PUBLIC SERVICE MIDDLE MANAGEMENT

COMPETENCY FRAMEWORK

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1. Introduction

The development and introduction of the Middle Management Competency Framework (MMCF) is a continuation of the initiatives started with the establishment of the Senior Management Service (SMS) Competency Framework. A set of middle management competencies has been identified for salary levels 11 and 12.   The Middle Management Competency Dictionary comprises two separate sub-dictionaries, namely:

- Middle Management Feeder Competencies
- Middle Management Generic Competencies

These two sub-dictionaries were derived from detailed research conducted and consultation with "subject matter experts" to identify the generic middle management competencies required.   The primary research focus was on the occupational category, "middle manager" on salary levels 11 and 12.   The competencies are generic in nature and apply to all occupations on salary levels 11 and 12, which contain management/supervisory type tasks. Although a large number of the occupations on salary levels 11 and 12 comprise positions of "technical specialist", they also have supervisory and management tasks inherent to their job content.

The Middle Management Competency Dictionary caters for those occupations whose primary focus is that of management and those positions with partial management activities as part of their job content.

The feeder competencies are those competencies which all employees entering the middle management ranks must possess or be able to demonstrate. If several of these are at the advanced level before entry into the middle management ranks, the performance on the generic competencies will be greatly enhanced. Thus, feeder competencies are some of the foundation steps required in order to successfully display the generic competencies.   The generic competencies are those competencies that are required by middle managers in most of their duties and activities throughout the Public Service. They do not include the specific occupation or professional competencies.

The framework does not contain competencies for specific occupational categories, for instance "Deputy Director", nor specific functional tasks (generally called "functional competencies" in the Public Service).   It, however, presents generic managerial competencies that are common to all the occupations and professions on salary levels 11 and 12.

2. Basic elements of the MMCF

The Middle Management Competency Framework (MMCF) consists of:

- A competency dictionary, in which the competencies are described according to a specific competency model.
- A classification of competencies according to types. This classification provides for distinct types of competencies:
- Feeder competencies.
- Generic competencies (salary levels 11 and 12 middle management generic competencies).
- Competencies for the primary roles of middle management duties within salary levels 11 and 12 in the South African Public Service.
- Classification of the middle management competencies into broad types, showing their relationships to others.

- Proficiency scale for each competency.
- Classification of the proficiency scale into the following three main types:
  - Basic (Foundation)
  - Competent (Accomplished)
  - Advanced (Mastery)
- Competency/Proficiency matrix for the "middle management" occupational category for salary levels 11 and 12.

2.1 Competency types

The MMCF consists of two (2) types of competencies – Feeder and Generic. Specialist, unique and occupational or functional competencies have not been developed. The MMCF provides a common language for use in human resource development, selection, performance management, and job analysis and evaluation and organisation development.

Feeder competencies

Feeder competencies are those middle management competencies, which all employees entering the middle management ranks must possess or be able to demonstrate. If several of these are at the advanced stage before entry into the middle management ranks, the performance on the middle management generic competencies will be greatly enhanced. New employees joining the middle management cadre should either be selected for these minimum competencies or they should acquire the necessary competencies (skills) at the appropriate proficiency level automatically as part of their basic induction training.

Feeder competencies can be considered as those competencies that must be mastered before undertaking the generic competencies for middle managers on salary levels 11 and 12. Establishing feeder competencies ensures that all middle managers have the same basic entry skills which in turn supports the abilities of managers to work together and in a common way with internal and external customers/citizens, all according to a common framework.

Generic competencies

Generic competencies are those competencies that are required by middle managers in most of their duties and activities throughout the Public Service. They do not include the specific occupation or professional competencies, but only the generic middle management competencies.

Specialist competencies

Specialist competencies refer to the specific occupational competencies that characterise the specialist and/or technical component of each business unit or directorate. Specialist competencies are the competencies by which the technical components of the Public Service give expression to their work and tend to relate only to specific professional or occupational functions, such as, trade agreements, techno-economic, trade tariffs, legal drafting, business regulation, etc.

Unique competencies

Unique competencies are those competencies which are specific to a single/few individuals or small groups of individuals undertaking very specialised or unique functions in the Public Service (e.g. protocol management, translation, speech writing, etc). By the nature of the competency the expertise that lies in a unique competency

cannot be obtained generally and generally is to be learned "on-the-job" and deals primarily with propriety or very specialised knowledge. Thus, they apply to only a few individuals and in most cases do not form part of any competency framework.

2.2   The Competency dictionary

The competency dictionary is established according to the following format:

- Competency index: Classifying the feeder and generic competencies.

- Competency title: The shorthand term used for the competency, such as, Problem Solving, Communication, Diversity Management, etc.

- Competency definition: Conveys the exact meaning of the competency as indicated by the definition. Several different competency systems may have the same competency title, however, the exact meaning of the competency is usually unique to each organisation.

- Keywords: Identify the scope and focus of the competency in a type of short hand. These keywords can also be thought of as sub-competencies or training focus areas.

- Behavioural indicators: What the person shows when displaying the competency. It is a behaviour, action or psychomotor response that an observer can see or expect to see. The major objective of having behavioural indicators is that they make the competency come "alive" in the context of how the job is performed.

- Proficiency levels: Describe the output and outcomes produced according to a proficiency scale that provides for behaviours on the job in terms of a range of designated proficiency indicators, such as, quality, speed, cost and appearance, etc. all within certain work and organisational constraints (e.g. equipment resource, job aids). The following three types of proficiencies have been established:

  - **Basic**
  The proficiency level required to successfully perform at the level of "new entrant" or a person who can only handle the competency in its "basic format" and requires regular supervision and direction. The purpose of training and development is to move the proficiency level from that of "basic" to at least "competent" for all middle managers.

  - **Competent**
  This proficiency level indicates that the person can perform the competency at the minimum required level, i.e., able to display the competency at the required level, without supervision. This is the standard that any performance improvement programme and training or coaching effort seeks to achieve.

  - **Advanced**

  This proficiency level indicates that the performer has fully mastered the competency, works without supervision, is capable of instructing others on the competency and capable of solving or applying the competency to a wide range of new or different situations.

> **Note**: Performance standards describe the performance to be achieved according to a desired or designated target performance outcome. This is referred to as the performance standard. These standards are a type of absolute standard (no variations or scales of proficiency).
>
> Proficiency levels describe the performance level achieved and/or required on a scale. The proficiency level scale is a continuum of proficiency ranging from the Basic Level to Advanced Level. Performance standards are often expressed in "Yes / No" terms. Either the performance standard is achieved or it is not. There are no in-betweens. The proficiency level allows for a range of performance. Each competency that a person can display has some sort of proficiency level to it. This proficiency level can also fall outside the specific proficiency range provided for in terms of the MMCF. There is no judgement about the performance level achieved, only a description. The Proficiency Level approach is less threatening than the Performance Standards approach and is a useful place to start a competency improvement system, unlike the Performance Standards approach which often gets tied to pay and bonuses and as a consequence introduces a whole lot of new issues that do not generally facilitate performance improvement.

2.3   Displaying proficiency

In most cases evaluating a proficiency level is often seen as a pseudo form of performance appraisal relying on either the viewpoint of the job incumbent via a "Self Rating Profile" or the immediate superior via a "Management Rating".

The MMCF, however, requires a competency to be **displayed,** achieved through the completion of pre-established criterion test or supporting evidence that the requisite competency has been displayed and the particular proficiency level attained. Thus, the proficiency level achieved is based on **demonstrated** capabilities and job competence.

Furthermore, a single achievement of the competency at the requisite level is not always sufficient, since the following criteria must also be met:

- Proficiency levels in competencies must be demonstrated.
- Progression of proficiencies and competencies is based on competencies that have been successfully demonstrated. Even if a person or that person's superior feels that the person possesses the capability to achieve a proficiency level on that competency. If it has not been successfully demonstrated, then the person or the superior cannot claim to possess proficiency in that competency.
- The proficiency in a competency must have a quality of **sustainability** to it.
- Prior experience to the competency can be used to claim proficiency at a specific level of the competency, but evidence needs to be produced to support this claim. Nevertheless, what is important is an evaluation of what is the current level of proficiency. Competency in one organisation is not always directly transferable to another organisation or department.

3.   Middle management roles and associated competencies

In the development of the middle management competencies, three (3) primary middle management role profiles emerged:

- "Professional/Production specialist", with supervisory management duties;

- • Managers of production units; and
- • Managers of regional offices or institutes.

These three roles, all comprise various mixes of technical and managerial work content and competencies. Similarly, the generic middle management competencies identified apply to these roles in varying degrees and do not address technical specialisation.

The competencies applicable to the different middle management roles are as follows:

Role	Competencies
Professional/Production specialist	• Feeder Competencies • Applied Strategic Thinking • Applying Technology • Citizen Focus and Responsiveness • Diversity Management • Impact and Influence • Managing Interpersonal Conflict and Resolving Problems • Networking and Building Bonds • Developing Others • Problem Solving and Decision Making • Team Leadership • Project Management
Production unit manager	• Feeder Competencies • Applying Technology • Budgeting and Financial Management • Citizen Focus and Responsiveness • Applied Strategic Thinking • Diversity Management • Impact and Influence • Communication and Information Management • Networking and Building Bonds • Managing Interpersonal Conflict and Resolving Problems • Problem Solving and Decision Making • Project Management • Developing Others • Team Leadership
Regional managers	• Feeder Competencies • Applying Technology • Budgeting and Financial Management • Citizen Focus and Responsiveness • Diversity Management • Impact and Influence • Communication and Information Management • Managing Interpersonal Conflict and Resolving Problems • Networking and Building Bonds • Problem Solving and Decision Making • Developing Others • Team Leadership

Role	Competencies
	• Project Management • Applied Strategic Thinking

Note: These competency allocations are based on the roles research conducted and confirmed with the various national and regional validation workshops held in early January 2003 as well as comments received during further consultations.

