



the dpsa

Department:
Public Service and Administration
REPUBLIC OF SOUTH AFRICA

**COMPETENCY FRAMEWORK FOR HUMAN RESOURCE
MANAGEMENT AND DEVELOPMENT**

TABLE OF CONTENTS

1. INTRODUCTION.....	3
HR RELATED LEGISLATIONS.....	3
COMPETENCY DEFINED.....	4
COMPETENCY FRAMEWORK DEFINED.....	4
DISTINCTION BETWEEN COMPETENCY AND COMPETENCE.....	4
BENEFITS TO THE ORGANIZATION.....	5
2. BASIC ELEMENTS OF THE COMPETENCY FRAMEWORK.....	5
COMPETENCY DICTIONARY.....	6
FUNCTIONAL AREAS IN HUMAN RESOURCE.....	6
CLASSIFICATION OF COMPETENCIES.....	7
PROFICIENCY LEVELS.....	8
3. TABLE 1: BEHAVIOURAL COMPETECIES.....	10
4. TABLE 2: FUNCTIONAL/ TECHNICAL HUMAN RESOURCE COMPETENCIES.....	11
5. HUMAN RESOURCE COMPETENCY DICTIONARY.....	13
PART 1: BEHAVIOURAL COMPETENCIES.....	14
PART 2: FUNCTIONAL/ TECHNICAL HUMAN RESOURCE COMPETENCIES.....	25

1. INTRODUCTION

This competency framework for human resource management and development (hereafter referred to as the framework) was designed for the human resource management and development function in the Public Service. The aim of the framework is to support interventions to improve the HRM and D function in the Public Service. Since competencies form the foundation for a number of HR practices, the framework will be central to the development of currently employed HR practitioners and should also impact positively towards enhancing the effectiveness of the recruitment of HR practitioners in general.

The framework describes a set of competency standards for the HRM and D function and makes the expected knowledge and capabilities of employees explicit. In utilizing this framework it is important to understand that competencies and competency profiles are always relative to the context in which they are required and applied. There is no single group of skills that describes the necessary requirements for success in the Public Service as a whole and different mixes of skills, knowledge and attributes are required by different categories of employees.

The Framework outlines the range of knowledge, skills and attributes required from HR practitioners in the workplace. It also covers a range of job levels from practitioners through to senior managers. In this Framework the approach is adopted to guide HR practitioners on the desired attributes in terms of the behavioural competencies.

In the case of the functional/technical competencies a much more detailed approach is followed and a three level proficiency scale is introduced. Each proficiency level is associated with different degrees of job complexity, whilst reflecting the experience and richness in terms of the demands expected from the individual.

This framework does not exist in isolation and must at all times be read in conjunction with other competency frameworks such as the competency frameworks for Middle Managers and the Senior Management Service.

1.1 HR related legislations

A number of Key legislations and policy frameworks need to be taken into account when implementing the competency framework:

- The Constitution of the Republic of South Africa, 1996.
- Employment Equity Act, 1998.
- Labour Relations Act, 1995.
- Basic Conditions of Employment Act, 1997.
- Occupational Health and Safety Act, 1993.

- Public Service Act, 1994.
- Public Service Regulations, 2001.
- South African Qualifications Authority Act, 1995.
- Skills Development Act, 1998.
- Skills Development Levies Act, 1999.
- Promotion of Access to Information Act, 2000
- Promotion of Administrative Justice Act, 2000
- Handbook on SMS
- White Paper on Human Resource Management in the Public Service, 1997.
- White Paper on Affirmative Action, 1998.
- White Paper on Transformation in the Public Service, 1995.

1.2 What is a Competency?

A competency can be described as a mix of skills, related knowledge and attributes to produce a job/ task to a set standard. A competency standard can be described as a generally accepted standard or specification of performance which sets out the skills, knowledge and attitudes required to operate effectively. While competencies are nothing new, we find an increase in its application across human resource functions to drive employee performance and realize results that are relevant to the organization's business strategies and vision. Employees learn, develop and refine many of their competencies over the course of their careers. By communicating the competencies to employees, the organization will empower employees to take charge of their careers; direct their own personal development, and continually self- evaluate and improve.

1.3 A Competency Framework

A Competency framework describes a set of competency standards for employees and makes the expected knowledge, skills and attributes of employees explicit for those within and outside the public service. This set of competency standards has been determined through desktop research and a consultative process.

1.4 Distinction between Competency and Competence

It is important to understand that there is a difference between a competency as defined above and job competence. Possession of a certain competency does not necessarily equate to being competent at a particular job. Job competence relates to the "what" is done whilst competencies relates to the "how" part. This can be explained as follows:

- **Competence** - relates to the outcomes which would define effective performance, i.e. aspects of the job at which a person is competent, e.g, conducting a skills audit. People demonstrate competence by applying their competencies within the work setting.

- **Competencies-** relates to behaviours used to achieve the desired outcomes/ behaviours underpinning successful performance, i.e. aspects of the person that enable him/ her to be competent e.g. communication. Competencies deal with behaviours people need to display in order to do a job effectively.

1.4 Benefits to the Organisation

When implemented and integrated correctly into all HRM and D practices, competencies provide the means to:

- Create a common language for human resources interventions as all interventions are approached against the same competency framework and requirements;
- Translate the organization's vision and goals into expected employee behaviour as the desired behaviour is well known to all employees and training interventions are designed accordingly;
- Implement more effective and legally defensible recruitment, selection and assessment methods as the requirements are appropriately defined and can therefore be measured accordingly by utilizing different selection methods. The competencies define the requirements for success in a particular role and it can become the selection criteria;
- Provide a benchmark against which individuals can be evaluated for recruitment and selection, performance management and succession planning. Since the required competency standard can be defined clearly up front it can also assist with reducing subjectivity in performance appraisals;
- Identify areas for employee development that are directly linked to desired outcomes and organizational objectives. The same competencies become the basis for making decisions about employee's development needs;
- Target training costs in areas that will realize the most return on investment; and
- Identify gaps between present skill sets and future requirements to assist with the management of succession. It can assist with identifying development needs for various levels in a department and identifying pools of appropriate people that could fill those positions in the future.

2. THE BASIC ELEMENTS OF THE COMPETENCY FRAMEWORK FOR HRM AND D

The Framework consists of two main groups of competencies, namely the behavioural competencies required from all HR practitioners and the functional/technical competencies that are function specific. These competencies are described in more detail in a competency dictionary that consists of two parts. The first part deals with the behavioural competencies reflecting the desired attributes. The second part of the dictionary consists of the functional/technical

competencies that provides for different levels of complexity that are described in accordance with proficiency levels.

2.1 Competency Dictionary; in which competencies are described according to a specific competency model.

The Competency dictionary is established according to the following format:

Competency clusters: Represent a group of competencies that are naturally linked with one another as well as specific areas in HR.

Competency Title: The shorthand term used for the competency, such as, valuing diversity, conflict management, etc.

Competency Definition: Conveys the exact meaning of the competency as indicated by the definition.

Desired attributes for Behavioural competencies: The desired attributes identifies the qualities of character required to be an effective and successful performer in the job. These requirements are applicable to all HR practitioners and describe the ideal attribute to be displayed by all HRM practitioners, irrespective of their position. The desired attribute is typically what is required from HR practitioners to render a professional service to their clients.

Proficiency levels for technical/ functional competencies: Describes the output and outcomes produced according to a proficiency scale (scale of expertise) that provides for behaviour on the job in terms of a range of designated proficiency indicators, such as, quality, speed, cost and appearance etc. These exist within certain work and organizational constraints (e.g. equipment resource, job aids)

Behavioural Indicators for each proficiency level: 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 behavioural indicators integrate the knowledge, skills and attributes components of competencies so that they make the competency come “alive” in the context of how the job is performed.

2.2 Functional areas in HR

Methodology for deriving the functional competencies

In deriving the competencies for the different functional work areas, a functional analysis was applied to identify the competencies inherent in the HR function. Firstly, the major function of the HR service was established, and then further questions were asked to find out what factors/ key functions must be carried out to permit the preceding dimension to be achieved. The process of analyzing the

HR service ended when a level was reached where the description covers indicators/ sub functions that may be performed by an employee.

The following **five Functional work areas** have been identified around which the functions of HR can be analyzed further to the smallest work units to enable the definition of specific technical/functional competencies:

- HR Organizational Strategy
- HR Practices
- HR utilization and development
- Employee Health and Wellness
- Labour Relations

2.3 Classification of competencies according to two types:

➤ **Behavioural Competencies**

Behavioural Competencies refer to the ideal personal attributes or characteristics required for performing a particular job. They are considered essential for all HR roles across the organizational levels in the public service, regardless of their function. Thus, the competencies describe groups of related behaviours that are essential for effective performance in all HR roles covered by the framework.

Behavioural Competencies in the dictionary are categorized into the following **two main groups**:

- Emotional and Social Intelligence
- Professional conduct

The categories are further divided **into clusters**:

- Emotional and Social Intelligence has 4 clusters
 - Self Awareness
 - Self management
 - Social and cultural awareness
 - Relationship management
- Professional Conduct has 2 clusters
 - People skills
 - Professional ethics

Generic competencies contained in the competency frameworks for middle managers and the Senior Management Service are not repeated in this competency framework.

➤ **Functional/ Technical HR Competencies**

Functional HR competencies relate to the technical competencies that are most closely aligned with the value contributed by the role in the organization. These are competencies that are inherent and defined specifically for the role. They represent skills, knowledge or expertise developed through formal education or experience.

