

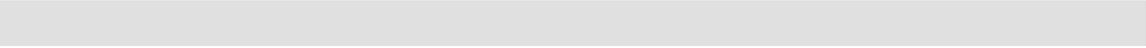
**GUIDELINE FOR THE
MANAGEMENT OF
COMPETENCY ASSESSMENTS FOR THE SMS
IN THE PUBLIC SERVICE**



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CHAPTER 1

1.1 OVERVIEW

The new leadership and management competency framework for senior managers creates a significant dimension to both the qualitative and quantitative responsibilities of SMS members. Cabinet has approved that the competency assessments for senior managers be made compulsory from 1 April 2008. This significant decision has brought a new dimension of enforcing the expected demonstration of these competencies and where there are gaps, implement development through the systematic tracking on Personal Development Plans (PDPs) and the development programmes attached to them.

The new leadership and management competency framework for Senior Management Service is the revised version to be produced and is the product of an extensive competency research project carried out by the DPSA from December 2006. It replaces the 1st edition accredited and published in 2001.

1.2 OBJECTIVES OF THE REVISED FRAMEWORK

The objectives of the revised competency framework are to

- **Streamline the management competencies and provide the users with a thorough understanding of the leadership function and identify the skills and attributes needed to be a successful leader.**
- **Understand the issues and challenges of anticipating, analysing, managing and implementing change processes**
- **Understand the issues and challenges of enhancing performance at the individual, team and organisation levels.**
- **Understand how to develop new policies and to plan and lead the implementation of these within the organization.**
- **Review the essential skill sets leaders require to foster positive cooperation and coordination in their organization.**

The shift has been enforced by the global leadership trends and the demands for visionary and innovative leadership from public servants who can drive major strategic initiatives and position the country to win in a highly-changing environment. It is therefore expected from

public service managers to rise to the leadership challenge perhaps more than it would be expected from private sector leaders.

1.3 BACKGROUND

The initial Competency Framework was developed and implemented in 2002 whereby SMS members were required to have two distinct components namely the Key Performance Areas (KPAs) and the Core Management Criteria (CMCs) in their Performance Agreements upon which they were assessed.

Competency assessments were rolled out in 2006 on a voluntary basis and using research data, the competency Framework and the battery were reviewed and this Framework is therefore the result of the review. Focus is still placed on critical generic leadership and managerial functional competencies, rather than technical/professional competencies, which are essential to a specific department or a specific job.

The initial 11 SMS competencies have been streamlined into five core competencies and five process competencies which are intrinsic and have been aligned with the Middle Management Competency Framework in order to have a shared understanding of the critical success factors for leadership and management in the Public Service. The behavioural indicators for each performer level have been clearly described.

1.4 THE REVIEW PROCESS

The following steps were taken in terms of the review process:

- A review of the 2001 competency Framework and the assessment battery were undertaken with existing users to understand whether they are still relevant to the managerial work of the SMS members. This review was also used to identify areas of change in management since the establishment of the SMS initiative in 2001.
- The SMS Competency Framework has emerged from an exhaustive process of interviews, desktop studies, surveys, focus group sessions and analysis. The data gathering exercise spanned across the Senior Management Service and culminated in a wealth of raw data on behaviours. In the process a wide range of stakeholders, subject matter experts and senior managers were consulted.
- These competencies will have to be reviewed in the future to ensure currency and ongoing relevance within the Public Service.

- A mapping exercise was undertaken to identify whether the leadership and management competency Framework and the battery are relevant in the sectors in which they operate and how SMS members describe their roles. The learner needs analysis was also conducted by SAMDI.
- The 2001 competency Framework was benchmarked against other, more recent, types of managerial competencies from both the private, public service sectors to identify gaps in coverage. This exercise also made use of international benchmarks to try and ensure that the new management and leadership standards were world class.
- A functional mapping exercise was undertaken which asked individual managers and employers at all levels to identify the functions that managers undertake in the workplace. This led to streamlining the competencies into 5 core competencies which each have three dimensions and 5 process competencies; the development of the different performer levels with the addition of the 6th; the proficiency levels that underpin the difference between low and effective performance within a performer level and the alignment with Middle Management Competency Framework.
- Within each function, areas of competence were identified that would eventually become the units of competence for SMS. Consultants working on behalf of the DPSA worked closely with individual managers, employers and other stakeholders to identify the best practice relating to each function and these were used to produce the Framework.
- This Framework was subject to a wide consultation during the months of August and September 2007. The feedback from this exercise was used to make amendments. Process competencies were reorganized as it was realized that they were cutting across the core competencies.
- The MMS and the SMS Competency Frameworks have been merged, as separation of the competency Frameworks made it difficult to create a successful leadership pipelines.
- The competency Framework now clearly describes the relationship between leadership and management and the balance required of both.
- The Cognitive Process Profiler (CPP) has been added to the suite of competency assessment battery in recognition of the fact that leadership and cognitive personality soft skills which managers bring to their role are important.

1.5 SCOPE OF APPLICABILITY

The SMS Competency Framework applies to all members of the SMS as defined in the Public Service Regulations, 2001. The Junior and Middle Management levels have only been referred to as feeder groups into SMS and for purposes of a leadership pipeline.

1.6 ESTABLISHING THE NEED FOR COMPETENCY MODEL

Various definitions are used to define a competency, even though the terminology and concepts in use do vary, there is general consensus that competency refers to the set of behaviour patterns an individual needs to display in order to perform effectively and efficiently in his or her job. The Public Service Regulations, 2001 define ‘competence’ as “... the blend of knowledge, skills, behaviour and aptitude that a person can apply in the work environment, which indicates a person’s ability to meet the requirements of a specific post.”

1.7 COMPONENTS OF THE COMPETENCY FRAMEWORK

The following table represent components of the SMS Leadership and Management Competency Framework: -

CORE COMPETENCY NAME	Name used to identify the Senior Manager’s leadership and management function or groupings of functions;
PROCESS COMPETENCY NAME	The manner in which individuals process information to solve problems is measured and expressed in terms of process competencies. They are used to identify the Senior Manager’s behaviours which demonstrate if a function is effectively or efficiently performed;
COMPETENCY DEFINITION	General description of behaviours, functions and activities that must be demonstrated by Senior Managers to achieve the desired results.
COMPETENCY INDICATOR	Identifies the functions and delegations expected from individuals at a particular performer levels.
PROFICIENCY LEVEL	Description of the degree to which a Senior Manager has mastered the criteria of a competency within a particular performer level.
PERFORMER LEVEL	Levels of management that describes the job of a manager in terms of <i>level of complexity, responsibility, time application, value attached to the job, skills required and difficulty</i> which distinguishes why people are paid differently for the jobs they do.
DIMENSION	Name used to identify the content within the competency.
BEHAVIORAL INDICATOR	The competency scale classifies observable and measurable behavioural indicators sequentially. Individual behaviours that indicate the mastery of knowledge, skills, behaviours, or outcomes required at a performer level.

Table 1: Components of the SMS Competency Framework

1.8 THE SMS LEADERSHIP AND MANAGEMENT COMPETENCIES (LMC)

The competencies that appear in the SMS Leadership and Management Competency Framework are in no order of importance to the role of senior managers in the Public Service. All the following competencies are viewed as being critical for high performance in the senior manager's role. These competencies are grouped under the *Core Generic Leadership and Management Competencies* that describe thought processes that influence *behaviours* and the *functional characteristics* that represent **what** needs to be done by SMS members in demonstration of their leadership and managerial roles. *Process Competencies* exhibits the most useful externally observed set of *behaviours* that determine **how** leaders make successful or poor decisions.