4.   Middle management competency dictionary

The competencies comprising the Middle Management Competency Dictionary are presented in **alphabetical** order in table 1 below and do not reflect any order of importance or direct relationships between feeder and generic competencies.

Table 1: Middle management competencies

Feeder Competencies	Generic Competencies
1. Concern for Others	1. Applied Strategic Thinking
2. Creative Thinking	2. Applying Technology
3. Citizen Service Orientation	3. Budgeting and Financial Management
4. Decision Making	4. Communication and Information Management
5. Diversity Citizenship	5. Continuous Improvement
6. Organisational Communication Effectiveness	6. Citizen Focus and Responsiveness
7. Problem Analysis	7. Developing Others
8. Self-Management	8. Diversity Management
9. Team Membership	9. Impact and Influence
10. Technical Proficiency	10. Managing Interpersonal Conflict and Resolving Problems
	11. Networking and Building Bonds
	12. Planning and Organising
	13. Problem Solving and Decision Making
	14. Project Management
	15. Team Leadership

4.1   Middle management competencies and their relationships to each other

Each middle management competency can be considered by itself. When it comes to the application of competencies, however, there are close associations between them.

Firstly, each competency tends to have a closer relationship or purpose with some competencies than with others. They tend to form clusters and in the MMCF generic clusters, containing both the Feeder and Generic Competencies, have been identified and appear in Table 2 below:

Table 2: The MMCF competency clusters

Cognitive/Professional Competencies	People Competencies
• Applied Strategic Thinking • Creative Thinking (Feeder) • Decision Making (Feeder) • Problem Analysis (Feeder) • Technical Proficiency (Feeder) • Problem Solving and Decision Making	• Concern for Others (Feeder) • Developing Others • Diversity Citizenship (Feeder) • Impact and Influence • Organisational Communication Effectiveness (Feeder) • Self Management (Feeder) • Team Membership (Feeder)
Results/Service	**Business/Organisational**
• Citizen Focus and Responsiveness • Citizen Service Orientation (Feeder) • Managing Interpersonal Conflict and Resolving Problems • Networking and Building Bonds • Project Management	• Applying Technology • Budgeting and Financial Management • Continuous Improvement • Diversity Management • Communication and Information Management • Planning and Organising • Team Leadership

Secondly, each competency tends to be associated with one or two competencies based on skill types or task orientation more than with others. Also in the work performance situation some competencies tend to be related to each other, or are used in skill packages in order to undertake tasks. Table 3 below displays how each competency is associated and related to the other competencies.

The performer uses each competency in each cluster during the delivery of his/her functions on the job and it can therefore be viewed as an integrated whole. For performance to improve and skills to develop, competencies in each competency cluster need to advance at a similar rate and in unison with each other.

Table 3: Associated middle management competencies

Generic Competency	Associated Competency
Applied Strategic Thinking	• Problem Solving and Decision Making • Creative Thinking • Planning and Organising • Project Management • Budgeting and Financial Management
Applying Technology	• Technical Proficiency • Creative Thinking • Problem Solving and Decision Making • Project Management • Continuous Improvement
Budgeting and Financial Management	• Problem Solving and Decision Making • Applied Strategic Thinking • Communication and Information Management • Applying Technology

Generic Competency	Associated Competency
Communication and Information Management	• Applying Technology • Organisational Communication Effectiveness • Self Management • Impact and Influence
Continuous Improvement	• Applying Technology • Creative Thinking • Applied Strategic Thinking • Problem Solving and Decision Making
Citizen Focus and Responsiveness	• Continuous Improvement • Concern for Others • Citizen Service Orientation • Decision Making • Problem Solving and Decision Making • Managing Interpersonal Conflict and Resolving Problems
Developing Others	• Concern for Others • Organisational Communication Effectiveness • Impact and Influence • Team Leadership • Technical Proficiency • Diversity Management
Diversity Management	• Concern for Others • Managing Interpersonal Conflict and Resolving Problems • Diversity Citizenship • Organisational Communication Effectiveness • Problem Solving and Decision Making • Team Membership • Team Leadership • Developing Others
Impact and Influence	• Self Management • Organisational Communication Effectiveness • Problem Solving and Decision Making • Networking and Building Bonds • Team Leadership
Managing Interpersonal Conflict and Resolving Problems	• Concern for Others • Creative Thinking • Problem Solving and Decision Making • Organisational Communication Effectiveness • Citizen Focus and Responsiveness • Continuous Improvement • Team Leadership
Networking and Building Bonds	• Technical Proficiency • Concern for Others • Organisational Communication Effectiveness • Communication and Information

Generic Competency	Associated Competency
	Management • Diversity Citizenship
Planning and Organising	• Problem Analysis • Decision Making • Problem Solving and Decision Making • Creative Thinking • Budgeting and Financial Management • Project Management • Technical Proficiency
Problem Solving and Decision Making	• Creative Thinking • Decision Making • Problem Analysis • Technical Proficiency • Applying Technology • Continuous Improvement
Project Management	• Budget and Financial Management • Planning and Organising • Creative Thinking • Problem Solving and Decision Making • Concern for Others • Team Leadership • Team Membership • Diversity Citizenship
Team Leadership	• Concern for Others • Creative Thinking • Problem Solving and Decision Making • Self Management • Organisational Communication Effectiveness • Team Membership • Diversity Citizenship • Impact and Influence • Managing Interpersonal Conflict and Resolving Problems • Networking and Building Bonds • Developing Others

5. Middle management competencies interface with the Senior Management Service (SMS) Competencies

Table 4, below, indicates how the MMCF and the SMS interface. Some competencies run from the "Feeder Level" right up to the "SMS Level" and are precursors or foundation competencies to other more complex or demanding competencies.

Table 4: Relationship between feeder, middle management and SMS competencies

Feeder Competencies	MMCF	SMS
• Creative Thinking	• Continuous Improvement	• Service Delivery and Innovation
• Citizen Service Orientation	• Citizen Focus and Responsiveness	• Customer Orientation and Customer Service
• Concern for Others	• Developing Others	• People Management and Empowerment
• Diversity Citizenship	• Diversity Management	• Change Management
• Organisational Communication Effectiveness	• Communication and Information Management	• Communication
		• Knowledge Management
• Problem Analysis • Decision Making	• Problem Solving and Decision Making	• Problem Solving and Analysis
• Self Management	• Influence and Impact	
• Team Membership	• Team Leadership	
• Technical Proficiency		
	• Applied Strategic Thinking	• Strategic Capability and Leadership
	• Planning and Organising • Project Management	• Programme and Project Management
	• Budgeting and Financial Management	• Financial Management
	• Networking and Building Bonds	
	• Managing Interpersonal Conflict and Resolving Problems	
	• Applying Technology	
		• Honesty and Integrity

6. Feeder competencies

As identified above each competency is described according to five (5) headings, namely:

▪ Competency title.

- Competency definition.
- Key words describing the main elements of the competency.
- Behavioural indicators identifying the core behaviours displayed when engaging in the competency.
- The proficiency indicators displaying the levels of skill and proficiency required at the specific salary level. These proficiency levels can change according to the salary level at which the competency is applied.

The competencies comprising the Feeder Competencies for the Middle Managers are the following:

1. Concern for Others……………………………………………………….
2. Creative Thinking……………………………………………………………
3. Citizen Service Orientation…………………………………………………...
4. Decision Making……………………………………………………………..
5. Diversity Citizenship………………………………………………………...
6. Organisational Communication Effectiveness…………………………
7. Problem Analysis……………………………………………………………
8. Self-Management…………………………………………………..………
9. Team Membership. …………………………………………………………
10. Technical Proficiency……………………………………………………….

Concern for Others

Definition

Must be able to consider the needs and difficulties of others and take an active interest in their feelings, capabilities and perspectives in order to assist them with the difficulties they face and act with integrity, warmth and concern.

Key Words: Concern for Others; Integrity; Warmth and Affection; Respect for Others; uBuntu.

Behavioural Indicators:

1. Considers the needs and feelings of others.
2. Respects the rights, needs, feelings, and perspectives of others.
3. Involves others in decisions that will affect them.
4. Supports others in their difficult situations.
5. Shows respect to others in their daily dealings with them.
6. Contributes positively to the welfare of those they interact with and serve.

PROFICIENCY LEVELS: CONCERN FOR OTHERS		
Basic	**Competent**	**Advanced**
▪ Shows consideration towards others especially during their difficult situations. ▪ Generally attends to the needs and feelings of others, without regard to how they express themselves. ▪ Is respectful of persons who show cultural racial, physical, language, capacity and any other differences. ▪ Responds to others and is attentive to the needs of others. ▪ Treats others fairly and with respect.	▪ Attends to the needs and feelings of others, irrespective of how they express themselves, especially in conflict situations. ▪ Puts in place conditions conducive to citizens, individuals and teams. ▪ Takes cultural, racial, physical, and any other differences of individuals into account in communication with others and modifies own responses and behaviour accordingly. ▪ Responds voluntarily, promptly and with enthusiasm to the anxieties, needs and predicament of others. ▪ Shows awareness of the impact of self on others and adjusts responses accordingly.	▪ Openly recognises the unique contribution of each person and responds supportively and with respect. ▪ Respects and protects the dignity, integrity and rights of each person. ▪ Shows versatility in his/her relations with others. ▪ Anticipates the reluctance and feelings of others to the proposal(s) being made. ▪ Responds to the different needs, feelings and capabilities of others and uses feedback to gauge the effectiveness and appropriateness of own responses.

Creative Thinking

Definition

Must be able to generate ideas, fresh perspectives and innovative approaches in order to contribute solutions to problems, overcome constraints and generate new solutions to problems.