The functional HR competencies have been categorized into **5 main functional areas, which are further divided into clusters:**

- HR Organizational Strategy
 - Organisational Architecture
 - HR Information Management
 - Diversity management

- HR practices
 - Recruitment and Employee Life Cycle management
 - Compensation Management and Conditions of service

- HR Utilisation and Development
 - Human Resource Development

- Employee Health and Wellness
 - Quality of work life management and environment management
 - Occupational Health and safety

- Labour Relations
 - Collective Bargaining
 - Employee Relations

2.4 Classification of proficiency scale into three proficiency levels for technical/functional competencies:

Each competency is divided into three proficiency levels and all levels have an associated statement describing how that particular level is distinct from the other levels within that competency. Proficiency levels are further described with a series of behavioural indicators that clearly describe the specific types of behaviour exemplifying a given proficiency level on the job.

The level on the proficiency scales are incremental and additive so that employees demonstrating proficiency at a particular level can be assumed to perform effectively at all levels below on the same competency scale. Therefore, standards of competence will differ in the context of the three levels within the HR environment.

As one moves from level 1 up to 3, the complexity of the job increases, the time horizons extend and the scope of knowledge and skills base needed for competence increases. This increase in complexity can be illustrated by considering the increasing range of ways in which knowledge and skills need to be applied as one move from level 1 up through to level 3.

- **Level 1: (Basic)**

The proficiency level required to perform at the level of a new entrant into the HR field. In displaying this proficiency the person will be able to access, analyze and evaluate information with supervision. He/she will be able to respond to problems within a particular framework. The person is involved in a variety of routine and non- routine work activities, using a wide choice of procedures ranging from standard to non- standard.

- **Level 2: (Intermediate)**

Functioning at this proficiency level will require the person to analyze, evaluate and reformat a wide range of information as well as the ability to formulate appropriate responses to both concrete and abstract problems. A person functioning at this level will require minimum supervision and limited guidance from a supervisor. A broad range of varied work activities are performed in a variety of contexts, most of which are complex and non-routine.

- **Level 3: (Advanced)**

Functioning at this proficiency will require the ability to analyze and critically evaluate information. Problems of a complex and abstract nature will be solved whilst displaying highly specialized and technical capabilities pertaining to the HR function. A broad range of complex work activities are performed in a wide variety of contexts.

3. BEHAVIOURAL COMPETENCIES

Category	Competency Cluster	Associated Competencies
Emotional Competencies	Self Awareness	<ul style="list-style-type: none"> • Emotional self awareness • Self confidence
	Self Management	<ul style="list-style-type: none"> • Emotional Self Control • Trustworthiness • Conscientiousness • Adaptability/ Flexibility • Achievement drive • Initiative
	Social and Cultural Awareness	<ul style="list-style-type: none"> • Empathy • Organizational Awareness • Service Orientation
	Relationship Management	<ul style="list-style-type: none"> • Developing others • Conflict management • Teamwork and collaboration • Communication • Influencing others
Professional Conduct	People Skills	<ul style="list-style-type: none"> • People orientation • Valuing Diversity
	Professional ethics	<ul style="list-style-type: none"> • Honesty • Punctuality • Responsiveness

4. FUNCTIONAL/TECHNICAL HUMAN RESOURCE COMPETENCIES

Function	Competency Cluster	Associated Competencies
HR Organizational Strategy	<ul style="list-style-type: none"> • Organisational Architecture 	<ul style="list-style-type: none"> • Organizational Structure Design • Change Management • HR Planning • HR Monitoring, Evaluation, Reporting and delegation. • Business Processes Reengineering • Total Quality Management
	<ul style="list-style-type: none"> • HR Information Management 	<ul style="list-style-type: none"> • HR Management Systems • HR Records Management • Knowledge Management
	<ul style="list-style-type: none"> • Diversity management 	<ul style="list-style-type: none"> • Gender Mainstreaming • Job Access Management
HR Practices	<ul style="list-style-type: none"> • Recruitment and Employee Life Cycle management 	<ul style="list-style-type: none"> • Managing Recruitment, Selection and Deployment • Managing Employee Retention • Managing Employee Movement • Exit Management

	<ul style="list-style-type: none"> • Compensation management and Conditions of service 	<ul style="list-style-type: none"> • Managing Job Evaluation and determining job worth • Job Profiling • Management of Remuneration and allowances • Managing Salary Administration • Managing Benefits
HR Utilisation and Development	<ul style="list-style-type: none"> • Human Resource Development 	<ul style="list-style-type: none"> • Managing Orientation and Induction • Career Management • Managing Training and Development • Managing Coaching and Mentoring • Skills development Facilitation • Managing learnerships and internships • Leadership Pipeline Management
	<ul style="list-style-type: none"> • Performance Management 	<ul style="list-style-type: none"> • Managing Performance Management Systems
Employee Health and Wellness	<ul style="list-style-type: none"> • Quality of Work life management and environment management 	<ul style="list-style-type: none"> • Wellness management • HIV/ AIDS management
	<ul style="list-style-type: none"> • Occupational Health and Safety 	<ul style="list-style-type: none"> • Health Management • Occupational Hygiene Management

Labour Relations	<ul style="list-style-type: none"> • Collective Bargaining 	<ul style="list-style-type: none"> • Managing Negotiations • Managing Consultations
	<ul style="list-style-type: none"> • Employee Relations 	<ul style="list-style-type: none"> • Managing Grievances/ Disputes • Managing Discipline

5. HUMAN RESOURCE COMPETENCY DICTIONARY

The Human Resource Management competency dictionary consists of two parts. The first part deals with the Behavioural Competencies which reflects the desired attributes that every HR practitioner should possess. The Behavioural Competencies have been categorized into two groups, which are further divided into clusters and associated competencies.

The second part deals with the Functional/ technical competencies that provides for different levels of complexity that are described in accordance with the three proficiency levels. It provides a description of the five HR Functional areas, which are further divided into clusters and the associated competencies. Each of the clusters is linked to a core Human Resource process and all the clusters put together represent the whole Human Resource value chain. Thus, all competencies required to deliver an effective and efficient Human Resource service in a department are provided in this dictionary.

PART 1

5.1. BEHAVIOURAL COMPETENCIES

5.1.1 EMOTIONAL AND SOCIAL INTELLIGENCE

➤ *Self Awareness Competencies*

COMPETENCY NAME	<i>Emotional Self Awareness</i>
DEFINITION	This is the ability of an individual to recognize his/ her own emotions and their effects. Being able to recognize how emotions affect one's work performance.
DESIRED ATTRIBUTES	
The person who possesses the competency Emotional Self Awareness:	
<ul style="list-style-type: none">• Is aware of their own feelings• Knows why feelings occur• Understands implications of own emotions	

COMPETENCY NAME	<i>Self Confidence</i>
DEFINITION	This is the ability to believe in one's capability to accomplish a task and acknowledgement that one is the best for the job.
DESIRED ATTRIBUTES	
The person who possesses the competency Self Confidence:	
<ul style="list-style-type: none">• Demonstrates confidence in oneself and in ones ability to do work and render professional service.• Presents him/ herself in an assured and unhesitating manner• Has presence (stands out in a group)• Believes he/ she is among the most capable for a job	

➤ **Self Management Competencies**

COMPETENCY NAME	<i>Emotional Self Control</i>
DEFINITION	This is the ability to keep one's needs and emotions under control. It is being able to restrain negative actions when provoked, when faced with opposition or hostility from others, or when working under pressure.
DESIRED ATTRIBUTES	
<p>The person who possesses the competency Emotional Self Control:</p> <ul style="list-style-type: none"> • Plans and conducts work effectively to avoid stress and identifies stress related behaviour promptly and exercise techniques that contains it effectively • Displays impulse control and self discipline • Stays balanced and positive, even in trying moments 	

COMPETENCY NAME	<i>Trustworthiness</i>
DEFINITION	This is the ability to take action that is consistent with what one says and values that are displayed. It includes communicating intentions, ideas, and feelings openly and directly and welcoming openness and honesty in others.
DESIRED ATTRIBUTES	
<p>The person who possesses the competency Trustworthiness:</p> <ul style="list-style-type: none"> • Build a relationship of trust with colleagues and clients • Is authentic ("what you see is what you get") • Takes tough, principled stands, even if they are unpopular • Confronts unethical action in others 	

COMPETENCY NAME	<i>Conscientiousness</i>
DEFINITION	This is the ability to take responsibility for personal performance and working in a careful and organized manner.
DESIRED ATTRIBUTES	
<p>The person who possesses the competency Conscientiousness:</p> <ul style="list-style-type: none"> • Follows through on commitments and promises • Is careful in his/ her work • Shows attention to detail • Delivers quality work • Will complete a task even whilst experiencing challenges without being constantly reminded 	

COMPETENCY NAME	<i>Adaptability/ Flexibility</i>
DEFINITION	This is the ability and willingness to be flexible, to adapt to and work effectively within a variety of changing situations and with various individuals and groups.
DESIRED ATTRIBUTES	
<p>The person who possesses the competency Adaptability:</p> <ul style="list-style-type: none"> • Is flexible to different working arrangements, people and environments and sustain service delivery within a changing environment • Smoothly copes with multiple demands • Willing to change own ideas or perceptions on the basis of new information or evidence. • Easily handles shifting priorities and rapid change • Adapts plans, behaviour, or approaches to fit major changes in situations 	

COMPETENCY NAME	<i>Achievement Drive</i>
DEFINITION	This is the ability to show concern for working towards a standard of excellence. This standard may be a personal need to improve one's performance over past accomplishments or to exceed the greatest accomplishment ever achieved.
DESIRED ATTRIBUTES	
<p>The person who possesses the competency Achievement drive:</p> <ul style="list-style-type: none"> • Anticipates obstacles to a goal • Takes calculated risks • Sets measurable goals • Works towards a standard of excellence and continuous improvement 	