The process competencies influence the success of the core competencies for example if the standard of the process competencies is low, a manager may not effectively achieve the core competency, and the opposite is true. The achievement therefore depends on connection between the process and the core competency to yield the required outcome. *Personal Attributes/Personal Values* cut across both the process and core competencies and complement the Public Service values.

Table 2: Core and Process competencies

CORE COMPETENCIES: <i>Presents the idea behind the competency, succinctly defines what that idea means; and proposes typical behaviours which illustrate the competency.</i>	PROCESS COMPETENCIES: <i>Explains how the function is performed by employing these competency techniques</i>
Strategic Capability and Leadership;	Knowledge Management Service Delivery Innovation (SDI); Problem Solving and Analysis; Client Orientation and Customer Focus; Communication;
People Management and Empowerment;	
Programme and Project Management;	
Financial Management	
Change Management;	

1.9 CONCLUSION

The above describes the alignment process of HRP, HRM and HRD which completes the life cycle of an employee from the time of recruitment, to the time of exit. This places the competency Framework and the assessment battery as the cornerstone of all the other

related functions of HRM and HRD. This intervention creates a systematic process of recruitment, development and retention of staff in institutions.

CHAPTER 2

2.1 PRINCIPLES UNDERPINNING THE FRAMEWORK

The SMS LMC Framework forms the basis for performance improvement and competency assessment results will automatically inform the development of Personal Development Plans (PDPs) and proper Workplace Skills Plans (WPSPs) and therefore targeted training and development interventions to improve performance and service delivery. The Leadership Development Management Strategic Framework for the SMS forms the basis for the Leadership Management Competency Framework and should be used as a reference.

2.2 WHAT ARE COMPETENCIES

- *Competencies are not the tasks of the job they are what enable people to do the tasks and they can be measured.*
- *Skills, knowledge and personal attributes which enable the person to do the job.*
- *Underlying characteristics which enable someone to perform a job better in more situations, more often, with better results.*
- *Those factors that distinguish the best from the rest in a given role.*
- *Deep seated or easily observed qualities of people (motivation, traits, etc)*

2.3 RATIONALE FOR CORE AND PROCESS COMPETENCIES

The LMC Framework is linked to the training curriculum based on multidisciplinary leadership and management perspective compelling social, political, economic and other cultural issues that confront contemporary society. It covers transformation at the local, provincial, national and international levels and contributes to good governance. The **core and process** competencies were determined considering the above and after a detailed analysis of the current Framework and the fragmentation and duplications that were identified. The process competencies influence the success of the core competencies. For example if the standard of the process competencies is low, a manager may not effectively achieve the core competency, and the opposite is true. The achievement therefore depends on connection between the process and the core competency to yield the required outcome. The product of competence can be illustrated as follows:

Competence = Core competency x Process Competency

Meaning that if any of the process is described as zero, the core competency is not fully achieved.

2.4 CORE COMPETENCIES:

This group of competencies focuses on the capability of SMS members especially DGs/HoDs to ensure that their departments operate efficiently and effectively. Demonstration of these competencies would reveal the ability to:

- *Organise, develop and motivate staff and manage their performance to enhance their contribution towards achieving the department's current and future goals and objectives;*
- *Adapt highly effective management practices to organise and integrate a wide range of production and support and long-term and short-term functions and activities, and manage the resources of the department to achieve identified goals and results; and*
- *Use contemporary methodologies of best practice and established conventions in finance, people, project and programme management to create an environment in which the organisation operates effectively.*

The following competencies have been identified as core competencies:

1. *Strategic Capability and Leadership*
2. *People Management and Empowerment*
3. *Project and Programme Management*
4. *Financial Management*
5. *Change Management*

The core competencies represent the **function or content** of **what** needs to be done by SMS members while the **process** of **how** the function is performed represent the activities which demonstrate what the strategic leader would do to display the competence.

Dimensions: Dimensions are actions taken by the leader, clearly outlining what needs to be performed in the function and the building blocks thereof. The dimensions of each competency represent training modules that need to be undertaken by SMS members if they are found to be lacking in a particular competency while process competencies represent elective modules that can be undertaken if the gap is identified.

2.4.1 Strategic Capability and Leadership:

Strategic Leadership Capability involves building and sustaining relationships, and managing in the political-cultural context. Leaders and managers create and drive the vision, the strategy and lead people to execute the mandate of government. The following figure illustrates how the core competency is integrated with the process competency and the three dimensions.

Strategic Planning Frameworks: Organisational Performance; Programme Performance; Financial Performance.

Leading People and Task Execution Management: Organisational Management Systems and Individual Performance Management Systems.

Annual Performance Reporting: Responsive to MDGs; Macro/ micro economics, Globalisation

2.4.2 People Management and Empowerment:

Managers achieve goals through others therefore they must ensure that people perform and are managed and developed in order to achieve the desired results. The following represent the dimensions that form modules for training and development should a gap in this competency be identified.

- *HR Planning; HR Management and HR Development: Planning, Recruitment, Selection; Career management (Leadership Pipeline), Talent and retention management*
- *EHW and Diversity Management: Transformation management.*
- *Employee Relations Management: Labour relations management*

2.4.3 Programme and Project Management:

Departmental mandates are achieved through programmes and projects designed to address an identified anomaly of society/citizenry. The assumption is that the manager's work entails managing programmes or projects which are strategic in nature and involves both the management of people, finance/budget and expenditure of the project/programme. All the principles of Project Management Body of Knowledge (PMBOK) must therefore be applied to achieve certain outcomes that change the lives of the citizens. The following dimensions are what will constitute the modules within the core competency.

- *Programme and Project Planning*
- *Programme and Project Execution.*
- *Programme and Project Performance: Monitoring and Evaluation.*

2.4.4 Financial Management:

The management role includes budgeting and spending and the success of all programmes and projects of government rely on the extent of financial management of those programmes. The following dimensions are what will constitute the modules within the core competency.

- *Financial Planning and Performance: (PFMA, MTSF, MTEF, Treasury regulations)*
- *Financial Execution and Budgeting: (Assets Management, financial accounting, Supply Chain management and procurement, Risk Management.)*
- *Financial Reporting: In Year Monitoring, Auditor General's Report.*

2.4.5 Change management:

The diverse nature of the transformation agenda of the South African Public service requires expertise in change management and therefore the expectation from managers to develop and implement turn around strategies to accelerate transformation and positively change the lives of South African. The following dimensions are what will constitute the modules within the core competency.

- *Envision Change Strategy, Plans Change and Executes Planned Changes: Transformation management.*
- *Organisational Design, Structural Changes and Change Management: Practical change models.*
- *Change Impact: Results have positive impact on the lives of citizens.*

2.5 PROCESS COMPETENCIES

This group of competencies helps us understand what influences a manager's decision and focus on **how** the function is performed by employing knowledge management, service delivery, client orientation, problem solving and communication techniques and complexities. Demonstration of these competencies would reveal the ability to:

The following have been identified as process competencies

1. *Service Delivery Innovation*
2. *Knowledge Management*
3. *Problem Solving and Analysis*
4. *Communication*
5. *Client Orientation and Customer Focus (Batho Pele Principles)*

2.5.1 Client orientation and customer service-putting people first/pursuit of the Batho Pele Principles

The 8 Batho Pele Principles translate into client orientation and customer service competency which are incorporated in each of the 5 core competency and runs through each performer level.

- **Consultation:** Citizens should be consulted about the level and quality of the public services they receive and wherever possible.
- **Service Standards:** Citizens should be told what level and quality of public service they will receive so that they are aware of what to expect.
- **Access:** All citizens should have equal access to the services to which they are entitled.
- **Courtesy:** Citizens should be treated with courtesy and consideration.
- **Information:** Citizens should be given full, accurate information about the public services they are entitled to receive.
- **Openness and Transparency:** Citizens should be told how national and provincial departments are run, how much they cost and who is in charge.
- **Redress:** If the promised standard of service is not delivered, citizens should be offered an apology, a full explanation and a speedy and effective remedy; and when complaints are made, citizens should receive a sympathetic, positive response.
- **Value for Money:** Public services should be provided economically and efficiently in order to give citizens the best possible value for money.