Key Words: Generating Ideas; Thinking "out–of–the-box"; Innovative Ideas.

Behavioural Indicators:

1. Generates new ideas, concepts, plans, or approaches and finds unusual or different, but effective, solutions to problems or opportunities.
2. Develops insights into the circumstances surrounding problems or issues.
3. Develops "outside-the-box" solutions to problems.
4. Encourages non-traditional, imaginative approaches to the completion of daily work assignments and the resolution of stubborn problems.
5. Remains open to suggestions and ideas from others.
6. Identifies unique ways to generate new business opportunities.
7. Interacts with others in a manner that invites others to think differently and originally.

PROFICIENCY LEVELS: CREATIVE THINKING		
Basic	**Competent**	**Advanced**
▪ Sometimes develops original and fresh improvements to own areas of work. ▪ Uses "organising" techniques to organise and process information that leads to new or different approaches to meeting work objectives. ▪ Examines the relationships among two or more items or objects and identifies a rule or principle that can be used to solve one or more issues. ▪ Applies an unusual approach to problem analysis and solving. ▪ Sometimes uses analogies, appropriate examples, biographies, etc. to make a point. ▪ Generates novel combinations of existing products and services to meet new expectations.	▪ Develops or supports the introduction of new and improved methods, procedures or technologies to solve problems. ▪ Recognises when something is not working and is able to switch tactics or directions. ▪ Treats each issue from a multiple of perspectives and angles and seeks workable solutions; does not automatically choose the first solution that comes to mind. ▪ Encourages others to adopt non-traditional, innovative approaches to the completion of their daily work assignments. ▪ Challenges the "status quo'" and "we-always- did- it- this- way" kind of attitudes through radical thinking and ideas. ▪ Willingly accepts new ideas from others and sees their application to the present situation.	▪ Develops well-argued and structured ideas based on issue identification, comprehensive analysis and synthesis of issues for complex and stubborn problems. ▪ Articulates the competitive advantage or value achievable through new ideas and initiatives. ▪ Exercises judgement in ensuring involvement of more senior personnel and technical experts in content and formulation of ideas. ▪ Usually generates new ideas that have a significant impact in the workplace by creating new/improved service, being more cost effective and providing better value to the citizen.

Citizen Service Orientation

Definition

Must be able to display positive attitudes and behaviours, which demonstrate an awareness and willingness to respond to citizens in order to respond to and meet their needs, requirements and expectations as well as improving service delivery.

Key Words: Citizen/Customer Awareness; Citizen/Customer Requirements; Citizen/Customer Responsiveness; Internalised Value; Ethos of "Batho Pele".

Behavioural Indicators:

1. Listens to and responds to citizen/customer needs courteously, within guidelines.
2. Clarifies citizen's/customers' needs or expectations, when doubt exists.
3. Obtains an understanding of the specific citizen's/customer's needs and requirements.
4. Complies with agreements entered into with citizens/customers or gives early notice of any deviations.
5. Provides feedback and a timely response to citizen's/customer's complaints and comments.
6. Actively inform citizens/customers of intentions.
7. Continuously strives to improve service delivery.

PROFICIENCY LEVELS: CITIZEN SERVICE ORIENTATION		
Basic	**Competent**	**Advanced**
- Shows positive attitudes that indicate citizens/customers are important. - Knows what citizens'/customers' "rights" are and what expectations they are entitled to hold in terms of citizen/customer services. - Knows what services must be provided to citizens/customers. - Directs citizens/customers to the appropriate persons or sources to have their problems resolved. - Knows the profiles of citizens/customers and responds to their requests in an informed, knowledgeable and polite manner.	- Voluntarily responds to citizens'/customers' requirements promptly and effectively. - Has a detailed knowledge of the services required by specific citizens/customers and the service standards that are required to be met to satisfy expectations. - Communicates with citizens/customers to determine whether any problems exist and to share relevant information. - Works in partnership with citizens/customers, solves their problems and encourages their participation and acknowledges their views. - Develops and sustains productive working relationships with citizens and customers. - Explains to citizens/customers the quality of services that can be expected. - Ensures that all citizens/customers have equal access to services.	- Proactively engages with citizens/customers. - Is frequently in contact with citizens/customers and knows how they evaluate the quality of services that they receive. - Deals promptly with citizen's/customer's problems to their satisfaction. - Identifies how services can be changed or improved that will better satisfy the citizen's /customer's expectations. - Addresses conflicts or difficulties with citizens/customers before problems escalate. - Goes out of their way to help citizens/customers, the public and others with their difficulties or in carrying out their daily duties.

Decision Making

Definition

Must be able to define issues, problems and opportunities, generate different courses of action, evaluate the constraints and risks associated with each course of action identified and selects the viable option in order to address the problems and/or opportunities identified.

Key Words: Problem Solving; Option Evaluation; Creativity; Decisiveness.

Behavioural Indicators:

1. Specifies goals and opportunities to be decided upon.
2. Creates relevant options for addressing problems/opportunities identified.
3. Identifies the constraints and risks associated with the options identified.
4. Identifies and evaluates the advantages/benefits associated with the options identified.
5. Considers and evaluates the alternative courses of action identified.
6. Selects an effective option, based on the information available at the time.
7. Acts decisively by committing the option chosen to a course of action.
8. Defends the option chosen and takes the necessary actions to ensure the sustainability/durability of the decision taken.

PROFICIENCY LEVELS: DECISION MAKING		
Basic	**Competent**	**Advanced**
▪ Responds to problems, issues and opportunities as they are identified. ▪ Identifies a solution to the problem identified. ▪ Develops methods of dealing with the constraints identified. ▪ Identifies the decision to be made. ▪ Waits for permission/support to implement the decision identified.	▪ Specifies goals and opportunities to be decided upon. ▪ Creates relevant options for addressing problems/opportunities identified. ▪ Identifies the constraints and risks associated with the options identified. ▪ Considers, evaluates and seeks others' opinions for alternative courses of action. ▪ Selects an effective option, based on the information available at the time. ▪ Acts decisively by committing the option chosen to a course of action. ▪ Displays confidence in the decision made when challenged.	▪ Creates relevant and creative options. ▪ Generates viable options for the problems or opportunities identified. ▪ Determines the "long term" implications of each option or constraint before selecting an option. ▪ Includes the appropriate persons in the decision as and when required. ▪ Uses judgement in determining which decision should be supported and mandated by persons at a higher level. ▪ Ensures that "buy-in" and understanding of the decision made before committing it to action. ▪ Implements decisions or commits decisions to action within an "appropriate" amount of time.

Diversity Citizenship

Definition

Must be able to work effectively, co-operatively and amiably with persons of diverse intellectual or physical capabilities or racial, cultural or gender backgrounds in order to create, participate in and promote harmonious and supportive relationships with others.

Key Words: Work Co-operatively; Shows Tolerance; Accommodating; Flexible; Respectful of Differences.

Behavioural Indicators:

1. Demonstrates respect for each person and co-worker irrespective of their racial, gender, disability, and cultural and other differences from oneself.
2. Addresses differences among co-workers with respect.
3. Makes an effort to work and interact successfully with each person, co-worker or team member irrespective of his or her race, gender, disability, and cultural or other differences.
4. Shows tolerance for the different behaviours, practices and attitudes of others that arise from their respective social, gender, and cultural and religious backgrounds.
5. Reports to superiors and accepts the authority of others whom are culturally diverse from oneself.
6. Acts as a "role model" to others on how to behave in culturally diverse situations.

PROFICIENCY LEVELS: DIVERSITY CITIZENSHIP		
Basic	**Competent**	**Advanced**
▪ Works well with co-workers who have only slightly different racial, gender or cultural perspectives. ▪ Conforms to the behaviour codes regarding race, gender, disability, language, religious and cultural tolerances prescribed in the work place. ▪ Makes an effort to work and interact with co-workers and others only when the tasks to be completed are important for themselves.	▪ Works well with most co-workers irrespective of racial, gender, disability or cultural characteristics. ▪ Does not discriminate or show any resistance regarding the racial, gender, disability, or language, or religion or cultural characteristics of co-workers. ▪ Makes an effort to accommodate the needs of others.	▪ Actively promotes the free and easy integration and involvement of all co-workers, no matter what their racial, gender, disability or cultural characteristics. ▪ Takes active steps to address practices that discriminate against co-workers on the basis of their race, gender, disability or cultural characteristics. ▪ Provides insight, assistance and leadership to co-workers in their attempts to overcome historically learnt practices of discrimination and prejudice.

Organisational Communication Effectiveness

Definition

Must be able to produce written business/technical communications and reports and communicate verbally in meetings, public presentations, conversations and interviews in order to convey and communicate concepts, messages, decisions and policies.

Key Words: Oral Presentations; Written Reports; Communication Effectiveness.

Behavioural Indicators:

Verbal Communication

1. Demonstrates the use of effective listening skills with others and reflects an understanding of what others are saying.
2. Speaks clearly.
3. Presents thoughts in a logical sequence that listeners can understand.
4. Gives due consideration to the audience's (listeners) needs to ask questions and provides opportunities for listeners to process the information.
5. Uses analogies and examples from the listener's experience to clarify ideas.
6. Breaks down complex information into manageable pieces of information.
7. Delivers clear oral presentations to individuals, groups and public settings.

Written Reports

1. Communicates facts and ideas in writing.
2. Express ideas in writing in a good grammatical form with a clear organisation of ideas.
3. Uses language and terminology appropriate for the reader's characteristics and needs (e.g. educational level, attitudes, goals, etc.)
4. Summarises main parts.
5. Provides strong conclusions or recommendations that are clearly discernable from the body of the report.
6. Writes memos, letters, faxes, submissions, cabinet memoranda and media briefings according to professional standards and prescribed government protocol.