COMPETENCY NAME	<i>Initiative</i>
DEFINITION	This is the ability to identify a problem, obstacle or opportunity and take action on it; and be willing to be held accountable for own actions and ideas.
DESIRED ATTRIBUTES	
<p>The person who possesses the competency Initiative:</p> <ul style="list-style-type: none"> • Acts rather than waits for someone to give direction • Seeks information in unusual ways • Consistently strives to perform better at all times, experience new challenges and opportunities. • Shows a high level of creativity • Volunteers for additional responsibility 	

➤ **Social and Cultural Awareness Competencies**

COMPETENCY NAME	<i>Empathy</i>
DEFINITION	This is the ability to understand other people. To hear and understand accurately unspoken or partly expressed thoughts, feelings and concerns of others. This competency also includes a measure of cross-cultural sensitivity.
DESIRED ATTRIBUTES	
<p>The person who possesses the competency Empathy:</p> <ul style="list-style-type: none"> • Accurately reads people's moods or nonverbal cues • Respects and relates well to people of diverse backgrounds • Listens attentively to others • Render service in a manner that demonstrates compassion 	

COMPETENCY NAME	<i>Organizational Awareness</i>
DEFINITION	This is the ability to act with an understanding of the department, Government processes and the "power" relationship in one's own group or department and to identify the decision makers in the department
DESIRED ATTRIBUTES	
<p>The person who possesses the competency Organizational Awareness:</p> <ul style="list-style-type: none"> • Understands the department and Government structures, processes and inherent limitations and capabilities of the department and how they relate to achieving results. • Accurately reads key power relationships in groups or the department • Understands values and culture of groups or the department and how those affect the way people act and behave. • Understands how to interact with senior employees and management 	

COMPETENCY NAME	<i>Service Orientation</i>
DEFINITION	This is the ability of an individual to be driven by the desire to help or serve others (within the department or the public) in order to meet their needs. This competency is not just about reacting to the requests of others; it's about being proactive in providing the best service with limited resources and to make it as pleasant as possible putting the customer at ease.
DESIRED ATTRIBUTES	
The person who possesses the competency <i>Service Orientation</i>:	
<ul style="list-style-type: none"> • Is familiar with the Batho Pele principles and constantly strive to apply these principles • Obtains understanding of other's needs and requirements • Matches his/ her services as far as possible to meet others' needs • Makes him/ herself available to others 	

➤ ***Relationship Management Competencies***

COMPETENCY NAME	<i>Developing Others</i>
DEFINITION	This is the ability to foster the long- term learning or development of others. Its focus is on the developmental intent and effect rather than on the formal role of training.
DESIRED ATTRIBUTES	
The person who possesses the competency <i>Developing Others</i>:	
<ul style="list-style-type: none"> • Assist others to identify developmental needs and possible interventions to address the needs • Mentors or coaches others • Recognizes specific strengths of others • Fosters continuous learning and development of others 	

COMPETENCY NAME	<i>Conflict Management</i>
DEFINITION	This is the ability to handle difficult individuals, groups of people, or tense situations with diplomacy and tact. This competency entails focusing on the issues rather than the people and working to eliminate the bad feelings.
DESIRED ATTRIBUTES	
<p>The person who possesses the competency Conflict Management:</p> <ul style="list-style-type: none"> • Brings disagreement out in the open • Helps others to work through conflicts and find solutions • Communicates the positions of those involved in a conflict to all concerned • Is objective when attending to conflict situations 	

COMPETENCY NAME	<i>Team Work and Collaboration</i>
DEFINITION	This is the ability to work cooperatively with others, being part of a team, and working together as opposed to working separately or competitively.
DESIRED ATTRIBUTES	
<p>The person who possesses the competency Team Work and Collaboration:</p> <ul style="list-style-type: none"> • Maintains collaborative working relationships • Builds team identity and spirit • Promotes a friendly and cooperative climate in groups or the organization • Has positive expectations of the team • Has the ability to influence and motivate others to achieve targets 	

COMPETENCY NAME	<i>Communication</i>
DEFINITION	This is the ability to communicate messages and information that informs the audience or reader through the selection of relevant delivery mechanisms and using simple, clear and logical language.
DESIRED ATTRIBUTES	
<p>The person who possesses the competency Communication:</p> <ul style="list-style-type: none"> • Conveys clear, complete, simple and easy to understand messages and information • Writes documentations in a manner that meets standards and language, and content is relevant and appropriate • Makes presentations that convinces and captures the interest of the audience. • Adapts communication content and style according to the audience including managing body language effectively • Demonstrates the use of effective listening skills with others and reflects an understanding of what others are saying. 	

COMPETENCY NAME	<i>Influencing Others</i>
DEFINITION	This is the ability to persuade, convince, or impact others to support a particular plan or idea.
DESIRED ATTRIBUTES	
<p>The person who possesses the competency Influencing Others:</p> <ul style="list-style-type: none"> • Builds consensus and support for positions • Uses persuasion techniques in a discussion or presentation • Anticipates how people will respond to issues • Knows how to propose concrete solutions 	

5.1.2 PROFESSIONAL CONDUCT

➤ *People Skills Competencies*

COMPETENCY NAME	<i>People Orientation</i>
DEFINITION	This is the ability to honour the dignity of individuals irrespective of their position.
DESIRED ATTRIBUTES	
The person who possesses the competency People Orientation:	
<ul style="list-style-type: none">• Has empathy and concern for others• Seek to empower others and generate opportunities for growth and development.• Only looks at the merit of individuals and remains unbiased.• Is polite, leads by example and encourages others through positive reinforcements.	

COMPETENCY NAME	<i>Valuing Diversity</i>
DEFINITION	This is the ability to acknowledge and recognize the existence of diversity in the workplace and the management thereof.
DESIRED ATTRIBUTES	
The person who possesses the competency Valuing Diversity:	
<ul style="list-style-type: none">• Knows and understands diversity in people• Able to value diversity in the course of providing a service and relating with clients and colleagues alike.• Works effectively and co-operatively with people of diverse intellectual/ physical capabilities or racial, cultural or gender backgrounds in order to create, participate in and promote harmonious and supportive relationships with others.• Shows tolerance for the different behaviours, practices and attitudes of others that arise from their social, gender, cultural and religious backgrounds.	

➤ **Professional Ethics Competencies**

COMPETENCY NAME	<i>Honesty</i>
DEFINITION	This is the ability of an individual to display and build the highest standards of ethical and moral conduct in order to promote confidence and trust in the public service.
DESIRED ATTRIBUTES	
The person who possesses the competency Honesty:	
<ul style="list-style-type: none"> • Is open and transparent when dealing with people management and departmental resources • Is incorruptible, principled and truthful to oneself and others • Is able to accept where mistakes have been made and commit to rectifying the mistake and working towards avoiding the same mistake in future 	

COMPETENCY NAME	<i>Punctuality</i>
DEFINITION	This is the ability to complete a required task or fulfill an obligation before or at a previously designated time.
DESIRED ATTRIBUTES	
The person who possesses the competency Punctuality:	
<ul style="list-style-type: none"> • Keep to agreed standards and time frames in relation to service arrangement • Carry out designates tasks accurately, appropriately and promptly. • Adhere to working hours • Is available for appointments as agreed 	

COMPETENCY NAME	<i>Responsiveness</i>
DEFINITION	This is the ability to readily react to suggestions, influences, appeals and/or efforts in an appropriate manner.
DESIRED ATTRIBUTES	
<p>The person who possesses the competency Responsiveness:</p> <ul style="list-style-type: none"> • Respond promptly and sensitively to the service and personal needs of the client • Embrace the spirit of Batho Pele • Go the extra mile in addressing the delivering of service as fast as possible whilst observing established prescripts governing HR in the Public Service. • Remain cordial and calm when under pressure to respond. 	

PART 2

5.2. FUNCTIONAL/ TECHNICAL HUMAN RESOURCE COMPETENCIES

HUMAN RESOURCE ORGANIZATIONAL STRATEGY

➤ **Organizational Architecture**

COMPETENCY NAME	<i>Organizational Structure Design</i>	
DEFINITION	This is the ability to create an organizational structure where the functions and responsibilities can be organized to ensure proper workflow in line with the organizational strategy.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Provides administrative and operational support related to the design of macro organizational structure. • Keeps information on the organizational structure updated and effect changes as required. 	<ul style="list-style-type: none"> • Demonstrates understanding of the organizational mandate and strategy of the department and provides internal consulting services to map operational and service delivery processes and activities. • Designs the organizational model and structure that will support delivery on the departmental strategic objectives • Analyze the departmental strategic plan and develops proposals for an appropriate organizational structure and 	<ul style="list-style-type: none"> • Assesses the effectiveness of the organizational structure and identifying opportunities to strengthen the structure. • Manages and coordinates the design of macro and micro organizational structures to enable the department to deliver on its mandate. • Develops options on how functions should relate to organizational priorities.

