplies                      * Uses stores</p> <p><b>LAND AND BUILDINGS</b>                      * Maintenance of public works</p> <p><b>JOB INFORMATION</b>                      * Receive instruction/guidance on a single subject area which is straight forward</p> <p><b>PROBLEM SOLVING</b>                      * Refer problems to supervisor</p>	<p>* Handling and maintenance of heavy road construction machines and vehicles</p> <p>* Provide training regarding the caring for and handling of all road construction machinery and vehicles</p>     <p>* Auxiliary: Handtools etc.</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a narrow range of activities including tasks such as:                      * Equipment (category B)                      * Stores (category B)                      * Safety (category A)                      * HR matters (category B)                      * Planning and Organising (category B)                      * Training (category A)</p> <p><b>SKILLS</b>                      * Ability to operate elementary equipment and machines                      * Basic interpersonal                      * Organising                      * Numeracy                      * Literacy                      * Planning</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:                      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>
<b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction	* Co-workers * Supervisors		
<b>SUPERVISION/MANAGEMENT OF PERSONNEL</b> * General supervision and/or appraisal of personnel	* Allocate tasks * Co-ordinate work schedules * Handle basic HR functions * Performance appraisal		

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

**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: Drivers, Operators and Ships' Crew</b></p> <p><b>UTILISATION CAPACITY</b>                      * Plant and machine operators involved in the operation of machinery, equipment and driving of motor vehicles</p> <p><b>AUTONOMY</b>                      * Perform skilled functions which may include tasks that are well defined</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment which may include office equipment, machinery and vehicles</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Uses and orders miscellaneous stores</p> <p><b>ADVICE</b>                      * Provide factual or limited technical advice</p> <p><b>JOB INFORMATION</b>                      * Technical information familiar to the post holder but requiring some interpretation within an established framework</p>	<ul style="list-style-type: none"> <li>* Compile operation reports</li> <li>* Regulate the equitable distribution and apportionment of water from canals and/or abstraction from rivers</li> <li>* PC's</li> <li>* Machine tools</li> <li>* Boats</li> <li>* Ships</li> <li>* Light and heavy vehicles</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see annexure A)                      Deep knowledge for narrow range of activities such as:</p> <ul style="list-style-type: none"> <li>* Safety (category B)</li> <li>* Tools (category B)</li> <li>* Machinery (category B)</li> <li>* Training (category A)</li> <li>* Planning and organising (category A/B)</li> <li>* Norms and standards (category A)</li> <li>* HR Matters (category A)</li> <li>* Equipment (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Ability to operate equipment and machinery</li> <li>* Numeracy</li> <li>* Ability to operate mobile equipment</li> <li>* Organising</li> </ul>	<p><b>QUALIFICATION</b>                      * Grades 10 to 12 or equivalent</p> <p><b>TRAINING</b>                      * Departmental training course</p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10</li> <li>* Between 5 and 10 years</li> <li>* Grade 12</li> <li>* Between 2 and 5 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b>                      * Appropriate driver's licence</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>PROBLEM SOLVING</b> * Solve technical problems whereby a variety of information is analysed which may results in a number of possible outcomes</p> <p><b>PLANNING/DECISION MAKING</b> * Plan own work and contribute to work processes * Plan work of others</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Standard interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * General supervision and/or appraisal of personnel</p>	<p>* Co-workers * Supervisors * Sub-ordinates</p> <p>* Co-ordinate work schedules * Allocate tasks * Oversee work performance * Handle routine HR functions * Oversee maintenance of equipments</p>	<p><b>COMMUNICATION</b> * Providing or obtaining information requiring simple explanation * Routine written notes and reports</p> <p><b>CREATIVITY</b> * Basic procedures and policies are well established and some innovation is required</p>	

# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES  
SUPPLEMENTARY AND SUPPORT  
PERSONNEL**



## GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 5: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services in the operation of specialised equipment/do preparation for specialised tasks in support of the craft and related trades workers</p> <p><b>AUTONOMY</b> * Perform supportive functions of a technical nature</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment which may include office equipment, machinery and vehicles</p> <p><b>INVOLVEMENT WITH STORES</b> * Uses and orders miscellaneous stores</p> <p><b>ADVICE</b> * Provide factual or limited technical advice</p> <p><b>JOB INFORMATION</b> * Technical information familiar to the post holder but requiring some interpretation within an established framework</p>	<p>* Execute advanced artisan related specialised tasks</p> <p>* PC's</p> <p>* Machine tools</p> <p>* Hand tools</p>	<p><b>KNOWLEDGE</b> (Also see annexure A) Deep knowledge for narrow range of activities such as:</p> <ul style="list-style-type: none"> <li>* Tools (category B)</li> <li>* Machinery (category B)</li> <li>* Training (category A)</li> <li>* Planning and organising (category B)</li> <li>* Norms and standards (category A/B)</li> <li>* HR Matters (category A)</li> <li>* Equipment (category B)</li> <li>* Computer (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Numeracy</li> <li>* Ability to operate sophisticated equipment</li> <li>* Technical</li> <li>* Organising</li> </ul>	<p><b>QUALIFICATION</b> * Grades 10 to 12 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10</li> <li>* Between 5 and 10 years</li> <li>* Grade 12</li> <li>* Between 2 and 5 years</li> </ul>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b> * Solve technical problems whereby a variety of information is analysed which may result in a number of possible outcomes</p> <p><b>PLANNING/DECISION MAKING</b> * Plan own work and contribute to work processes * Plan work of others</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Standard interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * General supervision and/or appraisal of personnel</p>	<p>* Co-workers * Supervisors * Sub-ordinates</p> <p>* Co-ordinate work schedules * Allocate tasks * Oversee work performance * Handle routine HR tasks</p>	<p><b>COMMUNICATION</b> * Providing or obtaining information requiring simple explanation * Routine written notes and reports</p> <p><b>CREATIVITY</b> * Basic procedures and policies are well established and some innovation is required</p>	

# **GUIDELINES:**

# **CRAFT AND RELATED TRADES 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: Craft and Related Trades Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel who work in the occupational field of craft and related trades relating to maintenance and repairing of machinery and equipment including construction, working with metals, printing work and producing handcraft goods</p> <p><b>AUTONOMY</b>                      * Perform functions of a technical nature but within an established framework</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment which may include office equipment, machinery and vehicles</p>	<ul style="list-style-type: none"> <li>* Perform first level artisan work</li> <li>* Maintain safe working environment</li> <li>* Safeguarding of work areas</li> <li>* Conduct inspections</li> <li>* Record keeping</li> <li>* Upholstering, stuffing of leather work</li> <li>* Replace and repair electric wiring on airport grounds</li> <li>* Inspect new/existing work</li> <li>* Install and maintain printing machinery and equipment</li> </ul> <ul style="list-style-type: none"> <li>* PC's</li> <li>* Machine tools</li> <li>* Printing press</li> <li>* Boats</li> <li>* Ships</li> <li>* Hand tools</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see annexure A)                      Deep knowledge for narrow range of activities such as:</p> <ul style="list-style-type: none"> <li>* Safety (category C)</li> <li>* Tools (category B/C)</li> <li>* Machinery (category B)</li> <li>* Training (category A)</li> <li>* Planning and organising (category B)</li> <li>* Norms and standards (category B)</li> <li>* HR Matters (category A)</li> <li>* Computer (category A)</li> <li>* Equipment (category B)</li> </ul> <p><b>SKILLS</b>                      Intermediate skills within one of the following artisan disciplines:</p> <ul style="list-style-type: none"> <li>* Assembly, installation and maintenance of gas/internal combustion engines</li> <li>* Assembly, installation and maintenance of electrical equipment</li> <li>* Assembly, installation and maintenance of electronical equipment</li> <li>* Manufacture of precision components</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Trade Test or standardised departmental training course/test</li> <li>* Grade 10 or equivalent</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10</li> <li>* Between 2 and 5 years</li> <li>* Trade Test</li> <li>No experience</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Trade test, where required (See Manpower Training Act, 1981)</li> <li>* Electrotechnical Wireman's licence (where 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>INVOLVEMENT WITH STORES</b> * Uses and orders miscellaneous stores</p> <p><b>LAND AND BUILDINGS</b> * Detect and repair faults in working environment</p> <p><b>ADVICE</b> * Provide factual technical advice</p> <p><b>JOB INFORMATION</b> * Technical information familiar to the post holder but requiring some interpretation within an established framework</p> <p><b>PROBLEM SOLVING</b> * Solve technical problems whereby a variety of information is analysed which may result in a number of possible outcomes</p> <p><b>PLANNING/DECISION MAKING</b> * Plan own work and contribute to work processes * Plan work of sub-ordinates</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Standard interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * General supervision and/or appraisal of personnel</p>	<p>* Co-workers * Supervisors * Sub-ordinates</p> <p>* Co-ordinate work schedules</p>	<p>* Construction, installation, maintenance, repair and manufacture of structures systems, buildings, etc</p> <p>* Construction, maintenance and repair of buildings and other structures which mainly utilise sand, masonry and ceramic</p> <p>* Construction, manufacture and repair of structures which mainly consist of wood</p> <p>* Printing trade</p> <p>* Computer</p> <p><b>COMMUNICATION</b> * Providing or obtaining information requiring simple explanation</p> <p>* Routine written notes and reports</p> <p><b>CREATIVITY</b> * Basic procedures and policies are well established and some innovation is required</p>	

# SALARY RANGE 6

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
326-421	6	80102 50102D	A4010000	Road Workers.
			A4020000	Trade Labourers
			H1020000	Water plant and related operators
			H3010100	Light vehicle drivers
			H3020100	Motorised farm and forestry plant operators
			F1010000	Auxiliary and related workers
			G1010000	Compositors, typesetters and related printing workers
			G1020000	Photographic, lithographic and related workers
			G1030000	Binding and related workers
			G1040000	Printing planners and production controllers
			G1050000	Other printing trade workers
			G2020000	Leather workers
			G2030000	Handcraft Instructors
			G3010000	Road trade workers
			G3020000	Road superintendents
			G4010000	All artisans in the building, metal, machinery, mechanical, wood textile and related trades
			G4020000	Artisan, project and related superintendents
			G4030000	Draught and related trades
			G5010000	Inspectors of apprentices, works and vehicles
			G5020000	Trade quality controllers
G5040000	Trade trainers			
G5050000	Work planners			

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	14(72)
• Elementary Occupations	14(72)
• Drivers, Operators and Ships' Crew	14(75)
• Drivers, Operators and Ships' Crew	14(75)
• Drivers, Operators and Ships' Crew	14(75)
• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	14(78)
• Craft and Related Trades Workers	14(81)
• Craft and Related Trades Workers	14(81)
• Craft and Related Trades Workers	14(81)
• Craft and Related Trades Workers	14(81)
• Craft and Related Trades Workers	14(81)
• Craft and Related Trades Workers	14(81)
• Craft and Related Trades Workers	14(81)
• Craft and Related Trades Workers	14(81)
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• Craft and Related Trades Workers	14(81)
• Craft and Related Trades Workers	14(81)
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• Craft and Related Trades Workers	14(81)
• Craft and Related Trades Workers	14(81)
• Craft and Related Trades Workers	14(81)
• Craft and Related Trades Workers	14(81)
• Craft and Related Trades Workers	14(81)
• Craft and Related Trades Workers	14(81)

# **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 6: 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>                      * Perform supervisory functions with complex work content with tasks that are straight-forward but requiring some interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment, tools and machinery</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Use maintenance supplies                      * Uses stores</p> <p><b>LAND AND BUILDINGS</b>                      * Maintenance of public works</p> <p><b>JOB INFORMATION</b>                      * Receive instruction/guidance on a single subject area which is straight forward</p> <p><b>PROBLEM SOLVING</b>                      * Refer problems to supervisor</p>	<p>* Handling and maintenance of heavy road construction machines and vehicles</p> <p>* Provide training regarding the caring for and handling of all road construction machinery and vehicles</p> <p>* Auxiliary: Handtools etc.</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a wide range of activities including tasks such as:                      * Equipment (category B)                      * Stores (category B)                      * Safety (category A)                      * HR matters (category B)                      * Planning and Organising (category B)                      * Training (category A)</p> <p><b>SKILLS</b>                      * Ability to operate elementary equipment and machines                      * Basic interpersonal                      * Organising                      * Numeracy                      * Literacy                      * Planning</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:                      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>
<b>INTERACTION WITH CLIENTS/STAFF</b> * Basic interaction	* Co-workers * Supervisors		
<b>SUPERVISION/MANAGEMENT OF PERSONNEL</b> * General supervision and/or appraisal of personnel	* Allocate tasks * Co-ordinate work schedules * Handle basic HR functions * Performance appraisal		

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

**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: Drivers, Operators and Ships' Crew</b></p> <p><b>UTILISATION CAPACITY</b>                      * Plant and machine operators who monitor and understand industrial and agricultural machinery including water controlling mechanisms</p> <p><b>AUTONOMY</b>                      * Perform functions with tasks that are straight-forward but requires some interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Usage of a variety of equipment</p> <p><b>JOB INFORMATION</b>                      * Technical procedural information familiar to the postholder but requiring some interpretation within an established framework</p> <p><b>PROBLEM SOLVING</b>                      * Solve problems by referring to a more senior experienced employee                      * Solve problems by applying standing procedures and conclusions reached through the application of mainly routine job procedures</p>	<p>* Regulate the equitable distribution and apportionment of water from canals and/or abstraction from rivers</p> <p>* Office: PC</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Deep knowledge of narrow range of activities such as:                      * Norms and standards (category A)                      * Planning and organising (category B)                      * Safety (category C)                      * Machinery (category C)                      * Training (category A)                      * HR matters (category A/B)                      * Computer (category A)                      * Finance (category A)                      * Equipment (category B)</p> <p><b>SKILLS</b>                      * Problem solving                      * Team Building                      * Ability to perform routine tasks                      * Organising                      * Planning                      * Technical                      * Conflict management</p> <p><b>COMMUNICATION</b>                      * Providing and obtaining information requiring simple explanation                      * Routine written notes and reports</p>	<p><b>QUALIFICATIONS</b>                      * Grade 12 or equivalent</p> <p><b>TRAINING</b>                      * Formal and informal in service training</p> <p><b>EXPERIENCE</b>                      * Grade 12:                      Between 5 and 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>PLANNING</b> * Plan own work and contribute to work processes</p> <p><b>DECISION MAKING</b> * Limited autonomy to resolve job problems without assistance</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Standard interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * General supervision and/or appraisal of personnel</p>	<p>* Co-workers * Supervisors</p> <p>* Allocate tasks * Handle HR functions * Co-ordinate work schedules</p>	<p><b>CREATIVITY</b> * Basic procedures and policies are well established and little innovation is required</p>	

# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES  
SUPPLEMENTARY AND SUPPORT  
PERSONNEL**

**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: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services in the operation of specialised equipment/do preparation for specialised tasks in support of the craft and related trades workers</p> <p><b>AUTONOMY</b> * Perform functions with tasks which are mainly well defined and of a technical nature</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * May use a variety of equipment and machinery</p> <p><b>INVOLVEMENT WITH STORES</b> * Uses and order miscellaneous stores * Processing of stores</p> <p><b>ADVICE</b> * Provide factual/technical advice</p> <p><b>JOB INFORMATION</b> * Technical information familiar to the post holder but requiring some interpretation within an established framework</p>	<p>* Perform specialised artisan related tasks of a complex nature</p> <p>* Office: PC's * Machine tools * Hand tools</p>	<p><b>KNOWLEDGE</b> (Also see annexure A) Deep knowledge of narrow range of activities such as: * Tools (category B) * Machinery (categories B) * Training (category B) * Planning and organising (category B) * Norms and standards (category B) * Computer (category A) * HR Matters (category A) * Finance (category A) * Equipment (category B/C)</p> <p><b>SKILLS</b> * Numeracy * Ability to operate sophisticated equipment * Technical * Organising * Computer</p>	<p><b>QUALIFICATION</b> * Grades 10 to 12 or equivalent</p> <p><b>TRAINING</b> * Computer courses * Draughting * Technical report writing * Total quality management</p> <p><b>EXPERIENCE</b> * Grade 10 More than 10 years * Grade 12 * Between 5 and 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>PROBLEM SOLVING</b> * Solve technical problems whereby a variety of information is analysed which may result in a number of possible outcomes</p> <p><b>PLANNING/DECISION MAKING</b> * Plan own work and contribute to work processes * Plan work of others</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p> <p><b>COMMUNICATION</b> * More detailed technical information</p> <p><b>SUPERVISORY/MANAGEMENT</b> * General supervision and/or appraisal of personnel</p>	<p>* Carry out investigations requiring technical information</p>          <p>* Co-workers * Supervisors * Sub-ordinates</p>          <p>* Allocate tasks * Oversee work performance * Handle routine HR tasks * Co-ordinate work schedules</p>	<p><b>COMMUNICATION</b> * Providing information requiring some explanation * Routine written notes and reports</p> <p><b>CREATIVITY</b> * Basic procedures and policies are well established and some innovation is required</p>	

# **GUIDELINES:**

# **CRAFT AND RELATED TRADES 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: Craft and Related Trades Workers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel who work in the occupational field of craft and related trades relating to maintenance and repairing of machinery and equipment including construction, working with metals, printing work and producing handcraft goods</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform functions with tasks which are mainly well defined and of a technical nature</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* May use a variety of equipment and machinery</li> <li>* Use/attend production/manufacturing machines as well as boats ships, etc.</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Uses and order miscellaneous stores</li> <li>* Processing of stores</li> </ul>	<ul style="list-style-type: none"> <li>* Quality control</li> <li>* Perform artisan work of a complex nature</li> <li>* Maintenance of information system</li> <li>* Planning and organising road construction and maintenance</li> <li>* Inspect and test equipment</li> <li>* Perform routine inspections of working areas</li> <li>* Prepare preliminary sketches and lay-outs</li> <li>* Work planning functions and compiling of work packages</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC's</li> <li>* Machine tools</li> <li>* Printing press</li> <li>* Boats</li> <li>* Ships</li> <li>* Hand tools</li> </ul>	<p><b>KNOWLEDGE</b></p> <p>(Also see annexure A)</p> <p>Deep knowledge of narrow range of activities such as:</p> <ul style="list-style-type: none"> <li>* Safety (category C)</li> <li>* Tools (category C)</li> <li>* Machinery (category C)</li> <li>* Training (category B)</li> <li>* Planning and organising (category B)</li> <li>* Norms and standards (category B)</li> <li>* Computer (category A)</li> <li>* HR Matters (category A)</li> <li>* Equipment (category B)</li> <li>* Computer (category A)</li> <li>* Finance (category A)</li> </ul> <p><b>SKILLS</b></p> <p>Intermediate skills within one of the following artisan disciplines:</p> <ul style="list-style-type: none"> <li>* Assembly, installation and maintenance of gas/internal combustion engines</li> <li>* Assembly, installation and maintenance of electrical equipment</li> <li>* Assembly, installation and maintenance of electronic equipment</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Grades 10 to 12 or equivalent</li> <li>* Trade test or standardised departmental training course/test</li> <li>* Printer's Diploma</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Computer courses</li> <li>* Draughting</li> <li>* Technical report writing</li> <li>* Total quality management</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10</li> <li>* Between 5 and 10 years</li> <li>* Trade test</li> <li>* Between 0 and 2 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Trade test where required (See Manpower Training Act, 1981)</li> <li>* Electrotechnical Wireman's licence (where 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>LAND AND BUILDINGS</b> * Detect and repair faults in the working environment</p> <p><b>ADVICE</b> * First level of factual/technical advice</p> <p><b>JOB INFORMATION</b> * Technical information familiar to the post holder but requiring some interpretation within an established framework</p> <p><b>PROBLEM SOLVING</b> * Solve technical problems whereby a variety of information is analysed which may result in a number of possible outcomes</p> <p><b>PLANNING/DECISION MAKING</b> * Plan own work and contribute to work processes * Plan work of others</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p> <p><b>COMMUNICATION</b> * More detailed technical information</p> <p><b>SUPERVISORY/MANAGEMENT</b> * General supervision and/or appraisal of personnel</p>	<p>* Carry out investigation requiring technical information</p> <p>* Co-workers * Supervisors * Sub-ordinates</p> <p>* Allocate tasks * Oversee work performance * Handle routine HR functions * Oversee maintenance of equipments</p>	<p>* Manufacture of precision components by using mechanical equipment</p> <p>* Construction, installation, maintenance and repair manufacture of structures, systems, buildings, etc</p> <p>* Construction, maintenance and repair of buildings and other structures which mainly utilise sand, masonry and ceramic</p> <p>* Superficial decorating, finishing or refurbishing of surfaces</p> <p><b>COMMUNICATION</b> * Providing information requiring some explanation * Routine written notes and reports</p> <p><b>CREATIVITY</b> * Basic procedures and policies are well established and some innovation is required</p>	

# SALARY RANGE 7

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
379-474	7	80103 50103D	A4010000	Road Workers
			A4020000	Trade Labourers
			H1020000	Water plant and related operators
			F1010000	Auxiliary and Related Workers
			G1060000	Printing Management and Supervisory Personnel
			G3020000	Road Superintendents
			G1020000	Photographic, lithographic and related workers
			G4010000	All artisans in the building, metal, machinery, mechanical, wood textile and related trades
			G4020000	Artisan, project and related superintendents
			G4030000	Draught and related trades
			G4020000	Leather Workers
			G3010000	Road trade workers
			G1040000	Printing planners and production controllers
			G5010000	Inspector of apprentices, works and vehicles
			G5020000	Trade quality controllers
			G5030000	National Technical Examiners
			G5040000	Trade trainees
			G5050000	Work planners
G5060000	Production advisers: factories			

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	14(85)
• Elementary Occupations	14(85)
• Drivers, Operators and Ships' Crew	14(88)
• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	14(91)
• Craft and Related Trades Workers	14(95)
• Craft and Related Trades Workers	14(95)
• Craft and Related Trades Workers	14(95)
• Craft and Related Trades Workers	14(95)
• Craft and Related Trades Workers	14(95)
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• Craft and Related Trades Workers	14(95)
• Craft and Related Trades Workers	14(95)

# **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 7: 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> * Perform supervisory functions with complex work content with tasks that are straight-forward but requiring some interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment, tools and machinery</p> <p><b>INVOLVEMENT WITH STORES</b> * Use maintenance supplies * Uses stores</p> <p><b>LAND AND BUILDINGS</b> * Maintenance of public works</p> <p><b>JOB INFORMATION</b> * Receive instruction/guidance on a single subject area which is straight forward</p> <p><b>PROBLEM SOLVING</b> * Refer problems to supervisor</p>	<p>* Handling and maintenance of heavy road construction machines and vehicles</p> <p>* Provide training regarding the caring for and handling of all road construction machinery and vehicles</p> <p>* Auxiliary: Handtools etc.</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a wide range of activities including tasks such as: * Equipment (category B) * Stores (category B) * Safety (category A) * HR matters (category B) * Planning and Organising (category B) * Training (category B)</p> <p><b>SKILLS</b> * Ability to operate elementary equipment and machines * Basic interpersonal * Organising * Numeracy * Literacy * Planning</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: 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>
<b>INTERACTION WITH CLIENTS/STAFF</b> * Basic interaction	* Co-workers * Supervisors		
<b>SUPERVISION/MANAGEMENT OF PERSONNEL</b> * General supervision and/or appraisal of personnel	* Allocate tasks * Co-ordinate work schedules * Handle basic HR functions * Performance appraisal		

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

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 7: Drivers, Operators and Ships' Crew</b></p> <p><b>UTILISATION CAPACITY</b>                      * Plant and machine operators who monitor and understand industrial and agricultural machinery including water controlling mechanism</p> <p><b>AUTONOMY</b>                      * Perform functions with tasks that are straightforward but requires some interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment</p> <p><b>JOB INFORMATION</b>                      * Technical/professional information familiar to the postholder but requiring some interpretation within an established framework</p> <p><b>PROBLEM SOLVING</b>                      * Solving technical problems whereby a variety of information is analysed which may result in a number of possible outcomes</p>	<p>* Regulate the equitable distribution and apportionment of water from lands and/or abstraction from rivers</p> <p>* Office: PC</p>	<p><b>KNOWLEDGE</b>                      (Also see annexure A)                      Deep knowledge of a narrow range of activities such as:                      * Safety (category C)                      * HR matters (category B)                      * Machinery (category C)                      * Norms and standards (category B/C)                      * Training (category B)                      * Planning and organising (category B)                      * Computer (category B)                      * Equipment (category C)                      * Finance (category A/B)</p> <p><b>SKILLS</b>                      Skills in respect of:                      * Analytic thinking                      * Research                      * Problem solving                      * Team Building                      * Organising                      * Planning                      * Computer</p>	<p><b>QUALIFICATIONS</b>                      * Grade 10 or equivalent                      * Grade 12 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * Grade 10:                      More than 10 years                      * Grade 12:                      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>PLANNING</b> * Application of policy and procedures and allocation of resources within his/her own section</p> <p><b>DECISION MAKING</b> * Postholder plan and prioritises the work of others</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * High level of interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Supervision of lower level personnel</p>	<p>* Co-workers * Sub-ordinates * Supervisors</p> <p>* Allocate tasks * Performance appraisal * Handle HR tasks/functions * Train personnel/give guidance</p>	<p><b>COMMUNICATION</b> * Providing/obtaining basic information requiring simple explanation * Routine notes, memos, letters * Routine reports</p> <p><b>CREATIVITY</b> * Development of limited new ideas that impact on existing methods and policies</p>	

**GUIDELINES:  
SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES  
SUPPLEMENTARY AND SUPPORT  
PERSONNEL**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 7: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services in the operation of specialised equipment/do preparation for specialised tasks in support of the craft and related trades workers</p> <p><b>AUTONOMY</b> * Perform functions which are mainly well defined and of a technical nature</p> <p><b>FINANCIAL RESOURCES</b> * Control Expenditure of others</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * May use a variety of equipment</p> <p><b>INVOLVEMENT WITH STORES</b> * Uses and order miscellaneous stores * Processing of stores</p>	<p>* Perform specialised artisan related tasks of a more complex nature</p> <p>* Office: PC's * Machine tools * Hand tools</p>	<p><b>KNOWLEDGE</b> (Also see annexure A) Deep knowledge of narrow range of activities such as: * Tools (category C) * Machinery (categories C) * Training (category B) * Planning and organising (category B/C) * Norms and standards (category B/C)</p> <p>* Computer (category A) * HR Matters (category A/B) * Finance (category B)</p> <p><b>SKILLS</b> * Advanced technical * Numeracy * Ability to operate advanced equipments * Technical * Organising</p>	<p><b>QUALIFICATION</b> * Grades 10 to 12 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * Grade 10 to 12 * 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>LAND AND BUILDINGS</b> * Detect and repair more complex faults in the working environment</p> <p><b>ADVICE</b> * Give advice of a more specialised nature</p> <p><b>JOB INFORMATION</b> * Technical information familiar to the post holder but requiring some in-terpretation within an established framework</p> <p><b>PROBLEM SOLVING</b> * Solve technical problems whereby a variety of information is analysed which may result in a number of possible outcomes</p> <p><b>PLANNING</b> * Application of policy and procedures, and allocation of resources within his/her own section</p> <p><b>DECISION MAKING</b> * Post holder plan and prioritises also the work of others</p>		<p><b>COMMUNICATION</b> * Providing or obtaining information requiring difficult explanation * Routine written reports</p> <p><b>CREATIVITY</b> * Development of new ideas that impact on existing methods and policies</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>INTERACTION WITH CLIENTS/ STAFF</b> * High level of interaction  <b>COMMUNICATION</b> * More detailed technical information  <b>SUPERVISORY/MANAGEMENT</b> * Supervision and rendering technical advice and guidance to lower level personnel	* Co-workers * Supervisors * Sub-ordinates        * Allocate tasks * Oversee work performance * Handle routine HR tasks * Co-ordinate work schedules		

# **GUIDELINES: CRAFT AND RELATED TRADES WORKERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 7: Craft and Related Trades Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel who work in the occupational field of craft and related trades relating to maintenance and repairing of machinery and equipment including construction, working with metals, printing work and producing handcraft goods</p> <p><b>AUTONOMY</b>                      * Perform functions which are mainly well defined and of a technical nature</p> <p><b>FINANCIAL RESOURCES</b>                      * Control Expenditure of others</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * May use a variety of equipment                      * Use/attend production/ manufacturing machines as well as boats, ships etc.</p>	<ul style="list-style-type: none"> <li>* Quality control</li> <li>* Perform artisan work of a more complex nature</li> <li>* Compile budget inputs/reports</li> <li>* Develop new and/or improve production techniques</li> <li>* Interpret training manuals and schedules</li> <li>* Compile quality control reports</li> <li>* Compile work packages</li> <li>* Work planning functions and compiling of work packages</li> </ul> <ul style="list-style-type: none"> <li>* Office: PC's</li> <li>* Machine tools</li> <li>* Printing press</li> <li>* Hand tools</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see annexure A)                      Deep knowledge of narrow range of activities such as:</p> <ul style="list-style-type: none"> <li>* Safety (category C)</li> <li>* Tools (category C)</li> <li>* Machinery (category C)</li> <li>* Training (category B)</li> <li>* Planning and organising (category B/C)</li> <li>* Norms and standards (category B)</li> <li>* Computer (category A)</li> <li>* HR Matters (category A/B)</li> <li>* Finance (category B)</li> </ul> <p><b>SKILLS</b>                      Intermediate skills within one of the following artisan disciplines:</p> <ul style="list-style-type: none"> <li>* Assembly, installation and maintenance of gas/internal combustion engines</li> <li>* Assembly, installation and maintenance of electrical equipment</li> <li>* Assembly, installation and maintenance of electronic equipment</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Trade Test or standardised departmental training course/test</li> <li>* Printer's Diploma</li> <li>* Grade 10 or equivalent</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* Computer courses</li> <li>* Draughting</li> <li>* Technical report writing</li> <li>* Total quality management</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10</li> <li>* More than 10 years</li> <li>* Trade test</li> <li>* Between 2 and 5 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Trade test where required (see Manpower Training Act 1981)</li> <li>* Electrotechnical Wireman's licence (where 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>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Uses and order miscellaneous stores</li> <li>* Processing of stores</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Detect and repair more complex faults in the working environment</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice of a more specialised nature</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Technical information familiar to the post holder but requiring some interpretation within an established framework</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve technical problems whereby a variety of information is analysed which may result in a number of possible outcomes</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Application of policy and procedures, and allocation of resources within his/her own section</li> </ul>	<ul style="list-style-type: none"> <li>* Carry out investigations requiring technical information</li> </ul>	<ul style="list-style-type: none"> <li>* Manufacture of precision components by using mechanical equipment</li> <li>* Construction, installation, maintenance, repair and manufacture of structures, systems, buildings, etc</li> <li>* Construction, maintenance and repair of buildings and other structures which mainly utilise sand, masonry and ceramic</li> <li>* Supervise decorating, finishing or refurbishing of surfaces</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring difficult explanation</li> <li>* Routine written reports</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Development of new ideas that impact on existing methods and policies</li> </ul>	



**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> * Post holder plan and prioritises also the work of others</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * High level of interaction</p> <p><b>COMMUNICATION</b> * More detailed technical information</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Supervision and rendering technical advice and guidance to lower level personnel</p>	<p>* Co-workers * Supervisors * Sub-ordinates</p> <p>* Allocate tasks * Oversee work performance * Handle routine HR tasks * Co-ordinate work schedules</p>		

# SALARY RANGE 8

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
432-527	8	80104 50104D	H1020000	Water plant and related operators
			G1060000	Printing management and supervisory personnel
			G3020000	Road Superintendents
			G4010000	All artisans in the building, metal, machinery, mechanical, wood textile and related trades
			G4020000	Artisan, project and related superintendents
			G4030000	Draught and related trades
			G1040000	Printing planners and production controllers
			G5010000	Inspector of apprentices, works and vehicles
			G5020000	Trade quality controllers
			G5030000	National Technical Examiners
			G5040000	Trade trainers
			G5050000	Work planners
G5060000	Production advisers: Factories			

## GUIDELINES

CATEGORY	PAGE
• Drivers, Operators and Ships' Crew	14(100)
• Craft and Related Trades Workers	14(103)
• Craft and Related Trades Workers	14(103)
• Craft and Related Trades Workers	14(103)
• Craft and Related Trades Workers	14(103)
• Craft and Related Trades Workers	14(103)
• Craft and Related Trades Workers	14(103)
• Craft and Related Trades Workers	14(103)
• Craft and Related Trades Workers	14(103)
• Craft and Related Trades Workers	14(103)
• Craft and Related Trades Workers	14(103)
• Craft and Related Trades Workers	14(103)
• Craft and Related Trades Workers	14(103)

# **GUIDELINES:**

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

**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: Drivers, Operators and Ships' Crew</b></p> <p><b>UTILISATION CAPACITY</b> * Plant and machine operators who monitor and understand industrial and agricultural machinery including water controlling mechanism</p> <p><b>AUTONOMY</b> * Perform functions with that complex tasks that requires some interpretation within an established framework</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment</p> <p><b>JOB INFORMATION</b> * Technical/professional information familiar to the postholder but requiring some interpretation within an established framework</p>	<p>* Regulate the equitable distribution and apportionment of water from lands and/or abstraction form rivers</p> <p>* Collect, collate and disseminate hydrological data</p> <p>* Maintain accurate record of water consumption</p> <p>* Office: PC</p>	<p><b>KNOWLEDGE</b> (Also see annexure A) Deep knowledge of a narrow range of activities such as: * Safety (category C) * HR matters (category B) * Machinery (category C) * Norms and standards (category B/C) * Training (category B) * Planning and organising (category B) * Computer (category B) * Equipment (category C) * Finance (category A/B)</p> <p><b>SKILLS</b> Skills in respect of: * Analytic thinking * Research * Problem solving * Team Building * Organising * Planning * Computer</p>	<p><b>QUALIFICATIONS</b> * Grade 10 or equivalent * Grade 12 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * Grade 10: More than 10 years * Grade 12: More than 10 years</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>PROBLEM SOLVING</b> * Solving technical problems whereby a variety of information is analysed which may result in a number of possible outcomes</p> <p><b>PLANNING</b> * Application of policy and procedures and allocation of resources within his/her own section</p> <p><b>DECISION MAKING</b> * Postholder plan and prioritises the work of others</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * High level of interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * General supervision and/or appraisal of personnel</p>	<p>* Co-workers * Sub-ordinates * Supervisors</p> <p>* Allocate tasks * Performance appraisal * Handle HR tasks/functions * Train personnel/give guidance</p>	<p><b>COMMUNICATION</b> * Providing/obtaining basic information requiring simple explanation * Routine notes, memos, letters * Routine reports</p> <p><b>CREATIVITY</b> * Development of limited new ideas that impact on existing methods and policies</p>	