2.6 COMMUNICATION

2.6.1 Good leaders communicate effectively and are always good communicators of purpose. Usually this includes receptive (listening), delivery (speaking and – sometimes - writing), and modeling (doing it in the right forums) skills. In all but the smallest organisations, some leadership must be indirect, communicating through other people or through formal (non-personal) means.

2.6.2 Public Accountability: Public institutions affect the risk parameters within which public service leaders operate to a far greater degree than in private sector. Public service leaders should expect ongoing media scrutiny, and the media normally judge via the personal, the anecdotal, and the exceptional – normal system variation is rarely accepted as a legitimate explanation for unfortunate outcomes in particular cases.

2.7 PROBLEM SOLVING AND ANALYSIS

2.7.1 *Good leaders find ways to energise people through problem solving mechanisms.*

As discussed above, this can be done in a myriad of ways - not just inspiring, but facilitating, fostering collaboration, enabling others to perform. Good leaders would always find ways to do it – whether intuitively or systematically. What is common to the results of good leadership is that the people led are positive, optimistic, and energetic.

2.7.2 *Political Leadership:* The relationships of public servants to Ministers, Parliament and the public are not simple, nor equivalent to the relationship between private sector CEOs, their Board of Directors and stakeholders. The Minister’s public and policy role has a far more significant effect on the Accounting Officer of the department. The uncertainties associated with Ministerial and public service roles, can sometimes difficulties for accountability therefore communication between the Accounting Officer and the Political Head/Minister is most important as it will create synergy between the citizens and the operations of the department. The Political Head/Minister is accountable to the citizens and the Accounting Officer is accountable to the Minister.

2.8 SERVICE DELIVERY INNOVATION

A good leader pursues and stretches goals: Even in a stable context, with a fixed organisational role, a good leader will work on refreshing means, stretch targets or pursuit savings and goals beyond the ordinary. Good leadership is continuously vital and active in finding new ways of doing things. This does not mean that the pursuit of (change and) stretch is by definition good leadership. Some managers pursue change for its own sake, or to avoid personal accountability, or in pursuit of inappropriate goals – this is not good leadership, and often causes great difficulty for those managed.

2.9 KNOWLEDGE MANAGEMENT

Pursuit of knowledge: Good leaders are knowledgeable, they pursue knowledge and share it with others. Knowledge is power and therefore the followers are inspired to follow the leader who has the knowledge power. A good leader also inspires others to continuously acquire knowledge and share it in relevant platforms through different means of knowledge management and dissemination. Good leaders will ensure that they keep abreast with new knowledge and developments and that the followers do the same. A

good leader will also ensure that the intellectual property of the department is not lost but contained within the department through transfer of skills by means of mentoring, coaching and other programmes of skills transfer and retention. The followers of the time determine the quality of leadership – if they find a cause good, and willingly follow a leader who is not acting cynically, then it is appropriate to say that they are well led.

2.10 FUNCTIONAL REQUIREMENTS AT EACH PERFORMER LEVEL

2.10.1 Performer levels:

Performer levels are the levels of management that describes the job of a manager in terms of *complexity, responsibility, time application, value attached to the job, skills required and difficulty* which distinguishes why people are paid differently for the jobs that they do. For example, the decision to remunerate an Assistant Director differently from a Director-General depends on the complexity of the job and the responsibility it carries.

2.10.2 Levels of complexity:

The manner in which individuals process information to solve problems is measured and expressed in terms of 6 levels of complexity.

2.11 COMPETENCY INDICATOR

Competency indicator identifies the functions and delegations expected from individuals at particular performer levels.

2.12 SKILLS, TIME APPLICATION AND WORK VALUE

The required skills, the time applicable in terms of planning, reports and results, and work value attached at each of the performer levels to ensure an effective performance. The following table provides an indication of the work environments that the SMS members would be most suited for:

FUNCTIONAL REQUIREMENTS AT EACH PERFORMER LEVEL

<p>PERFORMER LEVEL: ASSISTANT DIRECTOR - MANAGING SELF COMPETENCY INDICATORS: Planning/organising/delegating/controlling LEVELS OF COMPLEXITY: <i>A combination of Pure Operational-A focus on single separate/isolated elements in a highly structured environment.</i></p>		
SKILLS	TIME APPLICATION	WORK VALUE
Concrete, rational thinking, novice or inexperience people needing more direction	Short-to medium time frames; concrete and tangible information is available, clear commitments are necessary and immediate results	Short term vision; getting results through knowledge and direction from others
<p>PERFORMER LEVEL: DEPUTY DIRECTOR - MANAGING SELF AND OTHERS COMPETENCY INDICATORS: Standard Operation Procedures (SOPS)/Research and Feedback LEVELS OF COMPLEXITY: <i>A combination of Operational/ Diagnostic: Linear sequence/causality tangible focus</i></p>		
SKILLS	TIME APPLICATION	WORK VALUE
Creative, but depends on thorough knowledge and experience	Short-to medium time frames; Information is available, goals are clear and specific.	Short to medium term vision; getting results through application of knowledge and others.
<p>PERFORMER LEVEL: DIRECTOR - MANAGING SELF OTHERS AND FUNCTION COMPETENCY INDICATORS: Guidelines/Practices/ Frameworks/ M & E LEVELS OF COMPLEXITY: <i>A combination of Tactical/Diagnostic/Operational-Coordination of structural elements within a system, interactions between tangible elements; e.g. tactical plans, budgets, projects</i></p>		
SKILLS	TIME APPLICATION	WORK VALUE
Setting priorities and planning the direction for the achievement of goals set by top management	Medium-to long time frames; vague, unclear information, clear goals, commitments necessary	Medium to long term vision; getting results through others and other units. Making time available for subordinates.
<p>PERFORMER LEVEL: CHIEF DIRECTOR - MANAGING MANAGERS AND FUNCTION COMPETENCY INDICATORS: Performance Standards/Policies LEVELS OF COMPLEXITY: <i>A combination of Tactical/Diagnostic/Parallel-Coordination across systems and contexts, process approach, relatively intangible focus; e.g. theoretical models, co-ordination of systems, broad strategy.</i></p>		
SKILLS	TIME APPLICATION	WORK VALUE
Translating the Strategic plan of the department into activities and setting priorities and strategies for the achievement of priorities of the component	Medium-to long time frames; information not available, clear commitments necessary	Long term vision; getting results through others; Success of component report; time with other units, stakeholders
<p>PERFORMER LEVEL: DEPUTY DIRECTOR-GENERAL - MANAGING A GROUP OF FUNCTIONS COMPETENCY INDICATORS: Strategic Frameworks/M&E LEVELS OF COMPLEXITY: <i>A combination of Parallel/Tactical/Strategic: Holistic consideration of whole systems of many strata, theoretical models and coordination of a group of functions.</i></p>		
SKILLS	TIME APPLICATION	WORK VALUE
Setting priorities for achievement of strategic objective in an abstract situation.	Medium-to-long time frames; information sketchy and is not readily available, goals are unclear; situation is changing rapidly, clear direction is not obvious	Long term vision; getting results through others, success of a group of functions that make up the success of the organization/province; results and impact are medium to long term. Time with components
<p>PERFORMER LEVEL: DIRECTOR-GENERAL- MANAGING A DEPARTMENT/ENTERPRISE COMPETENCY INDICATORS: Leadership and Management Strategy LEVELS OF COMPLEXITY: <i>A combination of Pure Strategic/ Tactical/Parallel: Philosophical trends, vague, emerging patterns, wide contextual implications</i></p>		

Annual planning, budgets, projects and annual reporting; Direction planning and directing change.	Long-to- medium time frames; information is ambiguous available, Higher level commitments necessary.	Long term vision; getting results through others, success of an organization make up success of government or province; results and impact are medium to long term. Getting results through others; visible integrity, success of organisation.
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Table 3: Functional requirements at each performer level

2.13 ROLES AND RESPONSIBILITIES

The following figure illustrates the roles and responsibilities of active leadership in a department. This figure also gives a rationale for SMS members to understand why the public service code of conduct prohibits or has certain limits on SMS members to address the public in their capacity especially without prior approval from the political leader.