	establishment.	
<ul style="list-style-type: none"> • Provides operational and administrative support. 	<ul style="list-style-type: none"> • Conducts functional analysis of the mandates of the department and applies best practice strategic management systems to define departmental roles and responsibilities. 	<ul style="list-style-type: none"> • Oversees and provides guidance for the defining and acceptance of departmental roles and responsibilities.
<ul style="list-style-type: none"> • Demonstrates understanding of the functions and service delivery processes and activities across the functional areas of the department. • Gathers relevant information for the design of jobs. 	<ul style="list-style-type: none"> • Demonstrates knowledge and understanding of the functions and service delivery processes and activities across the functional areas of the department. 	<ul style="list-style-type: none"> • Manages and coordinates the development and design of job descriptions/ profiles.
<ul style="list-style-type: none"> • Maintains post establishment on PERSAL and capture approved posts on PERSAL. 	<ul style="list-style-type: none"> • Recommends allocation of posts and the total number of posts on the establishment of the department. • Demonstrates knowledge and understanding of the Public Service and other sectorally determined norms and standards for post provisioning and allocation 	<ul style="list-style-type: none"> • Facilitates executive decisions on the determination and allocation of posts and the total post establishment of the department in line with the strategic needs of the department

<ul style="list-style-type: none"> • Administers the consultative processes and provides secretariat services. 	<ul style="list-style-type: none"> • Prepares for and leads consultative processes necessary for the implementation of the organizational structure. 	<ul style="list-style-type: none"> • Facilitates the consultative processes necessary for the implementation of the organizational structure.
---	---	--

COMPETENCY NAME	<i>Change Management</i>	
DEFINITION	This is the ability to facilitate changes in technology, human behaviour and processes with minimal cost and disruption to the department, in a manner that enhances and ensures achievement and delivery of departmental objectives.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Administers and provides operational support for change initiation and planning processes. 	<ul style="list-style-type: none"> • Identifies and initiates the change processes within the department. • Designs and implements change management strategies, frameworks, methods and implementation plans. 	<ul style="list-style-type: none"> • Manages and leads the identification, initiation and prioritization of change processes within the department. • Facilitates the development of change management frameworks, methods and implementation plans. • Evaluates the impact and effectiveness of change management frameworks.
<ul style="list-style-type: none"> • Administers and provides operational support for the implementation of change awareness campaigns and stakeholders 	<ul style="list-style-type: none"> • Creates management and staff awareness about the needs for change 	<ul style="list-style-type: none"> • Engages the line and executive managers on change strategies and facilitates the executive decision making on the change agenda of the department.

<p>processes within the department.</p>	<ul style="list-style-type: none"> • Facilitates acceptance and buy in of change initiatives, interventions and programs by all stakeholders in the department. 	
<ul style="list-style-type: none"> • Provides administrative support in the rollout of change management training within the department. 	<ul style="list-style-type: none"> • Implements the management of identified change areas and priorities within the department and builds the capacity of line managers to implement strategic change in their respective functional areas. 	<ul style="list-style-type: none"> • Manages the implementation of change processes that strengthen the strategic, organizational, cultural and environmental domains of the department.
<ul style="list-style-type: none"> • Administers and provides secretariat services for the change management structures within the department. 	<ul style="list-style-type: none"> • Establishes change management structures and builds the capacity of designated change agents. 	<ul style="list-style-type: none"> • Manages and leads the training of change agents within the department and the development of capacity to deliver change management internal consulting services by HR practitioners.

COMPETENCY NAME	<i>Human Resource Planning</i>	
DEFINITION	This is the ability to ensure that a department has the right number of people, with the right composition and competencies, in the right place and at the right time. Being able to identify both current and future HR needs as well as potential challenges in order for the department to consistently deliver on mandates and achieve its strategic goals and objectives.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Maintains the HR profile database of the department. 	<ul style="list-style-type: none"> • Translates the departmental strategic vision for HR into an operational framework to guide HR strategic planning. 	<ul style="list-style-type: none"> • Interfaces with the Executing authority to determine the departmental strategic vision for HR.
	<ul style="list-style-type: none"> • Develops the HR strategy and plan of the department based on inputs from executive and line managers, understanding and ongoing maintenance of the department's HR profile. 	<ul style="list-style-type: none"> • Engages the Executive and line managers of the department to facilitate collective strategic envisioning of the HR strategy for the department.
<ul style="list-style-type: none"> • Gathers research information of personnel movement within the department and labour market demand and supply trends. 	<ul style="list-style-type: none"> • Assess and evaluates the existing HR capacity • Identifies human capital requirements and priorities and research on labour market supply and demand. • Analyzes the gap between demand and supply and develops a plan that seeks to close the gap. 	<ul style="list-style-type: none"> • Manages and coordinates the forecasting of the department's HR requirements to deliver on strategic objectives.

<ul style="list-style-type: none"> • Administers the consultative processes and activities related to the development of the HR plan. • Implements the operational processes for the development, distribution, and maintenance of the HR plan of the department. 	<ul style="list-style-type: none"> • Develops the HR plan of the department through a consultative process linked to the strategic priorities and medium term strategic framework. • Communicates the HR plan and engages stakeholders of the department to educate and prepare them for acceptance and implementation. • Develops action plans to implement identified strategies 	<ul style="list-style-type: none"> • Manages and coordinates the development, implementation and maintenance of the HR plan • Facilitates executive decision making on the HR plan of the department. • Defines strategies required to ensure successful implementation of the plan
<ul style="list-style-type: none"> • Administers reporting and data gathering processes related to HR planning and maintains databases. 	<ul style="list-style-type: none"> • Engages with line and executive managers to monitor and evaluate performance on the implementation of the HR plan. • Identifies strategic adjustments between operating conditions and the requirements of the HR plan. 	<ul style="list-style-type: none"> • Sets the implementation strategy and performance indicators for the HR plan. • Manages the monitoring and evaluation of the HR plan

COMPETENCY NAME	<i>Human Resource Monitoring, Evaluation and Reporting</i>	
DEFINITION	This is the ability to monitor, evaluate and report on performance and impact using indicators that help to measure progress towards achieving intermediate targets or ultimate goals in relation to human resource management and development.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Gathers monitoring data and packages this for the analysis processes. 	<ul style="list-style-type: none"> Conducts the monitoring of HR policy implementation taking into account the policy goals and governing prescripts for the delivery of HR services. 	<ul style="list-style-type: none"> Manages and coordinates the HR policy analysis processes aimed at monitoring HR policy implementation, compliance and efficacy.
<ul style="list-style-type: none"> Provides operational support for the compilation of personnel review reports. Administers the printing, dissemination and maintenance of this data. 	<ul style="list-style-type: none"> Compiles personnel review reports based on the analysis of monitoring data. Measures and evaluates outputs of HR policies for management purposes. 	<ul style="list-style-type: none"> Manages the analysis of HR monitoring information to produce personnel review and evaluation reports that must guide the management planning and policy decision- making.
<ul style="list-style-type: none"> Conducts HR program and project data gathering for use in the analysis process. 	<ul style="list-style-type: none"> Analyzes HR strategic programs and projects within the department using the monitoring systems. 	<ul style="list-style-type: none"> Manages the monitoring, evaluation and reporting on key HR practices, projects and programs within the department.

<ul style="list-style-type: none"> Administers the mechanisms established to align services and products between HR monitoring and evaluation and HR information and knowledge management. 	<ul style="list-style-type: none"> Engages with HR information and knowledge management counterparts to align their processes, data and systems with monitoring and evaluation. 	<ul style="list-style-type: none"> Manages the alignment between the monitoring, evaluation and reporting framework and the HR information technology and information management systems.
---	--	--

COMPETENCY NAME	<i>Business Process Reengineering</i>	
DEFINITION	This is the ability to systematically analyze departmental activities or processes with a view to improving the department's alignment with the strategic goals and or its effectiveness and efficiency. Reengineering entails the development of revised or new processes to enhance efficiency and the effectiveness.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Provides support in capturing/ mapping the different processes. 	<ul style="list-style-type: none"> Analyzes the processes/ activities in the department and maps the processes to establish the efficiency. 	<ul style="list-style-type: none"> Manages the analysis of processes in the department.
	<ul style="list-style-type: none"> Identifies and defines the areas for possible improvement. Develops improvement strategies/ plans that are aligned with the department's strategic plan. 	<ul style="list-style-type: none"> Manages and leads the identification and initiation of process improvement opportunities within the department.

	<ul style="list-style-type: none"> • Engages line and executive managers on process improvement opportunities. • Initiates management and employee awareness about the needs for improvement. 	<ul style="list-style-type: none"> • Provides the vision of how integration should be established in the organization. • Facilitates acceptance and buy in of improvement initiatives within the department.
	<ul style="list-style-type: none"> • Formulates and manages projects for the accomplishment of the resulting changes. • Develops the implementation strategy for change processes. • Communicates the associated benefits to the department and changes necessary including any changes in activities and processes 	<ul style="list-style-type: none"> • Manages and leads the change processes that might be necessary. • Oversees and leads the implementation strategy for change processes.

COMPETENCY NAME	<i>Total Quality Management</i>	
DEFINITION	This is the ability to continuously improve the quality of human resource service through ongoing refinements in response to continuous feedback. It focuses on quality of all human resource processes that lead to the improvement of the overall performance of the department.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Gathers and analyzes data. 	<ul style="list-style-type: none"> Links the improvement of HR service to the overall service delivery improvement of the department. 	<ul style="list-style-type: none"> Evaluates the internal quality management systems.
<ul style="list-style-type: none"> Provides support in data analysis and establishing deviation trends 	<ul style="list-style-type: none"> Identifies the flaws in HR services with a view to take corrective measures. 	<ul style="list-style-type: none"> Manages and oversees processes to enhance quality and continuous improvement. Formulates an HR framework for TQM and links the framework to the department's TQM framework.
	<ul style="list-style-type: none"> Engages line managers on improvement strategies. 	<ul style="list-style-type: none"> Facilitates the management acceptance and buy in of the improvement initiatives.