PROFICIENCY LEVELS: ORGANISATIONAL COMMUNICATION EFFECTIVENESS		
Basic	**Competent**	**Advanced**
▪ Speaks clearly on a one-to-one basis or in small settings. ▪ Makes public presentations, without using aids, such as flip charts, overhead projector, computer-based aids, etc. ▪ Writes reports that have to be reviewed by others in order to clarify concepts, re-organise the document layout, and re-arrange the organisation of ideas. ▪ Writes basic reports clearly.	▪ Speaks clearly and in a manner that promotes understanding and good comprehension. ▪ Makes public presentations with effective use of presentation aids (i.e. overhead projector, public address systems, MS-PowerPoint presentations). ▪ Conducts and chairs meetings effectively. ▪ Writes clear and factual reports that are grammatically correct. ▪ Writes reports that have a clear structure, with good summaries logically derived from the body of the report and includes a statement of conclusion, recommendations and proposals. ▪ Clearly presents proposals, work and ideas of own work group to senior management and others.	▪ Makes public presentations that are exciting, clear and concise. ▪ Is skilled with all presentation aids and easily incorporates them into public presentations (i.e. develops own PowerPoint slides, etc.). ▪ Is recognised as a very effective meeting chairperson and facilitator. ▪ Writes a report that presents complex ideas and difficult concepts precisely and in clear "day-to-day" language.

Problem Analysis

Definition

Must be able to identify and define problems, extract key information from data and develop workable solutions for the problems identified in order to test and verify the cause of the problem and develop solutions to resolve the problems identified.

Key Words: Analytical Thinking; Data Analysis; Information Organisation; Judgement.

Behavioural Indicators:

1. Collects information and data.
2. Extracts relevant data in order to identify possible causes for the problem.
3. Critically examines issues by breaking them down into manageable parts.
4. Analyses information to determine and ascertain the most likely cause of the problem.
5. Identifies the logical, factual outcomes based on the data, information and analyses conducted.
6. Identifies action to prevent the problem from occurring partially or totally.

PROFICIENCY LEVELS: PROBLEM ANALYSIS		
Basic	**Competent**	**Advanced**
- Undertakes a process of information and data collection and analysis for integration purposes. - Identifies and makes sets of information and determines their relationships. - Codifies this data to detect trends and issues in the data and information in a logical and factual manner. - Makes logical deductions from data. - Identifies a solution for resolving the problem.	- Collects all the relevant information and data needed to address the problem. - Organises, classifies and synthesises the data into fundamental issues. - From the information, identifies the most probable cause of the problem. - Reduces the information down into manageable components. - Identifies the logical outcomes from the analyses of the data collected. - Identifies the options and solutions for addressing the problems analysed.	- Collects, integrates and analyses all relevant data and information and reduces that information down to manageable components and/or charts, diagrams or graphs. - Identifies a number of solutions to complex problems integrating findings from several different disciplines, identifies and evaluates the various options developed and selects the most effective solution. - Draws logical and objective conclusions from the data and validates them as the prime cause and contributing causes. - Identifies a number of solutions to the problem by identifying and evaluating the various options developed and selects the most effective solution.

Self-Management

Definition

Must be able to use introspection, self-evaluation and self-management techniques in order to pro-actively and continuously improve own behaviour and performance.

Key Words: Time Management; Personal Organisation; Reliability; Self-improvement.

Behavioural Indicators:

1. Realistically assesses own strengths and weaknesses and their impact on others relative to the requirements of the work.
2. Seeks and effectively uses feedback from others to assess and improve own performance.
3. Manages own time effectively.
4. Seeks to improve own performance and takes corrective actions to remedy any shortfalls identified.
5. Takes full responsibility for own achievements.
6. Perseveres in the face of performance obstacles for the achievement of work objectives.
7. Consistently chooses ethical courses of action for workplace behaviour.
8. Is reliable, punctual and conscientious.

PROFICIENCY LEVELS: SELF-MANAGEMENT		
Basic	**Competent**	**Advanced**
- Tries to manage own time if there are not too many interruptions. - Accepts feedback on own performance. - Finds it difficult to persevere when experiencing obstacles. - Knows the organisation's code of ethical and expected workplace behaviour. - Is generally punctual and reliable. - Deals with work issues one at a time and as they arise.	- Manages time efficiently and effectively. - Gives and seeks feedback on own performance. - Perseveres in the face of performance obstacles for the achievement of work objectives. - Consistently chooses an ethical course of action for workplace behaviour. - Is reliable and punctual. - Consistently demonstrates a preference for openness, honesty and integrity. - Is well prepared and organised for meetings, team contributions and work assignments. - Forms relations with seniors, staff and peers that produce trust and approachability.	- Time management and personal organisation is a natural component of everyday conduct. - Actively seeks feedback on own performance and voluntarily improves own performance. - Generally overcomes performance obstacles and is successful in the workplace. - Prefers openness, honesty and integrity. - Thinks about things in advance and is well prepared and organised for events and tasks as they arise. - Is proactive, able to prioritise tasks and activities. - Manages other's time and advises and coaches others on effective self-management strategies.

Team Membership

Definition

Must be able to work co-operatively with other individuals and makes valued contributions to the outputs of others in order to assist own team or project to achieve the required outputs.

Key Words: Collaboration; Meets Obligations; Group Participation.

Behavioural Indicators:

1. Co-operates with team members to resolve problems and achieve goals.
2. Participates in the development of team goals and plans.
3. Supports team members by encouraging participation and listening to other's ideas.
4. Acknowledges other's skills, experience, knowledge, creativity and contributions.
5. Keeps team members abreast of individual progress.
6. Shares information.
7. Addresses conflicts within the group without the help from the team leader.
8. Makes contributions that are valued by team members.

PROFICIENCY LEVELS: TEAM MEMBERSHIP		
Basic	**Competent**	**Advanced**
▪ Does what is required of a team member. ▪ Works well in teams comprising members of one's own work unit or discipline. ▪ Supports teams who provide information and contributions deemed to be important by oneself. ▪ Provides team members with information when requested or as the need arises.	▪ Can be relied upon to make contributions of value to the team. ▪ Is viewed as a valued team member. ▪ Maintains or enhances self-esteem of others in all communications with team members. ▪ Shares all relevant or useful information with other team members. ▪ Recognises and manages the individual social styles of the team members.	▪ Actively supports and contribute to the efforts of other team members. ▪ Is flexible and can work with a wide variety of different people on different tasks. ▪ Creates a team spirit by speaking positively of others. ▪ Shares all relevant information and passes on additional information which may be important to other team members. ▪ Encourages other team members to participate and facilitates when appropriate.

Technical Proficiency

Definition
Must be able to apply the technical knowledge and skills required in the specialist and professional job role and responsibilities in order to achieve the expected outputs.

Key Words: Technical Expertise; Occupational/Professional Proficiency; Applied Knowledge.

Behavioural Indicators:

1. Demonstrates technical proficiency in areas of work-unit's responsibility.
2. Understands the technical difficulty and complexity of work undertaken and advises others accordingly.
3. Accounts for the technical difficulty and complexity of own work and that of staff, where appropriate, at key milestones.
4. Ensures the appropriately applied procedures, requirements, regulations, or policies related to specialised areas of expertise in the production of work-unit outputs or results.
5. Performs tasks specific to area of expertise reliably, skilfully and accurately.
6. Accomplishes complex tasks in area of expertise without supervisory assistance.

PROFICIENCY LEVELS: TECHNICAL PROFICIENCY		
Basic	**Competent**	**Advanced**
▪ Undertakes basic or routine tasks (in some cases under supervision and technical direction). ▪ Has acquired a recognised, academic qualification for the technical skills or knowledge relevant to the job role or chosen profession, but is not recognised for depth of technical experience. ▪ Generally contributes a theoretical understanding of technical terms, concepts and methodologies. ▪ Has acquired relative experience of the technical job roles and responsibilities. ▪ Has acquired a broad, working knowledge of the local and international practices, generally recognised principles, approaches, methodological frameworks and best practice theories.	▪ Accomplishes the technical tasks required by the work unit largely independently. ▪ Seeks other professionals and specialists to collaborate on innovative application of technical proficiency. ▪ Has conducted scientific research, benchmarking or surveys in professional occupation or technical job. ▪ Proactively shares and exchanges views, procedures, best practice and implementation "do's" and "don'ts". ▪ Uses extensive first-hand application and implementation experiences that have been gained in a variety of contexts and requirements for the technical proficiency. ▪ Is recognised by peers, fellow professionals, own work group and other business units for technical depth of knowledge.	▪ Accomplishes complex tasks in areas of expertise without supervision. ▪ Directs and assists technical teams to accomplish highly technical tasks in complex situations. ▪ Has achieved recognition within the profession for contributions in thought leadership. ▪ Has acquired and been awarded formal recognition for meeting the requirements of the profession.

7.   Generic Competencies

As with the feeder competencies, each generic competency is described below according to five (5) headings, namely:

- Competency title.
- Competency definition.
- Key words describing the main elements of the competency.
- Behavioural indicators identifying the core behaviours displayed when engaging in the competency.
- The proficiency indicators displaying the levels of skill and proficiency required at the specific salary level. These proficiency levels can change according to the salary level at which the competency is applied.

The competencies comprising the Generic Competencies for the Middle Managers are the following:

1. Applied Strategic Thinking…………………………………………..
2. Applying Technology………….………………………………………..
3. Budgeting and Financial Management……………………………….
4. Communication and Information Management..……………………
5. Continuous Improvement……………………………………………
6. Citizen Focus and Responsiveness……………………………….
7. Developing Others……………………………………………………
8. Diversity Management……………………………………………….
9. Impact and Influence…………………………………………………
10. Managing Interpersonal Conflict and Resolving Problems..………
11. Networking and Building Bonds…………………………………….
12. Planning and Organising…………………………………………….
13. Problem Solving and Decision-Making…………………………….
14. Project Management…………………………………………………
15. Team Leadership…………………………………………………….