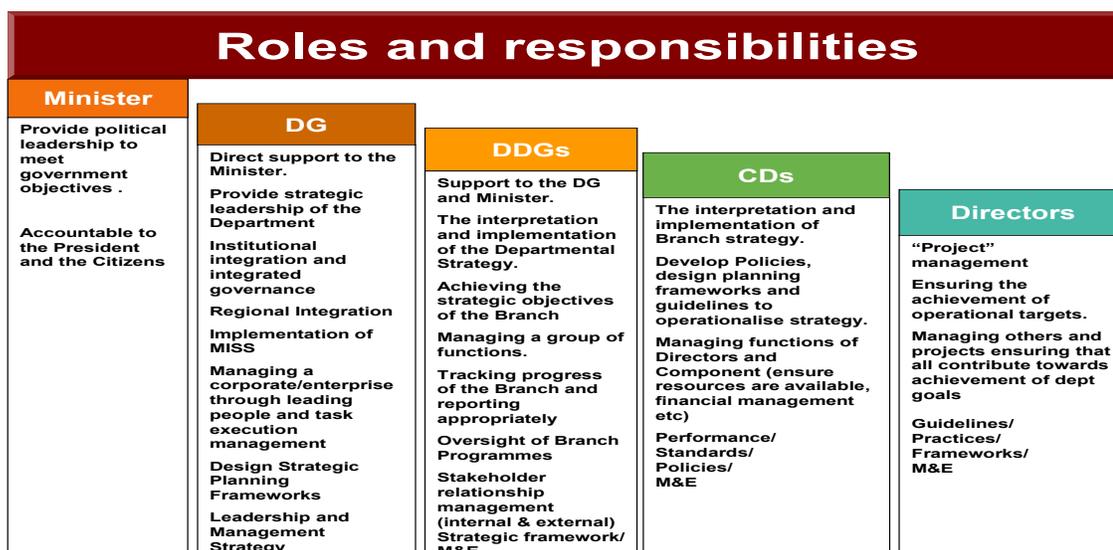


Figure 2: Roles and responsibilities of active leadership in a department

2.14 PROFICIENCY LEVELS

Four proficiency levels indicating the low medium and high achievement of a competency have been identified. Figure 3 represent the proficiency levels within the performer level and the associated training requirements.

THE PROFICIENCY LEVELS

DESCRIPTOR	INDICATOR	TRAINING NEEDS
1. Not achieved	No ability displayed with regard to the task at hand	Beginner - basic training program to address gap
2. Partially achieved	A minimum display of working knowledge	An intermediate – training intervention to address gaps
3. Achieved	fulfilled task requirement	Competent – recommended for an advanced training programme for the level
4. Exceeded Expectation	Achieved beyond the required performer level.	Advanced –training in preparation for the next performer level.

Figure 3: Proficiency levels

Out of five core competencies, if a person has achieved a proficiency level 4 (Exceeded expectation) in three of the core competencies, s/he will be a good candidate for an accelerated development programme especially if s/he belongs to the targeted groups i.e. women and people with disabilities. The selection process for an accelerated development programme should be done in accordance with the selection criteria as defined in the LDM pillar.

2.15 DIFFERENT CAREER PATHS

It must be noted that the Competency Framework and the assessment battery that have been developed by DPSA, deals only with leadership and managerial competencies and relevant for those SMS members who have managerial roles and responsibilities. Figure 4 clearly aligns the different career paths between managerial, technical and professional through which personnel can progress within their careers without becoming managers.

CAREER PATHS	Performer Level	MANAGERIAL 100%	TECHNICAL 100%	PROFESSIONAL 100%	WEIGHTING % P/T:M
	6	Head of Department (DG)	Head: Technical Services (SG)	Head: Professional Services (SG)	50/50
	5	Head of Department (DDG) Executive Manager (DDG)	Executive Technician (DDG)	Executive Professional (DDG)	50/50
	4	Senior Manager (Chief Director)	Senior Technician (Chief Director)	Senior Professional (Chief Director)	60/40
	3	Manager (Director)	Chief Technician (Director)	Chief Professional (Director)	60/40
	2	Middle Manager/Specialist (Deputy Director)	Specialist Technician (Deputy Director)	Specialist Professional (Deputy Director)	80/20
	1	Junior Manager (Assistant Director)	Junior Technician (Assistant Director)	Junior Professional (Assistant Director)	80/20

Figure 4: different career paths

The Competency Framework has been designed looking at the various career paths of an official in the Public Service. As may be noted from the table, there are three different career paths, i.e. managerial, technical and professional. The last column portrays mixture where an individual demonstrates both managerial and technical or managerial and professional or all three. It provides a split and is applicable in specific situations depending on the job requirements.

DPSA will provide guidelines on the process, to specific departments to develop technical competencies for their sectors using the best practice models and established conventions as illustrated in the technical/professional column. The following departments have been selected as lead departments in developing the content on technical/professional competencies for their sectors:

1. **Department of Finance: Financial, Economic Competencies (include DTI and DPE)**
1. **Department of Foreign Affairs: Foreign Mission Technical Competencies.**
2. **National Intelligence Agency: Forensic Technical Competencies.**
3. **Department of Education: Education Specific Professional Competencies.**
4. **Department of Health: Health Specific Technical Competencies.**
5. **Department of Defence: Defence Specific Technical Competencies.**
6. **South African Police Service: Specific Policing Technical Competencies.**
7. **Department of Communications: Communication and IT Specific Technical Competencies.**
8. **Department of Local and Provincial Government: Local Government Specific Technical**

Competencies.

9. *Department of Water Affairs: Water Specific Technical Competencies.*

10. *Department of Public Works: Construction Specific Technical Competencies.*

2.16 CONCLUSION

Public service institutions need good top leadership. An organization without good senior leadership will literally disintegrate into factions, lesser effectiveness and will lose its alignment. Leadership distributed through the organisation can energise but it cannot align. Top management therefore have a unique responsibility for the whole, and they are also better positioned to create alignment to overall organisational purpose.