# **GUIDELINES: CRAFT AND RELATED TRADES WORKERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 8: Craft and Related Trades Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel who work in the occupational field of craft and related trades relating to maintenance and repairing of machinery and equipment including construction, working with metals, printing work and producing handcraft goods</p> <p><b>AUTONOMY</b>                      * Perform functions with complex work requiring occasional interpretation of a technical nature</p> <p><b>FINANCIAL RESOURCES</b>                      * Authorise limited expenditure of others</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Control the usage of equipment, machinery and vehicles by others</p>	<p>* Quality control                      * Performance of artisan work of a complex nature                      * Handle personnel matters                      * Arrange the effective staffing of water care plants                      * Produce and supply drawings                      * Record quality control reports                      * Adjustment of plans                      * Work planing functions and compiling of work packages</p> <p>* Computers                      * Light and heavy vehicles                      * Tools</p>	<p><b>KNOWLEDGE</b>                      (Also see annexure A)                      Deep knowledge of a wide range of activities such as:                      * Tools (category C)                      * Machinery (category D)                      * Safety (category C)                      * Planning and organising (category C)                      * Norms and standards (category B)                      * Training (category B)                      * Computer (category B)                      * HR Matters (category B)                      * Finance (category B/C)</p> <p><b>SKILLS</b>                      * Intermediate project or financial management                      * Advanced operation of equipment                      * Consultation                      * Computer</p>	<p><b>QUALIFICATION</b>                      * Trade certificate                      * Trade test or standardised departmental training course/test                      * National Diploma (or equivalent)                      * Printer's Diploma</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * Trade test                      * Between 5 and 10 years</p> <p><b>STATUTORY REQUIREMENTS</b>                      * Trade test where required (see Manpower Training Act, 1981)                      * Registration as engineering technician in terms of Engineering Council of South Africa Act, 1990</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>INVOLVEMENT WITH STORES</b> * Manage miscellaneous stores</p> <p><b>LAND AND BUILDINGS</b> * Detect and repair more complex faults in working environment</p> <p><b>ADVICE</b> * Give advice of a more specialized nature due to more experience</p> <p><b>JOB INFORMATION</b> * Technical information familiar to the post holder but requiring some interpretation within an established framework</p> <p><b>PROBLEM SOLVING</b> * Solve technical problems through the analysis of information from different sources and levels</p> <p><b>PLANNING</b> * Plan projects and allocate resources within his/her own section</p>		<p><b>COMMUNICATION</b> * Providing or obtaining information requiring difficult explanation influence * Routine written reports</p> <p><b>CREATIVITY</b> * Development of limited new ideas that impact on existing methods and policies</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> * Resolve job-related problems with some degree of autonomy</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * High level of interaction</p> <p><b>COMMUNICATION</b> * More detailed technical information</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Formal training/development and disciplinary authority of personnel within his/her own section</p>	<p>* Co-workers * Supervisors</p> <p>* Allocate tasks * Co-ordinate work schedules * Handle HR tasks * Oversee work performance</p>		

# SALARY RANGE 9

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
484-579	9	80105 50105D	G4020000	Artisan, project and related superintendents
			G4030000	Draught and related trades
			G4010000	All artisans in the building metal machinery, mechanical, word textile and related trades
			G1060000	Printing Management and Supervisory personnel
			G5010000	Inspector of apprentices, works and vehicles
			G5030000	National Technical Examiners
			G5040000	Trade trainers
			G5050000	Work planners
			G5060000	Production advisers: Factories
			C6010316	Middle managers: Trade related

## GUIDELINES

CATEGORY	PAGE
• Craft and Related Trades Workers	14(108)
• Craft and Related Trades Workers	14(108)
• Craft and Related Trades Workers	14(108)
• Craft and Related Trades Workers	14(108)
• Craft and Related Trades Workers	14(108)
• Craft and Related Trades Workers	14(108)
• Craft and Related Trades Workers	14(108)
• Craft and Related Trades Workers	14(108)
• Professionals and Managers	14(112)

# **GUIDELINES: CRAFT AND RELATED TRADES 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 9: Craft and Related Trades Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel who work in the occupational field of craft and related trades relating to maintenance and repairing of machinery and equipment including construction, working with metals, printing work and producing handcraft goods</p> <p><b>AUTONOMY</b>                      * Perform functions with complex work content requiring frequent interpretation of a technical nature, within an established framework</p> <p><b>FINANCIAL RESOURCES</b>                      * Authorise limited expenditure of others</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Control the usage of equipment, machinery and vehicles by others</p>	<ul style="list-style-type: none"> <li>* Quality control</li> <li>* Performance of artisan work of a complex nature</li> <li>* Handle personnel matters</li> <li>* Arrange the effective staffing of water care plants</li> <li>* Produce and supply drawings</li> <li>* Record quality control reports</li> <li>* Adjustment of plans</li> <li>* Work planing functions and compiling of work packages</li> </ul> <ul style="list-style-type: none"> <li>* Computers</li> <li>* Light and heavy vehicles</li> <li>* Tools</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see annexure A)                      Deep knowledge of a wide range of activities such as:</p> <ul style="list-style-type: none"> <li>* Tools (category C)</li> <li>* Machinery (category D)</li> <li>* Safety (category C)</li> <li>* Planning and organising (category C)</li> <li>* Norms and standards (category B)</li> <li>* Training (category B)</li> <li>* Computer (category B)</li> <li>* HR Matters (category B)</li> <li>* Finance (category B/C)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Intermediate project or financial management</li> <li>* Advanced operation of equipment</li> <li>* Consultation</li> <li>* Computer</li> <li>* Analytical</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Trade certificate</li> <li>* Trade test or standardised departmental training course/test</li> <li>* National Diploma (or equivalent)</li> <li>* Printer's Diploma</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Trade test</li> <li>* Between 5 and 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Trade test where required (see Manpower Training Act, 1981)</li> <li>* Registration as engineering technician in terms of Engineering Council of South Africa Act, 1990</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>INVOLVEMENT WITH STORES</b> * Manage miscellaneous stores</p> <p><b>LAND AND BUILDINGS</b> * Detect and repair more complex faults in working environment</p> <p><b>ADVICE</b> * Give advice of a more specialized nature due to more experience</p> <p><b>JOB INFORMATION</b> * Technical information familiar to the post holder but requiring some interpretation within an established framework</p> <p><b>PROBLEM SOLVING</b> * Solve technical problems through the analysis of information from different sources and levels</p>		<p><b>COMMUNICATION</b> * Providing or obtaining information requiring difficult explanation influence * Routine written reports</p> <p><b>CREATIVITY</b> * Development of limited new ideas that impact on existing methods and policies</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>PLANNING</b> * Plan projects and allocate resources within his/her own section</p> <p><b>DECISION MAKING</b> * Resolve job-related problems with some degree of autonomy</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * High level of interaction</p> <p><b>COMMUNICATION</b> * More detailed technical information</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Formal training/development and disciplinary authority of personnel within his/her own section</p>	<p>* Co-workers * Supervisors</p> <p>* Allocate tasks * Co-ordinate work schedules * Handle HR tasks * Oversee work performance</p>		

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 9: Professionals and Managers</b></p> <p><b>SUPERVISORY CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel responsible for the formulation of policies as well as the managing of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform functions with complex tasks and work content requiring frequent interpretation within an established framework</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Authorise limited expenditure and supply inputs on budget levels</li> </ul>	<ul style="list-style-type: none"> <li>* Quality control</li> <li>* Identification of artisan needs</li> <li>* Formulation and implementation of artisan programmes/policies</li> <li>* Organising and rendering of artisan services in institutions and the community</li> <li>* Conducting of research in respect of and the developing of practices and procedures with regard to artisan practices</li> <li>* Assistance in budgetary processes of sections/projects</li> <li>* Determine training requirements</li> <li>* Audit internal quality systems</li> <li>* Monitoring of projects</li> <li>* Perform intermediate integrated work planning</li> <li>* Moderate, evaluate and co-ordinate water distribution</li> </ul>	<p><b>KNOWLEDGE</b> (Also see annexure A) Expert knowledge of a wide range of activities such as:</p> <ul style="list-style-type: none"> <li>* Tools (category C)</li> <li>* Machinery (category D)</li> <li>* Safety (category C)</li> <li>* Planning and organising (category C)</li> <li>* Norms and standards (category B)</li> <li>* Training (category B/C)</li> <li>* Computer (category B)</li> <li>* HR Matters (category B)</li> <li>* Finance (category B/C)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Intermediate project or financial management</li> <li>* Advanced operation of equipment</li> <li>* Policy formulation</li> <li>* Project management</li> <li>* Co-ordinating</li> <li>* Computer</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Trade test or standardised departmental training course/test</li> <li>* National Diploma (or equivalent)</li> <li>* Trade certificate</li> <li>* Printer's Diploma</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* More than 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Trade test (see Manpower Training Act, 1981)</li> <li>* Registration in terms of the Engineering Council of South Africa Act, 1990</li> </ul>



**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Oversee the usage of office equipment, machinery and vehicles</li> <li>* Give technical advice on the usage thereof</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Manages stores with extensive lines of stores</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Oversee the maintenance of a portfolio of buildings</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice of a more specialized nature due to more experience</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Technical information often unfamiliar to the postholder which require in-depth analysis</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve technical problems through the analysis of 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>* Computers</li> <li>* Overhead Projectors</li> <li>* Tools</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring difficult explanation and the ability to motivate personnel</li> <li>* Written financial project reports</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Development of limited new ideas that impact on existing methods/ policies/programmes</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> * Plan projects and allocate resources within his/her own section</p> <p><b>DECISION MAKING</b> * Resolve job-related problems with a moderate level of autonomy</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * High level of interaction</p> <p><b>COMMUNICATION</b> * More detailed technical information</p> <p><b>SUPERVISION/MANAGEMENT</b> * Formal training/development and disciplinary authority of personnel within his/her own section</p>	<p>* Co-workers * Supervisors</p> <p>* Allocate tasks * Perform HR tasks * Co-ordinate work schedules * Administer personnel of the section</p>		

# SALARY RANGE 10

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
537-632	10	80106 50106D	G4010000	All artisans in the building metal machinery, mechanical, wood, textile and related trades
			G4020000	Artisan, project and related superintendents
			G4030000	Draught and related trades
			G1060000	Printing Management and Supervisory personnel
			G5010000	Inspector of apprentices, works and vehicles
			G5040000	Trade trainers
			G5050000	Work planners
			G5060000	Production advisers: factories
			C6010316	Middle managers: Trade related

## GUIDELINES

CATEGORY	PAGE
• Craft and Related Trades Workers	14(117)
• Craft and Related Trades Workers	14(117)
• Craft and Related Trades Workers	14(117)
• Craft and Related Trades Workers	14(117)
• Craft and Related Trades Workers	14(117)
• Craft and Related Trades Workers	14(117)
• Craft and Related Trades Workers	14(117)
• Craft and Related Trades Workers	14(117)
• Professionals and Managers	14(121)

# **GUIDELINES:**

# **CRAFT AND RELATED TRADES 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 10: Craft and Related Trades Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel who work in the occupational field of craft and related trades relating to maintenance and repairing of machinery and equipment including construction, working with metals, printing work and producing handcraft goods</p> <p><b>AUTONOMY</b>                      * Perform functions with complex work content requiring frequent interpretation of a technical nature, within an established framework</p> <p><b>FINANCIAL RESOURCES</b>                      * Authorise limited expenditure of others</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Control the usage of equipment, machinery and vehicles by others</p>	<ul style="list-style-type: none"> <li>* Quality control</li> <li>* Performance of artisan work of a complex nature</li> <li>* Handle personnel matters</li> <li>* Arrange the effective staffing of water care plants</li> <li>* Produce and supply drawings</li> <li>* Record quality control reports</li> <li>* Adjustment of plans</li> <li>* Work planing functions and compiling of work packages</li> </ul> <ul style="list-style-type: none"> <li>* Computers</li> <li>* Light and heavy vehicles</li> <li>* Tools</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see annexure A)                      Deep knowledge of a wide range of activities such as:</p> <ul style="list-style-type: none"> <li>* Tools (category C)</li> <li>* Machinery (category D)</li> <li>* Safety (category C)</li> <li>* Planning and organising (category C)</li> <li>* Norms and standards (category B)</li> <li>* Training (category B)</li> <li>* Computer (category B)</li> <li>* HR Matters (category B)</li> <li>* Finance (category B/C)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Intermediate project or financial management</li> <li>* Advanced operation of equipment</li> <li>* Consultation</li> <li>* Computer</li> <li>* Analytical</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Trade certificate</li> <li>* Trade test or standardised departmental training course/test</li> <li>* National Diploma (or equivalent)</li> <li>* Printer's Diploma</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Trade test</li> <li>* Between 5 and 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Trade test where required (see Manpower Training Act, 1981)</li> <li>* Registration as engineering technician in terms of Engineering Council of South Africa Act, 1990</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>INVOLVEMENT WITH STORES</b> * Manage miscellaneous stores</p> <p><b>LAND AND BUILDINGS</b> * Detect and repair more complex faults in working environment</p> <p><b>ADVICE</b> * Give advice of a more specialized nature due to more experience</p> <p><b>JOB INFORMATION</b> * Technical information familiar to the post holder but requiring some interpretation within an established framework</p> <p><b>PROBLEM SOLVING</b> * Solve technical problems through the analysis of information from different sources and levels</p>		<p><b>COMMUNICATION</b> * Providing or obtaining information requiring difficult explanation influence * Routine written reports</p> <p><b>CREATIVITY</b> * Development of limited new ideas that impact on existing methods and policies</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>PLANNING</b> * Plan projects and allocate resources within his/her own section</p> <p><b>DECISION MAKING</b> * Resolve job-related problems with some degree of autonomy</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * High level of interaction</p> <p><b>COMMUNICATION</b> * More detailed technical information</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Formal training/development and disciplinary authority of personnel within his/her own section</p>	<p>* Co-workers * Supervisors</p> <p>* Allocate tasks * Co-ordinate work schedules * Handle HR tasks * Oversee work performance</p>		

# **GUIDELINES: PROFESSIONALS AND MANAGERS**



**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 10: Professionals and Managers</b></p> <p><b>SUPERVISORY CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel responsible for the formulation of policies as well as the managing of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform functions with complex tasks and work content requiring frequent interpretation within an established framework</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Authorise limited expenditure and supply inputs on budget levels</li> </ul>	<ul style="list-style-type: none"> <li>* Quality control</li> <li>* Identification of artisan needs</li> <li>* Formulation and implementation of artisan programmes/policies</li> <li>* Organising and rendering of artisan services in institutions and the community</li> <li>* Conducting of research in respect of and the developing of practices and procedures with regard to artisan practices</li> <li>* Assistance in budgetary processes of sections/projects</li> <li>* Determine training requirements</li> <li>* Audit internal quality systems</li> <li>* Monitoring of projects</li> <li>* Perform intermediate integrated work planning</li> <li>* Moderate, evaluate and co-ordinate water distribution</li> </ul>	<p><b>KNOWLEDGE</b> (Also see annexure A) Expert knowledge of a wide range of activities such as:</p> <ul style="list-style-type: none"> <li>* Tools (category C)</li> <li>* Machinery (category C)</li> <li>* Safety (category C)</li> <li>* Planning and organising (category C)</li> <li>* Norms and standards (category B)</li> <li>* Training (category B/C)</li> <li>* Computer (category B)</li> <li>* HR Matters (category B)</li> <li>* Finance (category B/C)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Intermediate project or financial management</li> <li>* Advanced operation of equipment</li> <li>* Policy formulation</li> <li>* Project management</li> <li>* Co-ordinating</li> <li>* Computer</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Trade test or standardised departmental training course/test</li> <li>* National Diploma (or equivalent)</li> <li>* Trade certificate</li> <li>* Printer's Diploma</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* More than 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Trade test (see Manpower Training Act, 1981)</li> <li>* Registration in terms of the Engineering Council of South Africa Act, 1990</li> </ul>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Oversee the usage of office equipment, machinery and vehicles</li> <li>* Give technical advice on the usage thereof</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Manages stores with extensive lines of stores</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Oversee the maintenance of a portfolio of buildings</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice of a more specialized nature due to more experience</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Technical information often unfamiliar to the postholder which require in-depth analysis</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve technical problems through the analysis of 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>* Computers</li> <li>* Overhead Projectors</li> <li>* Tools</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring difficult explanation and the ability to motivate personnel</li> <li>* Written financial project reports</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Development of limited new ideas that impact on existing methods/ policies/programmes</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> * Plan projects and allocate resources within his/her own section</p> <p><b>DECISION MAKING</b> * Resolve job-related problems with a moderate level of autonomy</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * High level of interaction</p> <p><b>COMMUNICATION</b> * More detailed technical information</p> <p><b>SUPERVISION/MANAGEMENT</b> * Formal training/development and disciplinary authority of personnel within his/her own section</p>	<p>* Co-workers * Supervisors</p> <p>* Allocate tasks * Perform HR tasks * Co-ordinate work schedules * Administer personnel of the section</p>		

# SALARY RANGE 11

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
589-684	11	80107 50107D	C6010316	Middle managers: Trade related

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	14(126)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 11: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel responsible for the formulation of policies as well as the managing of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform functions with complex work content/requiring frequent interpretation with the absence of an established framework in addition to staff management</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Authorise expenditure within budgetary constraints</li> <li>* Recommend and/or monitor budget levels</li> </ul>	<ul style="list-style-type: none"> <li>* Determination of policy relating to the development, provision and maintenance of a comprehensive artisan service in an industrial framework</li> <li>* Controlling of artisan services according to required standards and indicators</li> <li>* Overall control over the organising and inspection of artisan services, identification of the needs for artisan services, the formulation and implementation of artisan programmes and the implementation thereof</li> <li>* Long term planning</li> <li>* Perform advanced intergraded work planning</li> </ul>	<p><b>KNOWLEDGE</b> (Also see annexure A) Expert knowledge of a wide range of activities, such as-</p> <ul style="list-style-type: none"> <li>* HR matters (category B)</li> <li>* Planning and organising (category C)</li> <li>* Management principles</li> <li>* Finance (category B/C)</li> <li>* Training (categories B/C)</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Advanced skills in Analytical thinking</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Project Management</li> <li>* Financial Management</li> <li>* Interpersonal relations</li> <li>* Advanced operation of equipment</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Trade test or standardised departmental training course</li> <li>* National Diploma (or equivalent) or trade certificate</li> <li>* Printer's Diploma</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* More than 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Trade test (see Manpower Training Act, 1981)</li> <li>* Registration in terms of Engineering Council of South Africa Act, 1990</li> </ul>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Responsible for a variety of equipment which may include office equipment, machinery and vehicles</p> <p><b>INVOLVEMENT WITH STORES</b> * Manages stores with extensive lines of stock</p> <p><b>LAND AND BUILDINGS</b> * Oversee the maintenance of a portfolio of buildings</p> <p><b>ADVICE</b> * Advice on departmental/administrative policy/strategy which are of a more specialised nature</p> <p><b>JOB INFORMATION</b> * Departmental/provincial administration policy/strategy on wide ranging but related subjects within an established framework of which the information may often be unfamiliar to the postholders and/or require in-depth analysis and interpretation before action can be taken</p>		<p><b>COMMUNICATION</b> * Providing or obtaining technical information requiring difficult explanation * The ability to motivate personnel * Written financial/project reports</p> <p><b>CREATIVITY</b> * Development of new ideas that impact on existing methods/policies/understanding</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>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve technical problems through the analysis of information from different sources and levels where judgement is required to evaluate the best course(s) of action</li> <li>* Technical/professional standards/ guidelines will also be considered during the process</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Plan the work of him/her as well as the component and allocation of financial and other resources</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Resolve job-related problems referred by others</li> <li>* Authorising action by others</li> <li>* Recommend/decide on changing issues that will impact on the public service</li> <li>* Controlling projects</li> <li>* Recommending actions requiring resource commitment by others</li> <li>* Recommending changes to policy</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>
<b>INTERACTION WITH CLIENTS/ STAFF</b> * High level of interaction	* Supervisors * Management		
<b>SUPERVISORY/MANAGEMENT</b> * Manage/administer personnel matters of the component	* Allocate tasks * Perform HR tasks * Co-ordinate work schedules * Administer personnel of the section		

# SALARY RANGE 12

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
642-737	12	80108 50108D	C6010316	Middle managers: Trade related

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	14(132)

# **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 12: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel responsible for the formulation of policies as well as the managing of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform functions with complex work content/requiring frequent interpretation with the absence of an established framework in addition to staff management</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Authorise expenditure within budgetary constraints</li> <li>* Recommend and/or monitor budget levels</li> </ul>	<ul style="list-style-type: none"> <li>* Determination of policy relating to the development, provision and maintenance of a comprehensive artisan service in an industrial framework</li> <li>* Controlling of artisan services according to required standards and indicators</li> <li>* Overall control over the organising and inspection of artisan services, identification of the needs for artisan services, the formulation and implementation of artisan programmes and the implementation thereof</li> <li>* Long term planning</li> <li>* Perform advanced intergraded work planning</li> </ul>	<p><b>KNOWLEDGE</b> (Also see annexure A) Expert knowledge of a wide range of activities, such as-</p> <ul style="list-style-type: none"> <li>* HR matters (category B)</li> <li>* Planning and organising (category C)</li> <li>* Management principles</li> <li>* Finance (category B/C)</li> <li>* Training (categories B/C)</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Advanced skills in Analytical thinking</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Project Management</li> <li>* Financial Management</li> <li>* Interpersonal relations</li> <li>* Advanced operation of equipment</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Trade test or standardised departmental training course</li> <li>* National Diploma (or equivalent) or trade certificate</li> <li>* Printer's Diploma</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* More than 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Trade test (see Manpower Training Act, 1981)</li> <li>* Registration in terms of Engineering Council of South Africa Act, 1990</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> * Responsible for a variety of equipment which may include office equipment, machinery and vehicles</p> <p><b>INVOLVEMENT WITH STORES</b> * Manages stores with extensive lines of stock</p> <p><b>LAND AND BUILDINGS</b> * Oversee the maintenance of a portfolio of buildings</p> <p><b>ADVICE</b> * Advice on departmental/administrative policy/strategy which are of a more specialised nature</p> <p><b>JOB INFORMATION</b> * Departmental/provincial administration policy/ strategy on wide ranging but related subjects within an established framework of which the information may often be unfamiliar to the postholders and/or require in-depth analysis and interpretation before action can be taken</p>		<p><b>COMMUNICATION</b> * Providing or obtaining technical information requiring difficult explanation * The ability to motivate personnel * Written financial/project reports</p> <p><b>CREATIVITY</b> * Development of new ideas that impact on existing methods/policies/understanding</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>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve technical problems through the analysis of information from different sources and levels where judgement is required to evaluate the best course(s) of action</li> <li>* Technical/professional standards/ guidelines will also be considered during the process</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Plan the work of him/her as well as the component and allocation of financial and other resources</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Resolve job-related problems referred by others</li> <li>* Authorising action by others</li> <li>* Recommend/decide on changing issues that will impact on the public service</li> <li>* Controlling projects</li> <li>* Recommending actions requiring resource commitment by others</li> <li>* Recommending changes to policy</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>
<b>INTERACTION WITH CLIENTS/ STAFF</b> * High level of interaction	* Supervisors * Management		
<b>SUPERVISORY/MANAGEMENT</b> * Manage/administer personnel matters of the component	* Allocate tasks * Perform HR tasks * Co-ordinate work schedules * Administer personnel of the section		

# SALARY RANGE 13

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
695-790	13	80109 50109D	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	14(138)



# **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 13: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <p>* Personnel responsible for the formulation of policies as well as the managing of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</p> <p><b>AUTONOMY</b></p> <p>* Perform functions with complex work content including policy development and the determination of direction/ strategy</p>	<p>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</p> <p>* Determine all types of policy in the organisation within his/her power of authority</p> <p>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</p> <p>* Execute advisory commitments</p> <p>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</p> <p>* Determine the most effective work procedures and methods to achieve organisational goals</p> <p>* Compile budget and manage personnel activities responsible for but within budget constraints</p> <p>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</p>	<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 D/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>* 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>* 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>* Leadership</li> </ul>	<p><b>QUALIFICATION</b></p> <p>* 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></p> <p>* More than 10 years</p> <p><b>STATUTORY REQUIREMENTS</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> * Overall responsibility for stores carrying a wide variety of supplies</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>* Technical</li> <li>* Production/Manufacturing</li> <li>* Vehicles</li> <li>* Boats/ships/aircraft</li> <li>* Stationary</li> <li>* Printing</li> <li>* Maintenance supplies</li> <li>* Construction</li> </ul>	<ul style="list-style-type: none"> <li>* Adaptability during changes to meet the goals</li> <li>* Change and diversity management</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating</li> <li>* Complex notes/memos/letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/understanding</li> </ul>	

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few resources within the Public Service</p> <p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging.</p> <p><b>PROBLEM SOLVING</b> * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p> <p><b>PLANNING</b> * Plan the work of the component and often influence the planning to be done in other Departments/provincial administrations</p>	<ul style="list-style-type: none"> <li>* Offices</li> <li>* Workshops</li> <li>* Roads</li> <li>* Official Residences</li> <li>* Construction sites</li>   <li>* Departmental/ administrative 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 administrative 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 administrative strategic planning</li> </ul>		

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>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>* High level interaction with personnel</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>		

**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>SUPERVISORY/MANAGEMENT</b> * Supervise/manage personnel of which the composition might vary from technical/scientific up to even professional * As part of managing components responsible for, various advice will be given, discipline will be maintained and control and planning will be exercised.			

# SALARY RANGE 14

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80110 50110D	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	14(145)

# **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> * Personnel responsible for the formulation of policies as well as the managing of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</p> <p><b>AUTONOMY</b> * Perform functions with complex work content including policy development and the determination of direction/strategy</p>	<p>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</p> <p>* Determine all types of policy in the organisation within his/her power of authority</p> <p>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</p> <p>* Execute advisory commitments</p> <p>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</p> <p>* Determine the most effective work procedures and methods to achieve organisational goals</p> <p>* Compile budget and manage personnel activities responsible for but within budget constraints</p> <p>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</p>	<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>* 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>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits</li> <li>* Leadership</li> </ul>	<p><b>QUALIFICATION</b> * Tertiary qualification, plus training and courses in management practices depending on the area of utilisation</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * More than 10 years</p> <p><b>STATUTORY REQUIREMENTS</b></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></p> <ul style="list-style-type: none"> <li>* Complex financial management responsibilities</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Overall responsibility for a wide variety of equipment/ machinery.</li> </ul>	<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>* Technical</li> <li>* Production/Manufacturing</li> <li>* Vehicles</li> <li>* Boats/ships/aircraft</li> </ul>	<ul style="list-style-type: none"> <li>* Adaptability during changes to meet the goals</li> <li>* Change and diversity management</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating</li> <li>* Complex notes/memos/letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Negotiations</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>INVOLVEMENT WITH STORES</b> * 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>	<p>* Stationary * Printing * Maintenance supplies * Construction</p> <p>* Offices * Workshops * Roads * Official Residences * Construction sites * Mines</p> <p>* Departmental/administrative/policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters</p> <p>* Technical/professional * Departmental/provincial administrative policy/strategy</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>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 component and often influence the planning to be done in other Departments/provincial administrations</p> <p><b>DECISION MAKING</b> * Resolve job related problems referred to by others * Authorise actions * Recommend/decide on issues that will impact on the public service * Control projects * Recommend actions requiring major resource commitment by others * Amend existing practices and procedures for their work area</p>	<p>* Resource allocation * Projects * Statistical forecasting * Application of policy or procedures * Major financial planning * Contribution to departmental/provincial administrative strategic planning</p>		

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <p>* High level interaction with personnel</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>		
<p><b>SUPERVISORY/MANAGEMENT</b></p> <p>* Supervise/manage personnel of which the composition might vary from technical/scientific up to even professional</p> <p>* As part of managing components various advice will be given, discipline will be maintained and control and planning will be exercised</p>			

# SALARY RANGE 15

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
800-895	15	80111 50111D	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	14(152)

# **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> * Personnel responsible for the formulation of policies as well as the managing of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</p> <p><b>AUTONOMY</b> * Perform functions with complex work content including policy development and the determination of direction/strategy</p>	<p>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</p> <p>* Determine all types of policy in the organisation within his/her power of authority</p> <p>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</p> <p>* Execute advisory commitments</p> <p>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</p> <p>* Determine the most effective work procedures and methods to achieve organisational goals</p> <p>* Compile budget and manage personnel activities responsible for but within budget constraints</p> <p>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</p>	<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>* 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>* 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> * More than 10 years</p> <p><b>STATUTORY REQUIREMENTS</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> * Overall responsibility for stores carrying a wide variety of supplies</p>	<p>* 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</p> <p>* Represent the department/provincial administration in high level committees</p> <p>* Set budget levels</p> <p>* Major budget planning</p> <p>* Analyse financial data</p> <p>* Ancillary Service</p> <p>* Office</p> <p>* Computer</p> <p>* Technical</p> <p>* Production/Manufacturing</p> <p>* Vehicles</p> <p>* Boats/ships/aircraft</p> <p>* Stationary</p> <p>* Printing</p> <p>* Maintenance supplies</p> <p>* Construction</p>	<p>* Adaptability during changes to meet the goals</p> <p>* Change and diversity management</p> <p>* Leadership</p> <p><b>COMMUNICATION</b></p> <p>* Provide/obtain sensitive information requiring tact and diplomacy</p> <p>* Public appearances and debating</p> <p>* Complex notes/ memos/letters</p> <p>* Sensitive press releases</p> <p>* Complex legal documents</p> <p>* Negotiations</p> <p><b>CREATIVITY</b></p> <p>* Exceptional creativity is required to develop completely new methods/policies/understanding</p>	

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
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<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>LAND AND BUILDINGS</b>                      * Overall responsibility for land and buildings which require effective property management</p> <p><b>ADVICE</b>                      * The advice is highly specialised/complex and is normally available from only a few resources within the Public Service</p> <p><b>JOB INFORMATION</b>                      * Spectrum of job information will be complex and wide ranging</p> <p><b>PROBLEM SOLVING</b>                      * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p>	<p>* Offices                      * Workshops                      * Roads                      * Official Residences                      * Construction sites                      * Mines</p> <p>* Departmental/provincial administrative policy/strategy                      * Public Service policy/strategy                      * Public relations                      * Technical/policy matters</p> <p>* Technical/professional                      * Department/provincial administrative policy/strategy</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>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Plan the work of the division 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 administrative strategic planning</li> </ul>		

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<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>* High level interaction with personnel</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of which the composition might vary from administrative/technical/scientific up to even professional</li> <li>* As part of managing component, various advice will be given, discipline will be maintained and control and planning will be exercised</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Senior Management</li> <li>* Legal Practitioners</li> <li>* Other departments/provincial administrations</li> <li>* Minister/Premier</li> <li>* Private Sector Organisations</li> <li>* General Public</li> <li>* Academic Institutions</li> <li>* Media</li> <li>* International organisations</li> </ul>		

## **GUIDE: TRANSITION TO CORE: ARTISAN AND SUPPORT PERSONNEL**

**(14ARTP)**

### **OCCUPATIONAL CLASSES**

#### Artisan Personnel (General)

##### \*Designated Trades

- Aviation Industry
- Electrical
- Motor Industry
- Building Industry
- Mechanical Industry
- Metal Industry
- Wood Industry
- Printing Industry
- Painting Industry
- Shipping Industry
- Hairdressing
- Furniture Industry
- Jewellers and Related Industries
- General Engineering Industry
- Armament Industry
- General maintenance

##### \*Non-designated Trades

- Draughtsman: Surveying
- Draughtsman: Topographical
- Draughtsman: Topographical: Town and Regional Planning
- Photography
- Draughtsman: Cartographical
- Beaconbuilder
- Draughtsman: Civil
- Chemical Analysis
- Leather and/or Textile Machine Mechanic
- Shoemaker
- Clothesmaker
- Lockmaker
- Cane Worker
- Canvas Worker
- Driller
- General Building Worker
- Airconditioning Attendant

Drilling Inspector  
Printing Production Controller  
Printing Work Planner  
Information Photographer  
Inspector: Government Motor Transport  
Inspector: Apprentices  
Quality Controller  
Leather Worker  
Airport Electrician  
Marine Draughtsman  
Production Adviser: Service Factories  
Project Superintendent  
Trade Training Officer  
National Technical Examiner  
Safety Officer  
Aircraft Maintenance Engineer  
Work Planner  
Factory Personnel: Government Printing Works  
Cleaner  
General Worker  
Printer's Assistant  
Driver/Operator  
Handcraft Instructor  
Auxiliary Services Officer

- Lighting Services
- Dam Instrumentation Assistant
- Electro-technical Services
- Art Services
- Audio-visual Services
- Product Examiner

Operator  
Technical Operator  
Trade Worker  
Roads Superintendent  
Water Control Officer  
Water Plant Superintendent  
Road Worker  
Works Inspector  
Clinical Photographer  
Management Echelon

SALARY RANGE	CURRENT POST CLASSES/ RANKS
1	Cleaner I General Worker I Printers Assistant I Tractor Driver I Technical Operator Tradesman Aid I Road Workers Aid I
2	Cleaner II General Worker II Printers Assistant II Tractor Driver II Driver/Operator I Hand Craft Instructor I Auxiliary Service Officer I Operator Senior Technical Operator Tradesman Aid II Water Plant Operator I Water Control Officer I Road Workers Aid II Pupil Tradesman Trainee Apprentice Pupil Information Photographer Pupil Leather Worker Pupil Platenpress Operator Pupil Quarterbinder Pupil Litho Operator Pupil Folding Machine Operator Pupil Printers' Aid Pupil Proofreader (Non-Journeyman Compositor) Pupil Cutter Pupil Video Data Terminal Operator Apprentice Bookbinder Apprentice Printers' Mechanic Apprentice Factory Electrician Apprentice Photolithographer Apprentice Hand Compositor Apprentice Lithographer

SALARY RANGE	CURRENT POST CLASSES/ RANKS
3	Foreman: Cleaning Services Foreman Group Leader Tractor Driver III Driver/Operator II Handcraft Instructor II Auxiliary Services Officer II Senior Operator Principal Technical Operator Handyman Water Plant Operator II Water Control Officer II Road Worker Pupil Tradesman Trainee Apprentice Pupil Information Photographer Pupil Leather Worker Pupil Platenpress Operator Pupil Quarterbinder Pupil Litho Operator Pupil Folding Machine Operator Pupil Printers' Aid Pupil Proofreader (Non-Journeyman Compositor) Pupil Cutter Pupil Video Data Terminal Operator Apprentice Bookbinder Apprentice Printers' Mechanic Apprentice Factory Electrician Apprentice Photolithographer Apprentice Hand Compositor Apprentice Lithographer Student Works Inspector
4	Senior Foreman: Cleaning Services Senior Foreman Senior Group Leader Senior Driver/Operator Operator: Mobile Test Unit Senior Handcraft Instructor Senior Auxiliary Services Officer Principal Operator Chief Technical Operator Senior Handyman Senior Water Plant Operator Water Control Officer III Senior Road Worker Platenpress Operator Quaterbinder Litho Operator Folding Machine Operator Printers' Aid