Applied Strategic Thinking

Definition

Must be able to operationalise and implement the strategic imperatives and policies as allocated to the work-unit into services, products and implementation frameworks in order to convert and implement strategic plans and policies in service delivery programmes.

Key Words: Practical Thinking; Operationalise Strategies; Analyses Strategic Direction.

Behavioural Indicators:

1. Analyses strategies and converts them into the requirements and services that the work-unit must provide.
2. Breaks down the strategic mandate into activities to be implemented and identifies the programme and projects required to operationalise those mandates.
3. Prioritises or re-prioritise objectives, activities and services to be undertaken by the work-unit based on the interpretation of the strategic mandates to be implemented.
4. Ensures that the work-unit is structured appropriately in order to implement the required strategic initiatives.
5. Aligns, updates and obtains the resources needed to effect the implementation of the operationalised strategic direction.

PROFICIENCY LEVELS: APPLIED STRATEGIC THINKING		
Basic	**Competent**	**Advanced**
- Implements any changes required in work-unit's services resulting from changes in strategy or strategic priorities. - Develops proposals for additional resources required by changes in strategic objective. - Analyses whether a change in strategic direction will impact upon existing service and products provided. - Understands and communicates the vision and mission, role and objectives of the department and work-unit. - Incorporates a long-term perspective and broader organisational implication in planning, decision-making and problem solving.	- Determines the products, services and service standards to be developed and implemented based upon strategic direction provided. - Determines the resources or change in resources or re-allocates resources that will be required to effectively execute the provided strategic direction. - Develops work plans and/or programmes to implement provided strategic direction. - Identifies new projects required due to changes in strategic direction.	- Interprets the strategic direction developed for the organisation or division and develops the services and performance measures. - Obtains and promptly applies resources needed to implement the changes required by the strategic mandate. - Develops the sub-process and support mechanism that will be needed for any new initiatives required to implement strategic mandates or any changes in strategic direction.

Definition

Must be able to effectively evaluate, identify and use appropriate technologies in the workplace in order to enhance productivity, efficiency, responsiveness and the quality of service provided in order to aid the achievement of the organisation's goals and objectives.

Key Words: Evaluate Technology; Apply Technology; Best Practice.

Behavioural Indicators:

1. Identifies technological changes, scientific research, methodologies and automation options that would support/enhance success in the achievement of objectives of the work-unit and the Department.
2. Encourages staff to stay abreast and informed about technological changes, scientific research and automation.
3. Applies evolving technologies and methodologies to the Department or work-unit's needs.
4. Ensures that all staff is trained and competent to apply new technology.
5. Advises on the appropriate systems to use in the Department.

PROFICIENCY LEVELS: APPLYING TECHNOLOGY		
Basic	**Competent**	**Advanced**
- Uses technology and information systems available in the workplace. - Identifies shortcomings of technologies currently in use. - Adapts his or her method of working to accommodate changes in the technological developments. - Understands the information systems and technology programs utilised by the work-unit and effectively utilises the technology to get work done.	- Tests new technologies, work processes and practices to make transactions and the collection of data and information more effective. - Evaluates recent technological innovations as they relate to workplace systems. - Integrates technology and information technology systems with workplace activities in order to resolve operational problems. - Ensures technology is adequate to help achieve business objectives. - Ensures staff has access to the appropriate technology.	- Promotes the use of new technologies and systems in the workplace to support key decision makers, citizens, customers and stakeholders. - Regularly evaluates the appropriateness of technological improvements and workplace tools and products. - Justifies investment in technology by conducting cost-effectiveness analyses. - Establishes links between computerised workplace systems, citizens, customers and other computer systems of the Department. - Recommends the adoption of new technology and systems for the work-unit or work practices to improve service delivery.

Budgeting and Financial Management

Definition

Must be able to plan the work-unit's budget and manage income and expenditure, through responsible implementation of policies, practices and decisions in order to achieve unit objectives effectively and efficiently.

Key Words: Budgeting; Financial Planning; Budget Analysis and Control.

Behavioural Indicators:

1. Prepares work-unit budget required to achieve unit objectives.
2. Maintains internal control policies and processes in line with the Public Finance Management Act (PFMA) and National Treasury Guidelines and Best Practice Notes.
3. Prepares short-term (1 year) and longer-term (2-5 years) budget plans.
4. Ensures conformity with PFMA and auditing requirements.
5. Monitors revenue and expenditure for the purpose of sound fiscal responsibility.
6. Projects long-term financial requirements needed to achieve work-unit objectives.
7. Explains or justifies the work-unit budget to other stakeholders and departmental groups.
8. Oversees or helps procure equipment, facilities, supplies and services.
9. Fosters an environment where cost-benefit outcomes are continuously improved.
10. Prepares consolidated financial reports for presentation to superior(s).

PROFICIENCY LEVELS: BUDGETING AND FINANCIAL MANAGEMENT		
Basic	**Competent**	**Advanced**
- Prepares cash flow statements. - Prepares the annual budget requirements for the work-unit and submits to the Chief Financial Officer, along with required internal controls. - Develops options and recommendations for budget targets. - Maintains the financial records and systems for budget inputs. - Provides analytical support to the Finance function in the preparation of financial proposals, submissions and projected costs to be included in budgets and allocations. - Identifies and provides initial analysis of problem areas or issues relating to the implementation of policies, procedures, administrative systems and performance standards.	- Develops own work-unit budget and manages the unit's finances as required in terms of the PFMA. - Interprets the requirements of the PFMA and provides advice on existing financial policies. - Promotes adherence to government policy and overall financial function. - Reviews and monitors budget to ensure that the required financial procedures are adhered to and all monies are accounted for. - Monitors, in a broad scope, compliance with policy.	- Develops, monitors and evaluates processes and tools to ensure that financial policies, procedures, systems and standards have been implemented across the entire organisation. - Co-ordinates the review and formulation of policies, procedures and systems across the organisation. - Promotes adherence to standards of service and provides overall direction regarding financial management practices. - Monitors and evaluates overall policies, procedures, systems and standards of the organisation.

Communication and Information Management

Definition

Must be able to collect data and information, analyse and translate information into knowledge for planning, decision making or management reporting and to communicate and distribute to different audiences, using a variety of information and communication technologies (e.g. intranet, e-mail, video-conferencing, telecommunications, etc.) in order to provide and communicate information for decision making, reporting, document storage and planning.

Key Words: e-Government; Communication Technology; Information Distributors.

Behavioural Indicators:

1. Supports operational functions and the public with the provision of information and through information exchange and dissemination.
2. Facilitates adequate information flow to enhance and ensure informed decisions.
3. Sources data, analyses it and converts it into information.
4. Develops databases and tools for documentation management, storing and retrieval.
5. Contributes to the development of knowledge management within the Department.
6. Evaluates the effectiveness of data-gathering and distribution channels (e.g., web pages, call centres, news letters, notice boards, filing and storing).
7. Interprets information and develops or indicates a response.
8. Maintains effective Information, Communication and Technology (ICT) in own unit.

PROFICIENCY LEVELS: COMMUNICATION AND INFORMATION MANAGEMENT		
Basic	**Competent**	**Advanced**
▪ Distributes information gained from other sources. ▪ Uses non-electronic and cumbersome paper "style" technology for information collection and distribution as provided to the work-unit. ▪ Knows about knowledge management and its components. ▪ Understands current information and communications technology in use in other work-units and departments. ▪ Collects data, information and graphics for use in own work-unit. ▪ Uses information or data effectively to persuade and support a position.	▪ Sources data, analyses it and converts it in reports and presentations. ▪ Develops databases and tools for reports and web distribution. ▪ Provides information in a format that is attractive, interesting and useful. ▪ Evaluates the effectiveness of data-gathering and distribution channels (e.g. web pages, call centres, complaints, etc.). ▪ Installs and maintains document management, storage and retrieval systems. ▪ Maintains effective communication channels enabled with current technologies.	▪ Maximises the use of databases to provide useful, "widely recognised" and user-friendly information to other departments, work-units, citizens, customers and the public. ▪ Identifies new information and communication technology that improves on current systems and services provided. ▪ Provides leadership in the collection and provision of data and information for use in the department's knowledge management centre. ▪ Evaluates and improves the effectiveness of the information and communication function in own work unit.

Definition

Must be able to measure and improve or upgrade work methods, procedures and systems and decrease costs in order to improve the quality and cost efficiency of services and products delivered to citizens/customers.

Key Words: Work Method Improvement; Cost Efficiency; Productivity.

Behavioural Indicators:

1. Identifies areas and ways in which work methods can be improved.
2. Improves the effectiveness of work methods, systems and operational equipment by addressing operational costs, revenue expenditure and donor fund management.
3. Implements performance improvement through technological solutions, product development, services, business-unit planning, business process simplification and value-based management techniques.
4. Enhances the effectiveness of employees through the appraisal and review of efficient human resources capacity.
5. Leverages the value of information technology and assets to improve services, enhance staff productivity, organisational improvement, operational efficiency and good governance.