CHAPTER 3

3.1 BEHAVIOURAL INDICATORS PER PERFORMER LEVEL

Strategic Capability and Leadership					
COMPETENCY DEFINITION	Must be able to provide a vision, give direction and inspire others in order to deliver on the organizational mandate.				
ASD Aligns personal work goals and actions	DD Aligns team goals and actions	D Aligns program/operational support	CD Influences strategic direction	DDG Shapes the vision and values	DG Organisational visioning and direction setting
Continually evaluates personal progress and actions to ensure alignment with organizational vision and operational goals. ; Demonstrates understanding of how own role assists in achieving the organization's vision. Depends on others to ensure alignment with the business goals and vision of the organization. Focuses on short term issues; Questions the conventional approach and seeks alternatives to improve the standard of service delivery; and	Helps team members understand the broader vision and how their work relates to it. Clearly articulates and promotes the significance and impact of employee contributions to promoting and achieving organizational goals. Monitors, aligns and prioritizes team's action plans to organisational strategies but has limited influence in determining the strategic direction. Analyses and interprets information to draw conclusions.	Works with teams to set program/operational goals and plans in keeping with the strategic objectives. Impacts positively on team morale, sense of belonging and participation. Develops action plans to execute strategic initiatives; Assists in defining performance measures to evaluate the success of strategies. Assesses the gap between the current state and desired future direction and establishes effective ways for closing the gap in own sector Identifies and communicates obstacles to executing specific strategies.	Scans external and internal environments to identify and assess emerging trends, opportunities and threats that may influence future directions. Defines issues, generates options and selects solutions, which are consistent with the strategy and vision. Foresees obstacles and opportunities for the organization and acts accordingly. Displays and contributes in-depth knowledge to strategic planning at the organisational level.	Translates the vision for the organization into goals. Structures and positions the organization to Government priorities. Defines and continuously articulates the vision and strategy in the context of wider government priorities. Identifies, conceptualizes and synthesizes new trends or connections between organizational issues and translates them into priorities for the organization. Develops and implements strategies for the organization utilizing in-depth knowledge of customers and clients, the conventions, changing trends, processes and constitutional Framework of the Government.	Leads and takes forward the development of the vision for the organization. Aligns and cohesively articulates the vision and strategy in the context of the wider government priorities. Understands and amalgamates environmental trends on a macro level and prioritises trend towards organizational success. Manages the acceptance of accountability within the organization. Shapes the organizational culture to reflect required values, give effect to the vision and delivers results.

<p>Identifies the problem based on a limited number of clear and basic factors. Selects the solution from predefined options, using clear criteria/procedures; and verifies that the problem has been solved.</p>	<p>Seeks new sources of information to increase own knowledge base Identifies and seeks potential sources of new ideas and approaches to enhance service delivery.</p> <p>Sees connections, patterns or trends in the information available. Identifies alternate solutions based on precedent. Identifies the problem based on a range of factors, most of which are clear.</p>	<p>Communicates strategic plan to the organization; and explains potential impact of problems to own working environment. Communicates the benefits of service delivery improvement opportunities to stakeholders. Identifies internal process improvement opportunities.</p> <p>Identifies and analyses opportunities where innovative ideas can lead to improved service delivery Implements innovative service delivery options in own department/organisation.</p> <p>Works with staff utilizing strategic planning methods and tools to set strategic goals for own sector of the organization. Information to influence decisions. Demonstrates logical problem solving approach and provides rationale for proposed solutions.</p>	<p>Ensures alignment of strategies across various functional areas to the organization strategy. Defines performance measures to evaluate the success of organization's strategy. Creates new models and methods for improved service delivery by the organization.</p> <p>Develops contingency measures and explores various problem solving options. Identifies and evaluates the effectiveness and efficiency of the solutions after it has been implemented and identifies needed changes; and Develops contingency measures and explores various problem solving options.</p> <p>Monitors and reviews strategic plans consistently and takes corrective action to keep plans on track in light of new challenges in the environment.</p>	<p>Creates loyalty, comradeship and an organization environment that permits innovative thinking; and integrates processes, policies and structures within the organization to achieve improved efficiency and effectiveness on SDI. Identifies different relationships in processes in order to identify options and reach conclusions.</p> <p>Anticipates organizational problems and strategises to counteract potential impact. Identifies flexible and adaptable solutions while still recognizing professional and organizational standards. Formulates and implements new ideas throughout the organization.</p> <p>Communicates strategically to achieve specific objectives (e.g., considering such aspects as the optimal message to present, timing and forum of communication).</p>	<p>Manage multiple working relationships with clients and stakeholders to enhance understanding and cooperation. Sets clear direction for others to follow in achieving organizational goals. Manages the political and administrative interface.</p> <p>Identifies the problem based on a multitude of factors, many of which are complex and sweeping in nature, difficult to define and often contradictory (e.g., fiscal responsibility, the public good). Fosters the development of strategic reporting mechanisms within the organization. Creates an environment that is conducive to productive communication.</p> <p>Identifies the problem based on a multitude of factors, many of which are complex and sweeping in nature, difficult to define and often contradictory (e.g., fiscal responsibility, the public good).</p>
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			<p>Anticipates future knowledge management requirements and systems</p> <p>Develops standards and processes to meet future knowledge management requirements</p>	<p>Enforces preventative measure in place to ensure that problems do not recur in the future. Anticipates organisational problems and strategises to counteract potential impact; Gathers information from many sources, including experts, in order to completely understand and resolve complex, inter-departmental problem/situation.</p>	<p>Identifies, solves and monitors unique issues or problems that have total organisational impact in consultation with the stakeholders. Maximises innovation and creativity within the organization with relation to the strategic/organizational plan.</p>
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PROJECT AND PROGRAMME MANAGEMENT

COMPETENCY DEFINITION	Must be able to develop, implement, evaluate and adjust plans to achieve the desired objectives, while ensuring the optimal use of resources.				
ASD Plans and organises own work	DD Plans and organizes group activities	D Plans and organises activities for a business unit	CD Integrates and evaluates plans of several business units or multiple complex activities	DDG Plans and organizes at a strategic level	DG Plans and organizes strategically at an organizational level
<p>Identifies requirements and uses available resources to meet own work objectives; Monitors the attainment of own work objectives and/or quality of the work completed; and</p> <p>Sets priorities for tasks in order of importance. Reflects on completed activities, identifying what worked well, what did not, and how to improve own performance. Aware of key types and sources of information needed for own work.</p>	<p>Organizes work according to project and time management principles and processes; Identifies who will do what, when, taking into account group members' skills, needs and, if possible, preferences.</p> <p>Documents and communicates issues and risks associated with own work; Makes needed adjustments to timelines, steps, and resource allocation; and</p> <p>Directs issues to appropriate bodies when unable to resolve them within own area of responsibility.</p>	<p>Considers a range of factors in the planning process (e.g., different types of expenditures, customer needs, different skill mixes). Develops back-up plans to handle potential obstacles.</p> <p>Defines roles and responsibilities for team members and clearly communicates service level expectations;</p> <p>Balances quality of work with deadlines and budget; Sets and manages agreements with contractors. Explains potential impact of problems to own working environment.</p>	<p>Identifies and prioritizes resources across initiatives/business units/programs Ensures that activities are not duplicated.</p> <p>Ensures that systems are in place to effectively monitor and evaluate progress.</p> <p>Manages risks across multiple projects by examining total resource requirements and assessing impact of projects on the day-to-day operations.</p>	<p>Develops strategic plans considering short-term requirements as well as long-term direction. Plans work and deploys resources to deliver organization-wide results.</p> <p>Secures and allocates program or project resources in line with strategic direction. Communicates and achieves priorities within the broader organization. Persuades organisational head to adopt and implement results/outcomes of project.</p>	<p>Considers the social contract of the Public Service and has the pursuit thereof in mind. Translates the vision into smaller building blocks which in turn leads to the development of strategic and organizational plans which considers.</p> <p>Long/Medium/Short terms. Strategically plans for the proper allocation of resources which contributes to the organizational goals.</p> <p>Strategically plans towards securing and allocating funding correctly into the various programmes which must speak to strategic direction.</p>