SALARY RANGE	CURRENT POST CLASSES/ RANKS
5	Principal Foreman: Cleaning Services Principal Foreman Principal Driver/Operator Principal Handcraft Instructor Principal Auxiliary Services Officer Assistant Road Superintendent Water Plant Superintendent Senior Water Control Officer I Road Works Foreman/Instructor Artisan Printing Production Controller Information Photographer Leather Worker Airport Electrician Proofreader (Non-Journeyman Compositor) Grade I Cutter Grade I Video Data terminal Operator Grade I Bookbinder Grade I Printers' Mechanic Grade I Factory Electrician Grade I Photolithographer Grade I Hand Compositor Grade I Lithographer Grade I Factory Plumber Grade I Factory Cabinet-maker Grade I Proofreader (Journeyman Compositor) Grade I Compositing Machine Operator Grade I Works Inspector
6	Chief Handcraft Instructor Chief Auxiliary Services Officer Road Superintendent Senior Water Plant Superintendent Senior Water Control Officer II Senior Road Works Foreman Instructor Senior Artisan Senior Printing Production Controller Printing Work Planner Senior Information Photographer Inspector: Apprentices Senior Leather Worker Senior Airport Electrician Quality Controller Marine Draughtsman Trade Training Officer Safety Officer Work Planner Proofreader (Non-Journeyman Compositor) - Grade II Cutter Grade II Video Data terminal Operator Grade II Bookbinder Grade II Printers' Mechanic Grade II Factory Electrician Grade II Photolithographer Grade II Hand Compositor Grade II Lithographer Grade II Factory Plumber Grade II Factory Cabinet-maker Grade II Proofreader (Journeyman Compositor) Grade II Compositing Machine Operator Grade II

SALARY RANGE	CURRENT POST CLASSES/ RANKS
7	Control Auxiliary Services Officer Senior Roads Superintendent Principal Water Plant Superintendent Chief Water Control Officer Principal Road Works Foreman Instructor Artisan Instructor Artisan Foreman Drilling Inspector Principal Printing Production Controller Senior Printing Work Planner Principal Information Photographer Inspector: Apprentices Inspector: Government Motor Transport Principal Leather Worker Principal Airport Electrician Quality Controller Marine Draughtsman Trade Training Officer Production Adviser: Service Factories Safety Officer Work Planner National Technical Examiner Teamleader Senior Works Inspector
8	Principal Road Superintendent Chief Water Plant Superintendent Control Water Control Officer Artisan Superintendent Senior Drilling Inspector Principal Printing Work Planner Senior Inspector: Apprentices Senior Inspector: Government Motor Transport Chief Airport Electrician Senior Quality Controller Senior Marine Draughtsman Senior Trade Training Officer Senior Production Adviser: Service Factories Project Superintendent Senior Safety Officer Senior Work Planner Senior National Technical Examiner Aircraft Maintenance Engineer Assistant Divisional Manager Chief Works Inspector

SALARY RANGE	CURRENT POST CLASSES/ RANKS
9	Chief Road Superintendent Control Water Plant Superintendent Head: Water Control Senior Artisan Superintendent Principal Drilling Inspector Assistant Factory Manager Principal Inspector: Apprentices Principal Inspector: Government Motor Transport Control Airport Electrician Principal Quality Controller Principal Marine Draughtsman Principal Trade Training Officer Principal Production Adviser: Service Factories Senior Project Superintendent Principal Work Planner Principal National Technical Examiner Senior Aircraft Maintenance Engineer Assistant Director: Central Organisation for Trade Tests Divisional Manager Control Works Inspector
10	Chief Road Superintendent Control Water Plant Superintendent Head: Water Control Senior Artisan Superintendent Principal Drilling Inspector Assistant Factory Manager Principal Inspector: Apprentices Principal Inspector: Government Motor Transport Control Airport Electrician Principal Quality Controller Principal Marine Draughtsman Principal Trade Training Officer Principal Production Adviser: Service Factories Senior Project Superintendent Principal Work Planner Principal National Technical Examiner Senior Maintenance Engineer Assistant Director: Central Organisation for Trade Tests Divisional Manager Control Works Inspector
11	Principal Artisan Superintendent Factory Manager Chief Work Planner Deputy Director: Central Organisation for Trade Tests Deputy Director: Works Inspections
12	Principal Artisan Superintendent Factory Manager Chief Work Planner Deputy Director: Central Organisation for Trade Tests Deputy Director: Works Inspections
13	Director and equivalent
14	Chief Director and equivalent
15	Deputy Director-General and equivalent



<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: Technicians and Associate Professionals</b></p> <p><b>UTILISATION CAPACITY</b> * Technical and related tasks connected with the application of scientific or artistic concepts and operational methods</p> <p><b>AUTONOMY</b> * Perform engineering technical functions with tasks which are mainly well defined</p>	<ul style="list-style-type: none"> <li>* Produce domestic and diving maps through cartography</li> <li>* Carry out inspections on a continuous basis to ensure that work is performed according to the set standards</li> <li>* Direct supervisors' attention to hazards</li> <li>* Test electrical ventilation and lightning systems</li> <li>* Maintenance, installation, calibration, construction and modification of meteorological electronic equipment and instrumentation</li> <li>* Perform engineering technical duties of a complex nature</li> <li>* Trace defects in equipment</li> <li>* Inform on serviceable and/or unserviceable equipment</li> <li>* Utilisation of sophisticated instruments</li> <li>* Inspect new/existing works</li> <li>* Interpretation/making available plans, specifications, etc.</li> <li>* Routine engineering technical duties</li> <li>* Computer equipment</li> <li>* Perform basic duties of survey related functions</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>* Safety (category C)</li> <li>* Tools (category C)</li> <li>* Machinery (category C)</li> <li>* Training (category B)</li> <li>* Planning and organising (category B)</li> <li>* Norms and standards (category B)</li> <li>* Computer (category A/B)</li> <li>* Equipment (category A)</li> <li>* HR matters (category A)</li> <li>* Survey Instrument (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Basic skills regarding the performance of engineering technical duties in the maintenance and operation of various equipment</li> <li>* Job related physical skills</li> <li>* Interpersonal relations</li> </ul>	<p><b>QUALIFICATIONS</b> (Avionics and works inspection)</p> <ul style="list-style-type: none"> <li>* Tertiary qualification (e.g. National Diploma (T/N/S stream), National Higher Diploma, Degree)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>* Trade Test in terms of section 13(2) (h) of the Manpower Training Act or Certificate in terms of section 28 or 30 (or the repealed section 27) of the said Act.</li> </ul> <p>(other categories)</p> <ul style="list-style-type: none"> <li>* Tertiary qualification (e.g. National Diploma (T/N/S stream), Higher National Diploma)</li> </ul> <p><b>TRAINING</b></p>

# **GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS**

<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> * Refer engineering technical problems to the technicians for possible solution</p> <p><b>PLANNING/DECISION MAKING</b> * Plan own work and contribute to work processes * Influence that of personnel on lower levels</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p> <p><b>DECISION MAKING</b> * Make recommendations to higher authorities for final decision</p> <p><b>SUPERVISORY/MANAGEMENT</b> * General supervision and/or appraisal of personnel on the lower levels</p>	<p>* Co-workers * Supervisors</p>	<p><b>COMMUNICATION</b> * Providing information requiring basic/simple explanation * Routine written notes/memo's</p> <p><b>CREATIVITY</b> * Basic procedures and policies are well established and little innovation is required</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 6: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services in the operation of specialised equipment/do preparations for specialised tasks in support of technicians</p> <p><b>AUTONOMY</b> * Perform supervisory functions with technical tasks which are mainly straightforward but requires some interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * May use a variety of equipment and machinery</p> <p><b>ADVICE</b> * Give limited engineering technical advice to colleagues and clients</p> <p><b>JOB INFORMATION</b> * Limited technical information familiar to the postholder within an established framework</p>	<p>* Perform engineering technical duties of a complex nature</p> <p>* Perform specialized tasks of a complex nature</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A)</p> <ul style="list-style-type: none"> <li>* Deep knowledge of a narrow range of activities such as:</li> <li>* Tools (category B)</li> <li>* Machinery (category B)</li> <li>* Training (category B)</li> <li>* Planning and organising (category B)</li> <li>* Norms and standards (category B)</li> <li>* Computer (category A)</li> <li>* Equipment (category B)</li> <li>* HR Matters (category B)</li> <li>* Finance (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Basic skills regarding the performance of engineering technical duties in the maintenance and operation of various equipment</li> <li>* Job related physical skills</li> <li>* Interpersonal relations</li> </ul>	<p><b>QUALIFICATIONS</b> * Grades 10 to 12 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * Grade 10 or equivalent: More than 10 years * Grade 12 or equivalent: Between 5 and 10 years</p>



# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES  
SUPPLEMENTARY AND SUPPORT  
PERSONNEL**

# SALARY RANGE 6

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
326-421	6	80118 50118D	F101000	Auxiliary and related workers
			D1010300	Electrical and Electronics Engineering Technicians
			D1010700	Meteorological, Statistical and related Technicians
			D1010100	Chemical and Physical Science Technicians
			D1010200	Civil Engineering Technicians
			D1010400	Mechanical Engineering Technicians
			D1010500	Mining, Geology and Geophysical and related Technicians
			D1010600	Cartographics, surveying and related Technicians

## GUIDELINES

CATEGORY	PAG E
• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	15(41)
• Technicians and Associate Professionals	15(44)
• Technicians and Associate Professionals	15(44)
• Technicians and Associate Professionals	15(44)
• Technicians and Associate Professionals	15(44)
• Technicians and Associate Professionals	15(44)
• Technicians and Associate Professionals	15(44)
• Technicians and Associate Professionals	15(44)

<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> * Solve problems by referring to standard procedures/standards/ guidelines</p> <p><b>PLANNING</b> * Planning in respect of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p>	<p>* Co-workers * Supervisors</p>	<p><b>CREATIVITY</b> * Basic procedures and policies are well established and little innovation is required</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 5: Technicians and Associate Professionals</b></p> <p><b>UTILISATION CAPACITY</b> * Technical and tasks related with the application of scientific or artistic concepts and operational methods</p> <p><b>AUTONOMY</b> * Perform functions which may include multi-tasks that are mainly well defined:</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment which may include machinery and vehicles</p> <p><b>JOB INFORMATION</b> * Receive procedural instruction on a single subject area which is straight forward</p>	<ul style="list-style-type: none"> <li>* Carry out the reductions of observations in the surveying field</li> <li>* Undertake the transformation of cadastral data</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a narrow of activities such as:</p> <ul style="list-style-type: none"> <li>* Tools (category B/C)</li> <li>* Machinery (category B)</li> <li>* Planning and organising (category A)</li> <li>* Norms and standards (category A/B)</li> <li>* Computer (category A)</li> <li>* Safety (category C)</li> <li>* Training (category A)</li> <li>* Survey instruments (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Ability to operate equipment and machinery</li> <li>* Computer</li> <li>* Organising</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining simple and routine information</li> </ul>	<p><b>QUALIFICATIONS</b> * Grade 10 to 12 or equivalent</p> <p><b>TRAINING</b> * In-service training (Survey Officer)</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: TECHNICIANS AND ASSOCIATE PROFESSIONALS**

<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> * Solve problems by referring to standard procedures/standards/ guidelines</p> <p><b>PLANNING</b> * Planning in respect of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * General supervision/appraisal of personnel on the lower levels</p>	<p>* Co-workers * Supervisors</p> <p>* Co-ordinate work schedules * Personnel performance assessment</p>	<p><b>COMMUNICATION</b> * Routine exchange of information requiring helpfulness and politeness * Routine reports, notes and memo's</p> <p><b>CREATIVITY</b> * Basic procedures and policies are well established and little innovation is required</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 5: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services in the operation of specialised equipment/do preparations for specialised tasks in support of technicians</p> <p><b>AUTONOMY</b> * Perform supervisory functions which may include multi-tasks that are mainly well defined</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment which may include machinery and vehicles</p> <p><b>JOB INFORMATION</b> * Receive procedural instruction on a single subject areas which is straight forward</p>	<p>* Overall control and co-ordinating of allocated tasks</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a narrow range of activities such as:</p> <ul style="list-style-type: none"> <li>* Machinery (category B)</li> <li>* Planning and organising (category B)</li> <li>* Norms and standards (category A)</li> <li>* Equipment (category B)</li> <li>* Computer (category A)</li> <li>* HR Matters (category B)</li> <li>* Safety (category C)</li> <li>* Tools (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Ability to operate equipment and machinery</li> <li>* Literacy</li> <li>* Numeracy</li> <li>* Computer</li> <li>* Organising</li> </ul>	<p><b>QUALIFICATIONS</b> * Grade 10 to 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:**

**SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES  
SUPPLEMENTARY AND SUPPORT  
PERSONNEL**



# SALARY RANGE 5

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
274-369	5	80117 50117D	F1010000	Auxiliary and related workers
			A1010600	Cartographics, Surveying and related Technicians

## GUIDELINES

CATEGORY	PAG E
<ul style="list-style-type: none"> <li>Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</li> </ul>	15(34)
<ul style="list-style-type: none"> <li>Technicians and Associate Professionals</li> </ul>	15(37)

<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> * Solve problems by referring to standard procedures/standards/ guidelines</p> <p><b>PLANNING</b> * Planning in respect of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * General supervision to lower level personnel</p>	<p>* Co-workers * Supervisors</p> <p>* Oversee work performance * Oversee maintenance of equipment</p>	<p><b>COMMUNICATION</b> * Routine verbal exchange of information requiring helpfulness and politeness</p> <p><b>CREATIVITY</b> * Basic procedures and policies are well established and little innovation is required</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 4: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services in the operation of specialised equipment/do preparations for specialised tasks in support of technicians</p> <p><b>AUTONOMY</b> * Perform functions which may include tasks that are mainly well defined</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment</p> <p><b>JOB INFORMATION</b> * Receive procedural instruction on a single subject area which is straight forward</p>	<p>* Inspect registers, supplies and equipment</p> <p>* Perform routine tasks</p> <p>* Machine tools and equipment</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a narrow range of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Tools (category B)</li> <li>* Machinery (category B)</li> <li>* HR Matters (category A/B)</li> <li>* Planning and organising (category A/B)</li> <li>* Equipment (category B)</li> <li>* Computer (category A)</li> <li>* Safety (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Literacy</li> <li>* Numeracy</li> <li>* Ability to perform routine tasks</li> <li>* Ability to operate equipment</li> <li>* Computer</li> <li>* Organising</li> </ul>	<p><b>QUALIFICATIONS</b> * Grade 10 to 12 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * Grade 10: Between 2 and 5 years * Grade 12 or equivalent: Between 0 and 2 years</p>

# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES  
SUPPLEMENTARY AND SUPPORT  
PERSONNEL**



# SALARY RANGE 4

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
221-316	4	80116 50116D	F1010000	Auxiliary and related workers

## GUIDELINES

CATEGORY	PAG E
<ul style="list-style-type: none"><li>Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</li></ul>	15(30)

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>PLANNING</b> * Planning in respect of own work  <b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction	* Co-workers * Supervisors	<b>COMMUNICATION</b> * Providing or obtaining information requiring simple explanation  <b>CREATIVITY</b> * Basic procedures and policies are well established and little innovation is required	

<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: Technicians and Associate Professionals</b></p> <p><b>UTILISATION CAPACITY</b> * Follow prescribed training course in order to become a qualified technician</p> <p><b>AUTONOMY</b> * Perform a few well defined tasks within an established framework for training purposes</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment and machinery</p> <p><b>JOB INFORMATION</b> * Receive procedural instruction on several closely related subject areas</p> <p><b>PROBLEM SOLVING</b> * Solve problems by referring to standing instructions and applying mainly routine job procedures</p>	<p>* Perform low level technical duties in a training capacity</p> <p>* Technical (Workshop/ laboratory equipment etc.)</p> <p>* Hand tools</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>* Tools (category A)</li> <li>* Machinery (category A)</li> <li>* Computer (category A)</li> <li>* Equipment (category A)</li> <li>* Survey instruments (category A)</li> <li>* Norms and standards (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Numeracy</li> <li>* Ability to perform routine tasks</li> <li>* Ability to operate equipment and machines</li> <li>* Job related physical skills</li> <li>* Computer skills</li> </ul>	<p><b>QUALIFICATIONS</b> * As prescribed by the relevant tertiary institution</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * No experience</p>



# **GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS**

<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> * The postholder's own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Act as teamleader to assist with formal supervisor</p>	<p>* Co-workers * Supervisors</p> <p>* Oversee work performance * Oversee maintenance of equipment * Allocate tasks * Handle less complicated routine functions</p>	<p><b>CREATIVITY</b> * Basic procedures and policies are well established and little innovation is required</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 3: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services in the operation of specialised equipment/do preparations for specialised tasks in support of technicians</p> <p><b>AUTONOMY</b> * Routine functions which may include technical tasks that are mainly well defined:</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment and machinery</p> <p><b>JOB INFORMATION</b> * Receive procedural instruction on single subject areas</p> <p><b>PROBLEM SOLVING</b> * Solve problems by referring to standing instructions and applying mainly routine job procedures</p>	<ul style="list-style-type: none"> <li>* Perform routine work inspection task</li> <li>* Perform routine tasks</li> <li>* Perform low level technical duties</li>   <li>* Technical (Workshop/ laboratory equipment etc.)</li> <li>* Hand tools</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>* Machinery (category B)</li> <li>* Equipment (category A)</li> <li>* Tools (category B)</li> <li>* Safety (category B)</li> <li>* HR matters (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Basic numeracy</li> <li>* Ability to perform routine tasks</li> <li>* Ability to operate equipment and machines</li> <li>* Technical aptitude</li> <li>* Job related physical skills</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring simple explanation</li> </ul>	<p><b>QUALIFICATIONS</b> Grades 10 to 12 or equivalent</p> <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: No experience</li> </ul>

# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES  
SUPPLEMENTARY AND SUPPORT  
PERSONNEL**

		D1010600	Cartographic, surveying and related Technicians	<ul style="list-style-type: none"><li>Technicians and Associate Professionals</li></ul>	15(26)
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# SALARY RANGE 3

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
169-264	3	80115 50115D	F1010000	Auxiliary and related workers
			D1010300	Electrical and Electronics Engineering Technicians
			D1010700	Meteorologist, Statistical and related Technicians
			D1010100	Chemical and Physical Science Technicians
			D1010200	Civil Engineering Technicians
			D1010400	Mechanical Engineering Technicians
			D1010500	Mining, Geology and Geophysical and related Technicians

## GUIDELINES

CATEGORY	PAG E
<ul style="list-style-type: none"> <li>Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</li> </ul>	15(23)
<ul style="list-style-type: none"> <li>Technicians and Associate Professionals</li> </ul>	15(26)
<ul style="list-style-type: none"> <li>Technicians and Associate Professionals</li> </ul>	15(26)
<ul style="list-style-type: none"> <li>Technicians and Associate Professionals</li> </ul>	15(26)
<ul style="list-style-type: none"> <li>Technicians and Associate Professionals</li> </ul>	15(26)
<ul style="list-style-type: none"> <li>Technicians and Associate Professionals</li> </ul>	15(26)
<ul style="list-style-type: none"> <li>Technicians and Associate Professionals</li> </ul>	15(26)

<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: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services in the operation of specialised equipment/do preparations for specialised tasks in support of technicians</p> <p><b>AUTONOMY</b> * Perform 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 instruction/guidance on a subject area which is straight forward</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p>	<p>* Basic maintenance of equipment</p> <p>* Ancillary: Handtools</p> <p>* Co-workers</p> <p>* Supervisors</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a limited range of work procedures such as: * Equipment (category A) * Machinery (category A/B) * Tools (category B) * Safety (category A)</p> <p><b>SKILLS</b> * Literacy * Basic numeracy * Ability to perform routine tasks</p> <p><b>COMMUNICATION</b> * Routine verbal exchange of information requiring helpfulness and politeness</p>	<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:**

**SOCIAL, NATURAL, TECHNICAL,  
MEDICAL SCIENCES  
SUPPLEMENTARY AND SUPPORT  
PERSONNEL**



<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 that 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> * Use maintenance supplies</p> <p><b>JOB INFORMATION</b> * Receive instruction/guidance on a subject area which is straight forward</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Act as team-leader to assist with formal supervision</p>	<p>* Distributes cleaning equipment</p> <p>* Basic maintenance of equipment</p> <p>* Ancillary: Handtools and cleaning equipment</p> <p>* Co-workers</p> <p>* Supervisors</p> <p>* Oversee work performance</p> <p>* Oversee maintenance of equipment</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a limited range of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Cleaning (category A)</li> <li>* Training (category A)</li> <li>* Equipment (category A)</li> <li>* Tools (category A)</li> <li>* Machinery (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Basic literacy</li> <li>* Basic numeracy</li> <li>* Ability to perform routine tasks</li> <li>* Job related physical skills</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:**

# **ELEMENTARY OCCUPATIONS**

# SALARY RANGE 2

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
116-211	2	80114	A1020000	Cleaners in offices, workshops, hospitals, etc.
		50114D	F1010000	Auxiliary and related workers

## GUIDELINES

CATEGORY	PAGE
<ul style="list-style-type: none"> <li>Elementary Occupations</li> </ul>	15(18)
<ul style="list-style-type: none"> <li>Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</li> </ul>	15(20)

<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 that 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, tools and machinery</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 supervisory level</p> <p><b>PLANNING</b> * Planning in respect of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p>	<p>* Clean buildings, machines and equipment</p> <p>* Operate elementary machines, appliances and maintain equipment</p> <p>* Ancillary: Cleaning and handtools</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>* Tools (category A)</li> <li>* Machinery (category A)</li> <li>* Equipment (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Basic literacy</li> <li>* Ability to operate machines</li> <li>* Ability to perform routine 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> </ul>	<p><b>QUALIFICATIONS</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	80113 50113D	A1020000	Cleaners in offices, workshops, hospitals, etc.

## GUIDELINES

CATEGORY	PAG E
• Elementary Occupations	15(15)

-15(12)-

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

**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>JOB</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Architects, Town and Traffic Planners	7-15	15(55)-15(106)
2. Engineers and related professionals	7-15	15(55)-15(106)
3. Cartographers and Surveyors	7-15	15(55)-15(106)
4. Quantity Surveyors and related professionals	7-15	15(55)-15(106)
5. Middle Managers: Engineering Sciences related	9-12	15(68)-15(86)
6. Senior Management	13-15	15(92)-15(106)



**C. TECHNICIANS AND ASSOCIATE PROFESSIONALS**

Personnel in this group perform mostly technical and related tasks connected with research and the application of scientific or artistic concepts and operational methods, and government regulations. Tasks performed usually include undertaking and carrying out technical work connected with research and the application of concepts and operational methods. Personnel may receive guidance from senior officials. Supervision of other workers may be included. Most occupations in this group require skills normally obtained through education which normally begin at the age of 17 or 18 and lasts for 3 or more years and which usually leads to a tertiary qualification. 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. Electrical and Electronics Engineering Technicians	3, 6-8	15(26), 15(44)-15(59)
2. Meteorological, statistical and related Technicians	3, 6-8	15(26), 15(44)-15(59)
3. Chemical and Physical Science Technicians	3, 6-8	15(26), 15(44)-15(59)
4. Civil Engineering Technicians	3, 6-8	15(26), 15(44)-15(59)
5. Mechanical Engineering Technicians	3, 6-8	15(26), 15(44)-15(59)
6. Mining, Geology and Geophysical and related Technicians	3, 6-8	15(26), 15(44)-15(59)
7. Cartographic, surveying and related Technicians	3, 5-7	15(26), 15(37), 15(44)-15(51)

## PROFILE OF MAJOR GROUPS IN THIS CORE

### A. ELEMENTARY OCCUPATIONS

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

<b>JOBS</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
Cleaners in offices, workshops, hospitals, etc.	1-2	15(15)-15(18)

### B. SOCIAL, NATURAL AND MEDICAL SCIENCES SUPPLEMENTARY AND SUPPORT PERSONNEL

Social, Natural and Medical Sciences Supplementary and Support Personnel normally apply their knowledge and skills as part of the support functions directly associated with Professionals and Technicians. They normally assist with supporting services like operating specialised equipment/do preparations for specialised tasks to be performed by Professionals/Technicians. Most occupations in this group require skills normally obtained through at least 3 year's of education which normally starts at the age of ±13. This is followed by a period of specialised training normally supplied by the employer. Examples of typical jobs in this category are indicated in the table below:

<b>JOBS</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
Auxiliary and related workers	2-7	15(20)-15(48)

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MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
		<b>LEARNING INDICATORS</b>  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.

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

- Artisan and Support Personnel
- Management and General Support
- Safety and Related Personnel

MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
<p><b>TECHNICIANS AND ASSOCIATE PROFESSIONALS</b></p>	<p>Professionals and Managers</p>	<p><b>COMPETENCIES</b></p> <p>The ability and knowledge to design/ develop products that will meet the requirements of clients as well as to ensure that such design comply with accepted standards in professional fields such as:</p> <ul style="list-style-type: none"> <li>* Engineering, Architecture, Quantity Surveying, Land Surveying etc.</li> </ul> <p>Skills and knowledge on an intermediate management level such as, e.g.:</p> <ul style="list-style-type: none"> <li>* HR matters</li> <li>* Financial matters</li> <li>* Planning and organising</li> <li>* Decision making</li> <li>* Analytical</li> <li>* Research.</li> </ul> <p>Registration with appropriate council (depending on utilisation) as:</p> <ul style="list-style-type: none"> <li>* Engineer</li> <li>* Architect</li> <li>* Town and Regional Planner</li> <li>* Quantity Surveyor</li> <li>* Land Surveyor</li> </ul>

MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
<p><b>SOCIAL, NATURAL, TECHNICAL AND MEDICAL SCIENCES SUPPLEMENTARY AND SUPPORT PERSONNEL</b></p>	<p>Technicians and Associate Professionals</p>	<p><b>COMPETENCIES</b></p> <p>Appropriate competencies relating to the particular technical field for e.g.:</p> <ul style="list-style-type: none"> <li>* Surveying</li> <li>* Architectural designs</li> <li>* Developing products that meet the prescribed engineering standards in fields like e.g. civil, electrical engineering etc.</li> </ul> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to grade 12 to qualify for admittance in this study field as a student.</p> <p>In-service training and formal studies/ training in the engineering technical fields. Registration with appropriate Council (depending on utilisation) as, e.g.</p> <ul style="list-style-type: none"> <li>* Student/assistant in appropriate field (e.g. Industrial Technician, Works Inspectors, etc.)</li> </ul>

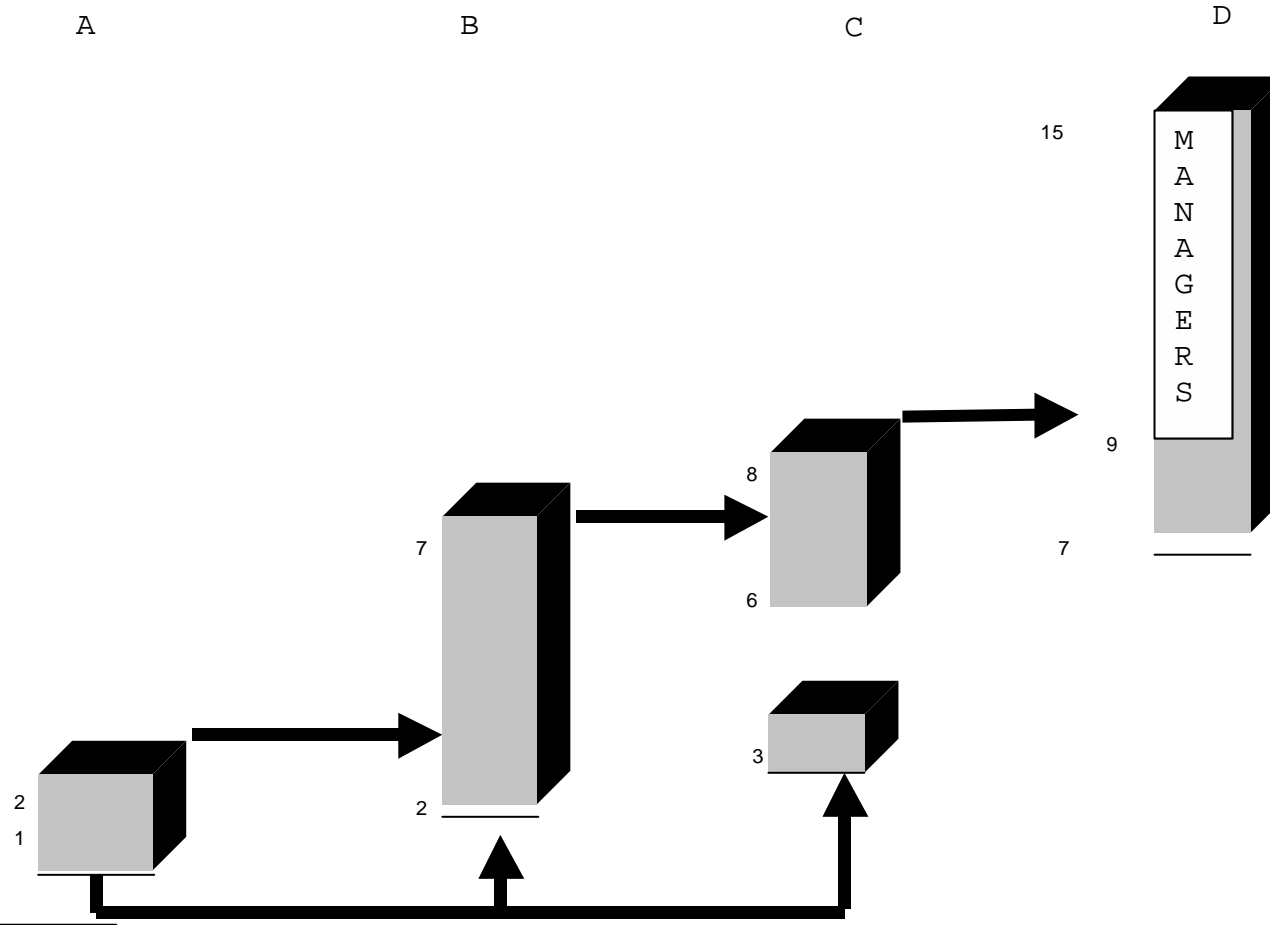
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
	Technicians and Associate Professionals	<p><b>COMPETENCIES</b></p> <p>Knowledge of equipment/processes utilised in engineering related projects, the ability to apply techniques and procedures within fields such as:</p> <ul style="list-style-type: none"> <li>* Surveying</li> <li>* Architectural designs</li> <li>* Developing products that meet the prescribed engineering standards in fields like e.g. civil, electrical engineering etc.</li> </ul> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to grade 12 which is necessary to qualify for admittance in this study field as a student</p> <p>In-service training and formal studies/ training in the engineering technical fields.</p> <p>Registration with appropriate council (depending on utilisation) as, e.g.:</p> <ul style="list-style-type: none"> <li>* Student/assistant in appropriate field (e.g. Industrial Technician, Works Inspector, etc.)</li> </ul>

- and Support Personnel
- C. Technicians and Associate Professionals

<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>	Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	<p><b>COMPETENCIES</b></p> <p>Knowledge of elementary equipment used in laboratories/engineering related projects and the ability to apply basic techniques/procedures during the preparation of materials as well during different stages of projects. Examples of skills and knowledge are as follows:</p> <ul style="list-style-type: none"> <li>- surveying methods</li> <li>- requirements to which engineering structures must comply e.g. strength of concrete mixtures, materials to be used</li> <li>- architecture etc.</li> </ul> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to grade 10</p>

## OVERVIEW OF CAREER PATH POSSIBILITIES

SALARY RANGE	JOB WEIGHT RANGE	PAGE INDEX
15	800-895	15(104)
14	747-842	15(97)
13	695-790	15(90)
12	642-737	15(84)
11	589-684	15(78)
10	537-632	15(72)
9	484-579	15(66)
8	432-527	15(57)
7	379-474	15(46)
6	326-421	15(39)
5	274-369	15(32)
4	221-316	15(28)
3	169-264	15(21)
2	116-211	15(16)
1	0-158	15(13)



A. Elementary Occupations

B. Social, Natural, Technical and Medical Sciences Supplementary

D. Professionals and Managers



- Naval Dockyard Management
- Surveying Services

## **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:

- (i) Registration with the SA Council for Town and Regional Planners
- (ii) Registration with the SA Council for Quantity Surveyors
- (iii) Registration with the SA Council for Professionals and Technical Surveyors
- (iv) Registration with the SA Council for Architects
- (v) Registration with the Engineering Council of SA

### **(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.

15.