PROFICIENCY LEVELS: CONTINUOUS IMPROVEMENT		
Basic	**Competent**	**Advanced**
- Systematically evaluates and observes why similar activities take a different course in different situations. - Systematically evaluates why agreed goals are not met, contrary to all expectations. - Systematically evaluates why mistakes are made or reoccur. - Facilitates discussions on what citizens/customers expect of the department and negotiates mutual expectations. - Reflects on the results and impact of processes and not activities. - Determines the results of tasks in terms of quality and internal efficiency (management of time and scarce resources). - Identifies the critical, limiting factors. - Determines the minimum requirements needed to be met for each task and process, in terms of human resources, financial resources, and technical resources. - Reflects on how the department co-operates and co-ordinates work and determines the ideal mix of institutions and groups to deliver inputs (e.g., public sector, private sector and civil society) to improve the co-ordination of inputs. - Uses technical knowledge or prior experience to develop and present alternatives and recommendations.	- Applies specialist knowledge of one area of business processes and understanding of related processes to produce work products. - Matches appropriate methods to identified improvement needs. - Maintains credibility and facilitates buy-in through effective discussions with primary stakeholders and sustained relationships with peers. - Leverages knowledge and prior experience to develop, present and defend conclusions and recommendations and implementation strategies/plan. - Develops and recommends improvements or redesigns processes. - Evaluates and implements process improvement solutions. - Contributes to capacity building and process improvement knowledge bases through feeding back best practices and redefining tools and techniques as appropriate. - Articulates the value-added or realised benefits from an improvement project by outlining specific performance measures, targets and goals.	- Leverages knowledge and experience to design and implement organisation-wide improvement solutions to complex problems. - Identifies and addresses critical success factors for complex improvement projects or initiatives. - Secures commitment and participation from senior level personnel by sustaining and leveraging relationships and leading project critical presentations. - Is recognised as a subject-matter-expert outside own business-unit, and as a technical advisor to project teams. - Applies depth of technical knowledge to deliver citizen/customer products and services across multiple facets of the organisation in a complex inter-governmental environment. - Reviews improvement solutions, documents lessons learnt and recommended improvements. - Identifies and resolves critical and complex improvement issues within a network of organisations producing and exchanging services, e.g. other National Departments, Local Government, District Municipalities, NGO's and Provincial Administrations.

Citizen Focus and Responsiveness

Definition

Must be able to achieve excellence in delivering the planned citizen/customer service outcomes (i.e. service levels and standards) for the department and monitoring the unit's service delivery in order to achieve the service delivery targets and to ensure the highest level of citizen/customer care and citizen/customer satisfaction.

Key Words: Service Delivery; Service Standards; Citizen/Customer Involvement; Setting Service Level Standards; Batho Pele.

Behavioural Indicators:

1. Actively pursues options to promote the "voice of the citizen/customer", promoting and voicing the citizens'/customers' collective interests.
2. Listens and responds to citizen/customer needs within legislative frameworks, and policy guidelines.
3. Clarifies the citizen's/customer's interests or expectations, when doubt exists.
4. Makes sure that citizen/customer needs or requirements are met through the effective use of communication or feedback systems.
5. Regularly takes steps to improve the quality of services produced by the work-unit.
6. Establishes plans and programmes for satisfying the citizen's/customer's needs and expectations.
7. Delivers services to citizens/customers within the agreed service levels.

PROFICIENCY LEVELS: CITIZEN FOCUS AND RESPONSIVENESS		
Basic	**Competent**	**Advanced**
▪ Identifies services required by citizens/customers and develops appropriate service standards. ▪ Matches citizen's/customer's needs and service standards. ▪ Develops and implements processes for setting and reviewing products and services. ▪ Follows through on citizen's/customer's questions, requests and complaints. ▪ Provides a formal customer service that acknowledges a diverse citizen/customer base.	▪ Monitors citizen/customer product/service standards to ensure that established standards are met. ▪ Introduces new product/service standards to respond to particular citizen/customer needs. ▪ Establishes a schedule or plan for satisfying citizen/customer needs and expectations. ▪ Pursues the completion of work objectives that supports meeting citizen/customer needs and expectations. ▪ Delivers services or products to client or citizen in a timely manner. ▪ Follows up with the citizen or client in a timely manner to ensure that the services were satisfactory. ▪ Develops improvement processes for setting and reviewing products and services. ▪ Meets regularly with members of the community and or other role-players to build mutual understanding. ▪ Maintains impartiality at all times by listening carefully to others and not to provide arguments.	▪ Productively delivers high quality services related to the planned outcomes. ▪ Possesses an understanding of quality considerations and concepts and develops a quality assurance plan. ▪ Develops quality control measures and procedures to determine compliance with a standard or benchmark. ▪ Looks for information about real, underlying needs of others, beyond those expressed initially. Matches those needs to available services. ▪ Looks for long-term benefits to the citizen/customer and adjusts approach accordingly. ▪ Acts as a trusted advisor. ▪ Measures compliance with the organisation's mandate and measures citizen's/customer's satisfaction against a standard or benchmark. ▪ Builds an independent opinion on citizen/customer needs, problems or opportunities and possibilities for implementation and acts on this opinion (e.g. recommends approaches which are new and different from those requested by the citizen/customer).

Developing Others

Definition

Must be able to develop and coach others and constructively review the work of others in order to improve and advance the skills, knowledge and performance levels of those who report to them.

Key Words: Growth and Development; Performance Improvement; Skills Development.

Behavioural Indicators:

1. Ensures and budgets for compliance with legislation and regulations that facilitates development.
2. Identifies competency gaps for subordinates and develops personal development plans for employees.
3. Identifies and effectively communicates work and performance expectations to work-unit employees.
4. Comprehensively assesses the performance of individuals assigned to the work-unit.
5. Gives detailed work instructions and/or on-the-job demonstrations.
6. Takes appropriate disciplinary and corrective action with employees for non-performance.
7. Provides planned on-the-job learning and skills development opportunities for subordinates.
8. Recognises and rewards (praise, etc) the expansion of skills and performance improvement.
9. Ensures budget allocations for staff to be appropriately trained to meet work standards.
10. Transfers and develops skills to work-unit employees.
11. Delegates tasks and assignments as a preferred sub-ordinate development process.

PROFICIENCY LEVELS: DEVELOPING OTHERS		
Basic	**Competent**	**Advanced**
▪ Articulates tasks and expectations and sets realistic standards. ▪ Anticipates mistakes and freely offers assistance without being overbearing. ▪ Observes, assesses, counsels, coaches, and evaluates subordinate leaders. ▪ Motivates subordinates to develop themselves. ▪ Balances the organisation's tasks, goals, and objectives with subordinates' personal and professional needs. ▪ Encourages initiative. ▪ Creates and contributes to a positive organisational climate. ▪ Builds on successes. ▪ Maintains a work climate in which team members feel included and vital to the success of the team, and encourages others to take on challenges.	▪ Diagnoses performance issues, and determines appropriate development approach to suit the individual's learning style. ▪ Paces the level and quality of instruction or coaching to allow assimilation of the learning matter. ▪ Encourages self-reliance and is approachable and reliable. ▪ Offers own expertise to peers, stakeholders. ▪ Invests time in coaching and mentoring. ▪ Arranges specific assignments or projects to challenge others and stretch their abilities and self-confidence. ▪ Assesses and selects employees with appropriate skills and capabilities, then delegates full authority and responsibility. ▪ Gives others the autonomy to approach issues in their own way, including the opportunity to make and learn from mistakes. ▪ Seeks training opportunities for the continued update of skills. ▪ Actively renews own personal and professional skills, applies them to new areas and remains current in area of work. ▪ Regularly contributes to, and takes from, relevant professional forums/bodies of knowledge.	▪ Adapts own style to motivate others, where necessary, and is viewed as a role model for the department and customers. ▪ Contributes knowledge sharing in area of technical expertise in a complex and challenging environment, e.g. across institutions or departments within own peer group. ▪ Contributes to and helps implement the department's training and development strategy. ▪ Assesses organisational needs to formulate and implement development plans, outlining specific performance measure targets and goals. ▪ Mentors by investing adequate time and effort in counselling, coaching, and teaching their individual subordinates and subordinate leaders. ▪ Delivers innovative developmental solutions. ▪ Maintains relationships with senior human resources practitioners to ensure that learning is a valued strategic performance enabler. ▪ Identifies whether key performance indicators were in line with the strategy and that they were reported and acted upon. ▪ Ensures that training policies support the strategy and drive the desired behaviours. ▪ Gives decision-making authority to individuals who are capable and will be responsible for process improvements. ▪ Reads benchmarks and learns across a wide spectrum and works to build the intellectual capital of the organisation.

Definition

Must be able to adapt to diverse cultural practices, customs, values and norms of individuals and groups in order to meet equity requirements, contribute to the transformation of work unit and department.

Key Words: Diversity Citizenship; Employment Equity and Affirmative Action; Cultural Sensitivity.

Behavioural Indicators:

1. Recognises the contributions of those who have different cultural, religious, ethnic, gender, sexual preference or other individual differences toward the achievement of work-unit or the departmental objectives.
2. Considers the match between the organisational culture and the expectations of citizens/customers.
3. Provides opportunities that will enhance a more diverse and better workforce able to accomplish work-unit objectives.
4. Drives the compliance with employment equity and affirmative action initiatives.
5. Takes active steps to eliminate acts, behaviour and speech, which reflect discrimination and prejudice.
6. Ensures that all management practices implemented are free of social, gender, religious, ethnic, disability and cultural discrimination.
7. Provides employment opportunities that will make the workforce more diverse and better able to accomplish work unit objectives.
8. Uses formal and informal methods to increase the sensitivity of others to diversity.