<p>Identifies the problem based on a limited number of clear and basic factors. Suggests improvements to current approaches to service delivery.</p>	<p>Identifies when to solve problems independently and when to consult others for resolution beyond own authority. Modifies and adapts current methods and approaches to improve service delivery.</p> <p>Identifies and seeks potential sources of new ideas and approaches to enhance service delivery; Proposes simple remedial solutions to simple service delivery orientated problems</p>	<p>Identifies connections between situations that are not obviously related. Compiles documents on complex matters that are clear, concise and well structured. Communicates controversial and/or sensitive messages to stakeholders tactfully. Adapts communication content and style according to the audience including managing body.</p> <p>Consults clients and stakeholders on ways to improve the delivery of services. Communicates the benefits of service delivery improvement opportunities to stakeholders.</p> <p>Identifies internal process improvement opportunities. Identifies and analyses opportunities where innovative ideas can lead to improved service delivery.</p>	<p>Evaluates processes and results and makes appropriate adjustments to the plan. Sets, Communicates and regularly assesses priorities & Monitors policy implementation and puts in place procedures to manage risks. Communicates high risk sensitive matters to all relevant stakeholders.</p> <p>Steers discussions around complex issues to acceptable solutions. Identifies flexible and adaptable solutions while still recognizing professional and organizational standards.</p> <p>Supports others in generating new and innovative approaches (e.g., by providing funding, building on new ideas, recognizing innovation).</p>	<p>Manages programmes/projects that lead to the achievement of the long-term strategic objectives of the organization; and coordinates the translation of policy into action plans. Creates and supports a non-threatening environment where individuals feel empowered to come forward with new and unconventional ideas.</p> <p>Encourages challenges to conventional approaches. Nurtures and supports new concepts, models, innovations or theories that have wide-ranging impacts on a field, policy area or program, nationally and possibly internationally.</p> <p>Gathers information from many sources, including experts, in order to completely understand and resolve complex, inter-departmental problem/situation.</p>	<p>Persuades political head to adopt and implement results/outcomes of project; Initiates programmes/projects that lead to the achievement of the long-term strategic objectives of the organization; and Leads and coordinates the translation of policy into action plans.</p> <p>Integrates processes, policies and structures across the organization to achieve improved efficiency and effectiveness on SDI.</p> <p>Identifies, solves and monitors unique issues or problems that have total organizational impact in consultation with the stakeholders.</p>
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FINANCIAL MANAGEMENT

COMPETENCY DEFINITION	Must be able to compile and manage budgets, control cash flow, institute risk management and administer tender procurement processes in accordance with generally recognized financial practices in order to ensure the achievement of organizational objectives.				
<p>ASD</p> <p>Basic understanding of financial management and limited application to own activities.</p> <p>Understands basic income and expenditure financial management concepts.</p> <p>Displays basic understanding of financial management processes and procedures; and Control expenditure relating to own activities. Understanding of the PFMA, Treasury Regulations.</p>	<p>DD</p> <p>Application of basic financial mgt concepts and techniques relating to own function.</p> <p>Provide input in the preparation of budgets</p> <p>Displays awareness of the different sources of financial data, reporting mechanisms and financial processes and systems.</p> <p>Understands importance of financial accountability;</p> <p>Understands the necessity for asset control.</p> <p>Understands supply chain management, assets management, PFMA and Treasury Regulation. Recognizes key expenditure and financial accounting and reporting concepts.</p>	<p>D</p> <p>Application of general concepts of financial management concepts & techniques relating to a business unit. Demonstrates knowledge of general concepts of financial planning, budgeting and forecasting and how they interrelate.</p> <p>Assesses, manages and monitors financial risks. Continuously looks for new opportunities to obtain and save funds.</p> <p>Understands and weighs up financial implications of propositions. Controls assets according to prescribed policies and procedures. Applies financial policies. Understands and enforces financial planning.</p>	<p>CD</p> <p>Application of more advanced financial management concepts, techniques, systems and processes across different business units. Takes ownership of key planning, budgeting and forecasting processes and answers questions related to topics within own responsibility.</p> <p>Manages financial planning, forecasting and reporting processes. Ensures that budgets that are aligned to the strategic objectives of the organization department are prepared. Formulates long term financial plans and resource allocations. Understands and applies financial policies.</p>	<p>DDG</p> <p>Applies guidelines within which the finances of the organization should be managed. Develops planning tools that assist with evaluating and monitoring future expenditure trends. Applies budgeting guidelines for the department/organization based on the strategic direction and objectives.</p> <p>Communicates possible partnerships and explores other avenues to achieve financial savings and improved service delivery to the organizational head. Ensures that the finances of the organization are compliant with relevant statutes and General Accepted Accounting Practices.</p>	<p>DG</p> <p>Provide the guidelines within which the finances of the organization as a whole should be managed. Strategically develops long term monitoring and evaluation tools in terms of financial management at an organizational level. Sets budgeting guidelines for the department/organization based on the strategic direction and objectives.</p> <p>Identifies and approves partnerships and explores other avenues to achieve financial savings and improved service delivery. Communicates and ensures that the finances of the organization are compliant with relevant statutes and General Accepted Accounting Practices.</p> <p>Identifies and implement new techniques to improve asset control.</p>

	<p>Performs key financial management processes (expenditure, accounting and reporting) with guidance/direction. Tracks and measures actual expenditure against budget; and understands the role of an audit function.</p>	<p>Understands, analyses and monitors financial reports. Allocates financial resources to established goals and objectives. Manages expenditure in relation to cash flow projections. Ensures effective utilization of financial resources.</p> <p>Develops corrective measures/ actions to ensure alignment of budget to financial resources. Prepares and manages own budget in line with the budgeting guidelines of the organization; and Makes realistic projections in routine reports</p>	<p>Allocates resources according to competing internal and external objectives (broader government objectives). Develops Key Performance Indicators (KPI's) regarding expenditure.</p> <p>Succeeds in achieving maximum results with limited resources. Analyses projections in reports. Ensures that appropriate systems, procedures and processes are developed and implemented in order to improve financial management.</p>	<p>Implement new techniques to improve asset control. Develops saving techniques and enforces the financial planning processes. Evaluates financial impact of strategic decisions. Evaluates performance of organization against budgets.</p> <p>Implements long-term plans, performance measures and budgets that are aligned with strategic objectives</p>	<p>Evaluates financial impact of strategic decisions across the organization. Evaluate performance of organization against budgets and initiate corrective actions.</p> <p>Develops long-term plans, performance measures and budgets that are aligned with strategic objectives</p> <p>Evaluates performance of the organization against budget.</p> <p>Evaluated financial planning processes and reports on the state of spending in the department</p>
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CHANGE MANAGEMENT

COMPETENCY DEFINITION	Must be able to initiate and support organisational transformation and change in order to successfully implement new initiatives and deliver on service delivery commitments.				
ASD Supports change at an individual level	DD Supports change and make others aware of change	D Facilitates change	CD Manages the process for change	DDG Leads change	DG Champions change
<p>Seeks to fully understand the need for change, but implements change efforts only under supervision. Accept and tries new ideas and ways of doing things in own area of responsibility, but fails to understand the broader ramifications; and Solve problems in own area related to the change.</p>	<p>Communicates status, benefits and issues relating to change. Asks others for input and feedback on changes that will affect the work unit. Openly shares information on decisions and changes in a timely manner.</p> <p>Identifies and explains the gaps between the current and the desired situation. Identifies and addresses specific reasons for other's resistance to change. Accepts and successfully performs a supporting role in the change effort.</p> <p>Understands the impact of change initiatives on the organisation within the broader political and social context.</p>	<p>Performs analysis to determine the impact of changes in the social, political and economic environment. Keeps self and others calm and focused during times of change or ambiguity.</p> <p>Tracks the impact of the change, making adjustments as needed. Initiates, supports and encourages new ideas. Consults and persuades all the relevant stakeholders of the need for change.</p> <p>Partners with change leaders and managers in planning, implementing and evaluating interventions to improve organizational performance. Designs activities to enable change that are aligned to the organisational objectives.</p>	<p>Monitors results of change. Secures buy-in and builds commitment for new initiatives and change efforts. Designs, develops, evaluates and continuously improves the overall change strategy after wide consultation with the relevant stakeholders.</p> <p>Customises and applies approaches to facilitate change. Capitalises on relationships with various stakeholders in establishing strategic alliances in facilitating change efforts.</p> <p>Leads the translation of broad organizational change strategies into specific directions and goals.</p>	<p>Encourages an environment that encourages change, innovation and improvement; Implements broad change strategies to achieve desired results. Communicates a clear vision of the broad impact of change Adapts current infrastructure to change initiatives; Mentors others on the leadership of change.</p> <p>Inspires change that has impact on the organization. Exhibits sensitivity to dynamics within the organisation which affect how quickly change is accepted.</p>	<p>Creates an environment that encourages change, innovation and improvement Identifies broad change strategies to achieve desired results. Sponsors "change agents" (responsible for implementing the change) and creates a network of leaders who support and own the change.</p> <p>Personally communicates a clear vision of the broad impact of change. Adapts current infrastructure to change initiatives. Mentors others on the leadership of change. Creates innovative ways of reinforcing change, rewarding acceptance and discouraging change resistance.</p>