## CODE OF REMUNERATION (CORE)

OCCUPATIONAL CATEGORY: ENGINEERING RELATED AND SUPPORT PERSONNEL

CORE CODE: 00807

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:

- Specialized technical support tasks
- Cleaning Services
- Avionic Services in respect of
  - Maintenance, installing, renewal, calibrating and modifying of all navigation, communication and landing instrument systems
- Industrial Technical Services in respect of
  - Avionics, Building, Cartographies, Ceramics, Chemical, Draughting (various disciplines), Civil, Computer, Electro Technical, Electronic, Explosives, Metallurgical, Mechanical, Medical, Optical, Paint, Photogramics, Sound, Survey, Textile, Timber, Town and Regional Planning, Trade Metrology, Ventilation
- Works Inspections
- Meteorology
- Marine Engineering Services
- Quantity Surveying
- Professional Surveying or Surveying/Geomatics Specialist
- Architectural: Building and Landscaping
- Engineering Services

<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 by others</li> <li>* Authorise action by others</li> <li>* Recommend/decide on change issues that will impact on the public service</li> <li>* Controlling projects</li> <li>* Recommending action requiring resource commitment by others</li> <li>* Recommending minor changes to policy</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* High level of interaction</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Manage/administer the section/ division</li> <li>* Technical advice and guidance to personnel</li> <li>* Plan and control work of component</li> </ul>	<ul style="list-style-type: none"> <li>* Supervisors</li> <li>* Co-workers</li> <li>* Management</li> <li>* Senior management</li> <li>* Private sector</li> <li>* Academic sector</li> <li>* International organisations</li> </ul> <ul style="list-style-type: none"> <li>* Co-ordinate work schedules</li> <li>* Handle correspondence with various stakeholders</li> <li>* Administer HR needs</li> <li>* Assist with performance assessment</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> * Departmental/provincial administration policy/strategy on wide ranging but related subjects within an established framework of which the information may often be unfamiliar to the postholder and/or require in-depth analysis and interpretation before action can be taken</p> <p><b>PROBLEM SOLVING</b> * Solve professional technical problems through the analysis of information from different sources and levels where judgement is required to evaluate the best course(s) of action</p> <p><b>PLANNING</b> * Plan his/her own work own as well as that of the division and allocation or financial and other resources</p>	<p>* Structural analysis * System integration</p>		<p><u>OR</u> * Compulsory registration with SA Council for Architects as Architect (if necessary)</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>                      * Authorise expenditure within budgetary constraints                      * Recommend and/or monitor, budget levels</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Responsible for a variety of equipment in terms of control and major influence on the buying decision of those equipments</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Manage stores with limited lines of stock                      * Inspect safety of stores</p> <p><b>LAND AND BUILDINGS</b>                      * Oversee the maintenance of a portfolio of buildings</p> <p><b>ADVICE</b>                      * Advise on departmental/provincial administration policy/strategy which are more specialised in nature</p>	<p>* Carry out financial estimations and budget control</p> <p>* Office (PC, photocopier, OHP etc)                      * Light vehicles (cars, vans, tractors etc)                      * Technical (laboratory equipment etc)</p>	<p><b>COMMUNICATION</b>                      * Providing or obtaining information requiring difficult explanation                      * The ability to motivate personnel                      * Written financial/project reports                      * Management reports</p> <p><b>CREATIVITY</b>                      * Development of new ideas that impact on existing methods/policies/ understanding</p>	<p><u>OR</u>                      * Registration with SA Council for Town and Regional Planners as town and regional planner (if necessary)</p> <p><u>OR</u>                      * Compulsory registration with SA Council for Quantity Surveyors as quantity surveyor (if necessary)</p> <p><u>OR</u>                      * Compulsory registration with SA Council for Professional and Technical Surveyors as Professional Surveyor (or Professional Land Surveyor)</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 12: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Application of scientific concepts by conducting analysis and research and advising on matters related to physical sciences development planning and engineering</li> <li>* Policy development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform functions with complex technical work content requiring frequent interpretation in the absence of an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Overall supervision of projects/components</li> <li>* Determination of policy relating to the development, provision and maintenance of a comprehensive engineering technical service</li> <li>* Controlling of engineering technical services according to required standards and indicators</li> <li>* System design and analysis</li> <li>* Formulate, explain and motivate planning proposals for the optimisation of surface use</li> <li>* Analyse enemy equipment mathematically and electronically</li> <li>* Control execution of surveys</li> <li>* Overall supervision and administration of architectural/ landscape architectural aspects of contract</li> <li>* Act as co-ordinator of professional teams on all aspects regarding architecture/landscape architecture</li> <li>* Long-term planning</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of specialised range of professional/technical such as:</p> <ul style="list-style-type: none"> <li>* Safety (category C)</li> <li>* HR matters (category B)</li> <li>* Planning and organising (category C/D)</li> <li>* Computer (category B)</li> <li>* Finance (category B/C)</li> <li>* Training (category C/D)</li> <li>* Survey Instruments (category D)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Policy formulation</li> <li>* Project management</li> <li>* Financial management</li> <li>* Interpersonal relations</li> <li>* Numeracy</li> <li>* Computer</li> <li>* Conflict management</li> <li>* Facilitation</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification (four year degree in architecture, quantity surveying, professional surveyor, engineering, town and regional planning).</li> <li>* Tertiary qualification (e.g. National Diploma (T/N/S - stream), National Higher Diploma)</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: More than 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration with Engineering Council of South Africa as professional engineer (if necessary)</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 12

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
642-737	12	80124 50124D	C6010305	Middle Managers: Engineering Sciences related
			C1030100	Architects, Town and Traffic Planners
			C1030200	Engineers and related professionals
			C1030300	Cartographers and Surveyors
			C1030400	Quantity Surveyors and related professionals not classified elsewhere

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	15(86)
• Professionals and Managers	15(86)
• Professionals and Managers	15(86)
• Professionals and Managers	15(86)
• Professionals and Managers	15(86)



**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 by others</li> <li>* Authorise action by others</li> <li>* Recommend/decide on change issues that will impact on the public service</li> <li>* Controlling projects</li> <li>* Recommending action requiring resource commitment by others</li> <li>* Recommending minor changes to policy</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* High level of interaction</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Manage/administer the section/ division</li> <li>* Technical advice and guidance to personnel</li> <li>* Plan and control work of component</li> </ul>	<ul style="list-style-type: none"> <li>* Supervisors</li> <li>* Co-workers</li> <li>* Management</li> <li>* Senior management</li> <li>* Private sector</li> <li>* Academic sector</li> <li>* International organisations</li> </ul> <ul style="list-style-type: none"> <li>* Co-ordinate work schedules</li> <li>* Handle correspondence with various stakeholders</li> <li>* Administer HR needs</li> <li>* Assist with performance assessment</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> * Departmental policy/strategy on wide ranging but related subjects within an established framework of which the information may often be unfamiliar to the postholder and/or require in-depth analysis and interpretation before action can be taken</p> <p><b>PROBLEM SOLVING</b> * Solve professional technical problems through the analysis of information from different sources and levels where judgement is required to evaluate the best course(s) of action</p> <p><b>PLANNING</b> * Plan his/her own work as well as that of the division and allocation of financial and other resources</p>	<p>* Structural analysis * System integration</p>		<p><u>OR</u> * Compulsory registration with SA Council for Architects as Architect</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>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Authorise expenditure within budgetary constraints</li> <li>* Recommend and/or monitor, budget levels</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Responsible for a variety of equipment in terms of control and major influence on buying decisions of those equipments</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Manage stores with limited lines of stock</li> <li>* Inspect safety of stores</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Oversee the maintenance of a portfolio of buildings</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Advise on departmental policy/strategy which are more specialised in nature</li> </ul>	<ul style="list-style-type: none"> <li>* Carry out financial estimations and budget control</li> </ul> <ul style="list-style-type: none"> <li>* Office (PC, photocopier, OHP etc)</li> <li>* Light vehicles (cars, vans, tractors etc)</li> <li>* Technical (laboratory equipment etc)</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring difficult explanation</li> <li>* The ability to motivate personnel</li> <li>* Written financial/project reports</li> <li>* Management reports</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</li> </ul>	<p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with SA Council for Town and Regional Planners as town and regional planner (if necessary)</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Compulsory registration with SA Council for Quantity Surveyors as quantity surveyor (if necessary)</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Compulsory registration with SA Council for Professional and Technical Surveyors as Professional Surveyor (or Professional Land Surveyor)</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 11: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Application of scientific concepts by conducting analysis and research and advising on matters related to physical sciences development planning and engineering</li> <li>* Policy development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform functions with complex technical work content requiring frequent interpretation in the absence of an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Overall supervision of projects/components</li> <li>* Determination of policy relating to the development, provision and maintenance of a comprehensive engineering technical service</li> <li>* Controlling of engineering technical services according to required standards and indicators</li> <li>* System design and analysis</li> <li>* Formulate, explain and motivate planning proposals for the optimal use of surface</li> <li>* Analyse enemy equipment mathematically and electronically</li> <li>* Control execution of surveys</li> <li>* Overall supervision and administration of architectural/ landscape architectural aspects of contract</li> <li>* Act as co-ordinator or professional teams on all aspects regarding architecture/landscape architecture</li> <li>* Long-term planning</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of specialised range of professional/technical such as:</p> <ul style="list-style-type: none"> <li>* Safety (category C)</li> <li>* HR matters (category B)</li> <li>* Planning and organising (category C/D)</li> <li>* Computer (category B)</li> <li>* Finance (category C)</li> <li>* Training (category C/D)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Policy formulation</li> <li>* Project management</li> <li>* Financial management</li> <li>* Interpersonal relations</li> <li>* Numeracy</li> <li>* Computer</li> <li>* Conflict management</li> <li>* Facilitation</li> </ul>	<p><b>QUALIFICATION</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification (four year degree in architecture, quantity surveying, professional surveyor, engineering, town and regional planning).</li> <li>* Tertiary qualification (e.g. National Diploma (T/N/S - stream), National Higher Diploma, Degree).</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: More than 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration with Engineering Council of South Africa as professional engineer (if necessary)</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 11

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
589-684	11	80123 50123D	C6010305	Middle Managers: Engineering Sciences related
			C1030100	Architects, Town and Traffic Planners
			C1030200	Engineers and related professionals
			C1030300	Cartographers and Surveyors
			C1030400	Quantity Surveyors and related professionals not classified elsewhere

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	15(80)
• Professionals and Managers	15(80)
• Professionals and Managers	15(80)
• Professionals and Managers	15(80)
• Professionals and Managers	15(80)

<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> * Resolve job-related problems with a moderate level of autonomy</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * High level interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Formal training/development and disciplinary authority of personnel within his/her own section * Plan work of section/division * Authorise work</p>	<ul style="list-style-type: none"> <li>* Supervisors</li> <li>* Co-workers</li> <li>* Management</li> <li>* Private Sector</li> <li>* Academic institutions</li> <li>* Other department/Provincial administrations</li> <li>* General public</li> <li>* Minister(s)</li>   <li>* Co-ordinate work schedules</li> <li>* Assists management in doing strategic planning</li> <li>* Administer basic HR needs</li> <li>* Assist with performance management</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>
	* Technical (laboratory equipment etc)		
<p><b>INVOLVEMENT WITH STORES</b> * Manage stores with linked lines of stores</p> <p><b>LAND AND BUILDINGS</b> * Oversee the maintenance of a portfolio of buildings</p> <p><b>ADVICE</b> * Give advice of more specialised nature</p> <p><b>JOB INFORMATION</b> * Professional technical information often unfamiliar to the postholder which requires in-depth analysis</p> <p><b>PROBLEM SOLVING</b> * Solve professional technical problems through the analysis of information from different sources and levels where judgement is required to evaluate the best course(s) of action</p> <p><b>PLANNING</b> * Plan projects and allocate resources within his/her own section * Plan work of section</p>	<p>* Work at system level * Provide repair solutions</p>		<p><u>OR</u> * Compulsory registration with SA Council for Architects as Architect</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>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Authorise limited expenditure of and supply inputs on budget levels</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Manage/oversee the usage of the office equipment, machinery and vehicles</li> </ul>	<ul style="list-style-type: none"> <li>* Undertake, approve and control specialised topographical, photogrammetrical and geodetic surveys</li> <li>* Control surveys for establishment of traingulation and measurement networks</li> <li>* Contribute to strategic planning</li> <li>* Estimate cost of services</li> <li>* Consider tenders and make recommendations</li> <li>* Solve technical problems in accordance with policy and priority with regard to production and planning</li> <li>* Ensure availability of store items required by division</li> <li>* Ensure compliance with safety codes and regulations</li> <li>* Monitor production of division</li> <li>* Initiate corrective action when required</li> <li>* Liaise with other divisions</li> <li>* Guidance and advice to other disciplines, institutions and consultants</li> <li>* Serve on design and administration teams for projects and contracts</li> <li>* Perform needs analysis</li> <li>* Handle correspondence with various stakeholders</li> <li>* Resource and facility requirement estimates to meet production requirements</li> <li>* Define and prescribe procedures in documentary form</li> </ul> <ul style="list-style-type: none"> <li>* Office (PC, photocopier etc)</li> <li>* Light vehicles (cars, vans tractors etc)</li> </ul>	<ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Facilitation</li> <li>* Conflict management</li> <li>* Numeracy</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring difficult explanation and the ability to motivate personnel</li> <li>* Written financial/project reports</li> <li>* Management reports</li> <li>* Ractive notes/memo's</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Development of limited new ideas that impact on existing methods and policies/programmes</li> </ul>	<ul style="list-style-type: none"> <li>* Registration with Engineering Council of South Africa as professional engineer (if necessary)</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with SA Council for Town and Regional Planners as town and regional planner (if necessary)</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* Compulsory registration with SA Council for Quantity Surveyors as quantity surveyor</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* Compulsory registration with SA Council for Professional and Technical Surveyors as Professional Surveyor or Professional Land Surveyor</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 10: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Application of scientific concepts by conducting analysis and research and advising on matters related to physical sciences development planning and engineering</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform functions with complex technical tasks requiring frequent interpretation within an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Identification of engineering technical needs</li> <li>* Organising the rendering of engineering technical services in institutions and the community</li> <li>* Conduct research in respect of and developing of practices and procedures with regard to engineering technical practices</li> <li>* Short-term planning</li> <li>* Formulating policy/objectives</li> <li>* System design</li> <li>* Weapon system overhaul</li> <li>* Assistance in budgetary processes of sections/projects</li> <li>* Compile budget inputs</li> <li>* Analyse enemy equipment mathematically and electronically</li> <li>* Determine training requirements</li> <li>* Draft tender specifications for test instruments and electronic equipment</li> <li>* Liaise with employers in order to guide them to comply with the relevant legislation</li> <li>* Compile estimates on financial implications of projects</li> <li>* Compile reports on projects to inform construction teams on financial situation of projects</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a specialised range of professional/technical activities such as:</p> <ul style="list-style-type: none"> <li>* HR matters (category B)</li> <li>* Planning and organising (category C/D)</li> <li>* Computer (category B/C)</li> <li>* Finance (category C)</li> <li>* Norms and standards (category B)</li> <li>* Training (category C/D)</li> <li>* Survey instruments (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Project management</li> <li>* Advanced operation of equipment</li> <li>* Policy and procedure formulation</li> <li>* Design skills</li> <li>* Interpersonal relations</li> <li>* Policy analysis</li> <li>* Facilitation</li> <li>* Investigation</li> <li>* Facilitation</li> <li>* Conflict management</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification (four year degree in architecture, quantity surveying, professional surveyor, engineering, town and regional planning).</li> <li>* Tertiary qualification (e.g. National Diploma (T/N/S - stream), National Higher Diploma, Degree)).</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* Trade Test in terms of section 13(2)(h) of the Manpower Training Act or Certificate in terms of section 28 or 30 (or the repealed section 27) of the said Act.</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 5 and 10 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration with Engineering Council of South Africa</li> </ul> <p style="text-align: center;">OR</p>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 10

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
537-632	10	80122 50122D	C6010305	Middle Managers: Engineering Sciences related
			C1030100	Architects, Town and Traffic Planners
			C1030200	Engineers and related professionals
			C1030300	Cartographers and Surveyors
			C1030400	Quantity Surveyors and related professionals not classified elsewhere

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	15(74)
• Professionals and Managers	15(74)
• Professionals and Managers	15(74)
• Professionals and Managers	15(74)
• Professionals and Managers	15(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>
<p><b>PLANNING</b> * Plan projects within his/her own work</p> <p><b>DECISION MAKING</b> * Resolve job-related and human resource problems with a limited level of autonomy</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * High level interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Formal training/development and disciplinary authority of personnel within his/her own section</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Private sector</li> <li>* Academic institutions</li> <li>* Other departments/provincial administrations</li> <li>* General public</li> <li>* Ministers</li>   <li>* Allocate tasks</li> <li>* Co-ordinate work schedules</li> <li>* Assist with HR matters and performance management</li> <li>* Administer basic HR needs</li> <li>* Assist management in doing strategic planning</li> </ul>		

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b> * Authorise limited expenditure of and supply inputs on budget levels</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Maintain the usage of the technical equipment, machinery and vehicles</p> <p><b>LAND AND BUILDINGS</b> * Oversee the maintenance of a portfolio of buildings</p> <p><b>ADVICE</b> * Give advice of a specialised nature</p> <p><b>JOB INFORMATION</b> * Receive and give engineering technical information which is straightforward but requires in-depth analysis</p> <p><b>PROBLEM SOLVING</b> * Solve engineering technical problems by obtaining information from different sources and levels for a possible course(s) of action</p>	<p>* Provide solutions at sub-system level.</p>	<p><b>COMMUNICATION</b> * Providing or obtaining information requiring limited explanation and the ability to motivate personnel * Management reports * Financial Project reports</p> <p><b>CREATIVITY</b> * Development of limited ideas that impact on existing methods and policies/programmes</p>	<p><u>OR</u></p> <p>* Compulsory registration with SA Council for Architects as Architect</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>
	<ul style="list-style-type: none"> <li>* Liaise with employees in order to guide them to comply with the relevant legislation</li> <li>* Compile estimates on financial implications of projects</li> <li>* Compile reports on project to inform construction teams on financial situation of projects</li> <li>* Undertake, approve and control specialised topographical, photogrammetrical and geodetic surveys</li> <li>* Control surveys for establishment of triangulation and measurement networks</li> <li>* Contribute to strategic planning</li> <li>* Estimate cost of services</li> <li>* Consider tenders and make recommendations</li> <li>* Solve technical problems in accordance with policy and priority with regard to production and planning</li> <li>* Ensure availability of store items required by division</li> <li>* Ensure compliance with safety codes and regulations</li> <li>* Monitor production of division</li> <li>* Initiate corrective action when required</li> <li>* Liaise with other divisions</li> </ul>		<p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with Engineering Council of South Africa as professional engineer (if necessary)</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with SA Council for Town and Regional Planners as town and regional planner (if necessary)</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Compulsory registration with SA Council for Quantity Surveyors as quantity surveyor</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Compulsory registration with SA Council for Professional and Technical Surveyors as Professional Surveyor or Professional Land Surveyor</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>* Application of scientific concepts by conducting analysis and research and advising on matters related to physical sciences, development planning and engineering</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform functions with technical tasks requiring frequent interpretation within an established framework</li> </ul>	<ul style="list-style-type: none"> <li>* Arrange and control legality of land use and surface utilisation</li> <li>* Advice on control and management of land utilisation, zoning and ownership</li> <li>* Organising the rendering of engineering technical services in institutions and the community</li> <li>* Conduct research in respect of and developing of practices and procedures with regard to engineering technical practices</li> <li>* Short-term planning</li> <li>* Draw up plans, drawings and specifications</li> <li>* Undertake, approve and control specialised geodetic surveys</li> <li>* Control surveys for establishment of triangulation and measurement networks</li> <li>* Advice on architectural, landscape architectural and ecological aspects of all minor and major works planned or contracted out</li> <li>* Master planning of large sites.</li> <li>* Identification of the engineering technical needs</li> <li>* Determine training requirements</li> <li>* Formulating policy/objectives</li> <li>* Draft tender specifications for test instruments and electronic equipment</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) In-depth knowledge of a wide range of activities such as:</p> <ul style="list-style-type: none"> <li>* HR matters (category B)</li> <li>* Computer (category B/C)</li> <li>* Training (category B/C)</li> <li>* Planning and organising (category C/D)</li> <li>* Norms and standards (category B)</li> <li>* Finance (category B)</li> <li>* Survey Instrument (category C)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Project management</li> <li>* Advance operation of equipment</li> <li>* Basic design skills</li> <li>* Analytical thinking</li> <li>* Research</li> <li>* Interpersonal relations</li> <li>* Conflict management</li> <li>* Negotiation</li> <li>* Facilitation</li> <li>* Numeracy</li> <li>* Job related physical skills</li> <li>* Policy analysis</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification (four year degree in architecture, quantity surveying, professional surveyor, engineering, town and regional planning).</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>* Tertiary qualification (e.g. National Diploma (T/N/S-stream), National Higher Diploma, Degree).</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>* Trade Test in terms of section 13(2)(h) of the Manpower Training Act or Certificate in terms of section 28 or 30 (or the repealed section 27) of the said Act.</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification: Between 2 and 5 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration with Engineering Council of South African</li> </ul>



# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 9

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
484-579	9	80121 50121D	C6010305	Middle Managers: Engineering Sciences related
			C1030100	Architects, Town and Traffic Planners
			C1030200	Engineers and related professionals
			C1030300	Cartographers and Surveyors
			C1030400	Quantity Surveyors and related professionals not classified elsewhere

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	15(68)
• Professionals and Managers	15(68)
• Professionals and Managers	15(68)
• Professionals and Managers	15(68)
• Professionals and Managers	15(68)

**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> * Resolve job-related problems with a low degree of autonomy</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Intermediate interaction</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Private sector</li> <li>* Academic institution</li> <li>* Other departments/provincial administrations</li> <li>* General public</li> <li>* Ministers</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>LAND AND BUILDINGS</b> * Detect complex faults in the working environment</p> <p><b>ADVICE</b> * Give advice of a specialised nature</p> <p><b>JOB INFORMATION</b> * Engineering technical information which is straightforward and familiar to the postholder</p> <p><b>PROBLEM SOLVING</b> * Solve engineering technical problems him/herself or by referring to higher level personnel for possible technical solutions</p> <p><b>PLANNING</b> * Plan the work of his/her own section and contribute to work processes</p>		<p><b>COMMUNICATION</b> * Providing or obtaining information requiring simple explanation and the ability to influence and motivate others * Routine written reports</p> <p><b>CREATIVITY</b> * Development of limited ideas that impact on existing methods and policies</p>	<p>OR * Compulsory registration with SA Council for Quantity Surveyor as quantity surveyor</p> <p><u>OR</u> * Compulsory registration with SA Council for Professional Land Surveyors and Technical Surveyors as professional land surveyor</p> <p><u>OR</u> * Compulsory registration with SA Council for Architects as architect</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 8: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Application of scientific concepts by conducting analysis and research and advising on matters related to physical sciences, development planning and engineering</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform functions with technical tasks requiring frequent interpretation within an established framework</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Maintain equipment, machinery and vehicles</li> </ul>	<ul style="list-style-type: none"> <li>* Consider tenders and make recommendations thereanent</li> <li>* Undertake, approve and control cadastral surveys</li> <li>* Undertake, approve and control work carried out for topographical mapping</li> <li>* Undertake surveys with regard to social, economical on physical usage of land, and land ownership</li> <li>* Recommendations concerning optimal usage of land</li> <li>* Analyse systems and evaluate information on usage of land</li> <li>* Analyse/compile specifications, methods, plans etc.</li> <li>* Conduct research in respect of the development of procedures and practices regarding technical matters</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>* Training (category B)</li> <li>* Planning and organising (category B/C)</li> <li>* Norms and standards (category B)</li> <li>* Computer (category A)</li> <li>* HR Matters (category B)</li> <li>* Finance (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Advanced skills regarding the performance of engineering technical duties in the maintenance and operation of various equipment.</li> <li>* Project management.</li> <li>* Job related physical skills</li> <li>* Interpersonal relations</li> <li>* Computer applications in a technical environment</li> <li>* Analytical</li> <li>* Numeracy</li> <li>* Training</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification (four year degree in architecture, quantity surveying, Professional Surveyor, engineering, town and regional planning)</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary Qualification: Between 0 and 2 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration with Engineering Council of South Africa as Professional Engineer (if necessary)</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>- Registration with SA Council for Town and Regional Planners as town and regional planner (if necessary)</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>PROBLEM SOLVING</b> * Solve engineering technical problems through the analysis of information from different sources and levels</p> <p><b>PLANNING</b> * Plan and allocate resources within his/her own section and contribute to work processes</p> <p><b>DECISION MAKING</b> * Resolve job-related problems with a limited degree of autonomy</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * High level interaction with co-workers and supervisors</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Formal training/development and disciplinary authority of personnel</p>	<p>* Co-workers * Supervisors</p> <p>* Allocate tasks * Oversee work performance * Administer basic HR matters * Assist with training of personnel * Assist with performance assessment</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>FINANCIAL RESOURCES</b> * Authorise limited expenditure of others</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Control usage of equipment, machinery and vehicles * Inspect and test equipment in industry</p> <p><b>LAND AND BUILDINGS</b> * Detect and repair more complex faults in the working environment</p> <p><b>ADVICE</b> * Give advice of more specialised nature due to more experience</p> <p><b>JOB INFORMATION</b> * Engineering technical information familiar to the postholder but requiring some interpretation within an established framework</p>	<ul style="list-style-type: none"> <li>* Construct and develop new/existing equipment</li> <li>* Investigate alleged infringements</li> <li>* Compile budget inputs/reports</li> <li>* Requisitions of spare parts and components</li> <li>* Analyse calibration results/products and trace defects</li> <li>* Conduct research in respect of the development of procedures and practices regarding the technical matters</li> </ul> <p>* Light and heavy vehicles</p> <ul style="list-style-type: none"> <li>* Inspect mines and associated works</li> <li>* Perform inspections of equipment at mines and associated works</li> <li>* Test elevating equipment</li> <li>* Investigate accidents which involve equipment malfunction</li> </ul>	<ul style="list-style-type: none"> <li>* Computer applications in a technical environment</li> <li>* Analytical</li> <li>* Investigation</li> <li>* Numeracy</li> <li>* Training</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring difficult explanation and the ability to influence and motivate others</li> <li>* Routine written reports/ memo's</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Development of limited new ideas that impact on existing methods and policies</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 8: Technicians and Associate Professionals</b></p> <p><b>UTILISATION CAPACITY</b> * Technical and related tasks connected with the application of scientific or artistic concepts and operational methods</p> <p><b>AUTONOMY</b> * Perform complex functions with tasks requiring occasional interpretation of a technical nature</p>	<ul style="list-style-type: none"> <li>* Design equipment, systems, structures and installations</li> <li>* Project expenses for services</li> <li>* Consider tenders and make recommendations</li> <li>* Inspect and/or test equipment, systems, structures and installations</li> <li>* Give guidance and advice to other personnel, consultants and independent contractors</li> <li>* Execute control in connection with design and execution of services</li> <li>* Render advice on accommodation needs and selection of sites</li> <li>* Undertake, approve and control cadastral surveys</li> <li>* Compile quantity list for tender purposes</li> <li>* Investigate causes of accidents</li> <li>* Appear in Court in criminal cases where transgression of regulations has occurred</li> <li>* Undertake, approve and control specialised topographical and photogrammetrical surveys</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) In-depth knowledge of a wide range of activities such as:</p> <ul style="list-style-type: none"> <li>* Machinery (category D)</li> <li>* Training (category B/C)</li> <li>* Planning and organising (category B/C)</li> <li>* Norms and standards (category B)</li> <li>* Safety (category C)</li> <li>* Computer (category B)</li> <li>* Finance (category B/C)</li> <li>* HR Matters (category B)</li> <li>* Survey Instruments (category C/D)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Advanced skills regarding the performance of engineering technical duties in the maintenance and operation of various equipment.</li> <li>* Project management.</li> <li>* Job related physical skills</li> <li>* Interpersonal relations</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification (e.g. National Diploma (T/N/S stream), National Higher Diploma Degree)</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>* Trade Test in terms of section 13(2) (h) of the Manpower Training Act or Certificate in terms of section 28 or 30 (or the repealed section 27) of the said Act.</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary Qualification: Between 2 and 5 years</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration with Engineering Council of South Africa as Professional Engineer</li> </ul>

# **GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS**

# SALARY RANGE 8

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
432-527	8	80120 50120D	D1010300	Electrical and Electronics Engineering Technicians
			D1010700	Meteorological, Statistical and related Technicians
			D1010100	Chemical and Physical Science Technicians
			D1010200	Civil Engineering Technicians
			D1010400	Mechanical Engineering Technicians
			D1010500	Mining, Geology and Geophysical and related Technicians
			C1030100	Architects, Town and Traffic Planners
			C1030200	Engineers and related professionals
			C1030300	Cartographers and Surveyors
			C1030400	Quantity Surveyors and related professionals not classified elsewhere

## GUIDELINES

CATEGORY	PAGE
• Technicians and Associate Professionals	15(59)
• Technicians and Associate Professionals	15(59)
• Technicians and Associate Professionals	15(59)
• Technicians and Associate Professionals	15(59)
• Technicians and Associate Professionals	15(59)
• Technicians and Associate Professionals	15(59)
• Professionals and Managers	15(63)
• Professionals and Managers	15(63)
• Professionals and Managers	15(63)
• Professionals and Managers	15(63)

**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> * Detect faults in the working environment</p> <p><b>ADVICE</b> * Give limited advice of a technical nature</p> <p><b>JOB INFORMATION</b> * Provide information regarding work processes and procedures</p> <p><b>PROBLEM SOLVING</b> * Refer problems to the higher level for solutions</p> <p><b>PLANNING</b> * Application of policy and plan own work and contribute to work processes proceeding within his/her own section</p> <p><b>DECISION MAKING</b> * Postholder plan and priorities one's own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p>	<p>* Co-workers * Supervisors * Private Sector * Academic institutions * Other departments/provincial administrations * General public * Ministers</p>	<p><b>COMMUNICATION</b> * Providing information requiring difficult explanation * Routine written reports</p> <p><b>CREATIVITY</b> * Development of limited new ideas that impact on existing methods and policies</p>	<p>* Compulsory registration with SA Council for Quantity Surveyors as a Quantity Surveyor -in-training</p> <p>OR</p> <p>* Compulsory registration with SA Council for Architects as architect-in- training</p> <p>OR</p> <p>* Registration with SA Council for Professional and Technical Surveyors a Professional Surveyor in training</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>Level 7: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b> * Application of scientific concepts by conducting analysis and research and advising on matters related to physical sciences, development planning and engineering</p> <p><b>AUTONOMY</b> * Perform functions with tasks that are straight forward and within an established framework</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * May use a variety of equipment</p> <p><b>INVOLVEMENT WITH STORES</b> * Uses miscellaneous stores</p>	<p>* Compile plans, diagrams, specifications, and quantity lists</p> <p>* Architectural research</p> <p>* Advice on financial implication, of projects relating to quantity surveying field</p> <p>* Advice on the completion of projects</p> <p>* Organise and do research on newer developments in Town and Regional Planning</p> <p>* Office equipment</p> <p>* Technical equipment</p> <p>* Vehicles</p>	<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>* Planning and organising (category B/C)</li> <li>* Norms and standards (category B)</li> <li>* Computer (category A)</li> <li>* Finance (category A/B)</li> <li>* Training (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Skills regarding the performance of engineering technical duties in the maintenance and operation of various equipment</li> <li>* Computer applications in a technical environment</li> <li>* Job related physical skills</li> <li>* Interpersonal relations</li> <li>* Analytical</li> <li>* Numeracy</li> </ul>	<p><b>QUALIFICATIONS</b> * Tertiary qualification (four year degree in architecture, quantity surveying, Professional Surveyor, engineering, town and regional planning)</p> <p><b>TRAINING</b> * In-service training</p> <p><b>EXPERIENCE</b> Appropriate Tertiary Qualification * No experience</p> <p><b>STATUTORY REQUIREMENTS</b> * Registration with Engineering Council of South Africa as engineer-in-training (if necessary)</p> <p>OR</p>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b> * Solve engineering technical problems whereby a variety of information is analysed which may result in a number of possible outcomes</p> <p><b>PLANNING</b> * Plan own work and contribute to work processes proceedings within his/her own section</p> <p><b>DECISION MAKING</b> * Postholder plan and priorities the work of others</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * High level interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Supervision and rendering engineering technical advice and guidance to other personnel</p>	<p>* Co-workers * Supervisors</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> * Control Expenditure of others</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * May use a variety of equipment * Overall responsibility for a wide variety of equipment/machinery * Inspect various equipment to ensure proper maintenance</p> <p><b>INVOLVEMENT WITH STORES</b> * Uses miscellaneous stores</p> <p><b>LAND AND BUILDINGS</b> * Detect and repair complex faults in the working environment</p> <p><b>ADVICE</b> * Give advice of more specialised nature</p> <p><b>JOB INFORMATION</b> * Engineering technical information familiar to the postholder but requiring some interpretation within an established framework</p>	<p>* Office equipment * Technical equipment * Vehicles</p>	<p><b>COMMUNICATION</b> * Providing information requiring difficult explanation * Routine written reports</p> <p><b>CREATIVITY</b> * Development of limited new ideas that impact on existing methods and policies</p>	<p><b>STATUTORY REQUIREMENTS</b> * Registration with Engineering Council of South Africa</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>Level 7: Technicians and Associate Professionals</b></p> <p><b>UTILISATION CAPACITY</b>                      * Technical and related tasks connected with the application of scientific or artistic concepts and operational methods</p> <p><b>AUTONOMY</b>                      * Perform multiple functions with tasks which are straight forward and of engineering technical nature, but requires some interpretation</p>	<ul style="list-style-type: none"> <li>* Do research on new technological developments</li> <li>* Prepare sketches with due regard to aesthetic functional and cost limitations</li> <li>* Compile specifications</li> <li>* Obtain and verify tenders</li> <li>* Compile database of previous project costs</li> <li>* Compile valuations of existing property</li> <li>* Advice on the completion of projects</li> <li>* Ensure compliance of the wearing of protective clothing where required</li> <li>* Determine danger of explosions</li> <li>* Undertake quality control audits to ensure that standards and specifications are maintained</li> <li>* Analyse calibration results/ products and trace defects</li> <li>* Analyse/compile plans specifications etc.</li> <li>* Compile programmes and estimates for construction</li> <li>* Compile budget inputs/reports</li> <li>* Develop meteorological electronic equipment and instruments</li> <li>* Compile and edit maps at various scales</li> <li>* Perform complex duties of survey related functions</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>* Safety (category C)</li> <li>* Machinery (category C/D)</li> <li>* Training (category B)</li> <li>* Planning and organising (category B/C)</li> <li>* Norms and standards (category B)</li> <li>* Computer (category B)</li> <li>* HR Matters (category B)</li> <li>* Equipment (category C)</li> <li>* Finance (category A/B)</li> <li>* Survey instruments (category B/C)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Skills regarding the performance of engineering technical duties in the maintenance and operation of various equipment</li> <li>* Computer applications in a technical environment</li> <li>* Job related physical skills</li> <li>* Interpersonal relations</li> <li>* Analytical</li> <li>* Investigation</li> <li>* Numeracy</li> </ul>	<p><b>QUALIFICATIONS</b>                      Avionics and works inspection</p> <ul style="list-style-type: none"> <li>* Tertiary qualification (e.g. National Diploma (T/N/S stream), National Higher Diploma)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>* Trade Test in terms or section 13(2) (h) of the Manpower Training Act or Certificate in terms of section 28 or 30 (or the repealed section 27) of the said Act.</li> </ul> <p>Other categories</p> <ul style="list-style-type: none"> <li>* Tertiary qualification (e.g. National Diploma (T/N/S stream), Higher National Diploma)</li> </ul> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      Tertiary qualifications</p> <ul style="list-style-type: none"> <li>* Between 2 and 5 years</li> </ul>