	<ul style="list-style-type: none"> Identifies strategic adjustments between the overall service delivery improvement of the department and HR service improvement. 	<ul style="list-style-type: none"> Formulates the implementation strategy and monitors the HR service improvements. Makes recommendations on strategic adjustments between the overall service delivery improvement of the department and HR service improvement.
--	---	---

➤ **HR Information Management**

COMPETENCY NAME	<i>Human Resource Management Systems</i>	
DEFINITION	This is the ability to generate, analyze and produce management, decision making and planning information and reports effectively and efficiently, and facilitating the use and maintenance of appropriate and cost effective information technology and systems.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Captures and updates information on the system. 	<ul style="list-style-type: none"> Identifies trends and patterns with regards to the HR management systems. Ensures the effectiveness of the software to make transactions and the collection of data on employees. 	<ul style="list-style-type: none"> Make recommendations and promotes HRM systems to decision makers.
<ul style="list-style-type: none"> Gathers information on recent technological 	<ul style="list-style-type: none"> Evaluates recent technological innovations as they 	<ul style="list-style-type: none"> Uses the HR information to inform strategic decisions.

innovations as they relate to HRM systems.	<p>relate to HRM systems and the appropriateness of IT and HRM products</p> <ul style="list-style-type: none"> Identifies shortcomings of the systems currently used 	<ul style="list-style-type: none"> Justifies technology investments by conducting cost- effectiveness analyses
<ul style="list-style-type: none"> Captures and updates information on the system and compiles standard reports. 	<ul style="list-style-type: none"> Establishes links between the HRM systems and other systems in the department. Oversees the integration of IT with HR activities in order to resolve operational problems. 	<ul style="list-style-type: none"> Recommends the adoption of new systems for the department.

COMPETENCY NAME	<i>Human Resource Records Management</i>	
DEFINITION	This is the ability to develop and implement processes and procedures for the capturing and storage of records and information related to an individual employee as well as to groups of employees and the human resource management function in general.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Keeps employee records and tracks in and out flows of files from the registry. Manages the employee records and document management systems 	<ul style="list-style-type: none"> Coordinates access and circulation of employee records within the department. Designs and develops short- and long-term information storage systems and 	<ul style="list-style-type: none"> Oversees the management of employee records and document management systems.

(personnel registry) to ensure easy yet regulated access to, and safety and security of employee information.	procedure in line with best practices.	
<ul style="list-style-type: none"> • Updates employee records on an ongoing basis. 	<ul style="list-style-type: none"> • Ensures that all employee records and documents are kept in line with the applicable information and archives prescripts. 	<ul style="list-style-type: none"> • Oversees the implementation of standard record management operating procedures.

COMPETENCY NAME	<i>Knowledge Management</i>	
DEFINITION	This is the ability to identify knowledge management practices that will be used by the Department to comprehensively gather, organize, share, analyze and distribute/ apply its knowledge in terms of resources, documents and people skills.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Gathers and analyzes information on a range of knowledge management practices. 	<ul style="list-style-type: none"> • Identifies and initiates knowledge management practices. • Facilitates and promotes knowledge transfer/ sharing of information, between units/ divisions within the department, (ie, best practices or routine), eg, on the job peer discussions, 	<ul style="list-style-type: none"> • Manages and leads the development of knowledge management programs/ strategies. • Ensures that knowledge management programs are linked to the departmental objectives and are intended to achieve specific outcomes e.g, shared intelligence, improved performance, higher levels of

	<p>learning forums, mentoring programs, etc.</p> <ul style="list-style-type: none"> • Establishes partnerships across organizational boundaries to facilitate knowledge management. 	<p>innovation.</p>
<ul style="list-style-type: none"> • Captures, organizes, and stores knowledge and experience of employees within the department on the database. • Seeks new sources of information to increase knowledge base. 	<ul style="list-style-type: none"> • Checks the quality of information available and ensures the availability and accessibility of information and maintenance of the knowledge base. • Anticipates future knowledge management requirements and develops standards and processes to meet future knowledge management requirements. • Creates a culture of the learning organization. 	

➤ **Diversity Management**

COMPETENCY NAME	<i>Gender Mainstreaming</i>	
DEFINITION	This is the ability to mainstream gender in the department and assess the implications for women and men of any planned action, including policies or programs, in any area and at all levels. The ultimate goal is to achieve gender equality.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Gathers information on gender equality for research purposes. 	<ul style="list-style-type: none"> Identifies the causes of gender inequality and develops the gender equality policy and implementation guidelines. Assess progress in implementing the gender policy guidelines. 	<ul style="list-style-type: none"> Reviews the departmental policy and planning in line with the national gender policy framework as outlined in the gender policy framework.
	<ul style="list-style-type: none"> Encourages all the directorates in the department to integrate gender perspectives in their policies, programs and planning. 	<ul style="list-style-type: none"> Ensures that gender issues are considered in the departmental strategic planning exercises.
	<ul style="list-style-type: none"> Identifies areas of resistance with gender mainstreaming initiatives and formulates remedial strategies. 	<ul style="list-style-type: none"> Evaluates the impact of interventions within the department.

COMPETENCY NAME	<i>Job Access Management</i>	
DEFINITION	This is the ability to provide support in ensuring the rights, recruitment, retention, employability, accessibility and inclusion of persons with disabilities within the department. Focus is on improving equality in accessing jobs.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Gathers information on disability rights for the purpose of research on the development of policy. 	<ul style="list-style-type: none"> Develops the disability rights policy, special programs and implementation guidelines. Monitors the achievement of disability targets. 	<ul style="list-style-type: none"> Manages and coordinates the development, implementation and maintenance of the disability rights policy.
<ul style="list-style-type: none"> Assists in the research processes with regards to the development of programs to meet disability targets. 	<ul style="list-style-type: none"> Provides advice and support within the department and develops programs and practices to meet disability targets and increase access to employment. 	<ul style="list-style-type: none"> Facilitates the development and implementation of intervention strategies, programs and practices to meet disability targets and increase access to employment.
<ul style="list-style-type: none"> Provides administrative support with regards to the implementation of intervention strategies. 	<ul style="list-style-type: none"> Identifies areas of resistance with disability rights initiatives and formulates remedial strategies. 	<ul style="list-style-type: none"> Evaluates the impact of interventions within the department.

5.2.1 HR PRACTICES

➤ *Recruitment and Employee Life Cycle Management*

COMPETENCY NAME	<i>Managing Recruitment, Selection and Deployment</i>	
DEFINITION	This is the ability to manage and administer the process of appointing suitable candidates in vacant posts in line with the internal policies and appropriate legislation.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Provides operational support and gathers research data as required. 	<ul style="list-style-type: none"> Develops and implements the recruitment and selection processes and assessment tools to facilitate filling positions with qualified candidates. 	<ul style="list-style-type: none"> Manages and coordinates the development and implementation of recruitment and selection processes.
<ul style="list-style-type: none"> Checks whether posts have been evaluated and if the results are still valid. 	<ul style="list-style-type: none"> Confirms that posts have been approved on the establishment and funded for the MTEF cycle. 	<ul style="list-style-type: none"> Ensures the authenticity of vacancies based on the department's critical deliverables, the departmental HR and recruitment plan.
<ul style="list-style-type: none"> Provides administrative support in the advertisement of posts. Receives, registers and checks applications for the advertised posts. 	<ul style="list-style-type: none"> Obtains role specifications and assists line managers to determine competency requirements for vacant positions. Assists line managers to update job descriptions and compile advertisements of vacant posts. 	<ul style="list-style-type: none"> Manages the budget allocated for the advertisement of vacant posts in the department.

<ul style="list-style-type: none"> Assists line managers with draft short list. Assists line managers to arrange interviews and other forms of assessments for the selected candidates (ie, arrange panel meetings, arrange appointments for SMS nominees to undergo competency assessments). 	<ul style="list-style-type: none"> Assists line managers to determine the assessment criteria and to shortlist applicants based on the principles equity, fairness, merit, inherent requirements of the post etc Conducts reference checks, verify qualifications and security vetting 	<ul style="list-style-type: none"> Oversees quality in the selection process and ensures that the selection principles were adhered to.
<ul style="list-style-type: none"> Drafts letters to candidates (ie, regret letters or letters of offer). 	<ul style="list-style-type: none"> Compiles contract of employment and letter of offer. 	

COMPETENCY NAME	<i>Managing Employee Retention</i>	
DEFINITION	This is the ability to develop strategies aimed at retaining employees, especially employees with valued or needed skills or experience in a scarce/ critical field (where recruitment is difficult) and employees from the designated groups (as defined in the Employment Equity Act, 1998).	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Gathers research data and packages this data for analysis and product development purposes. 	<ul style="list-style-type: none"> Analyzes labour market trends and identifies and defines issues that needs attention. Develops the employee retention policy. 	<ul style="list-style-type: none"> Manages and coordinates the development of employee retention policy.

<ul style="list-style-type: none"> Gathers employee turnover data. 	<ul style="list-style-type: none"> Identifies and investigates employee turnover trends in the department and develops interventions to address them (retention techniques). Analyzes labour market trends. 	<ul style="list-style-type: none"> Develops long term strategies to address employee turnover. Facilitates executive decision making on the positioning of the department as an employer of choice.
<ul style="list-style-type: none"> Provides operational and administrative support for consulting and advisory processes. 	<ul style="list-style-type: none"> Advices and provides consulting services to line managers on strategies for the retention of employees. 	<ul style="list-style-type: none"> Monitors and evaluates the effectiveness and implementation of retention strategies or techniques of the department.