	<p>Enhances understanding of and commitment to change by involving those affected by it. Identifies the need for change. Participates in change programmes.</p>	<p>Adapts existing goals, plans and processes, or develops new ones to respond effectively to the change Identifies and assists in resolving resistance change with stakeholders.</p>	<p>Creates and maintains a sense of urgency to sustain momentum for change. Takes calculated risks and is constantly seeking new ideas from leading edge organisations and external sources.</p>		
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PEOPLE MANAGEMENT AND EMPOWERMENT

COMPETENCY DEFINITION	Must be able to manage and encourage people, optimize their outputs and effectively manage relationships in order to achieve organisational goals.				
ASD Meet fundamental needs of team and keep team informed	DD Ensures the needs of the team and of members are met and facilitates achievement of team results	D Ensures team member input and builds strong teams	CD Empowers team members	DDG Inspires team members	DG Leads organisation
<p>Demonstrates awareness of the broad legal and policy Frameworks that affect Human Resource Management. Ensures that team members have the necessary information to operate effectively. Provides advice to others on how to do the work. Regularly shares expertise with team members to support continuous learning and improvement.</p> <p>Reflects on completed activities, identifying what worked well, what did not, and how to improve own performance. Shares information willingly and on a timely basis.</p>	<p>Works with employees to set performance goals and expectations; Conducts post-mortems with staff to identify and facilitate the application of lessons learned; Makes sure the practical needs of the team and team members are met.</p> <p>Makes decisions by taking into account the differences among team members, and overall team requirements and objectives. Ensures that the team's tasks are completed. Is sensitive to issues of diversity and collaborates with diverse groups of people.</p> <p>Works with employees to identify areas for performance improvement.</p>	<p>Conducts development and career planning dialogues with employees. Mentors employees to promote their learning. Builds cooperation, loyalty and helps achieve consensus.</p> <p>Provides constructive feedback and recognizes all contributions. Identifies high potential individuals and provides them with targeted opportunities for growth. Recognizes and rewards desired behaviours and results and remedies inappropriate behaviour.</p> <p>Supports and respects the individuality of others and recognizes the benefits of diversity of ideas and approaches.</p>	<p>Identifies long-term human resource implications of organizational initiatives and changes</p> <p>Using individual as well as group goal setting to maximize performance.</p> <p>Ensures that developmental resources (e.g., assignments, tools, courses) and time are available and provided equitably to all employees.</p> <p>Institutes organization-wide mechanisms and processes to promote continuous learning (e.g., employee-led presentations on topics, mechanisms for collecting and sharing information on best practices).</p>	<p>Implements policies, systems and processes that are in place to support continuous learning and that they achieve the intended results</p> <p>Anticipates and plans for future human resource management requirements based on the long-term vision and strategic direction.</p> <p>Implements processes to ensure accountability for people management and development.</p> <p>Develops comprehensive, integrated strategies and approaches to managing human resources;</p> <p>Adapts leadership style to different people, cultures and situations; and</p>	<p>Alerts organization to broad future learning needs that may affect organizational capability. Creates an environment where employees consistently push for improved performance and productivity.</p> <p>Sets clear expectations about investments in developing employees. Ensures that policies, systems and processes are in place to support continuous learning and that they achieve the intended results. Develops and incorporates best practice people management processes.</p> <p>Creates an environment conducive to the effective management of diversity.</p>

<p>Aware of key types and sources of information needed for own work. Records and maintains information relevant to own work.</p>	<p>Encourages and values team members' input. Shares information and knowledge with co-workers. Maintains continuous, open and consistent communication with others. Listens to viewpoints and takes them into account in own communication.</p> <p>Expresses ideas in a clear and coherent manner. Collects, categorizes and tracks relevant information required for specific tasks and projects in a way that facilitates later use. Analyses and interprets information to draw conclusions. Seeks new sources of information to increase own knowledge base.</p> <p>Complies with labour legislation and procedures and is aware of consequences of non-compliance.</p>	<p>Uses appropriate information systems to manage organisational knowledge. Creates mechanisms and structures for sharing of knowledge in the organization; Promotes the importance of knowledge sharing within own area. Nurtures a knowledge-enabling environment.</p> <p>Encourages participation and mutual understanding. Delivers messages in a manner that gains support, commitment and agreement.</p> <p>Takes others' perspectives into account when communicating, negotiating or presenting arguments (e.g., presents benefits from all perspectives). Ensures the respective strengths of team members are used in order to achieve the team's overall objective.</p>	<p>Mentors and counsels others; Addresses balance between individual career expectations and organisational needs. Considers developmental needs of personnel when building teams and assigning tasks.</p> <p>Establishes an environment in which personnel can maximize their potential. Creates links among various individuals, cultures and teams and instills a common sense of identity towards the achievement of goals by various team members and stakeholders. Shares and promotes best practices across the organization.</p>	<p>Enforces an environment conducive to the effective management of diversity. Encourages an environment where employees consistently push for improved performance and productivity. Supports a vision and culture where staff feel empowered to seek and share knowledge. Establishes partnerships within organisation to facilitate knowledge management.</p> <p>Creates a culture of a learning organization. Holds motivational sessions with colleagues to share information and new ideas. Works within the organization to identify and share critical knowledge.</p> <p>Guides others on managing people; Inspires a culture of performance excellence by giving positive and constructive feedback to the team. Coaches others on knowledge/innovation management techniques.</p>	<p>Develops and maintains a strategic focus on managing human resources. Creates and supports a vision and culture where staff feel empowered to seek and share knowledge.</p> <p>Nurtures and supports new concepts, models, innovations or theories that have wide-ranging impacts on a field, policy area or program, nationally and possibly internationally and integrates processes, policies and structures.</p>
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	Collects, categorizes and tracks relevant information required for specific tasks and projects in a way that facilitates later use;			Supports others in generating new and innovative approaches (e.g., by providing funding, building on new ideas, recognizing innovation).	
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3.2 LEARNING NEEDS ANALYSIS