# **GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS**

**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> * Technical information familiar to the postholder but requiring some interpretation within an established framework</p> <p><b>PROBLEM SOLVING</b> * Solve technical problems whereby a variety of information is analysed which may result in a number of possible outcomes</p> <p><b>PLANNING</b> * Application of policy and plan own work and contribute to work processes/ proceedings within his/her own section</p> <p><b>DECISION MAKING</b> * Postholder plan and priorities the work of others</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * High level interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Supervision and rendering engineering technical advice and guidance to other personnel</p>	<p>* Co-workers * Supervisors</p>	<p><b>COMMUNICATION</b> * Providing information requiring difficult explanation * Routine written reports</p> <p><b>CREATIVITY</b> * Development of limited new ideas that impact on existing methods and policies</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>Level 7: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Support services in the utilisation and operation of specialised equipments in support of Technicians</p> <p><b>AUTONOMY</b> * Perform high level functions with tasks which are straight forward but requires some interpretation</p> <p><b>FINANCIAL RESOURCES</b> * Influence on Budgets</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * May use a variety of equipment * Overall responsibility for a wide variety of equipment machinery * Inspect various equipment to ensure proper maintenance</p> <p><b>ADVICE</b> * Give advice of more advance technical nature</p>	<p>* Perform technical duties of a more complex nature</p> <p>* Compile budget inputs/reports</p> <p>* Office equipment * Technical equipment * Vehicles</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Deep knowledge of a narrow range of activities such as: * Tools (category C) * Machinery (category C) * Training (category B) * Planning and organising (category C) * Norms and standards (category A/B) * Computer (category B) * HR Matters (category B) * Equipment (category B) * Finance (category B)</p> <p><b>SKILLS</b> * Skills regarding the performance of engineering technical duties in the maintenance and operation of various equipment * Job related physical skills * Interpersonal relations * Analytical * Numeracy</p>	<p><b>QUALIFICATIONS</b> * Grades 10 to12 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * Grade 10 or equivalent: More than 10 years * Grade 12 or equivalent: More than 10 years</p>

# **GUIDELINES:**

## **SOCIAL, NATURAL, TECHNICAL AND MEDICAL SCIENCES SUPPLEMENTARY AND SUPPORT PERSONNEL**

# SALARY RANGE 7

<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>		
379-474	7	80119 50119D	F1010000	Auxiliary and related workers	• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	15(48)
			D1010300	Electrical and Electronics Engineering Technicians	• Technicians and Associate Professionals	15(51)
			D1010700	Meteorological, Statistical and related Technicians	• Technicians and Associate Professionals	15(51)
			D1010100	Chemical and Physical Science Technicians	• Technicians and Associate Professionals	15(51)
			D1010600	Cartographics, surveying and related technician	• Technicians and Associate Professionals	15(51)
			D1010200	Civil Engineering Technicians	• Technicians and Associate Professionals	15(51)
			D1010400	Mechanical Engineering Technicians	• Technicians and Associate Professionals	15(51)
			D1010500	Mining, Geology and Geophysical and related Technicians	• Technicians and Associate Professionals	15(51)
			C1030200	Engineers and related professionals	• Professionals and Managers	15(55)
			C1030300	Cartographers and Surveyors	• Professionals and Managers	15(55)
			C1030400	Quantity Surveyors and related professionals not classified elsewhere	• Professionals and Managers	15(55)
			C1030100	Architects, Town and Traffic Planners	• Professionals and Managers	15(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>(d)</b>
<p><b>INTERACTION WITH CLIENTS/STAFF</b>                      * High level contact and interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Supervise/manage personnel of which the composition might vary from elementary occupations to technical/scientific to professional.                      * 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>* 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>		

<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> * 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 division and often influence the planning to be done in other Departments</p> <p><b>DECISION MAKING</b> * Resolve job related problems referred to by others * Authorise actions * Recommend/decide on issues that will impact on a public service * Control projects * Recommend actions requiring major resource commitment by others * Amend existing practices and procedures for their work area</p>	<p>* Resource allocation * Projects * Statistical forecasting * Application of policy or procedures * Major financial planning * Contribution to Departmental/provincial administration strategic planning</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>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>* Catering supplies</li> <li>* Stationary</li> <li>* Printing</li> <li>* Maintenance supplies</li> <li>* Construction</li>   <li>* Offices</li> <li>* Workshops</li> <li>* Official Residences</li> <li>* Construction sites</li> <li>* Mines</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>		

<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>	<ul style="list-style-type: none"> <li>* Compile budget and manage personnel activities responsible for but within budget constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department/provincial administration in high level committees</li>   <li>* Set budget levels</li> <li>* Major budget planning</li> <li>* Analyse financial data</li>   <li>* Ancillary</li> <li>* Service</li> <li>* Office</li> <li>* Computer</li> <li>* Technical</li> <li>* Production/Manufacturing</li> <li>* Vehicles</li> </ul>	<ul style="list-style-type: none"> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits</li> <li>* Adaptability during changes to meet the goals</li>   <li><b>COMMUNICATION</b></li> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating</li> <li>* Complex notes/memos/ letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Cabinet memoranda</li> <li>* Negotiations</li>   <li><b>CREATIVITY</b></li> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	<ul style="list-style-type: none"> <li>* Registration with SA Council for Town and Regional Planners as town and regional planner (if necessary)</li>   <li style="text-align: center;"><u>OR</u></li> <li>* Compulsory registration with SA Council for Quantity Surveyors as quantity surveyor (if necessary)</li>   <li style="text-align: center;"><u>OR</u></li> <li>* Compulsory registration with SA Council for Professional and Technical Surveyors as Professional Surveyor (or Professional Land Surveyor)</li>   <li style="text-align: center;"><u>OR</u></li> <li>* Compulsory registration with SA Council for Architects as Architect (if necessary)</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></p> <p>* Personnel responsible for the formulation of policies as well as the managing of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</p> <p><b>AUTONOMY</b></p> <p>* Management functions with complex work content including policy development and the determination of direction/ strategy.</p>	<p>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</p> <p>* Determine all types of policy in the organisation within his/her power of authority</p> <p>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</p> <p>* Execute advisory commitments</p> <p>* Formulate strategic policies which will enable department/administration to successfully fulfill its role in delivering a service to the community/clients</p> <p>* Determine the most effective work procedures and methods to achieve organisational goals</p>	<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 C/D)</li> <li>* Planning and organising (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</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 and diversity management</li> <li>* Leadership</li> </ul>	<p><b>QUALIFICATION</b></p> <p>* 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></p> <p>* Tertiary qualification: More than 10 years</p> <p><b>STATUTORY REQUIREMENTS</b></p> <p>* Registration with Engineering Council of South Africa as professional engineer (if necessary)</p> <p style="text-align: center;"><u>OR</u></p>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 15

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
800-895	15	80127 50127D	C6010200	Senior Management
			C1030100	Architects, Town and Traffic Planners
			C1030200	Engineers and related Professionals
			C1030300	Cartographers and Surveyors
			C1030400	Quantity Surveyors and related professionals not classified elsewhere

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	15(106)
• Professionals and Managers	15(106)
• Professionals and Managers	15(106)
• Professionals and Managers	15(106)
• Professionals and Managers	15(106)

<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>                      * High level contact and interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Supervise/manage personnel of which the composition might vary from elementary occupations to technical/scientific to professional.                      * 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>* 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>		

<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 division 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 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>	<ul style="list-style-type: none"> <li>* Resource allocation</li> <li>* Projects</li> <li>* Statistical forecasting</li> <li>* Application of policy or procedures</li> <li>* Major financial planning</li> <li>* Contribution to Departmental/provincial administration strategic planning</li> </ul>		

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management.</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few resources within the Public Service.</p> <p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging.</p> <p><b>PROBLEM SOLVING</b> * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p>	<ul style="list-style-type: none"> <li>* Offices</li> <li>* Workshops</li> <li>* Official Residences</li> <li>* Construction sites</li> <li>* Mines</li>   <li>* Departmental policy/strategy</li> <li>* Public Service policy/strategy</li> <li>* Public relations</li> <li>* Technical/policy matters</li>   <li>* Technical/professional</li> <li>* Department/provincial administration 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>
		<ul style="list-style-type: none"> <li>* Change and diversity management</li> <li>* Leadership</li> </ul>	
<p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Complex financial management responsibilities.</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Overall responsibility for a wide variety of equipment/ machinery.</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Overall responsibility for stores carrying a wide variety of supplies.</li> </ul>	<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>* Service</li> <li>* Office</li> <li>* Computer</li> <li>* Technical</li> <li>* Production/Manufacturing</li> <li>* Vehicles</li> <li>* Stationary</li> <li>* Printing</li> <li>* Maintenance supplies</li> <li>* Construction</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating</li> <li>* Complex notes/memos/ letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Cabinet memoranda</li> <li>* Negotiation</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>	<p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Compulsory registration with SA Council for Quantity Surveyors as quantity surveyor (if necessary)</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Compulsory registration with SA Council for Professional and Technical Surveyors as Professional Surveyor (or Professional Land Surveyor)</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Compulsory registration with SA Council for Architects as Architect (if necessary)</li> </ul>

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 14: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <p>* Personnel responsible for the formulation of policies as well as the managing of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</p> <p><b>AUTONOMY</b></p> <p>* Management functions with complex work content including policy development and the determination of direction/strategy.</p>	<p>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</p> <p>* Determine all types of policy in the organisation within his/her power of authority</p> <p>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</p> <p>* Execute advisory commitments</p> <p>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</p> <p>* Determine the most effective work procedures and methods to achieve organisational goals</p> <p>* Compile budget and manage personnel activities responsible for but within budget constraints</p> <p>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</p>	<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 C/D)</li> <li>* Planning and organising (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</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> <li>* Adaptability during changes to meet the goals</li> </ul>	<p><b>QUALIFICATION</b></p> <p>* 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></p> <p>* Tertiary qualification: More than 10 years</p> <p><b>STATUTORY REQUIREMENTS</b></p> <p>* Registration with Engineering Council of South Africa as professional engineer (if necessary)</p> <p style="text-align: center;"><u>OR</u></p> <p>* Registration with SA Council for Town and Regional Planners as town and regional planner (if necessary)</p>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 14

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80126 50126D	C6010200	Senior Management
			C1030100	Architects, Town and Traffic Planners
			C1030200	Engineers and related Professionals
			C1030300	Cartographers and Surveyors
			C1030400	Quantity Surveyors and related professionals not classified elsewhere

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	15(99)
• Professionals and Managers	15(99)
• Professionals and Managers	15(99)
• Professionals and Managers	15(99)
• Professionals and Managers	15(99)

**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>                      * High level contact and interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Supervise/manage personnel of which the composition might vary from elementary occupations to professional                      * As part of managing sections responsible for, various advice will be given, discipline will be maintained and control and planning will be exercised.</p>	<ul style="list-style-type: none"> <li>- Co-workers</li> <li>- Management</li> <li>- Senior Management</li> <li>- Legal Practitioners</li> <li>- Other departments/provincial 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>		

**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 division 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 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>	<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>		

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

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipment/machinery.</p> <p><b>INVOLVEMENT WITH STORES</b> * Overall responsibility for stores carrying a wide variety of supplies.</p>	<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>* Service</li> <li>* Office</li> <li>* Computer</li> <li>* Technical</li> <li>* Production/Manufacturing</li> <li>* Vehicles</li> <li>* Stationary</li> <li>* Printing</li> <li>* Maintenance supplies</li> <li>* Construction</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> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating</li> <li>* Complex notes/ memos/letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Cabinet memoranda</li> <li>* Negotiations</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	<ul style="list-style-type: none"> <li>* Registration with SA Council for Town and Regional Planners as town and regional planner (if necessary)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>* Compulsory registration with SA Council for Professional and Technical Surveyors as Professional Surveyor (or Professional Land Surveyor)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>* Compulsory registration with SA Council for Architects as Architect (if necessary)</li> </ul>



**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 13: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel responsible for the formulation of policies as well as the managing of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</p> <p><b>AUTONOMY</b> * Management functions with complex work content including policy development and the determination of direction/ strategy.</p>	<p>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</p> <p>* Determine all types of policy in the organisation within his/her power of authority</p> <p>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</p> <p>* Execute advisory commitments</p> <p>* Formulate strategic policies which will enable department/ provincial administration to successfully fulfill its role in delivering a service to the community/clients</p> <p>* Determine the most effective work procedures and methods to achieve organisational goals</p> <p>* Compile budget and manage personnel activities responsible for but within budget constraints</p> <p>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</p> <p>* Long-term planning</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Very deep knowledge of a wide range of activities are required such as: * Training (category C) * HR matters (category C/D) * Finance (category C/D) * Planning and organising (category D) * Technical standards/procedures * Needs and priorities of stakeholders * Computer (category B) * Managerial functions * Survey Instruments (category D)</p> <p><b>SKILLS</b> Advanced skills such as: * Analytical thinking * Research * Computer utilisation * Policy formulation * Financial Management * Change and diversity management * Leadership</p>	<p><b>QUALIFICATION</b> * Tertiary qualification, plus training and courses in management practices depending on the area of utilisation. * Tertiary qualification (four year degree in architecture, quantity surveying, Professional Surveyor, engineer, town and regional planning</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b> * Tertiary qualifications: More than 10 years</p> <p><b>STATUTORY REQUIREMENTS</b> * Registration with Engineering Council of South Africa as professional engineer (if necessary)</p> <p><u>OR</u></p>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 13

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
695-790	13	80125 50125D	C6010200	Senior Management
			C1030100	Architects, Town and Traffic Planners
			C1030200	Engineers and related Professionals
			C1030300	Cartographers and Surveyors
			C1030400	Quantity Surveyors and related professionals not classified elsewhere

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	15(92)
• Professionals and Managers	15(92)
• Professionals and Managers	15(92)
• Professionals and Managers	15(92)
• Professionals and Managers	15(92)

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Deputy Chief Land Surveyour Deputy Chief Landscape Architect Senior S.A Naval Dockyard Divisional Manager Deputy Chief Town and Regional Planner
12	Senior Specialist Engineer Deputy Director: Avionics Deputy Director: Technical Services Deputy Director: Works Inspections Deputy Director: Meteorological Technical Services Chief Architect Chief Quantity Surveyor Chief Engineer Chief Land Surveyor Chief Town and Regional Planner
13	Director and equivalent
14	Chief Director and equivalent
15	Deputy Director General and equivalent

SALARY RANGE	CURRENT POST CLASSES/ RANKS
7	Senior Avionician Senior Industrial Technician Senior Works Inspector Senior Meteorological Instrument Technician Control Auxiliary Services Officer Principal Survey Officer Assistant Architect Assistant Quantity Surveyor Assistant Engineer Land-surveyour-in-training Assistant Landscape Architect Assistant Town and Regional Planner
8	Chief Avionician Chief Industrial Technician Chief Works Inspector Chief Meteorological Instrument Technician Architect Quantity Surveyor Engineer Land Surveyor Landscape Architect Town and Regional Planner
9	Control Avionician Control Industrial Technician Control Works Inspector Assistant Director: Meteorological Technical Services Senior Architect Senior Quantity Surveyor Senior Engineer Senior Land Surveyor Senior Landscape Architect Senior Town and Regional Planner
10	Control Avionician Control Industrial Technician Control Works Inspector Assistant Director: Meteorological Technical Services Principal Architect Principal Quantity Surveyor Principal Engineer Principal Land Surveyor Principal Landscape Architect S.A Naval Dockyard Divisional Manager Principal Town and Regional Planner
11	Specialist Engineer Deputy Director: Avionics Deputy Director: Technical Services Deputy Director: Works Inspections Deputy Director: Meteorological Technical Services Deputy Chief Architect Deputy Chief Quantity Surveyor Deputy Chief Engineer

Dispensation for Specialist Engineer  
 Land Surveyor  
 Town and Regional Planner  
 Architect  
 Quantity Surveyor  
 Engineer  
 Landscape Architect  
 S.A Naval Dockyard Divisional Manager  
 Works Inspector  
 Meteorological Instrument Technician  
 Umbrella Post Classes  
 Cleaner  
 Auxiliary Services Officer  
 - Quantity Survey Services  
 - Electro technical services  
 - Survey services  
 - Medical apparatus repair services  
 Survey Officer  
 Specialist Engineer  
 Roads Superintendent  
 Management Echelon

SALARY RANGE	CURRENT POST CLASSES/ RANKS
1	Cleaner I
2	Cleaner II Auxiliary Services Officer I
3	Student Avionician Student Industrial Technician Student Works Inspector Student Meteorological Instrument Technician Auxiliary Services Officer II Pupil Survey Officer
4	Senior Auxiliary Services Officer
5	Principal Auxiliary Services Officer Survey Officer
6	Avionician Industrial Technician Works Inspector Meteorological Instrument Technician Chief Auxiliary Services Officer Senior Survey Officer

- \* Electronics (Radio communication)
- \* Electronics (Weapons - Ships)
- \* Electronics (Weapons - Submarines)
- \* Explosives Technician
- \* Fight Technician
- \* Fire Protection Technician
- \* Flow Mechanics
- \* Heraldry Draughtsmanship
- \* Laboratory Technician
- \* Metallurgical Technician
- \* Material Testing Technician
- \* Mechanical Engineering (Engines)
- \* Mechanical Engineering (General)
- \* Mechanics Draughtsmanship
- \* Mechanics (Aircraft)
- \* Mechanics (Sheet Metal)
- \* Mechanics (Weapons - Aircraft)
- \* Mechanics (Weapons - Ships)
- \* Mechanics (Weapons - Submarines)
- \* Medical Equipment Technica (Electronic)
- \* Medical Equipment Technica (Mechanical)
- \* Mining Environment Control
- \* Optical Technician
- \* Paint Technician
- \* Physical Technician
- \* Photogrammetrjian
- \* Plastics Technician
- \* Pollution Control Technician
- \* Rubber Technician
- \* Ship's Design Draughtsmanship
- \* Sound Technician
- \* Specification Writing
- \* Survey Technician
- \* Textile Technician
- \* Timber Technician
- \* Town and Regional Planning Draughtsmanship
- \* Town and Regional Planning Technician
- \* Trade Metrology
- \* Ventilation, Air - conditioning And Refrigeration Engineering

# GUIDE: TRANSITION TO CORE: ENGINEERING RELATED AND SUPPORT PERSONNEL

(15ENGP)

## OCCUPATIONAL CLASSES/PERSONNEL CLASS

Avionician

Industrial Technician

- \* Architecture Draughtsmanship
- \* Architecture Technician
- \* Avionica (Electrical)
- \* Avionica (Instruments)
- \* Avionica (Radar)
- \* Avionica (Radio)
- \* Avionica (Reconnaissance Systems)
- \* Building Supervision
- \* Building Surveying
- \* Cartographic Draughtsmanship
- \* Ceramics Technician
- \* Chemical Technician (Analytical)
- \* Chemical Technician (General)
- \* Chemical Technician (Inorganic Chemistry)
- \* Chemical Technician (Molecular Biochemistry)
- \* Chemical Technician (Organic Chemistry)
- \* Chemical Technician (Structure Chemistry)
- \* Chemical Technician (Water Purification)
- \* Civil Draughtsmanship
- \* Civil Technician (General)
- \* Civil Technician (Structural)
- \* Civil Technician (Water Purification)
- \* Coastal Engineering
- \* Computer Technician
- \* Design Draughtsmanship
- \* Electro Technician (High-voltage)
- \* Electro Technician (Instruments)
- \* Electro Technician (Low-voltage)
- \* Electro Technician (Metrology)
- \* Electro Technician (Micro-electronics)
- \* Electro Technician (Telecommunication)
- \* Electro Mechanics
- \* Electronic Circuit Design
- \* Electronic Draughtsmanship
- \* Electronics (General)
- \* Electronics (Machinery - Ships/Submarines)
- \* Electronics (Radar)



16.

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

**OCCUPATIONAL CATEGORY: SAFETY AND RELATED PERSONNEL**

**CORE CODE: 00815**

**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:

General Safety  
Mining Safety  
Occupational Health  
Occupational Safety

### **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:

Mine, Health and Safety Act  
Occupational Diseases Act  
Occupational Health and Safety Act

(b) **Requirements for employment**

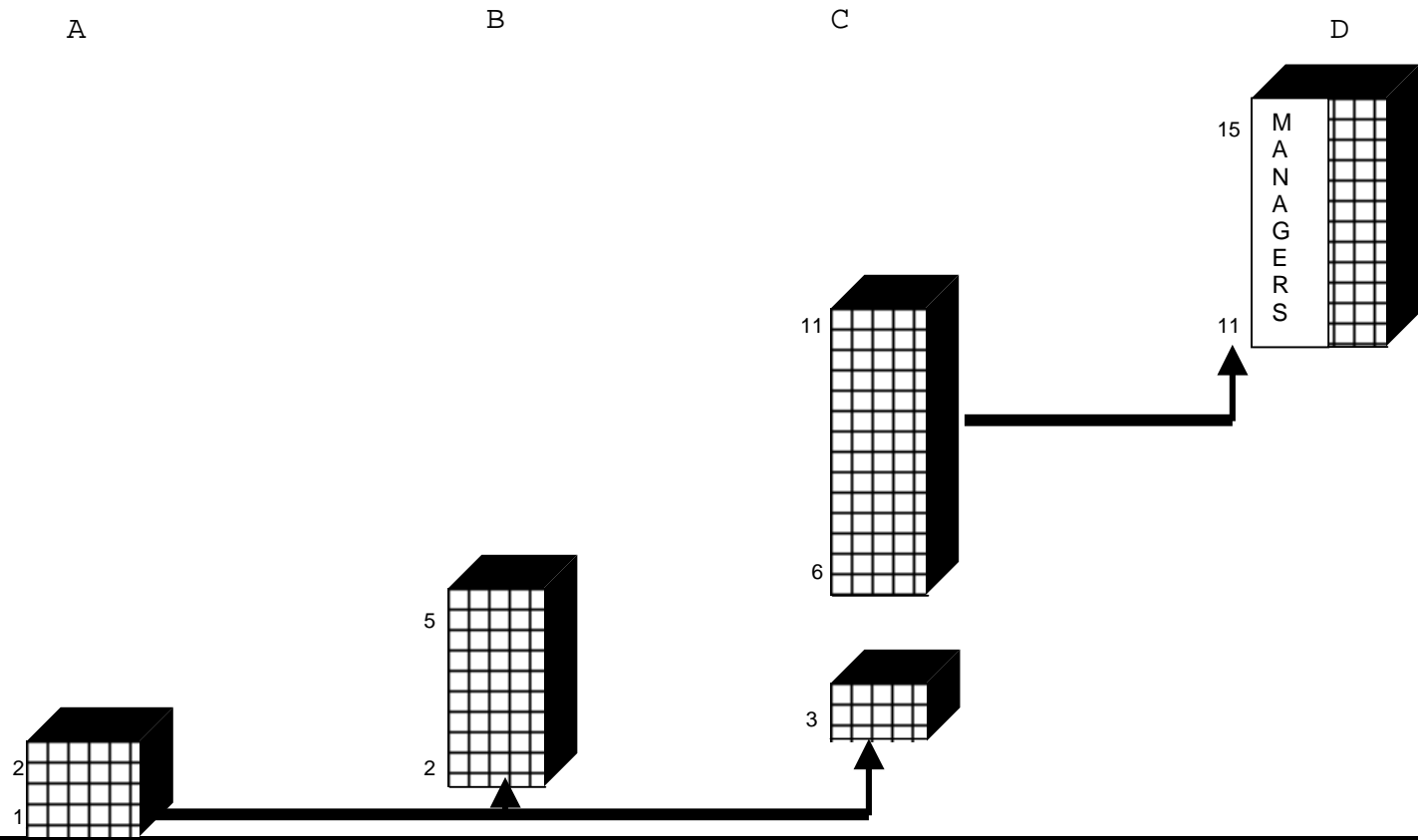
Although guidelines in respect of the competency profile on each level in this CORE are provided, executing authorities are responsible to ensure that the actual requirements for employment reflect the inherent requirements of a post. Executing authorities must also ensure that the requirements for employment 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	16(83)
14	747-842	16(77)
13	695-790	16(71)
12	642-737	16(66)
11	589-684	16(57)
10	537-632	16(51)
9	484-579	16(46)
8	432-527	16(41)
7	379-474	16(36)
6	326-421	16(32)
5	274-369	16(28)
4	221-316	16(24)
3	169-264	16(19)
2	116-211	16(14)
1	0-158	16(11)



- A. Elementary Occupations
- B. Social, Natural and Medical Sciences Supplementary and Support Personnel
- C. Technicians and Associate Professionals
- 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>	Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	<p><b>COMPETENCIES</b></p> <p>Knowledge of elementary equipment used in laboratories and workshops as well as the ability to apply basic techniques/procedures during the preparation of samples/materials.</p> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to grade 10</p>
	Technicians and Associate Professionals	<p><b>COMPETENCIES</b></p> <p>Knowledge of equipment utilised in the manufacturing processes, the ability to apply techniques and procedures within fields such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> General Safety</li> <li><input type="checkbox"/> Mine Health and Safety</li> <li><input type="checkbox"/> Occupational Health and Safety</li> </ul> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to grade 12 which is necessary to qualify for admittance in this study field as a student</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>In-service training and formal studies/ training in the following fields, e.g:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> General Safety</li> <li><input type="checkbox"/> Mine Health and Safety</li> <li><input type="checkbox"/> Occupational Health and Safety</li> </ul> <p>Registration with appropriate council /or a certificate issued by the relevant authority/ association(depending on utilisation) in the following fields, e.g:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> General Safety</li> <li><input type="checkbox"/> Mine Health and Safety</li> <li><input type="checkbox"/> Occupational Health and Safety</li> </ul>
<b>TECHNICIANS AND ASSOCIATE PROFESSIONALS</b>	Professionals and Managers	<p><b>COMPETENCIES</b></p> <p>Appropriate competencies required in the professional fields such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mine Health and Safety</li> <li><input type="checkbox"/> Occupational Health and Safety</li> </ul> <p>Skills and knowledge on an intermediate management level such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> H R matters</li> <li><input type="checkbox"/> Financial matters / Budgeting</li> <li><input type="checkbox"/> Planning and Organising</li> <li><input type="checkbox"/> Decision making</li> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Analytical</li> <li><input type="checkbox"/> Research</li> <li><input type="checkbox"/> Liaison</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>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Training</li> <li><input type="checkbox"/> Labour Relations</li> <li><input type="checkbox"/> Project Management</li> <li><input type="checkbox"/> Policy / Objective formulation</li> <li><input type="checkbox"/> Facilitation</li> <li><input type="checkbox"/> Conflict Management</li> <li><input type="checkbox"/> Leadership</li> <li><input type="checkbox"/> Negotiations</li> </ul> <p>Registration / certification with an appropriate council / authority (depending on utilisation) may be required, e.g.</p> <p>Occupational Health</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 in the Occupational / Mine Health and Safety environment</p> <p>Although functioning as a manager, registration should be maintained with the appropriate council/ or certificate issued by the relevant authority / association (depending on utilisation) in the following fields:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> General Safety</li> <li><input type="checkbox"/> Mine Health and Safety</li> <li><input type="checkbox"/> Occupational Health and Safety</li> </ul>

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

- ❑ Artisan and Support Personnel
- ❑ Engineering Related and Support Personnel
- ❑ Management and General Support
- ❑ Medical Sciences and Support Personnel
- ❑ Nursing and Support Personnel

## PROFILE OF MAJOR GROUPS IN THIS CORE

### A. ELEMENTARY OCCUPATIONS

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

<b>JOB</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Messenger, porters and deliverers	1-2	16(13) – 16(16)

### B. SOCIAL, NATURAL AND MEDICAL SCIENCES SUPPLEMENTARY AND SUPPORT PERSONNEL

Social, Natural and Medical Sciences Supplementary and Support Personnel normally apply their knowledge and skills as part of the support functions directly associated with Professionals and Technicians. They normally assist with supporting services like operating specialised equipment/do preparations for specialised tasks to be performed by Professionals/Technicians. Most occupations in this group require skills normally obtained through at least 3 year's of education which normally starts at the age of ± 13. This is followed by a period of specialised training normally supplied by the employer. 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. Auxiliary and related workers	2-5	16(18) – 16(30)



**C. TECHNICIANS AND ASSOCIATE PROFESSIONALS**

Personnel in this group perform mostly technical and related tasks connected with research and the application of scientific or artistic concepts and operational methods, and government regulations. Tasks performed usually include undertaking and carrying out technical work connected with research and the application of concepts and operational methods. Personnel may receive guidance from senior officials. Supervision of other workers may be included. Most occupations in this group 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 a tertiary qualification. 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. Safety, Health and Quality Inspectors	3, 6-11	16(23),16(34) – 16(63)

**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: Engineering sciences related	11-12	16(59) – 16(68)
2. Senior Management	13-15	16(73) – 16(85)

**NOTE:** Progression to higher levels is possible without becoming a manager although an 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	80241	A2010000	Messengers, porters and deliverers

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	16(13)

# **GUIDELINES: ELEMENTARY OCCUPATIONS**

<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> * Perform routine tasks in support of safety and related personnel</p> <p><b>AUTONOMY</b> * Work content is structured as a few well defined tasks</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment, tools and machinery</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 supervisory level</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction with co-workers and supervisors</p>	<p>* Assist and support safety personnel</p>	<p><b>KNOWLEDGE</b> (Also see annexure A) Knowledge of a few repetitive tasks such as: * Equipment (category A) * Stores (category A) * Safety (category A) * Machinery (category A) * Tools (category A)</p> <p><b>SKILLS</b> * Basic literacy * Ability to operate machines * Ability to perform routine tasks * Routine verbal exchange of information requiring helpfulness and politeness</p> <p><b>COMMUNICATION</b> * Basic routine exchange of information</p>	<p><b>QUALIFICATION</b> * ABET</p> <p><b>EXPERIENCE</b> * ABET No prior experience required</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p>

# SALARY RANGE 2

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
116-211	2	80242	A2010000	Messengers, porters and deliverers
			F1010000	Auxiliary and related workers

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	16(16)
• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	16(18)

# **GUIDELINES: ELEMENTARY OCCUPATIONS**

<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> * Perform routine tasks in support of safety personnel</p> <p><b>AUTONOMY</b> * Work content is structured as a few well defined tasks</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment, tools and machinery</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction with co-workers and supervisors</p>		<p><b>KNOWLEDGE</b> (Also see annexure A) Knowledge of a limited range of work procedures such as: * Tools (category A) * Safety (category A) * Machinery (category B) * Stores (category A) * Equipment (category A)</p> <p><b>SKILLS</b> * Basic Literacy * Basic numeracy * 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 * Routine written notes and memo's</p>	<p><b>QUALIFICATION</b> * ABET</p> <p><b>EXPERIENCE</b> * ABET: Between 0 and 2 years</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p>



# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES  
SUPPLEMENTARY AND SUPPORT  
PERSONNEL**

<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: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services in the operation of specialised equipment/do preparations for specialised tasks in support of safety and related personnel</p> <p><b>AUTONOMY</b> * Tasks are well defined in an established framework requiring no interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * To be determined during further development of CORE's</p> <p><b>INVOLVEMENT WITH STORES</b> * To be determined during further development of CORE's</p> <p><b>PROBLEM SOLVING</b> * Refer all problems to more senior officers</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction with co-workers and supervisors</p>		<p><b>KNOWLEDGE</b> (Also see annexure A) Knowledge of a limited range of work procedures such as: * Tools (category A) * Safety (category A) * Machinery (category B) * Stores (category A) * Equipment (category A)</p> <p><b>SKILLS</b> * Literacy * Basic numeracy * 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 * Routine written notes and memo's</p>	<p><b>QUALIFICATION</b> * Grade 10 or equivalent</p> <p><b>EXPERIENCE</b> * Grade 10: No experience</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p>

# SALARY RANGE 3

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
169-264	3	80243	F1010000	Auxiliary and related workers
			D1040100	Safety, Health and Quality Inspectors

## GUIDELINES

CATEGORY	PAGE
<ul style="list-style-type: none"><li>Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</li></ul>	16(21)
<ul style="list-style-type: none"><li>Technicians and Associate Professionals</li></ul>	16(23)

# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES,  
SUPPLEMENTARY AND SUPPORT  
PERSONNEL**

## GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 3: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services in the operation of specialised equipment/do preparations for specialised tasks in support of safety and related personnel</p> <p><b>AUTONOMY</b> * Tasks are well defined in an established framework requiring no interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * To be determined during further development of CORE's</p> <p><b>INVOLVEMENT WITH STORES</b> * To be determined during further development of CORE's</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standard instructions or procedures</p> <p><b>PLANNING</b> * Postholder's own work</p> <p><b>DECISION MAKING</b> * Postholder's own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Routine interaction in sharing basic information</p>	<p>* Render assistance to safety officers</p> <p>* Co-workers</p> <p>* Supervisors</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of work procedures and practices such as: * Training (category A) * Safety (category A) * Tools (category B) * Machinery (category B) * Equipment (category B) * Computer (category A)</p> <p><b>SKILLS</b> - Analytical - Ability to perform routine tasks - Ability to operate machines and equipment - Numeracy</p> <p><b>COMMUNICATION</b> * Routine exchange of information requiring helpfulness and politeness</p> <p><b>CREATIVITY</b> * Procedures and policies are well established and little innovation is required</p>	<p><b>QUALIFICATIONS</b> * Grades 10 to 12 (or equivalent)</p> <p><b>EXPERIENCE</b> * Grade 10: Between 0 and 2 years * Grade 12: No experience</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p>

# **GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS**

## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 3: Technicians and Associate Professionals</b></p> <p><b>UTILISATION CAPACITY</b> * Perform tasks in training capacity</p> <p><b>AUTONOMY</b> * Function in training capacity</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * To be determined during further development of CORE's</p> <p><b>INVOLVEMENT WITH STORES</b> * To be determined during further development of CORE's</p> <p><b>PROBLEM SOLVING</b> * Refer all problems to more senior officers</p> <p><b>PLANNING</b> * Postholder's own work</p> <p><b>DECISION MAKING</b> * Postholder's own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Routine interaction in sharing basic information</p>	<p>* Render assistance to safety officers</p> <p>* Perform tasks in training capacity</p> <p>* Co-workers</p> <p>* Supervisors</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of work procedures and practices such as: * Training (category A) * Safety (category A) * Tools (category B) * Machinery (category B) * Equipment (category B) * Computer (category A)</p> <p><b>SKILLS</b> * Analytical * Ability to perform routine tasks * Ability to operate machines and equipment * Numeracy</p> <p><b>COMMUNICATION</b> * Routine exchange of information requiring helpfulness and politeness</p> <p><b>CREATIVITY</b> * Procedures and policies are well established and little innovation is required</p>	<p><b>QUALIFICATIONS</b> * Grade 12 (or equivalent)</p> <p><b>EXPERIENCE</b> * Grade 12: No experience</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p>

# SALARY RANGE 4

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
221-316	4	80244	F1010000	Auxiliary and related workers

## GUIDELINES

CATEGORY	PAGE
<ul style="list-style-type: none"><li>Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</li></ul>	16(26)



# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES,  
SUPPLEMENTARY AND SUPPORT  
PERSONNEL**

## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 4: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services in the operation of specialised equipment/ preparations for specialised tasks in support of safety and related personnel</p> <p><b>AUTONOMY</b> * Work content is structured as multi-tasks which are well defined in an established framework</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * To be determined during further development of CORE's</p> <p><b>INVOLVEMENT WITH STORES</b> * To be determined during further development of CORE's</p> <p><b>JOB INFORMATION</b> * Receive procedural instruction on several closely related subject areas where information is familiar to postholder but which requires some interpretation</p> <p><b>PROBLEM SOLVING</b> * Refer problems to Safety Officer</p>	<p>* Render assistance to safety officers</p>	<p><b>KNOWLEDGE</b> (Also see annexure A) Knowledge of a wide range of work procedures and processes such as: * Norms and standards (category A) * Tools (category B) * Machinery (category B) * Safety (category B) * Computer (category A) * Equipment (category B) * Training (category A) * Planning and Organising (category A)</p> <p><b>SKILLS</b> * Ability to perform routine tasks * Ability to operate equipment and machines * Numeracy</p> <p><b>COMMUNICATION</b> * Providing or obtaining information requiring simple explanation * Routine written notes and reports</p> <p><b>CREATIVITY</b> * Basic: Procedures and policies are well established and innovation is required</p>	<p><b>QUALIFICATIONS</b> * Grades 10 to 12 (or equivalent)</p> <p><b>EXPERIENCE</b> * Grade 10: Between 2 and 5 years * Grade 12: Between 0 and 2 years</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>PLANNING</b> * Postholder's own work  <b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction with co-workers and supervisors			

# SALARY RANGE 5

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
274-369	5	80245	F1010000	Auxiliary and related workers

## GUIDELINES

CATEGORY	PAGE
<ul style="list-style-type: none"><li>Social, Natural, Technical and Medical Sciences</li><li>Supplementary and Support Personnel</li></ul>	16(30)

# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES,  
SUPPLEMENTARY AND SUPPORT  
PERSONNEL**

<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: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Render a support service to safety and related personnel</p> <p><b>AUTONOMY</b> * Work content is structured as multi-tasks which are well defined within an established framework</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment</p> <p><b>INVOLVEMENT WITH STORES</b> * Uses and orders miscellaneous stores</p> <p><b>JOB INFORMATION</b> * Technical information which is familiar to the postholder but requiring some interpretation within an established framework</p> <p><b>PROBLEM SOLVING</b> * Refer problems to Safety Officer</p>	<ul style="list-style-type: none"> <li>* PC's</li> <li>* Machinery</li> <li>* Vehicles</li> </ul>	<p><b>KNOWLEDGE</b> (Also see annexure A) Deep knowledge for a narrow range of activities such as:</p> <ul style="list-style-type: none"> <li>* Safety (category B/C)</li> <li>* Tools (category B/C)</li> <li>* Machinery (category B)</li> <li>* Training (category A)</li> <li>* Planning and organising (category B)</li> <li>* Norms and standards (category A)</li> <li>* Computer (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Ability to perform routine tasks</li> <li>* Ability to operate equipment and machines</li> <li>* Numeracy</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring simple explanation</li> <li>* Routine written notes and reports</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Basic procedures and policies are well established and little innovation is required</li> </ul>	<p><b>QUALIFICATION</b> * Grades 10 to 12 (or equivalent)</p> <p><b>EXPERIENCE</b> * Grade 10: Between 5 and 10 years * Grade 12: Between 2 and 5 years</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>PLANNING</b> * Postholder's own work  <b>DECISION MAKING</b> * Plan own work and contribute to work processes  <b>INTERACTION WITH CLIENTS/STAFF</b> * Standard interaction with co-workers and supervisors			

# SALARY RANGE 6

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
326-421	6	80246	D1040100	Safety, Health and Quality Inspectors

## GUIDELINES

CATEGORY	PAGE
<ul style="list-style-type: none"><li>Technicians and Associate Professionals</li></ul>	16(34)



# **GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS**

<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: Technicians and Associate Professionals</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel are involved with the maintenance of safety standards at an institution or the inspection of facilities to ensure that the Occupational Health and Safety Act is adhered to</p> <p><b>AUTONOMY</b> * Perform technical/professional tasks in a multi-task environment</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Inspect various equipment to ensure proper maintenance</p> <p><b>INVOLVEMENT WITH STORES</b> * Inspect stores to ensure that they are kept according to prescribed standards</p>	<ul style="list-style-type: none"> <li>* <b>General Safety</b></li> <li>- Carry out inspections on a continuous basis to ensure that work is performed according to the set standards</li> <li>- Direct supervisors attention to hazards</li> <li>- Test electrical ventilation and lightning systems</li> <li>- Ensure that flammable stores, change rooms and other facilities comply with directives and safety regulations</li> <li>- Record statements of injured persons</li> <li>* <b>Occupational Health and Safety</b></li> <li>- Perform inspections to ensure the compliance with the Act on Occupational Health and Safety</li> <li>- Carry out inspections to determine if machinery have been designed, installed, used and maintained in accordance with directives</li> <li>* Office equipment</li> <li>* Technical equipment</li> <li>* Vehicles</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a limited range of work processes and procedures such as:</p> <ul style="list-style-type: none"> <li>* Equipment (category C)</li> <li>* Safety (category C)</li> <li>* Norms and standards (category B)</li> <li>* Training (category B)</li> <li>* Computer (category B)</li> <li>* Planning and Organising (category B/C)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Inspection</li> <li>* Analytical</li> <li>* Communication</li> <li>* Operating equipment</li> <li>* Interviewing</li> <li>* Numeracy</li> <li>* Investigation</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring difficult explanation</li> <li>* Complex reports containing information on safety aspects</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods and practices</li> </ul>	<p><b>QUALIFICATIONS</b> * <b>General Safety:</b> Grade 12 (or equivalent)</p> <p><u>PLUS</u></p> <ul style="list-style-type: none"> <li>* A Certificate issued by the National Occupational Safety Association (NOSA)</li> </ul> <p><u>PLUS</u></p> <ul style="list-style-type: none"> <li>* Trade Test in terms of section 13(2) (h) of the Manpower Training Act or Certificate in terms of section 28 or 30 (or the repealed section 27) of the said Act.</li> </ul> <p><b>Occupational health and safety:</b> * National Higher Diploma</p> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* an appropriate N6 Certificate accepted for admittance to the final examination for the Certificate of Competency as Mechanical/Electrotechnical Engineer</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> * Give procedural and technical advice to colleagues and clients in terms of the application of the Act on Occupational Health and Safety</p> <p><b>JOB INFORMATION</b> * Receive and give information on several closely related subject areas with regard to safety procedures</p> <p><b>PROBLEM SOLVING</b> * Follow standard instructions and procedures</p> <p><b>PLANNING</b> * Postholder's work only</p> <p><b>DECISION MAKING</b> * Make recommendations to higher authorities for final decision</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Share detailed information with clients/colleagues with regard to compliance with Safety directives</p>			<p><b>EXPERIENCE</b> <b>General Safety</b> * Trade test: Between 0 and 2 years</p> <p><b>Occupational Health and Safety</b> National Higher Diploma * No experience</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p>

# SALARY RANGE 7

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
379-474	7	80247	D1040100	Safety, Health and Quality Inspectors

## GUIDELINES

CATEGORY	PAGE
<ul style="list-style-type: none"><li>Technicians and Associate Professionals</li></ul>	16(38)

**GUIDELINES:  
TECHNICIANS AND  
ASSOCIATE  
PROFESSIONALS**

<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: Technicians and Associate Professionals</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel are involved with the maintenance of safety standards at an institution, or the inspection of facilities which includes mines to ensure that the Acts on Occupational Health and Safety and Mine Health and Safety are adhered to</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform technical/professional tasks in a multi-task environment</li> </ul>	<ul style="list-style-type: none"> <li>* <b>General Safety</b> <ul style="list-style-type: none"> <li>- Ensure compliance of the wearing of protective clothing where required</li> <li>- Compile reports on safety matters</li> <li>- Examine reports on accidents</li> <li>- Complete internal investigations on accidents</li> <li>- Determine and report on the courses of accidents</li> </ul> </li> <li>* <b>Occupational Health and Safety</b> <ul style="list-style-type: none"> <li>- Ensure compliance to occupational health and safety standards</li> <li>- Take samples of poisonous gasses and analyse it</li> <li>- Investigate accidents and compile reports</li> <li>- Perform inspections to ensure the compliance with the Act on Occupational Health and Safety</li> <li>- Carry out inspections to determine if machinery have been designed, installed, used and maintained in accordance with directives</li> </ul> </li> <li>* <b>Mine Health and Safety</b> <ul style="list-style-type: none"> <li>- Investigate less serious accidents and ensure compliance with mine health and safety regulations</li> <li>- Determine danger of explosions</li> </ul> </li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge of a limited range of work processes and procedures such as:</p> <ul style="list-style-type: none"> <li>* Equipment (category C)</li> <li>* Safety (category C)</li> <li>* Norms and standards (category B)</li> <li>* Training (category B)</li> <li>* Computer (category B)</li> <li>* Planning and Organising (category C)</li> <li>* HR matters (category A/B)</li> <li>* Finance (category A/B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Analytical</li> <li>* Operating equipment</li> <li>* Numeracy</li> <li>* Investigation skills</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring difficult explanation</li> <li>* Complex reports containing information on safety aspects</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Develop new ideas that impact on existing methods and practices</li> </ul>	<p><b>QUALIFICATIONS</b></p> <p><b>General Safety</b></p> <ul style="list-style-type: none"> <li>* Grade 12 (or equivalent)</li> </ul> <p><u>PLUS</u></p> <ul style="list-style-type: none"> <li>* A certificate issued by the National Occupational Safety Association (NOSA)</li> </ul> <p><u>PLUS</u></p> <ul style="list-style-type: none"> <li>* Trade Test in terms of section 13(2)(h) of the Manpower Training Act or Certificate in terms of section 28 or 30 (or the repealed section 27) of the said Act.</li> </ul> <p><b>Occupational health and safety</b></p> <ul style="list-style-type: none"> <li>* National Higher Diploma</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* An appropriate N6 Certificate accepted for admittance to the final examination for the Certificate of Competency as Mechanical/ Electrotechnical Engineer</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>* Inspect various equipment to ensure proper maintenance</li> <li>* Use equipment</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Inspect stores to ensure that they are kept according to prescribed standards</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Perform inspections at various buildings/mines to ensure that they comply to Occupational Health and Safety standards</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give procedural and technical advice to colleagues and clients on the application of the Act on Occupational Health and Safety and the Occupational diseases and Mine Health and Safety Act</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive and give standard information on several closely related subject areas with regard to safety procedures</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Follow standard instructions and procedures</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Postholder's own work</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Make recommendations to higher authorities for final decision</li> </ul>	<ul style="list-style-type: none"> <li>* Office equipment</li> <li>* Technical equipment</li> <li>* Vehicles</li> </ul>		<p><u>OR</u></p> <ul style="list-style-type: none"> <li>* B. Degree in Engineering</li> </ul> <p><b>Mine health and safety</b></p> <ul style="list-style-type: none"> <li>* Grade 12 (or equivalent) qualification <u>plus</u> a Certificate of Competency as Mine Overseer</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* A National Higher Diploma in Metal or Coal Mining</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* An appropriate National Diploma (N Stream)/N4 Certificate/National Higher Diploma in Mechanical or Electrical Engineering with appropriate subjects for admittance to the examination for the Certificate of Competency for Mechanical or Electrotechnical Engineer for Mines and Works <u>plus</u> a completed apprenticeship in an appropriate trade</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Certificate in Occupational Health and Safety: Mines</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>- Registration with the South African Interim Nursing council as Professional Nurse (category Occupational Health Nursing)</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> * Share basic information with clients/colleagues with regard to compliance with Safety directives</p> <p><b>SUPERVISION/MANAGEMENT OF PERSONNEL</b> * Assist with training of junior staff</p>			<p><b>EXPERIENCE</b> * <b>General safety:</b> Between 2 and 5 years * <b>Occupational Health and Safety:</b> Between 0 and 2 years * <b>Mine health and Safety:</b> No experience</p> <p><b>TRAINING</b> In Service training * NOSA-courses</p>



# SALARY RANGE 8

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
432-527	8	80248	D1040100	Safety, Health and Quality Inspectors

## GUIDELINES

CATEGORY	PAGE
<ul style="list-style-type: none"><li>Technicians and Associate Professionals</li></ul>	16(43)

**GUIDELINES:  
TECHNICIANS AND  
ASSOCIATE  
PROFESSIONALS**

## GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 8: Technicians and Associate Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel are involved with the maintenance of safety standards of an institution, or the inspection of facilities which includes mines, to ensure that the Acts on Occupational Health and Safety and Mine Health and Safety are adhered to</p> <p><b>AUTONOMY</b> * Perform technical/professional tasks of complex nature requiring some interpretation in a multi task environment</p>	<p>* <b>General Safety</b></p> <ul style="list-style-type: none"> <li>- Compile safety codes</li> <li>- Carry out inspections to ensure application of codes</li> <li>- Investigate accidents and injuries</li> <li>- Compile reports on investigation findings</li> <li>- Lecture on safety codes</li> <li>- Liaise with components to determine safety requirements</li> </ul> <p>* <b>Occupational Health and Safety</b></p> <ul style="list-style-type: none"> <li>- Investigate causes of accidents</li> <li>- Inspect and service requirements on employers of short-comings to be rectified</li> <li>- Appear in Court in criminal cases where transgression of regulations has occurred</li> </ul> <p>* <b>Mine Health and Safety</b></p> <ul style="list-style-type: none"> <li>- Inspect mines and associated works</li> <li>- Perform inspections of equipment at mines and associated works</li> <li>- Test elevating equipment</li> <li>- Investigate accidents</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge of various processes and procedures such as:</p> <ul style="list-style-type: none"> <li>* Equipment (category C)</li> <li>* Safety (category C)</li> <li>* Norms and standards (category B)</li> <li>* Training (category C)</li> <li>* HR matters (category B)</li> <li>* Computer (category B)</li> <li>* Planning and Organising (category C)</li> <li>* Finance (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Analytical</li> <li>* Operating equipment</li> <li>* Numeracy</li> <li>* Investigative</li> <li>* Lectures</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring difficult explanation</li> <li>* Routine reports containing information on safety aspects</li> <li>* Compile safety codes</li> </ul>	<p><b>QUALIFICATIONS</b></p> <p><b>General safety:</b></p> <ul style="list-style-type: none"> <li>* Grade 12 (or equivalent)</li> </ul> <p><u>PLUS</u></p> <ul style="list-style-type: none"> <li>* A certificate issued by the National Occupational Safety Association (NOSA)</li> </ul> <p><u>PLUS</u></p> <ul style="list-style-type: none"> <li>* Trade Test in terms of section 13(2)(h) of the Manpower Training Act or Certificate in terms of section 28 or 30 (or the repealed section 27) of the said Act.</li> </ul> <p><b>Occupational health and safety:</b></p> <ul style="list-style-type: none"> <li>* National Higher Diploma</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* An appropriate N6 Certificate accepted for admittance to the final examination for the Certificate of Competency as Mechanical/ Electrotechnical Engineer</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* B. Degree in Engineering</li> </ul> <p><u>OR</u></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>* Inspect and test equipment in industry</li> <li>* Use equipment</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Inspect safety in stores</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Perform inspections at various buildings/ mines to ensure that they comply with Occupational Health and Safety standards</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give procedural and technical advice to colleagues and clients in terms of the application of the Act on Occupational Health and Safety and the Occupational diseases and the Mine Health and Safety Act</li> </ul>	<ul style="list-style-type: none"> <li>* Office equipment</li> <li>* Technical equipment</li> <li>* Vehicles</li> </ul>	<p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed from time to time that impact on existing methods</li> </ul>	<ul style="list-style-type: none"> <li>* Certificate of competency as Mechanical/Electrotechnical Engineer</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with ECSA as professional engineer</li> </ul> <p><b>Mine health and safety:</b></p> <ul style="list-style-type: none"> <li>* B degree in Mining, Mechanical or Electrical Engineering</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* Mine Managers' Certificate of Competency for Metalliferous or Coal Mines</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* Certificate in Mine Environment Control issued by the Chamber of Mines</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* Mine Surveyor's Certificate of Competency</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 and give information on several closely related subject areas with regard to safety procedures</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Jobholder may occasionally compare possible courses of action using mainly standard information</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Postholder's own work</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Make recommendations to higher authorities for final decision</li> <li>* Decisions in respect of own work and in respect of sub-ordinate's work</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Share detailed information with clients/colleagues with regard to compliance with Safety directives</li> </ul> <p><b>SUPERVISION/MANAGEMENT OF PERSONNEL</b></p> <ul style="list-style-type: none"> <li>* May be responsible to manage a component at a institution or give guidance to sub-ordinates</li> </ul>	<ul style="list-style-type: none"> <li>* Allocate tasks</li> <li>* Co-ordinate workflow</li> <li>* Performance assessment</li> <li>* Maintain sound labour relations</li> </ul>		<p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with ECSA as professional engineer</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with the South African Interim Nursing Council as Professional Nurse (category Occupational Health Nursing)</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* <b>General safety:</b> Between five and ten years</li> <li>* <b>Occupational Health and Safety:</b> Between two and five years</li> <li>* <b>Mine health and safety:</b> Between zero and two years</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* To be determined during further development of CORE's</li> </ul>

# SALARY RANGE 9

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
484-579	9	80249	D1040100	Safety, Health and Quality Inspectors

## GUIDELINES

CATEGORY	PAGE
<ul style="list-style-type: none"><li>Technicians and Associate Professionals</li></ul>	16(48)

**GUIDELINES:  
TECHNICIANS AND  
ASSOCIATE  
PROFESSIONALS**

<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: Technicians and Associate Professionals</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who are involved with the inspection of facilities which includes, mines to ensure that the Acts on Occupational Health and Safety and Mine Health and Safety are adhered to</p> <p><b>AUTONOMY</b> * Perform technical/professional tasks of complex nature requiring occasional interpretation</p> <p><b>FINANCIAL RESOURCES</b> * Control expenditure of others</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Inspect and test equipment in industry * Use equipment</p>	<p><b>Occupational Health and Safety</b></p> <ul style="list-style-type: none"> <li>* Liaise with employers in order to guide them to comply with the act</li> <li>* Carry out specialised investigations</li> <li>* Serve requirement of employers where shortcomings exist</li> <li>* Investigate cases and make recommendations</li> </ul> <p><b>Mine Health and Safety</b></p> <ul style="list-style-type: none"> <li>* Ensure that all parties understand Mine Health and Safety Act, 1996</li> <li>* Analyse results from medical surveillance programme</li> </ul> <p>Office equipment Technical equipment Vehicles</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge of various work processes and procedures such as:</p> <ul style="list-style-type: none"> <li>* Equipment (category C)</li> <li>* Safety (category C)</li> <li>* Norms and standards (category B)</li> <li>* Training (category C)</li> <li>* HR matters (category B)</li> <li>* Computer (category B)</li> <li>* Finance (category B/C)</li> <li>* Planning and Organising (category C)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Analytical</li> <li>* Operating equipment</li> <li>* Facilitation</li> <li>* Conflict management</li> <li>* Negotiation</li> <li>* Numeracy</li> <li>* Investigative</li> <li>* Lectures</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring difficult explanation</li> <li>* Complex reports</li> <li>* Compile safety codes</li> </ul>	<p><b>QUALIFICATIONS</b> <b>Occupational health and safety:</b> * National Higher Diploma</p> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* An appropriate N6 Certificate accepted for admittance to the final examination for the Certificate of Competency as Mechanical/ Electrotechnical Engineer</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* B. Degree in Engineering</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* Certificate of competency as Mechanical/Electrotechnical Engineer</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with ECSA as professional engineer</li> </ul> <p><b>Mine health and safety:</b> * B degree in Mining, Mechanical or Electrical Engineering</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>INVOLVEMENT WITH STORES</b> * Inspect safety in stores</p> <p><b>LAND AND BUILDINGS</b> * Perform inspections at various buildings, factories and mines to ensure that they comply with Occupational Health and Safety and Mine Health and safety standards</p> <p><b>ADVICE</b> * Give procedural and technical advice to colleagues and clients in terms of the application of the Act on Occupational Health and Safety and the Occupational Diseases and the Mine Health and Safety Acts</p> <p><b>JOB INFORMATION</b> * Receive and give information on wide ranging but related subject areas with regard to safety procedures</p> <p><b>PROBLEM SOLVING</b> * Follow technical guidelines and analyse information to compare possible courses of outcome</p>		<p><b>CREATIVITY</b> * New ideas are developed from time to time that impact on existing methods</p>	<p><u>OR</u> * Mine Managers' Certificate of Competency for Metalliferous or Coal Mines</p> <p><u>OR</u> * Certificate in Mine Environment Control issued by the Chamber of Mines</p> <p><u>OR</u> * Mine Surveyor's Certificate of Competency</p> <p><u>OR</u> * Registration with ECSA as professional engineer</p> <p><u>OR</u> * Registration with the South African Interim Nursing Council as Professional Nurse (category Occupational Health Nursing)</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>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Postholder's own work</li> <li>* Contribute towards planning of work in component</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Plan work of component</li> <li>* Make recommendations to higher authorities for final decision</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Interaction based on detailed information</li> <li>* Share detailed information with clients/ colleagues with regard to compliance with safety directions</li> </ul> <p><b>SUPERVISION/MANAGEMENT OF PERSONNEL</b></p> <ul style="list-style-type: none"> <li>* Manage component</li> </ul>	<ul style="list-style-type: none"> <li>* General supervision of elementary occupations up to professionals</li> <li>* Plan work of section</li> <li>* Authorise work</li> </ul>		<p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with Interim South African Medical and Dental Council as physician (category Occupational Medicine)</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* <b>Occupational Health and Safety:</b> Between 5 and 10 years</li> <li>* <b>Mine Health and Safety:</b> Between 2 and 5 years</li> </ul> <p><b>TRAINING</b> To be determined during further development of CORE's</p>

# SALARY RANGE 10

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
537-632	10	80250	D1040100	Safety, Health and Quality Inspectors

## GUIDELINES

CATEGORY	PAGE
<ul style="list-style-type: none"><li>Technicians and Associate Professionals</li></ul>	16(53)

**GUIDELINES:  
TECHNICIANS AND  
ASSOCIATE  
PROFESSIONALS**

<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: Technicians and Associate Professionals</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who are involved with the inspection of facilities, which includes mines to ensure that the Acts on Occupational Health and Safety and Mine Health and Safety are adhered to</p> <p><b>AUTONOMY</b> * Perform technical/professional tasks of complex nature requiring frequent interpretation</p> <p><b>FINANCIAL RESOURCES</b> * Control expenditure of others</p>	<p>* <b>Occupational Health and Safety</b></p> <ul style="list-style-type: none"> <li>- Liaise with employers in order to guide them to comply with the act.</li> <li>- Carry out specialised investigations</li> <li>- Serve requirement of employers where shortcomings exist</li> <li>- Investigate cases and make recommendations</li> </ul> <p>* <b>Mine Health and Safety</b></p> <ul style="list-style-type: none"> <li>- Perform Audits to ensure that mines comply with regulations</li> <li>- Partake in investigations involving serious illness and health threatening occurrences</li> <li>- Control re-employment standards</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge of a various work processes and procedures such as:</p> <ul style="list-style-type: none"> <li>* Equipment (category C)</li> <li>* Safety (category C)</li> <li>* Norms and standards (category B)</li> <li>* Training (category C)</li> <li>* HR matters (category B)</li> <li>* Computer (category B)</li> <li>* Finance (category C)</li> <li>* Planning and Organising (category C)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Analytical</li> <li>* Operating equipment</li> <li>* Facilitation</li> <li>* Conflict management</li> <li>* Negotiation</li> <li>* Numeracy</li> <li>* Investigative</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring difficult explanation</li> <li>* Complex reports</li> <li>* Compilation of safety codes</li> </ul>	<p><b>QUALIFICATIONS</b> <b>Occupational health and safety:</b> * National Higher Diploma</p> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* An appropriate N6 Certificate accepted for admittance to the final examination for the Certificate of Competency as Mechanical/Electrotechnical Engineer</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* B. Degree in Engineering</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Certificate of competency as Mechanical/Electrotechnical Engineer</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with ECSA as professional engineer</li> </ul> <p><b>Mine health and safety:</b> * B degree in Mining, Mechanical or Electrical Engineering</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>* Inspect and test equipment in industry</li> <li>* Utilise equipment</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Inspect safety in stores</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Perform inspections at various buildings, factories and mines to ensure that they comply with Occupational Health and Safety and mine health and safety standards</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give procedural and technical advice to colleagues and clients in terms of the application of the Act on Occupational Health and Safety and the Occupational Diseases Act and the Mine Health and Safety Act</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive and give information on wide ranging but related subject areas with regard to safety procedures</li> </ul>	<ul style="list-style-type: none"> <li>* Office equipment</li> <li>* Technical equipment</li> <li>* Vehicles</li> </ul>	<p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed from time to time that impact on existing methods</li> </ul>	<p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Mine Managers' Certificate of Competency for Metalliferous or Coal Mines</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Certificate in Mine Environment Control issued by the Chamber of Mines</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Mine Surveyor's Certificate of Competency</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with ECSA as professional engineer</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with the South African Interim Nursing Council as Professional Nurse (category Occupational Health Nursing)</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>* Follow technical guidelines and analyse information to compare possible courses of outcome</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Plan work of component</li> <li>* Make recommendations to higher authorities for final decision</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Postholder's decisions impact on the operations at various institutions</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Interaction based on detailed information</li> <li>* Interaction will have an impact on the ability to render a quality service</li> <li>* Share detailed information with clients/colleagues with regard to compliance with safety directions</li> </ul>			<p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with Interim South African Medical and Dental Council as physician (category Occupational Medicine)</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* <b>Occupational Health and Safety:</b> More than 10 years</li> <li>* <b>Mine health and safety:</b> Between 5 and 10 years</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* To be determined during further development of CORE's</li> </ul>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>SUPERVISION/MANAGEMENT OF PERSONNEL</b> * Manage component	* Assist with training of personnel * General supervision of elementary occupations up to professionals * Plan work of section * Authorise work		



# SALARY RANGE 11

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
589-684	11	80251	C6010305	Middle Managers: Engineering sciences related
			D1040100	Safety, Health and Quality Inspectors

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	16(59)
• Technicians and Associate Professionals	16(63)

# **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>* Manages a component responsible for the investigations at facilities in terms of the Occupational Health and Safety Act</li> <li>* Policy development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform management tasks of complex nature requiring frequent interpretation</li> <li>* Manages personnel</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Recommend and monitor budget levels</li> <li>* Authorise expenditure</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Inspect and test equipment in industry</li> <li>* Utilise equipment</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Inspect safety in stores</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Perform inspections at various buildings/factories and mines to ensure that they comply with Occupational Health and Safety standards</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Occupational Health and Safety</b></li> <li>- Conduct discussions with employers to explain statutory provisions</li> <li>- Promote occupational health and safety</li> </ul> <ul style="list-style-type: none"> <li>* Carry out financial estimations and budget control</li> </ul> <ul style="list-style-type: none"> <li>* Office equipment</li> <li>* Technical equipment</li> <li>* Vehicles</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge of a limited range of work processes and procedures such as:</p> <ul style="list-style-type: none"> <li>* Equipment (category C)</li> <li>* Safety (category C)</li> <li>* Norms and standards (category B)</li> <li>* Training (category C)</li> <li>* HR matters (category B/C)</li> <li>* Finance (category C)</li> <li>* Computer (category B)</li> <li>* Planning and Organising (C)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Analytical</li> <li>* Operating equipment</li> <li>* Facilitation</li> <li>* Conflict management</li> <li>* Negotiation</li> <li>* Numeracy</li> <li>* Investigative</li> <li>* Management</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring difficult explanation</li> <li>* Complex reports</li> <li>* Motivating personnel</li> <li>* Safety codes</li> </ul>	<p><b>QUALIFICATIONS</b> <b>Occupational Health and Safety</b></p> <ul style="list-style-type: none"> <li>* National Higher Diploma</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* An appropriate N6 Certificate accepted for admittance to the final examination for the Certificate of Competency as Mechanical/Electrotechnical Engineer</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* B. Degree in Engineering</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* Certificate of competency as Mechanical/Electrotechnical Engineer</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with ECSA as professional engineer</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* More than 10 years</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* To be determined during further development of CORE's</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> * Give procedural and technical advice to colleagues and clients in terms of the application of the Act on Occupational Health and Safety</p> <p><b>JOB INFORMATION</b> * Receive and give information on wide ranging but related subject areas with regard to safety procedures</p> <p><b>PROBLEM SOLVING</b> * Follow narrow policy guidelines in analysing a variety of information</p> <p><b>PLANNING</b> * Influence the planning of component/Private Sector organisations</p>		<p><b>CREATIVITY</b> * New ideas are developed from time to time that may result in major changes to existing policies/methods</p>	

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>DECISION MAKING</b> * Impact on work of component/Private Sector organisations</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Exchange of highly specialised information requiring conceptualisation * Interaction will impact on the ability to render a quality service</p> <p><b>SUPERVISION/MANAGEMENT OF PERSONNEL</b> * Manage component</p>	<p>* Manage work flow * Plan and control work of component * Technical advice and guidance to personnel * Personnel assessment * Maintain sound labour relations * Disciplinary procedures</p>		

**GUIDELINES:  
TECHNICIANS AND  
ASSOCIATE  
PROFESSIONALS**

<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: Technicians and Associate Professionals</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who are involved with the inspection of facilities on mines to ensure that the Mine Health and Safety Act are adhered to</p> <p><b>AUTONOMY</b> * Perform technical/professional tasks of complex nature requiring frequent interpretation * Manages personnel</p> <p><b>FINANCIAL RESOURCES</b> * Recommend and monitor budget levels * Authorise expenditure</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Inspect and test equipment in industry * Utilise equipment</p> <p><b>INVOLVEMENT WITH STORES</b> * Inspect safety in stores</p> <p><b>LAND AND BUILDINGS</b> * Perform inspections at mines to ensure that they comply with Mine Health and Safety standards</p>	<p>* <b>Mine Health and Safety</b></p> <p>- Maintain Occupational Health and Safety standards - Draft reports on irregularities at mines - Serve in research committees</p> <p>* Office equipment * Technical equipment * Vehicles</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge of a limited range of work processes and procedures such as: * Equipment (category C) * Safety (category C) * Norms and standards (category B) * Training (category C) * HR matters (category B) * Finance (category C) * Computer (category B) * Planning and Organising (category C)</p> <p><b>SKILLS</b> * Analytical * Operating equipment * Facilitation * Conflict management * Negotiation * Numeracy * Investigative * Management</p> <p><b>COMMUNICATION</b> * Providing or obtaining information requiring difficult explanation * Complex reports * Motivating personnel * Compile safety codes</p>	<p><b>QUALIFICATIONS</b> <b>Mine health and safety:</b> * B degree in Mining, Mechanical or Electrical Engineering</p> <p><u>OR</u></p> <p>* Certificate in Mine Environment Control issued by the Chamber of Mines</p> <p><u>OR</u></p> <p>* Mine Surveyor's Certificate of Competency</p> <p><u>OR</u></p> <p>* Registration with ECSA as professional engineer</p> <p><u>OR</u></p> <p>* Registration with the South African Interim Nursing Council as Professional Nurse (category Occupational Health Nursing).</p> <p><u>OR</u></p> <p>* Registration with Interim South African Medical and Dental Council as physician (category Occupational Medicine)</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>ADVICE</b> * Give procedural and technical advice to colleagues and clients in terms of the application of the Mine Health and Safety Act</p> <p><b>JOB INFORMATION</b> * Receive and give information on wide ranging but related subject areas with regard to safety procedures</p> <p><b>PROBLEM SOLVING</b> * Follow narrow policy guidelines in analysing a variety of information</p> <p><b>PLANNING</b> * Influence the planning of component/Private Sector</p> <p><b>DECISION MAKING</b> * Impact on work of component/Private Sector</p>		<p><b>CREATIVITY</b> * New ideas are developed from time to time that may result in major changes to existing policies/methods</p>	<p><b>EXPERIENCE</b> * More than 10 years</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p>



**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>INTERACTION WITH CLIENTS/STAFF</b></p> <ul style="list-style-type: none"> <li>* Exchange of highly specialised information requiring conceptualisation</li> <li>* Interaction will impact on the ability to render a quality service</li> </ul> <p><b>SUPERVISION/MANAGEMENT OF PERSONNEL</b></p> <ul style="list-style-type: none"> <li>* Manage component</li> </ul>	<ul style="list-style-type: none"> <li>* Manage work flow</li> <li>* Plan and control work of component</li> <li>* Technical advice and guidance to personnel</li> </ul>		

# SALARY RANGE 12

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
642-737	12	80252	C6010305	Middle Managers: Engineering sciences related

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	16(68)

# **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 12: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Manage personnel in components who oversee the application of the Occupational Health and Safety and Mine Health and Safety Acts</li> <li>* Policy development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform management tasks of complex nature requiring frequent interpretation</li> <li>* Manages personnel</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Recommend and monitor budget levels</li> <li>* Authorise expenditure</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Occupational Health and Safety</b> <ul style="list-style-type: none"> <li>- Conduct discussions with employers to explain statutory provisions</li> <li>- Promote occupational health and safety</li> </ul> </li> <li>* <b>Mine Health and Safety</b> <ul style="list-style-type: none"> <li>- Co-ordinate inspections at Mines and associated works</li> <li>- Hear cases of transgression of regulations</li> <li>- Co-ordinate advanced occupational health inspection</li> <li>- Compile reports on transgressions and make recommendations to prevent future transgressions</li> </ul> </li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge of a limited range of work processes and procedures such as:</p> <ul style="list-style-type: none"> <li>* Equipment (category C)</li> <li>* Safety (category C)</li> <li>* Norms and standards (category B)</li> <li>* Training (category C)</li> <li>* HR matters (category B/C)</li> <li>* Finance (category C)</li> <li>* Computer (category B)</li> <li>* Planning and Organising (category C)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Analytical</li> <li>* Operating equipment</li> <li>* Facilitation</li> <li>* Conflict management</li> <li>* Negotiation</li> <li>* Numeracy</li> <li>* Investigative</li> <li>* Management</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring difficult explanation</li> <li>* Complex reports</li> <li>* Motivating personnel</li> <li>* Compilation of safety codes</li> </ul>	<p><b>QUALIFICATIONS</b></p> <p><b>Occupational health and safety:</b></p> <ul style="list-style-type: none"> <li>* National Higher Diploma</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* An appropriate N6 Certificate accepted for admittance to the final examination for the Certificate of Competency as Mechanical/Electrotechnical Engineer</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* B. Degree in Engineering</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* Certificate of competency as Mechanical/Electrotechnical Engineer</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with ECSA as professional engineer</li> </ul> <p><b>Mine health and safety:</b></p> <ul style="list-style-type: none"> <li>* B degree in Mining, Mechanical or Electrical Engineering</li> </ul>

## GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Inspect and test equipment in industry</li> <li>* Utilise equipment</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Inspect safety in stores</li> </ul> <p><b>LAND AND BUILDINGS</b></p> <ul style="list-style-type: none"> <li>* Perform inspections at various buildings/factories and mines to ensure that they comply to Occupational Health and Safety and Mine Safety standards</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give procedural and technical advice to personnel, colleagues and clients in terms of the application of the Act on Occupational Health and Safety and Occupational Diseases and Mine Health and Safety Act</li> </ul> <p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive and give information on wide ranging but related subject areas with regard to safety procedures</li> </ul>	<ul style="list-style-type: none"> <li>* Office equipment</li> <li>* Technical equipment</li> <li>* Vehicles</li> </ul>	<p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed from time to time that may result in major changes to existing policies/methods</li> </ul>	<p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Mine Managers' Certificate of Competency for Metalliferous or Coal Mines</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Certificate in Mine Environment Control issued by the Chamber of Mines</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Mine Surveyor's Certificate of Competency</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with ECSA as professional engineer</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with the South African Interim Nursing Council as Professional Nurse (category Occupational Health Nursing)</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>* Registration with Interim South African Medical and Dental Council as physician (category Occupational Medicine)</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> * Follow narrow policy guidelines in analysing a variety of information</p> <p><b>PLANNING</b> * Influence the planning of component/Private Sector organisations</p> <p><b>DECISION MAKING</b> * Impact on work of component/Private Sector organisations</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Exchange of highly specialised information requiring conceptualisation * Interaction will impact on the postholder's ability to render a quality service</p> <p><b>SUPERVISION/MANAGEMENT OF PERSONNEL</b> * Manage component</p>	<p>* Manage work flow * Plan and control work of component * Technical advice and guidance to personnel * Performance assessment * Maintain sound labour relations * Administer "HR" function in terms of relevant acts</p>		<p><b>EXPERIENCE</b> * More than 10 years</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p>

# SALARY RANGE 13

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
695-790	13	80253	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	16(73)

# **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 13: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b> * Responsible for management of more than one component</p> <p><b>AUTONOMY</b> * Managerial duties which include policy development and the determination of direction/strategy</p>	<p><b>Senior Management</b></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 a department to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budget constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department 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 C/D)</li> <li>* Planning and organising (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Management functions</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b> Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Change Management</li> <li>* Diversity Management</li> </ul>	<p><b>QUALIFICATION</b> * Tertiary qualification in management or other where management practices were included in the curriculum</p> <p><b>EXPERIENCE</b> * More than 10 years</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p> <p><b>STATUTORY REQUIREMENTS</b> * To be determined by the occupational field in which postholder is functioning</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>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> * To be determined during further development of CORE's</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few resources within the Department</p> <p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging</p>	<p>* Set budget levels * Major budget planning * Analyse financial data</p> <p>* Office * Computer * Technical * Vehicles</p> <p>* Offices</p> <p>* Departmental policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters</p> <p>* Technical/professional * Department policy/strategy</p>	<p><b>COMMUNICATION</b> * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/memos/letters * Sensitive press releases * Complex legal documents * Cabinet memoranda * Negotiations</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>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 division and often influence the planning to be done in other Departments and Private Sector</p> <p><b>DECISION MAKING</b> * Resolve job related problems referred to by others * Authorise actions * Recommend/decide on issues that will impact on a public service/Private Sector * Control projects * Recommend actions requiring major resource commitment by others * Amend existing practices and procedures for their work area</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Contact can be made with various people and institutions that will impact on the post-holders ability to render a quality service</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>* Significant financial planning</li> <li>* Contribution to Departmental strategic planning</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/Private Sector</li> <li>* Minister/Premier</li> <li>* Patients</li> <li>* Private Sector Organisations</li> <li>* General Public</li> <li>* Academic Institutions</li> <li>* Media</li> <li>* International organisations</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>CONTENT OF COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Highly specialised information which requires a high degree of conceptualisation</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of which the composition might vary from elementary occupations up to professional</li> <li>* As part of managing sections responsible for, advice will be given, discipline will be maintained and control and planning will be exercised</li> </ul>	<ul style="list-style-type: none"> <li>* Departmental policy/strategy</li> <li>* Technical/ professional</li> <li>* Public Service policy/strategy</li> </ul>		

# SALARY RANGE 14

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80254	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	16(79)

# **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 14: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b> * Responsible for management of more than one component</p> <p><b>AUTONOMY</b> * Managerial duties which include policy development and the determination of direction/strategy</p>	<p><b>Senior Management</b></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 a department to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budget constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department 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 C/D)</li> <li>* Planning and organising (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Managerial functions</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b> Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Change Management</li> <li>* Diversity Management</li> </ul>	<p><b>QUALIFICATION</b> * Tertiary qualification in management or other where management practices were included in the curriculum</p> <p><b>EXPERIENCE</b> * More than 10 years</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p> <p><b>STATUTORY REQUIREMENTS</b> * To be determined by the occupational field in which postholder is functioning</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>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> * To be determined during further development of CORE's</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few resources within the Department</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>* Office</li> <li>* Computer</li> <li>* Technical</li> <li>* Vehicles</li>   <li>* Offices</li>   <li>* Departmental policy/strategy</li> <li>* Public Service policy/strategy</li> <li>* Public relations</li> <li>* Technical/policy matters</li>   <li>* Technical/professional</li> <li>* Department policy/strategy</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating</li> <li>* Complex notes/memos/letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Cabinet memoranda</li> <li>* Negotiations</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	



<b>GUIDELINES</b>			
<b>JOB 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> * 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 division and often influence the planning to be done in other Departments and Private Sector</p> <p><b>DECISION MAKING</b> * Resolve job related problems referred to by others * Authorise actions * Recommend/decide on issues that will impact on a public service/Private Sector * Control projects * Recommend actions requiring major resource commitment by others * Amend existing practices and procedures for their work area</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Contact can be made with various people and institutions that will impact on the post-holders ability to render a quality service</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>* Significant financial planning</li> <li>* Contribution to Departmental strategic planning</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/Private Sector</li> <li>* Minister/Premier</li> <li>* Patients</li> <li>* Private Sector Organisations</li> <li>* General Public</li> <li>* Academic Institutions</li> <li>* Media</li> <li>* International organisations</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>CONTENT OF COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Highly specialised information which requires a high degree of conceptualisation</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of which the composition might vary from elementary occupations up to even professional</li> <li>* As part of managing sections responsible for, advice will be given, discipline will be maintained and control and planning will be exercised</li> </ul>	<ul style="list-style-type: none"> <li>* Departmental policy/strategy</li> <li>* Technical/ professional</li> <li>* Public Service policy/strategy</li> </ul>		

# SALARY RANGE 15

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
800-895	15	80255	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	16(85)

# **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 15: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b> * Manage a Branch within a department</p> <p><b>AUTONOMY</b> * Managerial duties which include policy development and the determination of direction/strategy</p>	<p>* <b>Senior Management</b></p> <p>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</p> <p>* Determine all types of policy in the organisation within his/her power of authority</p> <p>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</p> <p>* Execute advisory commitments</p> <p>* Formulate strategic policies which will enable a department to successfully fulfill its role in delivering a service to the community/clients</p> <p>* Determine the most effective work procedures and methods to achieve organisational goals</p> <p>* Compile budget and manage personnel activities responsible for but within budget constraints</p> <p>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</p> <p>* 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</p> <p>* Represent the department in high level committees</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <p>* Training (category C) * HR matters (category C/D) * Finance (category D) * Planning and organising (category D) * Technical standards/procedures * Needs and priorities of stakeholders * Management functions * Computer (category B)</p> <p><b>SKILLS</b> Advanced skills such as:</p> <p>* Analytical thinking * Research * Computer utilisation * Policy formulation * Financial Management * Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits * Adaptability during changes to meet the goals * Change Management * Diversity Management</p>	<p><b>QUALIFICATION</b> * Tertiary qualification in management or other where management practices were included in the curriculum</p> <p><b>EXPERIENCE</b> * More than 10 years</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p> <p><b>STATUTORY REQUIREMENTS</b> * To be determined by the occupational field in which postholder is functioning</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>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> * To be determined during further development of CORE's</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few resources within the Department</p> <p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging</p>	<p>* Set budget levels * Major budget planning * Analyse financial data</p> <p>* Office * Computer * Technical * Vehicles</p> <p>* Offices</p> <p>* Departmental policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters</p> <p>* Technical/professional * Department policy/strategy</p>	<p><b>COMMUNICATION</b> * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/memos/letters * Sensitive press releases * Complex legal documents * Cabinet memoranda * Negotiations</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>CONTENT OF COMMUNICATION</b></p> <p>* Highly specialised information which requires a high degree of conceptualisation</p> <p><b>SUPERVISORY/MANAGEMENT</b></p> <p>* Supervise/manage personnel of which the composition might vary from elementary occupations up to professional</p> <p>* As part of managing sections responsible for, advice will be given, discipline will be maintained and control and planning will be exercised</p>	<p>* Departmental policy/strategy</p> <p>* Technical/ professional</p> <p>* Public Service policy/strategy</p>		



# SALARY RANGE 13

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
695-790	13	80253	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	16(73)

# **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 13: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b> * Responsible for management of more than one component</p> <p><b>AUTONOMY</b> * Managerial duties which include policy development and the determination of direction/strategy</p>	<p><b>Senior Management</b></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 a department to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budget constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department 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 C/D)</li> <li>* Planning and organising (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Management functions</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b> Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Change Management</li> <li>* Diversity Management</li> </ul>	<p><b>QUALIFICATION</b> * Tertiary qualification in management or other where management practices were included in the curriculum</p> <p><b>EXPERIENCE</b> * More than 10 years</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p> <p><b>STATUTORY REQUIREMENTS</b> * To be determined by the occupational field in which postholder is functioning</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>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> * To be determined during further development of CORE's</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few resources within the Department</p> <p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging</p>	<p>* Set budget levels * Major budget planning * Analyse financial data</p> <p>* Office * Computer * Technical * Vehicles</p> <p>* Offices</p> <p>* Departmental policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters</p> <p>* Technical/professional * Department policy/strategy</p>	<p><b>COMMUNICATION</b> * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/memos/letters * Sensitive press releases * Complex legal documents * Cabinet memoranda * Negotiations</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>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 division and often influence the planning to be done in other Departments and Private Sector</p> <p><b>DECISION MAKING</b> * Resolve job related problems referred to by others * Authorise actions * Recommend/decide on issues that will impact on a public service/Private Sector * Control projects * Recommend actions requiring major resource commitment by others * Amend existing practices and procedures for their work area</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Contact can be made with various people and institutions that will impact on the post-holders ability to render a quality service</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>* Significant financial planning</li> <li>* Contribution to Departmental strategic planning</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/Private Sector</li> <li>* Minister/Premier</li> <li>* Patients</li> <li>* Private Sector Organisations</li> <li>* General Public</li> <li>* Academic Institutions</li> <li>* Media</li> <li>* International organisations</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>CONTENT OF COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Highly specialised information which requires a high degree of conceptualisation</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of which the composition might vary from elementary occupations up to professional</li> <li>* As part of managing sections responsible for, advice will be given, discipline will be maintained and control and planning will be exercised</li> </ul>	<ul style="list-style-type: none"> <li>* Departmental policy/strategy</li> <li>* Technical/ professional</li> <li>* Public Service policy/strategy</li> </ul>		

# SALARY RANGE 14

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80254	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	16(79)

# **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 14: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b> * Responsible for management of more than one component</p> <p><b>AUTONOMY</b> * Managerial duties which include policy development and the determination of direction/strategy</p>	<p><b>Senior Management</b></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 a department to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budget constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department 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 C/D)</li> <li>* Planning and organising (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Managerial functions</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b> Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Change Management</li> <li>* Diversity Management</li> </ul>	<p><b>QUALIFICATION</b> * Tertiary qualification in management or other where management practices were included in the curriculum</p> <p><b>EXPERIENCE</b> * More than 10 years</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p> <p><b>STATUTORY REQUIREMENTS</b> * To be determined by the occupational field in which postholder is functioning</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>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> * To be determined during further development of CORE's</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few resources within the Department</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>* Office</li> <li>* Computer</li> <li>* Technical</li> <li>* Vehicles</li>   <li>* Offices</li>   <li>* Departmental policy/strategy</li> <li>* Public Service policy/strategy</li> <li>* Public relations</li> <li>* Technical/policy matters</li>   <li>* Technical/professional</li> <li>* Department policy/strategy</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating</li> <li>* Complex notes/memos/letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Cabinet memoranda</li> <li>* Negotiations</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	

<b>GUIDELINES</b>			
<b>JOB 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> * 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 division and often influence the planning to be done in other Departments and Private Sector</p> <p><b>DECISION MAKING</b> * Resolve job related problems referred to by others * Authorise actions * Recommend/decide on issues that will impact on a public service/Private Sector * Control projects * Recommend actions requiring major resource commitment by others * Amend existing practices and procedures for their work area</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Contact can be made with various people and institutions that will impact on the post-holders ability to render a quality service</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>* Significant financial planning</li> <li>* Contribution to Departmental strategic planning</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/Private Sector</li> <li>* Minister/Premier</li> <li>* Patients</li> <li>* Private Sector Organisations</li> <li>* General Public</li> <li>* Academic Institutions</li> <li>* Media</li> <li>* International organisations</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>CONTENT OF COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Highly specialised information which requires a high degree of conceptualisation</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise/manage personnel of which the composition might vary from elementary occupations up to even professional</li> <li>* As part of managing sections responsible for, advice will be given, discipline will be maintained and control and planning will be exercised</li> </ul>	<ul style="list-style-type: none"> <li>* Departmental policy/strategy</li> <li>* Technical/ professional</li> <li>* Public Service policy/strategy</li> </ul>		

# SALARY RANGE 15

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
800-895	15	80255	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	16(85)

# **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 15: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b> * Manage a Branch within a department</p> <p><b>AUTONOMY</b> * Managerial duties which include policy development and the determination of direction/strategy</p>	<p>* <b>Senior Management</b></p> <p>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</p> <p>* Determine all types of policy in the organisation within his/her power of authority</p> <p>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</p> <p>* Execute advisory commitments</p> <p>* Formulate strategic policies which will enable a department to successfully fulfill its role in delivering a service to the community/clients</p> <p>* Determine the most effective work procedures and methods to achieve organisational goals</p> <p>* Compile budget and manage personnel activities responsible for but within budget constraints</p> <p>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</p> <p>* 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</p> <p>* Represent the department in high level committees</p>	<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>* Planning and organising (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Management functions</li> <li>* Computer (category B)</li> </ul> <p><b>SKILLS</b> Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Change Management</li> <li>* Diversity Management</li> </ul>	<p><b>QUALIFICATION</b> * Tertiary qualification in management or other where management practices were included in the curriculum</p> <p><b>EXPERIENCE</b> * More than 10 years</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p> <p><b>STATUTORY REQUIREMENTS</b> * To be determined by the occupational field in which postholder is functioning</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>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> * To be determined during further development of CORE's</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few resources within the Department</p> <p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging</p>	<p>* Set budget levels * Major budget planning * Analyse financial data</p> <p>* Office * Computer * Technical * Vehicles</p> <p>* Offices</p> <p>* Departmental policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters</p> <p>* Technical/professional * Department policy/strategy</p>	<p><b>COMMUNICATION</b> * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/memos/letters * Sensitive press releases * Complex legal documents * Cabinet memoranda * Negotiations</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>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 division and often influence the planning to be done in other Departments and Private Sector</p> <p><b>DECISION MAKING</b> * Resolve job related problems referred to by others * Authorise actions * Recommend/decide on issues that will impact on a public service/Private Sector Control projects * Recommend actions requiring major resource commitment by others * Amend existing practices and procedures for their work area</p> <p><b>INTERACTION WITH CLIENTS/STAFF</b> * Contact can be made with various people and institutions that will impact on the post-holders ability to render a quality service</p>	<p>* Resource allocation * Projects * Statistical forecasting * Application of policy or procedures * Significant financial planning * Contribution to Departmental strategic planning</p> <p>* Co-workers * Management * Senior Management * Legal Practitioners * Other Departments/Private Sector * Minister/Premier * Patients * Private Sector Organisations * General Public * Academic Institutions * Media * International organisations</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>CONTENT OF COMMUNICATION</b>                      * Highly specialised information which requires a high degree of conceptualisation</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Supervise/manage personnel of which the composition might vary from elementary occupations up to professional</p> <p>* As part of managing sections responsible for, advice will be given, discipline will be maintained and control and planning will be exercised</p>	<p>* Departmental policy/strategy                      * Technical/ professional                      * Public Service policy/strategy</p>		

## GUIDE: TRANSITION TO CORE: SAFETY AND RELATED PERSONNEL

(16safp)

### OCCUPATIONAL CLASSES

Auxiliary service officer  
 -Laboratory Assistant  
 General worker  
 Inspector: Mines  
 Occupational Health and Safety  
 Safety Officer

SALARY RANGE	CURRENT POST CLASSES/ RANKS
1	General Worker
2	General Worker II Auxillary Service Officer I
3	Auxillary Service Officer II Pupil Inspector: Occupational Health and Safety Pupil Inspector: Mines
4	Senior Auxillary Service Officer
5	Principal Auxillary Service Officer
6	Inspector: Occupational Health and Safety Safety Officer (First leg)
7	Senior Inspector: Occupational Health and Safety Safety Officer (Second leg) Assistant Inspector: Mines
8	Principal Inspector: Occupational Health and Safety Senior Safety Officer Inspector: Mine Health and Safety (Grade I)
9	Control Inspector: Occupational Health and Safety (First leg) Inspector: Mine Health and Safety (Grade II)
10	Control Inspector: Occupational Health and Safety (Second leg) Inspector: Mine Health and Safety (Grade III)
11	Deputy Director: Occupational Health and Safety (First leg) Inspector: Mine Health and Safety (Grade IV)
12	Deputy Director: Occupational Health and Safety (Second leg) Senior Inspector: Mine Health and Safety
13	Director and equivalent
14	Chief Director and equivalent
15	Deputy Director General and equivalent

<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> * Use discretion in performing duties</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p> <p><b>SUPERVISORY MANAGEMENT OF PERSONNEL</b> * Supervise and optimally utilise personnel as a Sectional/Team leader</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Sub-ordinates</li> <li>* Patients</li> <li>* Public</li>   <li>* Authorise the work of personnel</li> <li>* Issue resources</li> <li>* Inspect work (quality assurance)</li> <li>* Give guidance</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> * To be determined during further development of CORES</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> To be determined in further development of CORE</p> <p><b>ADVICE</b> * Advice management/General public on best practices</p> <p><b>JOB INFORMATION</b> * Deal with procedural and information on several closely related subject areas which may be familiar to the postholder, but will require some interpretation</p> <p><b>PROBLEM SOLVING</b> * Solve problems by referring to standing procedures/standards * May occasionally compare possible courses of action mainly using standard information</p> <p><b>PLANNING</b> * Plan own work * Contribute to work processes * Sub-ordinate's in component</p>		<p><b>COMMUNICATION</b> * Providing or obtaining information requiring difficult explanation * Compilation of difficult reports * Ability to motivate personnel * Lectures</p> <p><b>CREATIVITY</b> * Develop new ideas that impact on existing practices</p>	<p><b>STATUTORY REQUIREMENTS</b> * Registration with the Health Professions Council of South Africa as:-  Paramedic  Appropriate code drivers licences</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 6: Service Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who perform services related to protection of property against fire, damage and injuries to persons</p> <p><b>AUTONOMY</b> * Perform multi-task functions in emergency services/care and fire fighting</p>	<p><b>Emergency care</b> * Render advance emergency care</p> <p><b>Emergency Services</b> * Takes initial charge of all incidents * Controls and organise watch programme * Plan and supervise continuation training * Undertake fire prevention inspections * Train non service personnel in emergency procedures</p> <p><b>Fire fighting</b> * Ensure regulations are followed in execution of duties * Execute specific inspections</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge of work procedures, such as: * Safety (category B) * Training (category B/C) * Planning and organising (category A/B) * HR Matters (category A/B) * Finance (category A) * Computer (category A) * Norms and standards (category B) * Fire fighting (category B)</p> <p><b>SKILLS</b> * Supervisory * Discipline * Conflict management * Team building * Interpersonal * Presentation * Facilitation * Analytical * Fire fighting * First aid * Advanced emergency care practices</p>	<p><b>QUALIFICATIONS</b> * Grade 10 or equivalent * Grade 12 or equivalent * Appropriate fire fighting and emergency care certificates or National diploma in Ambulance Emergency Care Technology</p> <p>Note: Occupational group will determine which qualification or cluster of qualifications will be appropriate</p> <p><b>EXPERIENCE</b> * Grade 10 or equivalent More than 10 years * Grade 12 or equivalent Between 5 and 10 years * National Diploma in Ambulance Emergency Care Technology No experience</p> <p><b>TRAINING</b> * The following courses as presented/developed by the S.A. Emergency Care Institute</p>

# **GUIDELINES: SERVICE WORKERS**

# SALARY RANGE 6

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
326-421	6	80358	E5010000	Fire fighting and related workers
			E5020000	Ambulance and related workers

## GUIDELINES

CATEGORY	PAG E
• Service Workers	17(35)
• Service Workers	17(35)



<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> * Use discretion in performing duties</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p> <p><b>SUPERVISORY MANAGEMENT OF PERSONNEL</b> * Supervise and optimally utilise personnel as a Sectional/Team leader</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Sub-ordinates</li> <li>* Patients</li> <li>* Public</li>   <li>* Authorise the work of personnel</li> <li>* Issue resources</li> <li>* Inspect work (quality assurance)</li> <li>* Give guidance</li> <li>* Oversee work performance</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> * To be determined during further development of CORE</p> <p><b>ADVICE</b> * Factual advice on emergency care/Fire prevention</p> <p><b>JOB INFORMATION</b> * Information may be familiar to postholder requiring some interpretation within an established framework</p> <p><b>PROBLEM SOLVING</b> * Solve problems by referring to standing procedures/standards * May occasionally compare possible courses of action mainly using standard information</p> <p><b>PLANNING</b> * Plan own work * Contribute to work processes * Work of sub-ordinates/component</p>		<p><b>CREATIVITY</b> * Basic procedures and policies are developed, but creative interventions are necessary from time to time</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 5: Service Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who perform services related to protection of property against fire, damage and injuries to persons</p> <p><b>AUTONOMY</b> * Perform multi-task functions in emergency services/care and fire fighting</p>	<p><b>Emergency Care</b> * Stabilise and transport patients</p> <p><b>Emergency services</b> * Man emergency vehicles * Maintain emergency vehicles * Perform watchroom duties * Inspect emergency services equipment * Perform administrative functions relating to emergency services * Perform community training</p> <p><b>Fire fighting</b> * Test skills of firemen and Junior Firemen * Conduct inspections on fire fighting equipment * Act as instructor</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge of work procedures such as: * Safety (category B) * Equipment (category B) * HR matter (category A/B) * Planning and organising (category A/B) * Finance (category A) * Computer (category A) * Norms and standards (category B) * Fire fighting (category B) * Training (category B)</p> <p><b>SKILLS</b> * Ability to apply emergency care procedures * Ability to operate equipment * Interpersonal * Conflict management * Teambuilding * Fire fighting * First aid</p> <p><b>COMMUNICATION</b> * Providing or obtaining information requiring simple explanation * Compile routine reports</p>	<p><b>QUALIFICATIONS</b> * Grade 10 or equivalent * Grade 12 or equivalent * Appropriate fire fighting and emergency care certificates</p> <p><b>EXPERIENCE</b> * Grade 10 or equivalent Between 5 and 10 years * Grade 12 or equivalent Between 2 and 5 years</p> <p><b>TRAINING</b> * The following courses as presented/developed by the S.A. Emergency Care Institute</p> <p><b>STATUTORY REQUIREMENTS</b> Registration as: * Ambulance emergency care assistant * Appropriate code drivers' licences</p>

# **GUIDELINES: SERVICE WORKERS**

# SALARY RANGE 5

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
274-369	5	80357	E5010000	Fire fighting and related Workers
			E5020000	Ambulance and related workers

## GUIDELINES

CATEGORY	PAGE
• Service Workers	17(30)
• Service Workers	17(30)

<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>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction	* Co-workers * Supervisors * Patients * Sub-ordinates		
<b>SUPERVISORY/MANAGEMENT OF PERSONNEL</b> * Sectional/teamleader	* Issue resources * Inspect work * Oversee maintenance of equipment * Allocate tasks * Give guidance to personnel * Oversee workperformance		

<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> * Utilise various equipment</p> <p><b>INVOLVEMENT WITH STORES</b> * Uses miscellaneous stores</p> <p><b>ADVICE</b> * Give factual advice</p> <p><b>JOB INFORMATION</b> * Receive procedural instruction on several closely related subject areas where information is familiar to postholder</p> <p><b>PROBLEM SOLVING</b> * Solve problems by referring to standing procedures/standards * May occasionally compare possible courses of action mainly using standard information</p> <p><b>PLANNING</b> * The postholder's own work * Assist sub-ordinates</p>	<p>Fire fighting equipment Fire engines Ambulances Emergency care equipment</p>	<p><b>CREATIVITY</b> * Procedures are well established and little innovation is required</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 4: Service Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who perform services related to protection of property against fire, damage and injuries to persons</p> <p><b>AUTONOMY</b> * Perform multi-task functions in emergency services/care and fire fighting</p>	<p><b>Emergency Care</b> * Stabilise and transport patients</p> <p><b>Emergency services</b> * Man emergency vehicles * Maintain emergency vehicles * Perform watchroom duties * Inspect emergency services equipment * Perform administrative functions relating to emergency services * Perform community training</p> <p><b>Fire fighting</b> * Fire fighting duties * Ensure compliance with fire prevention regulations * Perform administrative tasks relating to fire fighting * Give lectures in fire prevention practices public appearance * Maintain fire fighting equipment</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge of work procedures such as: * Equipment (category B) * Finance (category A) * Stores (category B) * HR matters (category A) * Safety (category B) * Training and organising (category A) * Fire fighting (category B) * Norms and standards (category A)</p> <p><b>SKILLS</b> * Ability to apply emergency care procedures * Ability to operate equipment * Interpersonal * Conflict management * Fire fighting * First aid * Driving</p> <p><b>COMMUNICATION</b> * Providing or obtaining information requiring simple explanation * Routine notes and memo's</p>	<p><b>QUALIFICATIONS</b> * Grade 10 or equivalent * Grade 12 or equivalent and * Appropriate fire fighting and emergency care certificates</p> <p><b>EXPERIENCE</b> * Grade 10 or equivalent Between two and five years * Grade 12 or equivalent Between 0 and 2 years</p> <p><b>TRAINING</b> * The following courses as presented/developed by the S.A. Emergency Care Institute</p> <p><b>STATUTORY REQUIREMENTS</b> Registration as: * Basic ambulance assistant * Appropriate code drivers' licences</p>



# **GUIDELINES: SERVICE WORKERS**

# SALARY RANGE 4

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
221-316	4	80356	E5010000	Fire fighting and related workers
			E5020000	Ambulance and related workers

## GUIDELINES

CATEGORY	PAGE
• Service Workers	17(25)
• Service Workers	17(25)

<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 referring to standing instructions or procedures</li> <li>* May occasionally compare possible courses of action mainly using standard information</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* The postholder's own work</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Standard interaction</li> </ul> <p><b>SUPERVISORY/MANAGEMENT OF PERSONNEL</b></p> <ul style="list-style-type: none"> <li>* Give guidance to trainees on their practical skills development</li> </ul>	<ul style="list-style-type: none"> <li>* Patients</li> <li>* Co-workers</li> <li>* Supervisors</li>   <li>* Oversee work performance</li> <li>* Oversee maintenance of equipment</li> <li>* Allocate tasks</li> <li>* Train personnel</li> </ul>	<p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Procedures are well established and little innovation is required</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 3: Service Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who perform services related to protection of property against fire, damage and injuries to persons</p> <p><b>AUTONOMY</b> * Perform various tasks in training capacity</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use various equipment</p> <p><b>INVOLVEMENT WITH STORES</b> * Uses and order miscellaneous stores</p> <p><b>JOB INFORMATION</b> * Receive procedural instructions on closely related subject areas where information is familiar to the postholder</p>	<p><b>Emergency Care and Emergency Services</b> * Perform tasks in training capacity</p> <p><b>Fire fighting</b> * Undergo structured training * Assist with clerical support duties</p> <p>* Fire fighting equipment * Vehicles</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a limited nature of work procedures</p> <ul style="list-style-type: none"> <li>* Equipment (category A)</li> <li>* HR matters (category A)</li> <li>* Stores (category A)</li> <li>* Finance (category A)</li> <li>* Safety (category B)</li> <li>* Training (category B)</li> <li>* Planning and organising (category A)</li> <li>* Fire fighting (category B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Numeracy</li> <li>* Literacy</li> <li>* Ability to operate equipment</li> <li>* Interpersonal</li> <li>* Fire fighting</li> <li>* Elementary Emergency Care</li> <li>* First Aid</li> <li>* Driving</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring simple explanation</li> <li>* Routine notes and memo's</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent and</li> <li>* Appropriate fire fighting and emergency care certificate's</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>* The following courses as presented/developed by the S.A. Emergency Care Institute</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Appropriate code drivers' licence</li> </ul>

# **GUIDELINES: SERVICE WORKERS**

# SALARY RANGE 3

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
169-264	3	80355	E5010000	Fire fighting and related workers
			E5020000	Ambulance and related workers

## GUIDELINES

CATEGORY	PAG E
• Service Workers	17(21)
• Service Workers	17(21)

<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 (routine)</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p>	<p>* Patients * Co-workers * Supervisors * Sub-ordinates</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 2: Service Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who perform services related to protection of property against fire, damage and injuries to persons</p> <p><b>AUTONOMY</b> * Perform functions which are structured as few well defined tasks</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use variety of equipment</p> <p><b>INVOLVEMENT WITH STORES</b> * Use miscellaneous stores</p>	<p><b>Emergency Care and Emergency Services</b> * Undergo formal/ informal training in emergency care</p> <p><b>Fire fighting</b> * Receive structured training * Inspect fire extinguishers and related fire fighting equipment</p> <p>* Ambulances * Fire engines * Fire fighting equipment * Ancillary</p>	<p><b>KNOWLEDGE</b> (See also Annexure A) Knowledge of a limited nature of work procedures such as: * Equipment (category A) * Stores (category A) * Safety (category A/B) * Emergency care (category A) * Training (category A) * Machinery (category B) * Fire fighting (category A/B)</p> <p><b>SKILLS</b> Basic skills in respect of: * Interpersonal relations * Elementary emergency care * Fire fighting * Ability to operate machines/ equipment</p> <p><b>COMMUNICATION</b> * Basic and routine exchange of information</p> <p><b>CREATIVITY</b> * Procedures are well established and little innovation is required</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> * To be determined during further development of CORE's</p>



# **GUIDELINES: SERVICE 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>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p> <p><b>SUPERVISORY/MANAGEMENT OF PERSONNEL</b> * Act as teamleader to assist with supervision of personnel</p>	<p>* Co-workers * Supervisors * Sub-ordinates</p>	<p><b>CREATIVITY</b> * Procedures are well established and little innovation is required</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 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>INVOLVEMENT WITH STORES</b> * Use miscellaneous stores</p> <p><b>JOB INFORMATION</b> * Receive instruction/guidance on several closely related subject areas which are straight forward (routine)</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standing instructions or procedures</p>	<p>* Clean working areas</p> <p>* Perform non-specified routine tasks</p> <p>* Cleaning</p> <p>* Ancillary</p>	<p><b>KNOWLEDGE</b> (See also Annexure A) Knowledge of a limited nature of work procedures such as:</p> <ul style="list-style-type: none"> <li>* Cleaning (category B)</li> <li>* Equipment (category A)</li> <li>* Stores (category A)</li> <li>* Safety (category A)</li> <li>* Training (category A)</li> </ul> <p><b>SKILLS</b> Basic skills in respect of:</p> <ul style="list-style-type: none"> <li>* Interpersonal relations</li> <li>* Elementary emergency care</li> <li>* Fire fighting</li> <li>* Ability to operate machines/equipment</li> </ul> <p><b>COMMUNICATION</b> * Basic and routine exchange of information</p>	<p><b>QUALIFICATIONS</b> * ABET</p> <p><b>EXPERIENCE</b> * ABET Between 0 and 2 years</p> <p><b>TRAINING</b> * To be developed during further development of CORE's</p>

# **GUIDELINES: ELEMENTARY OCCUPATIONS**



# SALARY RANGE 2

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
116-211	2	80354	A1020000	Cleaners in offices, workshops, hospitals etc.
			E5010000	Fire fighting and related workers
			E5010000	Ambulance and related workers

## GUIDELINES

CATEGORY	PAG E
• Elementary Occupations	17(14)
• Service Workers	17(17)
• Service Workers	17(17)

<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> * Use miscellaneous stores</p> <p><b>JOB INFORMATION</b> * Receive instruction/guidance on a single subject area which is straight forward (routine)</p> <p><b>PROBLEM SOLVING</b> * Refer problems to supervisory level</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p>	<ul style="list-style-type: none"> <li>* Clean machines, equipment, etc.</li> <li>* Stock and organise stores</li> <li>* Messenger services</li> <li>* Operate machines, equipment, etc.</li> <li>* Cleaning and handtools</li> <li>* Ancillary</li> <li>* Co-workers</li> <li>* Supervisors</li> </ul>	<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>* Stores (category A)</li> <li>* Safety (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Ability to operate machines, equipment, etc.</li> <li>* Basic numerical, reading and writing skills</li> <li>* Ability to perform routine tasks</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Basic routine exchange of verbal information.</li> </ul>	<p><b>QUALIFICATIONS</b> * ABET</p> <p><b>EXPERIENCE</b> * ABET No experience</p> <p><b>TRAINING</b> * To developed during further development of CORE's</p>

# **GUIDELINES: ELEMENTARY OCCUPATIONS**



# SALARY RANGE 1

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
0-158	1	80353	A1020000	Cleaners in offices, workshops, hospitals etc.