PROFICIENCY LEVELS: DIVERSITY MANAGEMENT		
Basic	**Competent**	**Advanced**
- Understands and is willing to accept the practices, customs, values and norms of other individuals or groups. - Appreciates and respects the differences of others and looks for ways to gain new knowledge and understanding of individuals and groups through learning or active participation in work activities. - Implements affirmative action and equity goals and requirements in the prescribed manner.	- Provides opportunities that will enhance a more diverse workforce and provides opportunities and equal access to development opportunities irrespective of their racial, gender and cultural backgrounds. - Drives the compliance with the Employment Equity and Affirmative Action Policy and objectives. - Takes disciplinary action against discrimination and gender abuse. - Makes an acute effort to eliminate prejudice, discrimination and systemic barriers that exist within the work environment. - Ensures that all management practices and policies are free of discrimination.	- Actively promotes diversity through planned activities aimed at building sensitivity to and support for others. - Actively helps and supports programs that are meant to promote diversity. - Assists and supports others in their efforts to deal with and address diversity. - Actively tries to change prejudices in the current environment. Educates others about the value of diversity. - Develops solutions to overcome the constraints that inhibit the attainment of employment equity and affirmative action strategies and Black Economic Empowerment initiatives and requirements.

Impact and Influence

Definition

Must be able to make an impact, persuade and influence individuals or groups in order to gain support and action for ideas, proposals or initiatives put forward in order to achieve a specific objective or result.

Key Words: Persuasiveness; Credibility; Assertiveness.

Behavioural Indicators:

1. Convinces individuals and groups to support decisions with persuasive arguments.
2. Makes a favourable impression that encourages others to listen and be responsive.
3. Displays confidence and strong beliefs and opinions.
4. Excites the audience and keeps them interested.
5. Is confident and persuasive.

PROFICIENCY LEVELS: IMPACT AND INFLUENCE		
Basic	**Competent**	**Advanced**
▪ Takes time to create favourable impressions. ▪ Convinces others of the viewpoint or proposals being made, with assistance of others in authority. ▪ Has limited impact on the audiences addressed. ▪ Makes an impact on peers and colleagues but is limited in terms of influencing old experts or more senior members of staff. ▪ Uses one and the same set of persuasion tools and techniques in all situations. ▪ Is able to get a point across without offending others. ▪ Uses information or data effectively to persuade and support a position.	▪ Creates favourable first impressions quickly. ▪ Is confident and persuasive. ▪ Maintains audience interest during discussion, presentations and meetings. ▪ Supports and defends proposals made, and convinces others of the benefits and value of the proposals presented. ▪ Use a variety of different persuasions and "selling" techniques and tools when meeting with others. ▪ Uses an in-depth understanding of the interactions within a group to move towards a specific agenda (e.g. may share information among individuals to promote the desired outcomes or interactions). ▪ Uses direct persuasion in a discussion or presentation.	▪ Persuades large and opposing audiences to agree with the proposals made. ▪ Uses a wide variety of interpersonal "styles" and communication methods to gain agreement or acceptance of the idea, plan decision or service being presented. ▪ Is seen as being authoritative and trustworthy when explaining and presenting difficult concepts and proposals. ▪ Readily influences and impacts on audiences of a wide variety of different backgrounds and uses a wide variety of persuasion tools and techniques to do so. ▪ Motivate subordinates to accomplish assigned tasks and missions. ▪ Mediates peer conflicts and disagreements. ▪ Tactfully confronts and corrects others when necessary.

Managing Interpersonal Conflict and Resolving Problems

Definition

Must be able to anticipate, diffuse and resolve disagreements, confrontations, tensions and complaints in a practical and constructive manner in order to achieve results, solve service delivery difficulties, gain acceptance to plans, policy implementation and proposals.

Key Words: Resolves Problems; Interpersonal Maturity; Negotiating; Conflict Management.

Behavioural Indicators:

1. Recognises the potential for conflicts, confrontation and disagreement.
2. Resolves conflicts, confrontations and disagreements in a constructive manner.
3. Addresses formal and informal complaints and resolves them to mutual satisfaction.
4. Resolves problems and conflicts with employees, citizens, customers and stakeholders.
5. Assumes responsibility for own actions and the consequences for actions undertaken and decisions made.
6. Maintains positive, productive working relationships despite differing/conflicting situations and personalities.

PROFICIENCY LEVELS: MANAGING INTERPERSONAL CONFLICT AND RESOLVING PROBLEMS		
Basic	**Competent**	**Advanced**
- Is consciously aware of differences and conflict-related issues. - Confronts opposition cautiously and observes the conflict with a levelheaded assessment of the risks and potential damage, and understanding of own role in the conflict, before becoming actively involved. - Demonstrates diplomacy and tact. - Confronts problems openly and constructively. - Is able to get a point across without offending others. - Uses information or data effectively to persuade and support a position.	- Views opposing parties as equal partners in terms of their right to express their own viewpoints. - Patiently listens to and makes an effort to understand other viewpoints. - Acts calmly and rationally in conflict situations with empathy and self-detachment. - Demonstrates a willingness to see things from the other's point of view. - Enthusiastically accepts and promotes change.	- Views complexity and ambiguity as a challenge. - Adapts rapidly to changed circumstances. - Supports others through change. - Leads a team through uncertainty or ambiguity to achieve a positive and beneficial outcome for the team.

Networking and Building Bonds

Definition

Must be able to develop contacts and build and maintain a network of professional relations in order to keep abreast of developments in other departments, works co-operatively with other work-units and departments and develops reciprocal levels of support.

Key Words: Relationship Building; Trust; Professional Co-operative; Amicable Working Relationships.

Behavioural Indicators:

1. Utilises informal opportunities to go on important work-related gatherings or task forces or gains access to advantageous development activities.
2. Builds visibility by improving quality of work, publishing work done, teaching and developing others, well-developed communication skills and being able to "stand out in a crowd" (memorability).
3. Recognises the people who should be part of the network, their potential values and the types of exchanges that can be made.
4. Develops good and enjoyable working relationships with people so they feel willing to reciprocate.
5. Leverages own strength by forming alliances with others that have skills that are different, yet complementary.
6. Networks, based on knowledge, credibility and "mutual" and reciprocal value.
7. Increases own creativity by exposure to others or by looking at ideas from others' perspectives.
8. Devotes resources, including time and effort, to build bonding relations and maintain networks.

PROFICIENCY LEVELS: NETWORKING AND BUILDING BONDS		
Basic	**Competent**	**Advanced**
- Builds relationships and partnerships throughout the Department. - Is aware of own and others' strengths. - Shares professional knowledge within the Department. - Requests information from others. - Develops own understanding of the range of the Department's services. - Uses the Department's and own knowledge network to accomplish goals. - Contributes new knowledge to the Department's knowledge base. - Consults with stakeholders and constituents before making decisions that affect them. - Keeps up to date on projects across the Department. - Uses the knowledge and skills of others to contribute to own work, whilst reviewing their capabilities for future deployment. - Increases own creativity by looking at ideas from other's perspectives.	- Builds and maintains alliances and networks of citizens/customers, colleagues and interest groups inside and outside the Ministry and Department. - Shares with colleagues information obtained through participation in joint projects. - Utilises informal opportunities to go to official gatherings or task forces or gains access to the most useful development opportunities. - Builds visibility by improving quality of work, publicising work, teaching and developing others, communicating skills and "standing out from the crowd" (memorability). - Recognises the people who should be part of your network and the contribution they can offer. - Develops good working relationships with people so that they reciprocate, based on a good knowledge of your work quality, knowledge and a high degree of trust. - Leverages own strengths more productively by making alliances with others who have skills that are different yet complementary by finding new skills and new ways of working.	- Establishes, develops and maintains networks with stakeholders. - Uses networks that recognise individual, cultural and gender differences to provide identifiable benefits for citizens/customers. - Participates in professional forums. - Uses a range of communication strategies to gauge citizen/customer requirements. - Forges new ties within and outside the organisation in order to build professional and strategic networks. - Exchanges information and obtains support. - Creates an extensive network of resource persons within his/her profession and other related fields within and outside the Public Service in order to contribute to the development of the profession. - Uses networking for own personal development through informal interventions of more experienced colleague acting as mentors and coaches.

Planning and Organising

Definition

Must be able to plan and organise the work of the work-unit and groups, using goal setting, objectives, targets, creating work schedules and work-plans with associated budgets and resources, according to the Department's procedures, in order to achieve the tasks, functions and results/outputs required of the work-unit.

Key Words: Schedule Work; Organising; Allocate Resources; Achieves Results; Develop Plans.

Behavioural Indicators:

1. Develops annual plans for the work unit.
2. Analyses goals and schedules component tasks accordingly.
3. Establishes priorities systematically.
4. Organises and prioritises tasks so they can be performed within the budget and to achieve the most efficient use of time.
5. Sequences activities and develop schedules.
6. Identifies and allocates resources.
7. Organises materials and equipment in order to undertake required tasks.

PROFICIENCY LEVELS: PLANNING AND ORGANISING		
BASIC	**COMPETENT**	**ADVANCED**
- Contributes to the development of the organisation's annual work plan. - Organises and plans on quarterly and annual basis. - Sets short-term and longer-term business plans and goals and cascades it to the work-team and individual performance objectives. - Reports to senior management on performance and results achieved. - Achieves goals established, but "over-runs" time allocated or exceeds budget.	- Translates objectives into specific plans. - Prepares clear plans and a strategic focus before starting to work on projects or implement initiatives. - Organises, prioritises and schedules tasks so they can be performed within budget and with the efficient use of time and resources. - Measures progress and monitors performance and results. - Achieves goals in a timely manner, despite obstacles encountered, by organising, re-prioritising and re-planning. - Translates objectives into specific plans. - Sets goals and objectives relevant to the function and focuses on the citizen's/customer's needs. - Attends to and manages multiple tasks and details by focusing on key priorities and delegation to others. - Identifies and allocates resources. - Develops contingency plans for potential problems. - Co-ordinates work efforts when necessary to produce deliverables.	- Develops integrated plans for the work unit and others that interfaces with the Department's budget and the MTEF. - Taps into the resources of other work-units and departments, employing methods such as cross-functional teams, secondments, developmental assignments and collaborative funding, to achieve results. - Utilises all departmental tools and "best practices" to enhance effectiveness and efficiency. - Attends to and manages multiple tasks and projects by focusing on key priorities and delegating to others. - Assist others to plan and organise their work. - Identifies and acts on opportunities to partner with other units in the Department to achieve desired results. - Develops partnership agreements that ensure win-win outcomes for all parties.