COMPETENCY NAME	<i>Managing Employee movement</i>	
DEFINITION	This is the ability to administer processes that facilitates employee movement within the public service in full compliance with relevant prescripts and operational procedures.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Administers the process of moving an employee from one post to another. 	<ul style="list-style-type: none"> Identifies available posts for employee movement and matches competency profile of employee with requirements of available posts or work opportunities. Defines the reasons and needs for 	<ul style="list-style-type: none"> Manages movement of employees and facilitates movement of personnel file to the receiving department.

	employee movements (i.e, transfers, secondments, staff rotation, etc)	
<ul style="list-style-type: none"> • Captures and updates employee records on the system. 	<ul style="list-style-type: none"> • Ensures that measures are in place to facilitate employee movements and implication of movement is captured. 	<ul style="list-style-type: none"> • Ensures monitoring of movement arrangements, terms and conditions. • Advices on the implications of employee movements.

COMPETENCY NAME	<i>Exit Management</i>	
DEFINITION	This is the ability to administer processes related to termination of employment contracts in the department.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Provides service termination data capturing and administrative support for transaction processing and handling of enquiries. 	<ul style="list-style-type: none"> • Identifies employees willing to terminate and establishes the reason or category for service termination. • Effects termination of service of employees once due processes have been fully complied with and in compliance with applicable prescripts and procedures and within set standards. 	<ul style="list-style-type: none"> • Manages and obtains executive decision making on termination of service and assesses the efficacy of the due processes leading to the termination and compliance with applicable procedures and prescripts.

<ul style="list-style-type: none"> • Captures/ records all terminations information into the system for future enquiries. • Completes applicable forms as required by the GEPF and SARS. • Records all details for future reporting requirements. • Audits benefits. 	<ul style="list-style-type: none"> • Compiles report of all terminations. • Conducts exit interviews. • Releases state guarantees and issues certificates of service. 	<ul style="list-style-type: none"> • Manages all exit administration processes (i.e, retirement, resignation, incapacity due to ill health, death of an employee)
--	--	--

➤ **Compensation Management and conditions of Service**

COMPETENCY NAME	<i>Managing Job Evaluation and determining Job Worth</i>	
DEFINITION	This is the ability to conduct job evaluation using prescribed methods and systems, in order to establish the essential value of jobs in accordance with the procedure that takes into account the degree of complexity of the content of the job and the requirements.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Supports job evaluation processes and provides secretariat services to job evaluation structures. • Keeps proper records of jobs in a database. 	<ul style="list-style-type: none"> • Facilitates the implementation of job evaluation and grading policy frameworks. • Conducts analysis, evaluates and grades jobs, using the approved job evaluation instruments. 	<ul style="list-style-type: none"> • Manages and coordinates the analysis, evaluation and grading of jobs and implementation of the evaluation results. • Oversees the quality and appropriateness of the job evaluation process. • Ensures the integrity of the system in terms of

	<ul style="list-style-type: none"> • Compares jobs according to their intrinsic values and determine the relative complexity of various jobs. • Ensures that the process is fair and that the job grades are both reliable and valid across the Department. 	application and consistency.
<ul style="list-style-type: none"> • Identifies the requirements for job evaluation assistance and interventions by line managers. 	<ul style="list-style-type: none"> • Assesses the identified job evaluation needs and evaluates requests for job evaluation. • Manages client needs, requirements and expectations. 	<ul style="list-style-type: none"> • Analyzes the effectiveness and appropriateness of systems being utilized and develops proposals for improvement.

COMPETENCY NAME	<i>Job Profiling</i>	
DEFINITION	This is the ability to analyze tasks most critical to a job and identify competencies that are relevant to the job, necessary for entry into the job and required for effective performance of the job.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Gathers relevant information on the different approaches to developing job profiles. 	<ul style="list-style-type: none"> • Develops guidelines on the development of job profiles/ job descriptions and ensures alignment to the strategic objectives of the department. 	<ul style="list-style-type: none"> • Oversees the development of job profiles and ensures the alignment of job profiles to the strategic objectives of the department.

	<ul style="list-style-type: none"> • Ensures that there is consistency in the approach to developing job profiles. 	
<ul style="list-style-type: none"> • Provides support in the development and maintenance of job descriptions/ profiles. 	<ul style="list-style-type: none"> • Provides support and guidance to line managers with regards to analyzing jobs and developing job descriptions/ profiles • Provides support to line managers with regards to identifying the demands of the job, tasks and competencies most critical to the job in consultation with relevant stakeholders (ie, subject matter experts) • Ensures that the job profiling process is accurate and that the job specifications are valid. 	

COMPETENCY NAME	<i>Management of Remuneration and Allowances</i>	
DEFINITION	This is the ability to evaluate, design and implement remuneration frameworks and practices.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Administers remuneration frameworks and salary payments. • Applies remuneration provisions 	<ul style="list-style-type: none"> • Analyzes the effectiveness of the systems and develops proposals for improvement. • Applies salary recognition measures. • Evaluates the appropriateness of current salary structures and advice on alternative approaches for certain occupational categories. 	<ul style="list-style-type: none"> • Integrates all remuneration aspects and develops the remuneration framework applicable to a number of occupations. • Oversees the implementation of the remuneration policies, procedures and practices.
<ul style="list-style-type: none"> • Provides allowance data capturing and administrative support services for transaction processing and handling of enquiries. 	<ul style="list-style-type: none"> • Approves allowance claims promptly, accurately and keeps record of all required documentary evidence that supports the claim and implements all required reconciliation on the applicable system. 	<ul style="list-style-type: none"> • Designs systems that will recognize differences in job worth and maintaining justifiable differences and equitable systems. • Analyses trends and adopts systems to remain competitive in the market. • Oversees the administration of allowances and provides or obtains the necessary approvals.

COMPETENCY NAME	<i>Managing Salary administration</i>	
DEFINITION	This is the ability to process employee information related to payroll and human resource management on the relevant databases.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Updates data on PERSAL and other related HR databases. 	<ul style="list-style-type: none"> • Facilitates regular updating and accuracy of HR data. • Regulates security of the systems. • Ensures the maintenance of post establishment on the HR databases. 	<ul style="list-style-type: none"> • Oversees the maintenance and integrity of data on the HR databases. • Defines new information requirements to be captured and management reports to be generated. • Oversees the quality of management reports.
<ul style="list-style-type: none"> • Captures and updates data on HR databases. 	<ul style="list-style-type: none"> • Ensures that all database users are capacitated and ensure continuous training as and when enhancements are effected. • Monitors and evaluates access to the systems and the quality of information captured. • Authorize the suspense files transactions and verify with source documents. 	<ul style="list-style-type: none"> • Ensures that the necessary safety procedures are in place and applied to prevent fraud and unauthorized access.

COMPETENCY NAME	<i>Managing Benefits</i>	
DEFINITION	This is the ability to apply knowledge and analytical thinking necessary to develop, design, procure, implement and support employee benefits and conditions of service.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Applies benefits provisions • Provides information to employees on the benefits available. 	<ul style="list-style-type: none"> • Translates, operationalize and manages public policy relevant to the department. • Manages benefits applicable to employees in accordance with relevant prescripts and compile reports. • Analyzes the effectiveness of the systems and develops proposals for improvement. 	<ul style="list-style-type: none"> • Plans, coordinates, integrates and controls all activities associated with employee benefits functions and develops the benefits framework/ plan. • Analyses trends and advise executive management on new approaches to be considered to remain competitive in the market.
<ul style="list-style-type: none"> • Administers employee benefits. 	<ul style="list-style-type: none"> • Approves all benefit claims. • Facilitates benefits reconciliation. • Verifies and ensures that employees receive benefits which are rightfully due. 	<ul style="list-style-type: none"> • Manages and oversees the administration of employee benefits in the department.

5.2.2 HUMAN RESOURCE UTILIZATION AND DEVELOPMENT

➤ *Human Resource Development*

COMPETENCY NAME	<i>Manage Orientation and Induction</i>	
DEFINITION	This is the ability to integrate and prepare the new employees into the department and those moving into new positions within the department; and acquainting them with the details and requirements of the job and departmental goals.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Administers the nominations for the orientation and induction processes and programs in the department and oversees the operational and logistical arrangements. 	<ul style="list-style-type: none"> Develops the orientation and induction programs that provides the necessary information, resources and motivation to assist a new employee to adjust to the work environment as quickly as possible Presents orientation courses for all newly appointed employees in the department and coordinates with the line function in which the new staff member/ s is being placed to implement function specific induction. 	<ul style="list-style-type: none"> Manages and assures quality of the orientation and induction service.

	<ul style="list-style-type: none"> Integrates orientation and induction programmes with the organizational goals. 	<ul style="list-style-type: none"> Provides guidance on how orientation and induction should relate to the overall goals of government. Monitors and evaluates the success of the departmental orientation and induction programme.
--	--	---

COMPETENCY NAME	<i>Career Management</i>	
DEFINITION	This is the ability to implement career management programmes within the department that supports employee retention, career progression and succession practices in line with the human resource plan of the department and in compliance with applicable prescripts.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Gathers research data and packages this data for analysis, knowledge management and product development purposes. 	<ul style="list-style-type: none"> Facilitates research, generates baseline information and coordinates the development of career management policy. Ensures the link between the career management policy and other HR strategies, i.e, Leadership pipeline strategy, HRD. 	<ul style="list-style-type: none"> Facilitates policy and executive decision-making on the department's career management framework.
<ul style="list-style-type: none"> Provides operational and administrative support for career development consulting and advisory processes. 	<ul style="list-style-type: none"> Advises and provides consulting services to line managers on career development matters. 	<ul style="list-style-type: none"> Promotes and monitors the implementation of career management policy.