## GUIDELINES

CATEGORY	PAG E
• Elementary Occupations	17(11)

**C. PROFESSIONALS AND MANAGERS**

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

<b>JOBS</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
Middle Managers: Emergency services related	9-12	17(50) – 17(65)
Senior Management	13-15	17(70) – 17(83)

**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.

## PROFILE OF MAJOR GROUPS IN THIS CORE

### A. ELEMENTARY OCCUPATIONS

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

<b>JOBS</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
Cleaners in Offices, Workshops, hospitals, etc.	1-2	17(11) – 17(14)

### B. SERVICE WORKERS

Service workers provide personal and protective services related to housekeeping, catering, personal care, protection against fire and unlawful acts, etc. Tasks performed include housekeeping, food preparation, child care, care for persons at homes or institutions, personal care, protection of individuals and property against fire and unlawful acts. Supervision of other workers may be included. Most of the occupations included in this group will normally require skills normally obtained through between 3 and 6 year's of education which normally starts at the age of ± 13. A period of in service training may be required additionally. Examples of typical jobs in this category are indicated in the table below:

<b>JOBS</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
1. Fire fighting and related	2-8	17(17) – 17(45)
2. Ambulance services and related	2-8	17(17) – 17(45)

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

- Health Associated Sciences and Support Personnel
- Medical Technical and Support Personnel
- Medical Sciences and Support Personnel
- Nursing and Support Personnel

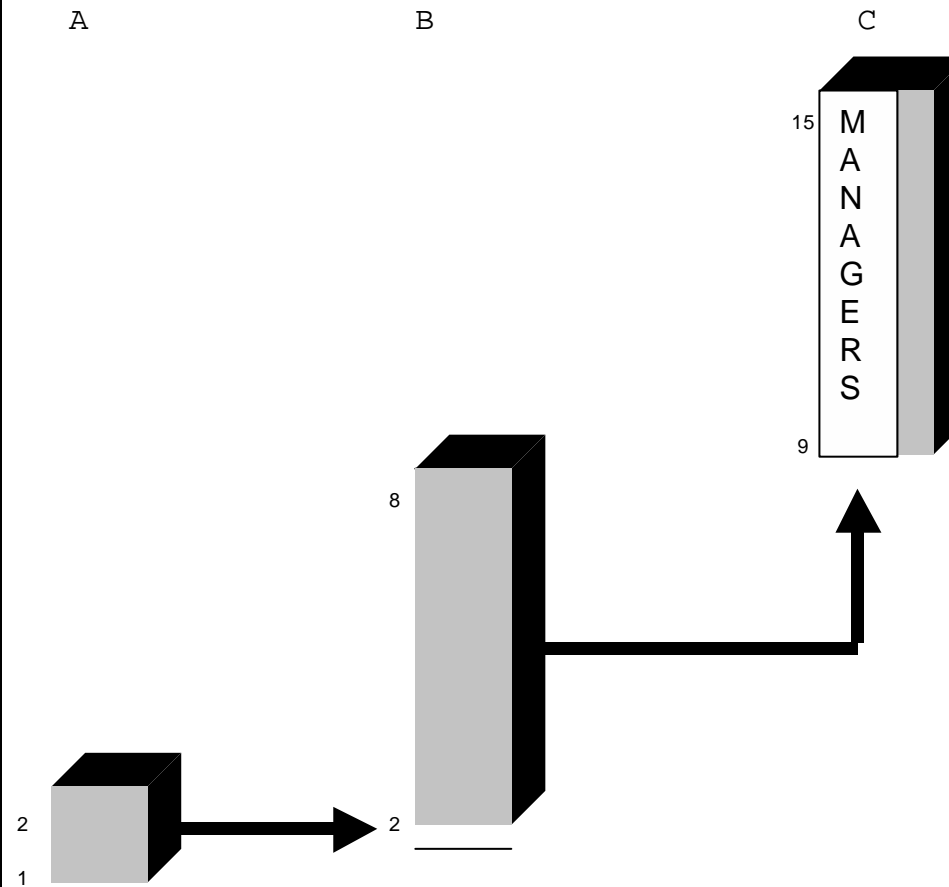
<b>SYNOPSIS OF CAREER PATH POSSIBILITIES</b>		
<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
<b>SERVICE WORKERS</b>	Professionals and Managers	<p><b>COMPETENCIES</b></p> <p>Appropriate to the professional field such as:</p> <ul style="list-style-type: none"> <li>* Emergency Care</li> <li>* Emergency Services</li> <li>* Fire Services</li> </ul> <p>Skills and knowledge on an intermediate management level such as, e.g.:</p> <ul style="list-style-type: none"> <li>* H R matters</li> <li>* Financial matters</li> <li>* Planning and Organising</li> <li>* Decision making</li> <li>* Communication</li> <li>* Analytical</li> <li>* Research</li> </ul> <p>Registration with appropriate council (depending on utilisation) such as:</p> <ul style="list-style-type: none"> <li>* Paramedic</li> </ul> <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>

<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>	Service Workers	<p><b>COMPETENCIES</b></p> <p>Knowledge of elementary equipment used in personal and protective services in preventing or limiting injuries to persons and fire or damage to property e.g. fire extinguishers (including hose) and first aid kits 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> <p>In-service training in fields such as:</p> <ul style="list-style-type: none"> <li>* Emergency Care</li> <li>* Emergency Services</li> </ul> <p>Appropriate code driver's licence</p> <p>Registration with appropriate council (depending on utilisation) as, e.g.:</p> <ul style="list-style-type: none"> <li>* Paramedic</li> </ul>

C. Professionals and Managers

## OVERVIEW OF CAREER PATH POSSIBILITIES

SALARY RANGE	JOB WEIGHT RANGE	PAGE INDEX
15	800-895	17(81)
14	747-842	17(74)
13	695-790	17(68)
12	642-737	17(63)
11	589-684	17(58)
10	537-632	17(53)
9	484-579	17(48)
8	432-527	17(43)
7	379-474	17(38)
6	326-421	17(33)
5	274-369	17(28)
4	221-316	17(23)
3	169-264	17(19)
2	116-211	17(12)
1	0-158	17(9)



- A. Elementary Occupations
- B. Service Workers



(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.

17.

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

**OCCUPATIONAL CATEGORY: EMERGENCY SERVICES AND RELATED PERSONNEL**

**CORE CODE: 00822**

**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:

- Emergency Care Services
- Fire prevention services

### **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:

Registration with the Health Professions Council of South Africa as:-

Paramedic

<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 by others</li> <li>* Authorising actions by others</li> <li>* Recommend/decide on change issues that will impact on the public service</li> <li>* Controlling projects</li> <li>* Recommending actions requiring resource commitment by others</li> <li>* Recommending minor changes to policy</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* High level of interaction with various role players that will impact on service delivery</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Communication of a complex nature which requires a degree of conceptualisation</li> </ul> <p><b>SUPERVISORY/MANAGEMENT OF PERSONNEL</b></p> <ul style="list-style-type: none"> <li>* Manage/administer personnel matters of the division</li> </ul>	<ul style="list-style-type: none"> <li>* Senior management</li> <li>* Patients/public (occasionally)</li> <li>* Medical staff</li>   <li>* Departmental/provincial administration policy and strategy</li> <li>* Relationship management</li> <li>* Emergency care services</li>   <li>* Authorise work</li> <li>* Issue resources</li> <li>* Manage personnel assessment</li> <li>* Maintain discipline</li> <li>* Maintain sound Labour Relations</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> * Advice on departmental policies and/or strategies which are of a specialized nature</p> <p><b>JOB INFORMATION</b> * Departmental/provincial administration policy/strategy on wide ranging but unrelated subjects within an established framework of which the information may often be unfamiliar to the postholders and/or require in-depth analysis and interpretation before action can be taken</p> <p><b>PROBLEM SOLVING</b> * Solve complex professional and management problems and policy issues through the analysis of information from different sources and levels in which judgement is required to evaluate the best course(s) of action * Professional standards/ guidelines will also be considered during the process</p> <p><b>PLANNING</b> * Plan own work as well as that of the division and allocation of financial and other resources * Projects</p>		<p><b>COMMUNICATION</b> * Providing or obtaining information of a complex nature * Ability to motivate personnel * Complex written reports/letters * Lecturing * Negotiation * Policy documents</p> <p><b>CREATIVITY</b> * Development of new ideas that impact on existing methods/ policies</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 12: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel who perform services related to protection of individuals and property against fire, damage and injuries to persons</li> <li>* Policy Development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Middle management responsibilities with complex work content/requiring frequent interpretation with the absence of an established framework in addition to staff management</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Recommended and/or monitor budget levels</li> <li>* Grants permission to move funds between budget heads</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Responsible for a variety of equipment which may include office equipment</li> </ul>	<p><b>Emergency Care Services</b></p> <ul style="list-style-type: none"> <li>* Policy relating to the development, provision and maintenance of a comprehensive emergency care service</li> <li>* Control emergency care service according to valid standards and indicators</li> <li>* Policy relating to the development and provisioning of goal directed education and training to all emergency service officials</li> <li>* Overall control over the organising and inspection of emergency care services, identification of the needs for emergency care services, the formulation of emergency care programmes and the implementation thereof.</li> <li>* Monitoring and evaluation of policy development and implementation</li> <li>* Setting objectives for policy development</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Expert knowledge:</p> <ul style="list-style-type: none"> <li>* Safety (category C)</li> <li>* HR Matters (category B)</li> <li>* Planning and organising (category C)</li> <li>* Computer (category B)</li> <li>* Training (category D)</li> <li>* Fire fighting (category B)</li> <li>* Finance (category C)</li> <li>* Advanced emergency care practices</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Policy analysis</li> <li>* Strategic planning</li> <li>* Management</li> <li>* Project management</li> <li>* Analytical</li> <li>* Research</li> <li>* Advanced to expert skills in relevant functional field</li> <li>* Presentation</li> <li>* Policy formulation</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> <li>* National Diploma in Ambulance Emergency Care Technology</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualifications More than 10 years</li> <li>* National Diploma in Ambulance Emergency Care Technology More than 10 years</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* To be determined during further development of CORE's</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration with the Health Professions Council of South Africa as:  Paramedic</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 12

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
642-737	12	80364	C6010312	Middle Managers: Emergency services related

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	17(65)

<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 by others</li> <li>* Authorising actions by others</li> <li>* Recommend/decide on change issues that will impact on the public service</li> <li>* Controlling projects</li> <li>* Recommending actions requiring resource commitment by others</li> <li>* Recommending minor changes to policy</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* High level of interaction with various role players which will impact on service delivery</li> </ul> <p><b>SUPERVISORY/MANAGEMENT OF PERSONNEL</b></p> <ul style="list-style-type: none"> <li>* Manage/administer personnel matters of the component</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Senior management</li> <li>* Patients/public (occasionally)</li> <li>* Medical staff</li> <li>* Academic staff</li> </ul> <ul style="list-style-type: none"> <li>* Authorise work</li> <li>* Issue resources</li> <li>* Manage personnel assessment</li> <li>* Maintain discipline</li> <li>* Maintain sound Labour Relations</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> * Advice on departmental/division policies and/or strategies which are of a specialized nature</p> <p><b>JOB INFORMATION</b> * Departmental/provincial administration policy/strategy on wide ranging and unrelated subjects within an established framework of which the information may often be unfamiliar to the postholders and require in-depth analysis and interpretation before action can be taken</p> <p><b>PROBLEM SOLVING</b> * Solve complex professional and management problems through the analysis of information from different sources and levels in which judgement is required to evaluate the best course(s) of action * Professional standards/ guidelines will also be considered during the process</p> <p><b>PLANNING</b> * Plan the own work as well as that of the component and allocation of financial and other resources * Projects</p>		<p><b>COMMUNICATION</b> * Providing or obtaining information of a complex nature * Ability to motivate personnel * Complex written reports/letters * Policy documents * Negotiations * Lectures</p> <p><b>CREATIVITY</b> * Development of new ideas that impact on existing 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 11: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel who perform services related to protection of property against fire, damage and injuries to persons</li> <li>* Policy Development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Middle management responsibilities with complex work content/requiring frequent interpretation with the absence of an established framework in addition to staff management</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Recommended and/or monitor budget levels</li> <li>* Authorise expenditure</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Control the use of office/medical and other equipment</li> </ul>	<p><b>Emergency Care Services</b></p> <ul style="list-style-type: none"> <li>* Policy relating to the development, provision and maintenance of a comprehensive emergency care service</li> <li>* Control emergency care service according to valid standards and indicators</li> <li>* Policy relating to the development and provisioning of goal directed education and training to all emergency service officials</li> <li>* Overall control over the organising and inspection of emergency care services, identification of the needs for emergency care services, the formulation of emergency care programmes and the implementation thereof.</li> <li>* Monitoring and evaluation of policy development and implementation</li> <li>* Setting objectives for policy development</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Limited use of professional knowledge:</p> <ul style="list-style-type: none"> <li>* HR Matters (category B)</li> <li>* Computer (category B)</li> <li>* Planning and organising(category C)</li> <li>* Safety (category C)</li> <li>* Training (category D)</li> <li>* Fire fighting (category B)</li> <li>* Finance (category C)</li> <li>* Advanced emergency care practices</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Policy analysis</li> <li>* Strategic planning</li> <li>* Project management</li> <li>* Analytical</li> <li>* Management</li> <li>* Research</li> <li>* Advanced to expert skills in relevant functional field</li> <li>* Presentation</li> <li>* Policy formation</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> <li>* National Diploma in Ambulance Emergency Care Technology</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualifications More than 10 years</li> <li>* National Diploma in Ambulance Emergency Care Technology More than 10 years</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* To be determined during further development of CORE's</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration with the Health Professions Council as:  Paramedic</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 11

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
589-684	11	80363	C6010312	Middle Managers: Emergency services related

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	17(60)

<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> * High level of interaction with various role players which will impact on service delivery</p> <p><b>SUPERVISORY/MANAGEMENT OF PERSONNEL</b> * Formal training/development and disciplinary authority of personnel within his/her own section/section</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors/managers</li> <li>* Patients (occasionally)</li> <li>* Public</li> <li>* Medical staff</li> <li>* Academic staff</li>   <li>* Authorise work</li> <li>* Issue resources</li> <li>* Manage personnel assessment</li> <li>* Maintain discipline</li> <li>* Maintain sound Labour Relations</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 management information on several unrelated subject areas, which are unfamiliar to the postholder which require analysis and interpretation before action can be taken</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve complex problems through the analysis of information from different sources and levels where judgement is required to evaluate best course(s) of action</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Own work</li> <li>* Own component</li> <li>* Projects</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Authorise work of others</li> <li>* Make recommendation with regard to policies/strategies for a section/division in the institution/ department/provincial administration</li> <li>* Control projects</li> </ul>		<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information of a complex nature</li> <li>* Ability to motivate personnel</li> <li>* Complex written reports/letters/management reports</li> <li>* Lecturing</li> <li>* Policy formulation</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Development of advanced nature/new ideas that impact on existing methods/policies/programmes</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 10: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel who perform services related to protection of property against fire, damage and injuries to persons</li> <li>* Policy Development</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform multi-skilled and complex work 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>* Authorise expenditure and supply inputs on budget levels</li> <li>* Monitor budget levels</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Control the use of office/medical and other equipment</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give expert advice of a more specialised nature</li> </ul>	<p><b>Emergency Care Services</b></p> <ul style="list-style-type: none"> <li>* Development of emergency practices</li> <li>* Co-ordinate emergency practices in institutions/provinces and the community</li> <li>* Inspect emergency care services</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A)</p> <p>Expert knowledge of a range of procedures, such as:</p> <ul style="list-style-type: none"> <li>* Computer (category B)</li> <li>* Training (categories C)</li> <li>* Safety (category C)</li> <li>* Planning and organisin g (category C)</li> <li>* HR Matters (category B)</li> <li>* Finance (category B/C)</li> <li>* Fire fighting (category B)</li> <li>* Advanced emergency care practices</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Advanced skills in relevant functional field</li> <li>* Management</li> <li>* HR Matters (including discipline)</li> <li>* Analytical</li> <li>* Presentation</li> <li>* Project management</li> <li>* Research</li> <li>* Policy formulation</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualification</li> <li>* National Diploma in Ambulance Emergency Care Technology</li> </ul> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Tertiary qualifications More than 10 years</li> <li>* National Diploma in Ambulance Emergency Care Technology More than 10 years</li> </ul> <p><b>TRAINING</b></p> <p>To be determined during further development of CORE's</p> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration with the Health Professions Council of South Africa as:  Paramedic</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**



# SALARY RANGE 10

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
537-632	10	80362	C6010312	Middle Managers: Emergency services related

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	17(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>(d)</b>
<p><b>INTERACTION WITH CLIENTS/ STAFF</b> * High level of interaction with various role players which will impact on ability to render quality service</p> <p><b>SUPERVISORY/MANAGEMENT OF PERSONNEL</b> * Formal training and development of personnel in his/her section/division</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors/managers</li> <li>* Patients</li> <li>* Public</li> <li>* Medical staff</li> <li>* Academic staff</li>   <li>* Authorise work</li> <li>* Issue resources</li> <li>* Manage personnel assessment</li> <li>* Maintain discipline</li> <li>* Maintain sound Labour Relations</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 information on several unrelated subject areas, which may often be unfamiliar to the postholder which require analysis and interpretation before action can be taken</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve complex problems through the analysis of information from different sources and levels</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Own work</li> <li>* Own section</li> <li>* Own division</li> <li>* Projects</li> </ul> <p><b>DECISION</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work/section/division</li> <li>* Authorise the work of others</li> <li>* Make recommendations with regard to strategies/policies for a section of the institution/ department/provincial administration</li> <li>* Control projects</li> </ul>		<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information of a complex nature</li> <li>* Lecturing</li> <li>* Ability to motivate personnel</li> <li>* Complex reports</li> <li>* Management reports</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Development of significant new ideas that impact on existing methods and policies</li> </ul>	



# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 9

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
484-579	9	80361	C6010312	Middle Managers: Emergency services related

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	17(50)

**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>INTERACTION WITH CLIENTS/ STAFF</b> * High level of interaction	* Co-workers * Supervisors/managers * Patients * Public * Medical staff		
<b>SUPERVISORY/MANAGEMENT OF PERSONNEL</b> * Manage personnel of a component	* Assisting management in doing overall strategic planning * Projects * Assist with policy formulation * Needs analysis * Training programmes * Authorise work * Issue resources * Manage personnel assessment * Maintain sound Labour Relations		

<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> * To be determined during further development of CORE</p> <p><b>JOB INFORMATION</b> * Deal with procedural and professional information on several closely related subject areas which may be familiar to postholder, but will require some interpretation</p> <p><b>PROBLEM SOLVING</b> * Solve complex problems by using standing instructions and procedures and analyse a variety of information with a number of possible outcomes</p> <p><b>PLANNING</b> * Postholder's own work * Contribute to work processes in component * Work schedules of component * Projects</p> <p><b>DECISION MAKING</b> * Resolve job related problems * Decisions with regard to own work/section * Authorise work of others * Control projects</p>		<p><b>COMMUNICATION</b> * Providing or obtaining information requiring difficult explanation * Compile difficult reports * Ability to motivate personnel * Lectures</p> <p><b>CREATIVITY</b> * Develop new ideas that impact on existing practices</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 8: Service Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who perform services related to protection of property against fire, damage and injuries to persons</p> <p><b>AUTONOMY</b> * Perform multi-task functions requiring frequent interpretation</p> <p><b>FINANCIAL RESOURCES</b> * Control expenditure of personnel</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Maintain equipment</p> <p><b>INVOLVEMENT WITH STORES</b> * Manage stores</p>	<p><b>Emergency care</b> * Application of advanced emergency care practices</p> <p><b>Emergency services</b> * Compiles annual reports * Issues instructions to improve running of station * Arrange exercises</p> <p><b>Fire fighting</b> * Manage station</p> <p>* Make inputs on budget planning</p> <p>* Determine standards according to which equipment must be maintained</p> <p>* Ensure that necessary stores are available to perform duties</p>	<p><b>KNOWLEDGE</b> (See also Annexure A) Sound knowledge on a variety of work procedures, such as:</p> <ul style="list-style-type: none"> <li>* Training (category C)</li> <li>* Planning and organising (category B)</li> <li>* HR Matters (category B)</li> <li>* Finance (category B/C)</li> <li>* Safety (category C)</li> <li>* Fire fighting (category B)</li> <li>* First aid</li> <li>* Advanced emergency care practices</li> <li>* Computer (category B)</li> <li>* Norms and standards (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Supervisory</li> <li>* Discipline</li> <li>* Analytical</li> <li>* Presentation</li> <li>* Team building</li> <li>* Motivation</li> <li>* Conflict management</li> <li>* Project management</li> <li>* Policy development</li> <li>* Research</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Grade 10 or equivalent</li> <li>* Grade 12 or equivalent</li> <li>* Appropriate fire fighting and emergency care certificates</li> <li>* National Diploma in Ambulance Emergency Care Technology</li> </ul> <p>Note: Occupation group will determine which qualification or cluster of qualifications will be appropriate</p> <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>* Grade 10 to 12 or equivalent More than 10 years</li> <li>* National Diploma in Ambulance Emergency Care Technology Between 2 and 5 years</li> </ul> <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>* The following courses as presented/developed by the S.A. Emergency Care Institute</li> </ul> <p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>* Registration with the Health Professions Council of South Africa as:  Paramedic Appropriate code drivers' licences</li> </ul>

# **GUIDELINES: SERVICE WORKERS**

# SALARY RANGE 8

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
432-527	8	80360	E5010000	Fire fighting and related workers
			E5020000	Ambulance and related workers

## GUIDELINES

CATEGORY	PAGE
• Service Workers	17(45)
• Service Workers	17(45)

<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>* Postholder's own work</li> <li>* Contribute to work processes in component</li> <li>* Work schedules of section/ component</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Planning and prioritising the work of him/herself and others</li> <li>* Resolve most problems by using discretion</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* High level of interaction</li> </ul> <p><b>SUPERVISORY/MANAGEMENT OF PERSONNEL</b></p> <ul style="list-style-type: none"> <li>* Manage personnel as a Section/Component/Division leader</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors/managers</li> <li>* Patients</li> <li>* Public</li> <li>* Medical staff</li> </ul> <ul style="list-style-type: none"> <li>* Projects</li> <li>* Authorise the work of personnel</li> <li>* Inspect work/quality assurance</li> <li>* Give guidance</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> * Control expenditure</p> <p><b>USAGE EQUIPMENT AND MACHINERY</b> * To be determined during further development of CORE</p> <p><b>INVOLVEMENT WITH STORES</b> * Orders miscellaneous stores</p> <p><b>ADVICE</b> * Advice management/General public on best practices</p> <p><b>JOB INFORMATION</b> * Deal with procedural and information on several closely related subject areas which may be familiar to postholder, but will require some interpretation</p> <p><b>PROBLEM SOLVING</b> * Solve problems by using standing instructions and procedures and analyse a variety of information with a number of possible outcomes * Compare possible courses of action</p>		<p><b>COMMUNICATION</b> * Providing or obtaining more detailed information requiring difficult explanation * Compile difficult * Ability to motivate personnel * Lectures</p> <p><b>CREATIVITY</b> * Develop new ideas that impact on existing practices</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 7: Service Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who perform services related to protection of property against fire, damage and injuries to persons</p> <p><b>AUTONOMY</b> * Perform multi-task functions in emergency services/care and fire fighting</p>	<p><b>Emergency care</b> * Application of advanced emergency care practices</p> <p><b>Emergency Service</b> * Control administration at station * Prepare reports on all major emergencies handled * Arrange station watch * Prepare training programmes * Liaise with local authorities</p> <p><b>Fire fighting</b> * Co-ordinate fire prevention duties * Ensure fire fighting equipment are on standard * Co-ordinate training programs * Prescribe the maintenance of vehicles and equipment * Ensure Quality Control</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge of work procedures, such as: * Safety (category C) * Training (category C) * Planning and Organising (category B/C) * HR matters (category B) * Finance (category A/B) * Computer (category A) * Norms and standards (category B) * Norms and standards (category B) * Fire fighting (category B)</p> <p><b>SKILLS</b> * Supervisory * Discipline * Conflict management * Team building * Interpersonal * Presentation * Facilitation * Analytical * Fire fighting * First aid * Advanced emergency care practices</p>	<p><b>QUALIFICATIONS</b> * Grade 10 or equivalent * Grade 12 or equivalent * Appropriate fire fighting and emergency care certificates or National Diploma in Ambulance Emergency Care Technology</p> <p>Note: Occupational group will determine which qualification or cluster of qualifications will be appropriate</p> <p><b>EXPERIENCE</b> * Grade 10 to 12 or equivalent More than 10 years * National Diploma in Ambulance Emergency Care Technology Between 0 and 2 years</p> <p><b>TRAINING</b> * The following courses as presented/developed by the S.A. Emergency Care Institute</p> <p><b>STATUTORY REQUIREMENTS</b> * Registration with the Health Professions Council of South Africa as:-  Paramedic  Appropriate code drivers' licences</p>

# **GUIDELINES: SERVICE WORKERS**

# SALARY RANGE 7

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
379-474	7	80359	E5010000	Fire fighting and related workers
			E5020000	Ambulance and related workers

## GUIDELINES

CATEGORY	PAGE
• Service Workers	17(40)
• Service Workers	17(40)



<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> * Contact can be made with various people/institutions that will impact on the postholders ability to deliver a quality service:</p> <p><b>CONTENT OF COMMUNICATION</b> * Highly specialised information which requires a high degree of conceptualisation.</p> <p><b>SUPERVISORY/MANAGEMENT OF PERSONNEL</b> * Supervise/manage personnel of which the composition might vary from elementary occupations up to professional. * 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>* Co-workers</li> <li>* Management</li> <li>* Senior Management</li> <li>* Legal Practitioners</li> <li>* Other departments</li> <li>* Minister/Premier/MEC</li> <li>* Patients</li> <li>* Private Sector Organisations</li> <li>* General Public</li> <li>* Academic Institutions</li> <li>* Media</li> </ul> <ul style="list-style-type: none"> <li>* Departmental/Provincial Administrations policy/ strategy</li> <li>* Technical/ professional</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>
	committees		
<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/Provincial Administrations</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>* Office</li> <li>* Computer</li> <li>* Technical</li> <li>* Medical</li> <li>* Vehicles</li>   <li>* Stationary</li> <li>* Maintenance supplies</li>   <li>* Hospitals</li> <li>* Fire stations</li>   <li>* Departmental/Provincial Administrations policy/strategy</li> <li>* Public relations</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating</li> <li>* Complex notes/ memos/letters</li> <li>* Sensitive press releases</li> <li>* Complex legal documents</li> <li>* Negotiations</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	

<b>GUIDELINES</b>			
<b>JOB 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: Professional and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <p>* Personnel who renders a service in terms of Top Management functions requiring frequent interpretation in the absence of an established framework</p> <p><b>AUTONOMY</b></p> <p>* Complex work content including policy development and the determination of direction/strategy.</p>	<p><b>Senior Management</b></p> <p>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</p> <p>* Determine all types of policy in the organisation within his/her power of authority</p> <p>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</p> <p>* Execute advisory commitments</p> <p>* Formulate strategic policies which will enable department/administration to successfully fulfill its role in delivering a service to the community/clients</p> <p>* Determine the most effective work procedures and methods to achieve organisational goals</p> <p>* Compile budget and manage personnel activities responsible for but within budget constraints</p> <p>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</p> <p>* 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</p> <p>* Represent the department/provincial administration in high level</p>	<p><b>KNOWLEDGE</b> (See also Annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Training (category C)</li> <li>* HR matters (category C/D)</li> <li>* Finance (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</li> <li>* Computer (category B)</li> <li>* Managerial functions</li> </ul> <p><b>SKILLS</b> Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits</li> <li>* Adaptability during changes to meet the goals</li> </ul>	<p><b>QUALIFICATION</b></p> <p>* Tertiary qualification in management or other where management practices were included in the curriculum.</p> <p><b>EXPERIENCE</b></p> <p>* More than 10 years</p> <p><b>TRAINING</b></p> <p>* To be determined during further development of CORE's</p> <p><b>STATUTORY REQUIREMENTS</b></p> <p>* Registration with the Health Professions Council of South Africa as:</p> <p>- Paramedic (where necessary)</p>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 15

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
800-895	15	80367	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	17(83)

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>CONTENT OF COMMUNICATION</b> Highly specialised information requiring a high degree of conceptualisation</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Supervise/manage personnel of which the composition might vary from elementary occupations up to professional. * 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>* Departmental/Provincial Administration policy/ strategy</li> <li>* Technical/professional</li>   <li>* Authorise work</li> <li>* Issue resources</li> <li>* Manage personnel assesmentt</li> <li>* Maintain discipline</li> <li>* Maintain sound Labour Relations</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>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>* Contact can be made with various people and institutions that will impact on postholders ability to render quality service</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</li> <li>* Minister/Premier/MEC</li> <li>* Patients</li> <li>* Private Sector Organisations</li> <li>* General Public</li> <li>* Academic Institutions</li> <li>* Media</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>
	committees		
<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/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>* Office</li> <li>* Computer</li> <li>* Technical</li> <li>* Medical</li> <li>* Vehicles</li>   <li>* Stationary</li> <li>* Maintenance supplies</li>   <li>* Hospitals</li> <li>* Fire stations</li>   <li>* Departmental/provincial administration policy/strategy</li> <li>* Public relations</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Provide/obtain sensitive information requiring tact and diplomacy</li> <li>* Public appearances and debating</li> <li>* Complex notes/memos/letters</li> <li>* Sensitive press releases</li> <li>* Negotiations</li> <li>* Policy documents</li> <li>* Negotiations</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Exceptional creativity is required to develop completely new methods/policies/ understanding</li> </ul>	

<b>GUIDELINES</b>			
<b>JOB 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></p> <p>* Personnel who renders a service in terms of senior management functions requiring frequent interpretation in the absence of an established framework</p> <p><b>AUTONOMY</b></p> <p>* Complex work content including policy development and the determination of direction/strategy.</p>	<p><b>Senior Management</b></p> <p>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</p> <p>* Determine all types of policy in the organisation within his/her power of authority</p> <p>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</p> <p>* Execute advisory commitments</p> <p>* Formulate strategic policies which will enable the department/ administration to successfully fulfill its role in delivering a service to the community/clients</p> <p>* Determine the most effective work procedures and methods to achieve organisational goals</p> <p>* Compile budget and manage personnel activities responsible for but within budget constraints</p> <p>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and do corrective actions if deemed necessary</p> <p>* 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</p> <p>* Represent the department/provincial administration in high level</p>	<p><b>KNOWLEDGE</b> (See also Annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Training (category C)</li> <li>* HR matters (category C/D)</li> <li>* Finance (category D)</li> <li>* Technical/ standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Planning and organising (category D)</li> <li>* Computer (category B)</li> <li>* Managerial functions</li> </ul> <p><b>SKILLS</b> Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits</li> <li>* Adaptability during changes to meet the goals</li> </ul>	<p><b>QUALIFICATION</b></p> <p>* Tertiary qualification in management or other where management practices were included in the curriculum.</p> <p><b>EXPERIENCE</b></p> <p>* More than 10 years</p> <p><b>TRAINING</b></p> <p>* To be determined during further development of CORE's</p> <p><b>STATUTORY REQUIREMENTS</b></p> <p>* Registration with the Health Professions Council of South Africa as:</p> <p>- Paramedic (where necessary)</p>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 14

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80366	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	17(76)

<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> * Contact can be made with various people and institutions that will impact on postholders ability to render a quality service</p> <p><b>CONTENT OF COMMUNICATION</b> * Highly specialised information which requires a high degree of conceptualisation</p> <p><b>SUPERVISORY/MANAGEMENT OF PERSONNEL</b> * Manage personnel of which the composition might vary from elementary occupations up to professional * As part of managing sections responsible for, various advice will be given, discipline will be maintained and control and planning will be exercised.</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Senior Management</li> <li>* Other departments</li> <li>* Patients</li> <li>* Private Sector Organisations</li> <li>* General Public</li> <li>* Academic Institutions</li> <li>* Media</li>   <li>* Departmental/provincial administration policy/ strategy</li> <li>* Technical/ professional</li>   <li>* Authorise work</li> <li>* Issue resources</li> <li>* Manage personnel assesmentt</li> <li>* Maintain discipline</li> <li>* Maintain sound Labour Relations</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>* Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</li> <li>* Solve complex professional and management problems</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Plan the work of the division 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 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>	<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>		

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipment/machinery.</p> <p><b>INVOLVEMENT WITH STORES</b> * Overall responsibility for stores carrying a wide variety of supplies.</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management.</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few resources within the Department/provincial administration</p> <p><b>JOB INFORMATION</b> * Spectrum of job information will be complex and wide ranging.</p>	<p>* Set budget levels * Major budget planning * Analyse financial data</p> <p>* Ancillary * Office * Computer * Technical * Medical * Vehicles</p> <p>* Stationary * Maintenance supplies</p> <p>* Hospitals * Fire station</p> <p>* Departmental/Provincial Administration policy/strategy * Public relations</p> <p>* Technical/professional * Department/Provincial Administration policy/strategy</p>	<p><b>COMMUNICATION</b> * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/ memos/letters * Sensitive press releases * Negotiations * Policy documents * Negotiations</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 13: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders a service in terms of Senior Management functions requiring frequent inter-pretation in the absence of an established frame-work</p> <p><b>AUTONOMY</b> * Complex work content including policy development and the determination of direction/ strategy.</p>	<p><b>Senior Management</b></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 budget constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department/provincial administration in high level committees</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* 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>* Computer (category B)</li> <li>* Managerial functions</li> </ul> <p><b>SKILLS</b> Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Computer utilisation</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits</li> <li>* Adaptability during changes to meet the goals</li> </ul>	<p><b>QUALIFICATION</b> * Tertiary qualification in management or other where management practices were included in the curriculum.</p> <p><b>EXPERIENCE</b> * More than 10 years</p> <p><b>TRAINING</b> * To be determined during further development of CORE's</p> <p><b>STATUTORY REQUIREMENTS</b> * Registration with the Health Professions Council of South Africa as:</p> <ul style="list-style-type: none"> <li>- Paramedic (where necessary)</li> </ul>

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

# SALARY RANGE 13

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
695-790	13	80365	C6010200	Senior Management

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	17(70)

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Head: Fire Services (Second leg)
11	Deputy Director: Emergency Care Services (First leg) Chief Inspector (First leg)
12	Deputy Director: Emergency Care Services (Second leg) Chief Inspector (Second leg)
13	Director and equivalent
14	Chief Director and equivalent
15	Deputy Director-General

**GUIDE: TRANSITION TO CORE: EMERGENCY SERVICES AND RELATED PERSONNEL**

**(17emersp)**

**OCCUPATIONAL CLASSES**

Cleaner  
 Fireman  
 Emergency Care Practitioner  
 Emergency Service Officer  
 General Worker

<b>SALARY RANGE</b>	<b>CURRENT POST CLASSES/ RANKS</b>
1	Cleaner I General Worker I
2	Cleaner II General Worker II Student Emergency Care Assistant Junior Emergency Services Officer Junior Fireman
3	Student Emergency Care Assistant Junior Emergency Services Officer Junior Fireman
4	Emergency Care Practitioner Emergency Services Officer Fireman
5	Emergency Care Practitioner (Intermediate) Leading Emergency Services Officer Senior Fireman
6	Emergency Care Practitioner (Advanced) Sub Officer Principal Fireman
7	Senior Emergency Care Practitioner (Advanced) Station Officer Chief Fireman
8	Chief Emergency Care Practitioner (Advanced) Divisional Officer Control Fireman
9	Assistant Director: Emergency Care Services (First leg) Chief Officer Head: Fire Services (First leg)
10	Assistant Director: Emergency Care Services (Second leg) Senior Inspector