Problem Solving and Decision Making

Definition

Must be able to solve problems by analysing situations and apply critical thinking in order to resolve problems and decide on courses of action and implement the solutions developed in order to overcome problems and constraints.

Key Words: Problem Identification; Option Development; Accountability; Decision-Making.

Behavioural Indicators:

1. Breaks problems into component parts and organises them in a systematic way.
2. Determines the underlying course of the problems or obstacles to implementation.
3. Identifies or determines the different options or courses of action that can be pursued.
4. Conducts cost/benefit analyses and the options identified and determine the risks associated with each option.
5. Makes decisions based on logical assumptions and factual assessments in order to resolve the problems identified.
6. Implements the most appropriate decision.
7. Defends and explains decisions taken with other managers.

PROFICIENCY LEVELS: PROBLEM SOLVING AND DECISION MAKING		
Basic	**Competent**	**Advanced**
▪ Breaks problems into component parts and considers or organises the parts into a systematic way. ▪ Determines the underlying causes of the problem. ▪ Assesses risks in evaluating different courses of action. ▪ Renders judgements, develops alternative courses of action and makes decision based on logical assumptions and reflect factual information. ▪ Makes practical decisions based on analysis of the best available evidence within available time frame. ▪ Finds appropriate ways to use new ideas, approaches and knowledge to more effectively address the challenges of the team or of the department as a whole. ▪ Involves others in decisions and keeps them informed of consequences that affect them. ▪ Considers contingencies and their consequences. • Remains decisive after making a decision.	▪ Acts decisively on own authority when timely action is needed. ▪ Takes measured risks when it is necessary to ensure that initiatives are moved forward. ▪ Makes difficult or unpopular decisions. ▪ Weighs alternatives without jumping to conclusions. ▪ Identifies and takes alternative actions when the risks of taking the standard or traditional approach is too high. ▪ Manages own feelings of disappointment, anger, etc. that come as the result of an unpopular or difficult decision. ▪ Demonstrates sound judgement within time and resource constraints. ▪ Checks to see if the action proposed will satisfy the need (problem or opportunity). ▪ Considers the risks involved with various courses of action. ▪ Checks assumptions against facts when making decisions. ▪ Chooses solutions with the best benefit-to-cost ratios. ▪ Challenges subordinates to identify alternatives and plans to implement solutions.	▪ Anticipates possible long-term practical consequences of possible solutions. ▪ Uncovers critical issues to use as a guide in both making decisions and taking advantage of opportunities. ▪ Develops alternative courses of action and chooses the best course of action based on analysis of their relative costs and benefits. ▪ Considers the impact and implications of decisions on others and on situations. ▪ Models high standards of performance, personal appearance, professional bearing and business ethics. ▪ Creates a climate that expects good performance, recognises superior performance, and doesn't accept poor performance. ▪ Designs tasks to provide practice in areas of subordinate's weaknesses. ▪ Guides subordinates in thinking through problems for themselves. ▪ Anticipates potential problems, issues and work-unit opportunities. ▪ Supports subordinates in their efforts to identify and define problems or issues. ▪ Ensures that subordinates gather the correct information or data to address solutions to problems. ▪ Monitors subordinate's use of qualitative or quantitative data and the analytical tools utilised to solve problems. ▪ Actively seeks learning opportunities from other specialist areas in the function or unit in order to become a broader resource to the team or unit.

Project Management

Definition

Must be able to plan and manage projects by creating Work Breakdown Schedules (WBS), activity schedules, time scales and timelines with associated budgets in order to deliver projects on time, within cost and at the required quality level.

Key Words: Project Planning; Project Execution and Monitoring; Achieving Project Outputs.

Behavioural Indicators:

1. Defines the project's scope and objectives.
2. Develops and writes project charters.
3. Develops and writes terms of references (TORs) for projects.
4. Plans projects or understands project plans produced from statements of work (SOW) or terms of reference (TORs).
5. Plans resources (time, money, materials, consultants/service providers) for the execution of TORs or tasks.
6. Appoints service providers in terms of the Preferential Procurement Framework Act.
7. Implements, executes and monitors projects.
8. Re-plans or manages the re-planning of projects as part of daily project management.
9. Issues variation orders for projects that change scope or encounters unplanned for difficulties.
10. Produces or manages the production of project deliverables or outputs that are within budget and at the right quality levels.

PROFICIENCY LEVELS: PROJECT MANAGEMENT		
Basic	**Competent**	**Advanced**
▪ Manages a small or non-complicated project or sub-project team. ▪ Organises the team and develops a work plan (e.g. MS-Project Gantt chart, allocates tasks in accordance with stated objectives such as time scales, staff development needs and citizen/ customer expectations, allocated tasks. ▪ Maintains project records (e.g. working papers, audit trails, evidence of sign-off by senior personnel). ▪ Maintains project management documentation (e.g. status reports, issues tracking, timesheets, payments). ▪ Updates project work plans. Agrees and makes amendments as appropriate. Maintains critical paths, follows changes to timetables, responsibilities and deliverables. ▪ Assesses the quality of the work performed by team members. ▪ Raises scope/boundary issues related to the team's area of work. ▪ Prepares written objectives for team members including sub-contractors or consultants. ▪ Monitors progress against the work-plan, reporting variations and issues in a timely and appropriate fashion, recommending and taking appropriate actions. ▪ Provides feedback, supervision and coaching to team members, including technical assistance required to ensure successful completion. ▪ Promotes teamwork and encourages team members to put team objectives ahead of personal objectives.	▪ Manages a project team of full-time staff with specialist capabilities in a specialised, technical area. ▪ Develops (to a large degree) the contract and in particular the technical approach to the project, the work description and scope for the project (or sub-project). ▪ Assigns responsibilities, sets priorities, delegates tasks to others, and contributes needed resources, co-ordinates work efforts when necessary to produce deliverables. ▪ Attends to multiple tasks and details by focusing on key priorities and delegation to others. ▪ Makes decisions, taking into consideration the requirements for public accountability and stakeholder issues. ▪ Measures progress and monitors performance and results; keeps work on track. ▪ Identifies and acts on opportunities to partner with other departments and institutions, to achieve desired results. ▪ Manages the financial performance of the project (e.g. monitoring hours and expenditure, variation orders, contribution versus amount billed, accounts payable, contractual obligations, appropriate sign-off, and value for money, according to donor requirements, the PFMA and Treasury Regulations. ▪ Manages and effects contractual changes and re-negotiates project terms of reference in a legally appropriate form. ▪ Manages the risks identified and incorporates specific activities to overcome or reduce the risks.	▪ Manages a large, complex and integrated project operating primarily in an integration role. ▪ Integrates products and services from different service providers, in a complex or large project. ▪ Manages a range of skill mixes and disciplines, manage across multiple sites/departments. ▪ Manages a third-party provider directly contracted to the Department or donor agency. ▪ Manages the contractual aspects ensuring all work was performed in accordance with the contract. ▪ Establishes the project management processes and risk and control processes. ▪ Applies advanced techniques such as Goal Directed Project Management (GDPM), PERT and Critical Path Analysis techniques to the overall project. ▪ Develops contingency plans for potential problems. ▪ Taps into a variety of resources within the Department to achieve results, such as cross – functional teams, secondments, developmental assignments, and collaborative funding approaches. ▪ Manages and motivates project staff so that they remain enthusiastic and produce quality project outputs despite project constraints and setbacks.

Definition

Must be able to build cohesive and productive work and project teams in order to achieve the required outputs, either as a work unit or as a component within the organisation.

Key Words: Managing Meetings; Inspiring Team Members; Facilitating and Supporting.

Behavioural Indicators:

1. Values the contribution of all team members.
2. Focuses own efforts on working with the team to achieve the desired results.
3. Participates in activities that lead to a sense of identity on projects.
4. Establishes the overall direction.
5. Motivates and inspires others to self-empowerment and self-respect.
6. Evaluates performance of the team in order to ensure the achievement of the team's objectives.

PROFICIENCY LEVELS: TEAM LEADERSHIP		
BASIC	**COMPETENT**	**ADVANCED**
- Ensures that groups have all the necessary information and explains reasons for a decision. - Creates the conditions that enable the team to perform at its best (e.g. setting clear direction, providing appropriate structures, getting the right people). - Sets a good example by personally modelling desired behaviour. - Expresses positive attitudes and expectations of the team and team members. - Displays willingness to learn from others, including subordinates and peers. - Solicits ideas and opinions to help form specific decisions and plans. - Publicly credits others who have performed well. - Provides the resources and tools for teams to complete their tasks.	- Recognises the value of using teams to accomplish work-unit or the departmental objectives. - Acts to build team spirit for purposes of promoting the effectiveness of the group or business process. - Establishes norms for group behaviour (rules of engagement). - Discusses progress of projects periodically with the team to ensure the goals and objectives of the team can be accomplished. - Encourages groups to work together by agreeing the goals, processes, tasks and completion of tasks. - Applies group process skills to assist the team achieve their results. - Recognises and praises the team for their effort and achievements. - Acts to promote good working relationships regardless of personal likes and dislikes. - Encourages or facilitates beneficial resolution to conflict. - Encourages the achievement of results through teamwork, co-operation and collaboration.	- Uses complex strategies such as team assignments, cross training, etc., to promote team morale and productivity. - Encourages teamwork through the use of appropriate verbal and non-verbal messages. - Creates an environment that encourages open communication amongst team members. - Creates an environment that encourages collective problem solving amongst the team members. - Seeks consensus among diverse viewpoints as a means of building group commitment.