<ul style="list-style-type: none"> Gathers information for the development of career paths. 	<ul style="list-style-type: none"> Develops the department's career paths 	<ul style="list-style-type: none"> Oversees the development of career paths in the department.
<ul style="list-style-type: none"> Maintains career plans 	<ul style="list-style-type: none"> Assist line managers to draft career plans and facilitates and promotes implementation. Advises employees on career options in the work environment. 	<ul style="list-style-type: none"> Ensures implementation of the approved career plans.

COMPETENCY NAME	<i>Managing Training and Development</i>	
DEFINITION	This is the ability to develop and implement the training and development strategy, plans and programs in line with all the prescripts governing training and development in the Public Service.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Organizes logistics and administers the procedures to implement the department's training and development plans and programs. 	<ul style="list-style-type: none"> Identifies training and development needs whilst considering the departmental strategic, human resource plan, human resource development strategy and sector skills plan. Develops training and development strategies, plans and programs. Ensures that training provided is aligned with the competency 	<ul style="list-style-type: none"> Manages and facilitates planning, development and executive decision-making on training and development strategy, plans and programs.

	requirements of the department.	
<ul style="list-style-type: none"> • Administers the department's training and development schedule. • Coordinates the involvement and participation of all role players and stakeholders in the department's training and development activities. 	<ul style="list-style-type: none"> • Facilitates compliance of the department's statutory obligations on training and development • Advises line and executive managers on their roles and responsibilities in this regard. 	<ul style="list-style-type: none"> • Manages the department's statutory obligations regarding training and development.
<ul style="list-style-type: none"> • Administers the training procurement services and keeps record of procurement decisions and procedures. 	<ul style="list-style-type: none"> • Procures the training services for the department using the established procurement structures, processes and procedures. 	<ul style="list-style-type: none"> • Manages the department's executive decision making regarding procurement of training services.
<ul style="list-style-type: none"> • Gathers training and development monitoring data for analysis purposes. 	<ul style="list-style-type: none"> • Analyze the progress, results and impact of training strategies and programs. 	<ul style="list-style-type: none"> • Manages the monitoring of training strategies and programs. • Evaluates the impact and effectiveness of the overall training interventions.

COMPETENCY NAME	<i>Managing Coaching and Mentoring</i>	
DEFINITION	This is the ability to support the development of employees, create development opportunities and an enabling environment for learning to take place and help employees to understand the organizational culture.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Gathers and analyses data on coaching and mentoring for research purposes. 	<ul style="list-style-type: none"> • Develops the coaching and mentoring policy and implementation guidelines. • Facilitates and coordinates coaching and mentoring in the department in line with the guidelines. 	<ul style="list-style-type: none"> • Manages and coordinates the development, implementation and maintenance of the coaching and mentoring policy. • Evaluates whether interventions are successful in motivating employees to provide guidance and advice as a means of passing on knowledge and experience for the purposes of achieving improved efficiency and productivity within the department.
	<ul style="list-style-type: none"> • Identifies key groups of employees to be considered for the coaching and mentorship programs. 	<ul style="list-style-type: none"> • Ensures alignment of the coaching and mentoring programs with the department's HRD plans.

COMPETENCY NAME	<i>Skills Development Facilitation</i>	
DEFINITION	This is the ability to develop and plan the department's or component's skills development strategy for a specific period.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Provides administrative support in the implementation of the National Skills Development Strategy. 	<ul style="list-style-type: none"> • Provides advice and facilitates the implementation of the National Skills Development Strategy. 	<ul style="list-style-type: none"> • Manages and coordinates the implementation of the National skills development strategy.
<ul style="list-style-type: none"> • Gathers information on the skills development needs and requirements of employees. 	<ul style="list-style-type: none"> • Conducts skills audits and identifies interventions to address skills development needs. • Identifies and defines critical skills to be developed and develops strategies to address the skills gap. 	<ul style="list-style-type: none"> • Allocates and manages the training budget.
<ul style="list-style-type: none"> • Provides administrative support with regards to the implementation of the workplace skills plan. 	<ul style="list-style-type: none"> • Develops and manages the workplace skills plan. • Monitors the implementation of the workplace skills plan, including training delivery, assessment and quality assurance. • Compiles reports on the implementation of the workplace skills plan. 	<ul style="list-style-type: none"> • Facilitates the development of workplace skills plan and register the plan with SETA. • Approves the workplace skills plan and annual training reports.

COMPETENCY NAME	<i>Managing learnerships and internships</i>	
DEFINITION	This is the ability to develop and implement the department's learnership and internship policy and plan in line with all the key legislations informing the framework for learnerships and internships.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Provides administrative support in the development and implementation of the learnership and internship policy. 	<ul style="list-style-type: none"> Liaises with the relevant stakeholders (ie, SETA, SAQA) with regards to the development and implementation of learnership and internship policy. Develops the learnership and internship policy and implementation guidelines. 	<ul style="list-style-type: none"> Manages and coordinates the development of the department's learnership and internship policy.
<ul style="list-style-type: none"> Establishes and maintains a database for all issues pertaining to the learnership and intership programme 	<ul style="list-style-type: none"> Facilitates and provides support and advice to line managers on the implementation of the learnership and internship policy. Facilitates the recruitment and selection of learners and intersns. Determines whether the need for learnership and intership has been reflected in the workplace skills plan 	<ul style="list-style-type: none"> Monitors progress regarding the implementation of learnerships and interships.

	and aligned to the HRD strategy.	
<ul style="list-style-type: none"> Assists in the administration co-ordination of learnship and intership programmes. 	<ul style="list-style-type: none"> Ensures that learnerships and internships are well co-ordinated and managed. Provides management with progress report on the implementation and impact of the programme. Acts as a mediator between participants and management where there are problems. 	<ul style="list-style-type: none"> Evaluates the programme's effectiveness, impact and make recommendations on the success or failure of the programme.

COMPETENCY NAME	<i>Leadership Pipeline Management</i>	
DEFINITION	This is the ability to engage in the development of a sustainable supply of leaders with the right competencies, ready to execute the departmental strategy and to take up leadership positions as they may arise now and in the future.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Gathers research data for product development purposes. 	<ul style="list-style-type: none"> Develops the leadership pipeline strategy, and implementation plan that will ensure the development of leaders at all levels, improved leadership for meeting today's 	<ul style="list-style-type: none"> Facilitates policy and executive decision making on the department's leadership pipeline strategy.

	<p>challenges and effective leaders for tomorrow.</p> <ul style="list-style-type: none"> • Ensures the link between the leadership pipeline strategy and other HR strategies, i.e, Career management, HR planning, HRD, Retention strategy, Succession planning, mentoring and coaching etc. 	
<ul style="list-style-type: none"> • Gathers data on development programmes available. 	<ul style="list-style-type: none"> • Identifies competencies required for future leaders and development interventions/career development programmes to address the department's competency requirements for both the present and future. • Develop guidelines and criteria for identifying potential leaders. • Identifies potential leaders in and outside the department and highlights gaps where no suitable potential leaders are available. 	<ul style="list-style-type: none"> • Ensures that the leadership pipeline strategy supports the departmental objectives. • Ensures that the leadership pipeline strategy is compatible with competencies required at different levels in the department.

<ul style="list-style-type: none"> Assists in executing the leadership pipeline strategy. 	<ul style="list-style-type: none"> Advices and provides consulting services to line managers on leadership pipeline. Ensures that mentoring is provided to potential leaders and monitors their career progression and/or development. 	<ul style="list-style-type: none"> Promotes and monitors the implementation of the leadership pipeline strategy in the department.
--	--	---

➤ **Performance management**

COMPETENCY NAME	<i>Managing Performance Management systems</i>	
DEFINITION	This is the ability to facilitate, support and monitor the implementation of a performance management system through strategic and technical support to line managers and employees in relation to the integration of organizational goals, divisional plans and the performance management system.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Provides support and advice on the implementation of the PMDS Assists with data gathering with regards to performance management. 	<ul style="list-style-type: none"> Develops, and maintains the PMDS Facilitates and coaches on the execution/ implementation of PMDS to support line management. Establishes practices and trends and develops new strategies as required. 	<ul style="list-style-type: none"> Manages and coordinates the development, implementation, and maintenance of the departmental performance management system and ensures integration with strategic objectives and goals. <p>Ensures that the performance management system provides a framework for planning, managing and developing employee performance in line with departmental strategic objectives.</p>

<ul style="list-style-type: none"> • Administers the performance management training and information dissemination within the department. 	<ul style="list-style-type: none"> • Advises and capacitates both line managers and employees on the development of performance agreements, to ensure that these are in line with and supports the departmental strategic goals and the unit's operational plans. 	<ul style="list-style-type: none"> • Monitors the implementation of the department's PMDS and presents progress reports and facilitates management decision making.
<ul style="list-style-type: none"> • Administers routine communication and disseminates information on the performance management framework. • Gathers information regarding performance management implementation trends. 	<ul style="list-style-type: none"> • Advises line managers and staff on the implementation of the departmental recognition and reward framework. • Monitors spending against budget and resources for incentive awards. 	<ul style="list-style-type: none"> • Manages the implementation of and compliance with the departmental recognition and reward framework as well as the alignment between incentive awards, the budget and resources made available by the department for this purpose.

5.2.3 EMPLOYEE HEALTH AND WELLNESS

➤ *Quality of work life management and environment management*

COMPETENCY NAME	<i>Wellness management</i>	
DEFINITION	This is the ability to design, implement, monitor, evaluate and report on employee assistance and wellness programmes within the department. It is about the prevention of health problems, the protection from health threats and the promotion of the health of self and others.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Gathers research data and administers the consultative processes 	<ul style="list-style-type: none"> • Facilitates research and consultation on employee assistance 	<ul style="list-style-type: none"> • Manages and coordinates the development and implementation of

<p>on the identification of employee assistance and wellness programs.</p>	<p>and wellness needs, including, physical, social, emotional, occupational, spiritual and financial wellness.</p> <ul style="list-style-type: none"> • Develops employee assistance and wellness policy and designs suitable programs and projects to address employee needs. 	<p>employee assistance and wellness policy and programs.</p> <ul style="list-style-type: none"> • Identifies risks and trends and how it could prevent optimal functioning of the department.
<ul style="list-style-type: none"> • Gathers monitoring data on the employee assistance and wellness programs and packages this information for analysis purposes. 	<ul style="list-style-type: none"> • Analyzes employee assistance and wellness programme and project implementation. • Conducts efficiency and impact assessments to generate management reports. 	<ul style="list-style-type: none"> • Manages the monitoring and impact evaluation of the employee assistance and wellness program and presents management reports.
<ul style="list-style-type: none"> • Organizes stakeholder processes and administer partnership protocols on employee assistance and wellness. 	<ul style="list-style-type: none"> • Engages stakeholders and partners in employee assistance and wellness to generate cooperation, collaboration and assistance agreements. 	<ul style="list-style-type: none"> • Identifies and builds relationships with strategic partners in employee assistance and wellness to optimize the resource base.

COMPETENCY NAME	<i>HIV and AIDS Management</i>	
DEFINITION	This is the ability to improve the quality of life for individuals with HIV/ AIDS by preventing and/ or minimizing the effects of the disease upon performing effectively in the workplace.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Collects information and best practices that will inform the development of the department's HIV/ AIDS policy. 	<ul style="list-style-type: none"> Conducts policy research and develops the department's HIV/ AIDS policy. 	<ul style="list-style-type: none"> Manages, coordinates and evaluates the department's HIV/ AIDS policy in line with best practices and legislation.
	<ul style="list-style-type: none"> Implements the HIV/ AIDS policy and programs in the workplace. Ensures access to information and services through awareness programs. 	<ul style="list-style-type: none"> Manages and oversees the implementation of HIV/ AIDS policy.
<ul style="list-style-type: none"> Coordinate meetings with relevant stakeholders. 	<ul style="list-style-type: none"> Establishes relationships with relevant stakeholders. 	<ul style="list-style-type: none"> Manages stakeholder relationships.

➤ **Occupational Health and Safety**

COMPETENCY NAME	<i>Health Management</i>	
DEFINITION	This is the ability to assess the assistance needs of employees and linking that to the department's policies on dreaded diseases, health and environment. Ensuring that risks to employee's health and safety from work activities are properly controlled.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Provides operational support and administrative services for the implementation of health and safety projects and programs. 	<ul style="list-style-type: none"> • Designs and implements projects and programs that promotes health and safety and builds relevant partnerships and networks for this purpose. • Ensures compliance with the health and safety legislation. 	<ul style="list-style-type: none"> • Manages the development of policy and executive decision making on health and safety. • Identifies risks and trends and how it could prevent optimal functioning of the department.
<ul style="list-style-type: none"> • Provides operational support services for health and safety impact assessments. 	<ul style="list-style-type: none"> • Identifies priority areas through consultative processes. • Designs and conducts impact research and corresponding awareness campaigns. 	<ul style="list-style-type: none"> • Manages the impact research and implementation of interventions and awareness campaigns on health and safety issues in the workplace. • Reviews the effectiveness of health and safety measures.

	<ul style="list-style-type: none"> Assists in the identification of potential hazards and potential major incidents. Conducts training and provides assistance on health and disease management. 	<ul style="list-style-type: none"> Manages employee training and assistance on health related issues.
--	--	--

COMPETENCY NAME	<i>Occupational Hygiene Management</i>	
DEFINITION	This is the ability to assess the assistance needs of employees and linking that to the department's policies on occupational safety. Ensuring that risks to employee's health and safety from work activities are properly controlled.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Collects information and best practices that will inform the development of the department's occupational hygiene policy. 	<ul style="list-style-type: none"> Conducts policy research and develop the department's occupational hygiene plan. 	<ul style="list-style-type: none"> Manages, coordinates and evaluates the department's occupational hygiene policy. Ensures compliance with the OHS legislation.

	<ul style="list-style-type: none"> • Implements the occupational hygiene policy and programs in the workplace. • Conducts health risk assessments and evaluates employee exposure. • Conducts complaint investigations and provide advice on the implementation of control measures. • Manages and evaluates stress factors (eg, noise, ventilation and temperature extremes) • Conducts ergonomics surveys. • Ensures access to information and services through awareness programs. 	<ul style="list-style-type: none"> • Manages and oversees the implementation of occupational hygiene policy. • Audits occupational health and hygiene, emergency preparedness and evaluation. • Manages and oversees the development of occupational hygiene programs.
<ul style="list-style-type: none"> • Provide assistance in informing, training and educating employees on occupational hygiene matters. 	<ul style="list-style-type: none"> • Conducts training and provides assistance on occupational hygiene related matters. 	<ul style="list-style-type: none"> • Manages employee and management training and assistance on occupational hygiene related matters.

5.2.4 LABOUR RELATIONS

➤ *Collective Bargaining*

COMPETENCY NAME	<i>Managing Negotiations</i>	
DEFINITION	This is the ability to negotiate matters of mutual interest on behalf of the employer and to consult with organized labour on matters as may be required.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Keeps record of collective agreements. 	<ul style="list-style-type: none"> Facilitates management planning and preparation for negotiations at the department. Develops position papers looking at the different approaches to be followed in negotiations and lists advantages and disadvantages. Conducts and/or assists in conducting negotiations. Advises managers of the outcomes of negotiations. 	<ul style="list-style-type: none"> Manages the development of labour relations strategy and plans that underpin the negotiation approaches.
<ul style="list-style-type: none"> Administers the schedule of employee relation processes and activities and render operational support for this. 	<ul style="list-style-type: none"> Represents the department in sectoral bargaining processes and obtains full bargaining mandates from the departmental structures that have such authority. 	<ul style="list-style-type: none"> Manages the representation of the department in sectoral bargaining processes and leads the corresponding mandating processes.

COMPETENCY NAME	<i>Managing Consultations</i>	
DEFINITION	This is the ability to provide the impetus for the introduction of joint consultation and worker participation in decision- making in the organization.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Coordinates and administers the relationship and processes between the department and employee organizations. 	<ul style="list-style-type: none"> • Consults and builds partnerships with recognized employee organizations on issues of co-determination and mutual interest. • Develops position papers looking at the different approaches to be followed in consultations and lists advantages and disadvantages. 	<ul style="list-style-type: none"> • Facilitates the creation of sound employer-employee relations. • Manages and oversees effective and efficient implementation and compliance with labour laws, collective agreements and international labour conventions.
<ul style="list-style-type: none"> • Keeps record of collective agreements. 	<ul style="list-style-type: none"> • Advices management on consultation strategies and processes. 	<ul style="list-style-type: none"> • Manages the development of employee relations strategy and plans that underpin the consultation approaches.

➤ **Employee Relations**

COMPETENCY NAME	<i>Managing Grievances/ Disputes</i>	
DEFINITION	This is the ability to manage and monitor the utilization of the grievance procedures, and to advice on possible solutions to resolve grievances.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Provides operational support relating to grievance resolution activities and processes. 	<ul style="list-style-type: none"> Empowers line managers to understand their roles and responsibilities as well as the employee relations strategies. 	<ul style="list-style-type: none"> Facilitates the creation of sound employer- employee relations through managing and overseeing effective and efficient implementation and compliance with labour laws.
	<ul style="list-style-type: none"> Provides technical support to line managers on the handling of grievance procedures Monitors the utilization of the grievance procedures, and advices on possible solutions to resolve grievances. 	<ul style="list-style-type: none"> Manages the development of employee relations strategy. Provides strategic support to executive managers on the handling of grievance procedures.
	<ul style="list-style-type: none"> Investigates grievances and act as a presiding officer of an appeal panel. 	<ul style="list-style-type: none"> Manages conflicts/ disputes

COMPETENCY NAME	<i>Managing Discipline</i>	
DEFINITION	The ability to facilitate the administration of discipline and to assist during disciplinary investigations and enquiries in a consultative capacity.	
PROFICIENCY LEVELS AND BEHAVIOURAL INDICATORS		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Provides operational support relating to disciplinary resolution activities and processes. 	<ul style="list-style-type: none"> Empowers line managers to understand their roles and responsibilities as well as the employee relations strategies. 	<ul style="list-style-type: none"> Facilitates the creation of sound employer-employee relations through managing and overseeing effective and efficient implementation and compliance with labour laws.
	<ul style="list-style-type: none"> Provides technical support to line managers on the handling of disciplinary procedures 	<ul style="list-style-type: none"> Manages the development of employee relations strategy. Provides strategic support to executive managers on the handling of disciplinary procedures.
<ul style="list-style-type: none"> Captures all disciplinary actions on the appropriate HR database. 	<ul style="list-style-type: none"> Facilitates the administration of discipline in the department. 	<ul style="list-style-type: none"> Manages and coordinates disciplinary processes in the department. Ensures that discipline is consistent and fair, disciplinary action is corrective and accountability is vested in line management.
	<ul style="list-style-type: none"> Assists during disciplinary investigations. 	<ul style="list-style-type: none"> Acts as employer representatives & chairpersons of disciplinary hearings