Core Competency	1 st Generation PSLDP	2 nd Generation PSLDP	Suggested content
Strategic Capability and Leadership	Strategy into action	<ul style="list-style-type: none"> Strategic Management and Planning (elements of service delivery) Global business and economic environment 	<p>Planning, implementation of Strategic plans, growing area of responsibility strategically aligning it with government overall strategic plans. Integration with Batho Pele Principles. Systems thinking and analytical competence for senior management. Leadership and governance best practice as well as tools and techniques, optimizing diversity. Emotional intelligence. Incorporation of African Leadership. Modern leadership theories, transformational and transactional leadership.</p> <p>Macro and Micro economics and applicability on strategic, senior managerial level</p>
Programme and Project Management	Project management	Programme and project management	Enabling leadership to ensure effective service delivery through effective project management
Core Competency	1 st Generation PSLDP	2 nd Generation PSLDP	Suggested content
Financial Management	Financial Management	Financial Management and budgeting	PFMA, MFMA, treasury regulations, asset management, planning and managing budgets, interpretation of financial statements, financial accounting for non-financial management, supply chain management and procurement
People Management and Empowerment	Human Resource Management	Strategic HR Management (Staff retention and talent management)	Ensuring competent people, recruitment and selection of the right people, retention of good people, strategic HR planning, labour and employment relations, performance management, motivating people, career management, intellectual capital management, HIV/AIDS management.
Change Management	-----	Change Management (elements of service delivery)	Change and transformation dynamics, planning change, managing change process, minimizing resistance to change, ensuring change targets achieved, practical change models, ensuring a culture of continuous improvement

Process Competency	1 st Generation PSLDP	2 nd Generation PSLDP	Suggested content
Knowledge Management	Research Policy formulation	Policy formulation and implementation	Design, formulation, Implementation. Monitoring and evaluation, analysis. Link information management systems as well as a learning organization.
Communication	Communication (internal, external and organizational)	Communication and customer focused strategies	Drafting and implementing of strategic communication plans, networking skills, presentation skills.

Note: All other process competencies are elicited in the core competencies in terms of LNA.

CHAPTER 4

4.1 LEADERSHIP ATTRIBUTES

There cannot be a single prescription for leadership. However, the DPSA has identified the competency standards and capabilities that are expected of our leaders in the Public Service, as set hereunder.

South African public service leaders are expected to -

- Have the required *PERSONAL ATTRIBUTES*
- Develop learning networks and experiences through a depth and breadth of *EXPERIENTIAL PATHWAYS*
- Possess, develop and apply *LEADERSHIP and MANAGEMENT COMPETENCIES AND ABILITIES*, and deliver *RESULTS* for South African citizens

A combination of *knowledge* gained through academic study and qualifications; the *skills and competencies* gained through exposure *to training and experiential learning* provided by the employer will lead to a successful performance profile of an individual. This approach to training and development places both the responsibility on the individual to gain the knowledge necessary to enable him/her to perform the job and on the employer to provide the opportunities.

4.2 THE OCCUPATIONAL PERSONALITY PROFILER (OPP)

The OPP places individuals into the following six leadership styles and measures nine different personality dimensions that are bi-polar. That is to say high or low scores on each dimension measure opposite personality characteristics (e.g. extraversion vs. introversion). The OPP provides a detailed assessment of the following:

- *interpersonal style;*
- *thinking style;*
- *patterns coping with stress;*
- *preferred team roles;*
- *preferred leadership style; and*
- *preferred subordinate style*

The ideal is to have a combination and a balance of these styles of leadership and to know when to apply them as would be dictated by the circumstances. Applying only one style in all situations will not be effective. SMS members must therefore know their inclinations of applying one style over the other so that they can learn to strike that balance that is necessary. The leadership styles are very important as research has proven many times over that employees leave their bosses not organisations.

4.3 THE COGNITIVE PROCESS PROFILE (CPP)

The CPP places individuals into the following levels of complexity:

- **Pure operational:** A focus on single, separate/isolated elements in a highly structured environment. Preference for tangible and concrete information.
- **Diagnostic:** Linear sequence/causality, tangible focus and preference for a thorough knowledge/experience base.
- **Tactical:** Coordination of structural elements within a system, interactions between tangible elements e.g. tactical plans, budgets, project management.
- **Parallel processing:** co-ordination across systems and contexts process approach relatively intangible focus .e.g. theoretical models, co-ordination of systems, broad strategy.
- **Pure strategic:** Holistic consideration of whole systems of many strata, philosophical trends, vague, emerging patterns, wide contextual implications.

4.4 LEADERSHIP ABILITIES

Effective Public Service leaders demonstrate all the core leadership and management competencies combined with personal attributes to manage outcomes and deliver results for all South Africans. They work within the law, run efficient organisations and are financially prudent. They *lead with integrity, manage with prudence, and earn respect in diverse worlds* and are motivated by the ‘Spirit of Batho Pele’. Leaders are expected to manage and demonstrate transactional and transformational leadership.

4.5 EFFECTIVE BEHAVIOURS FOR SMS MEMBERS WITH SPECIAL REFERENCE DDGS AND HODS/ DDGS

Brief descriptions of the elements of leadership behaviours and personal attributes that demonstrate effective leadership abilities in a particular core competency are tabulated below:

STRATEGIC LEADERSHIP CAPABILITY

<i>Leading with integrity.</i>	<i>Leaders consistently behave in an honest, ethical and professional manner, promoting and advocating the highest standards of personal, professional and institutional behaviour and evaluating the performance of the organisation and staff in the light of those values. Leaders structure and position the organisation to reflect strategic intent and achieve government's goals, priority outcomes and investment in the future.</i>
<i>Agile/responsive mind</i>	<i>Leaders are capable of thinking from different perspectives and modes; with analytic agility leaders will enable others to do likewise, respecting and engaging diverse thinking and learning styles. Leaders are intellectually sharp, take immediate and longer-term consequences into account and provide intellectual leadership on complex matters and in ambiguous situations.</i>
<i>'Senior Official' political nous/intelligence</i>	<i>Leaders manage the interface between the political environment and the public service, use the processes of government, understand the debates and practices affecting the three spheres of government, operate on the basis of a politically neutral 'whole of government' Framework and work collaboratively with others to achieve results.</i>

CHANGE MANAGEMENT

<i>Culture building</i>	<i>Leaders shape and change the culture of an organisation to reflect South African public service values and give effect to the strategy to deliver results. They are agile in adopting a transformative approach.</i>
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PEOPLE MANAGEMENT AND EMPOWERMENT

<i>Managing with prudence</i>	<i>Leaders recognise the aims, aspirations, and employment requirements of all staff, and build and maintain a high-performing workforce to enhance the organisation's performance now and in the future.</i>
<i>Connects with people</i>	<i>Leaders know and respect their people. They manifest strong interpersonal relations and draw on a wide range of communication skills to inform and listen to, include and engage, and persuade and influence, co-workers, staff and the organisation's social and political communities.</i>
<i>Responsive to Diversity Management</i>	<i>Leaders enable people from different cultural backgrounds to work together effectively, reinforce culturally sensitive behaviour and foster a culturally safe working environment.</i>

PROJECT AND PROGRAMME MANAGEMENT

<i>Stakeholder engagement</i>	<i>Leaders manage multiple working relationships with stakeholders to enhance understanding and co-operation to achieve desired results. Leaders are energetic, determined, highly motivated, action-oriented and committed to excellence, coupled with an enjoyment of working with people and seeing their achievements.</i>
<i>Earning respect in diverse worlds</i>	<i>Leaders develop, build, maintain effective relationships with stakeholders respecting obligations under the agreements, working to improve responsiveness to the developmental agenda of government and interacting appropriately at all spheres of government.</i>
<i>Technical credibility</i>	<i>Leaders have the functional and technical knowledge and skills to achieve the high level of respect and accomplishment needed in the role.</i>

FINANCIAL MANAGEMENT

Business acumen.

Leaders consistently apply sound financial management practices and best practice to ensure the business operates effectively and efficiently, and delivers agreed outputs to contribute to priority outcomes.

Personal strength and courage

Leaders are self-aware, confident and take responsibility for managing resources in a way that enables sustained performance. They lead with courage, tenacity and independence in the face of political tensions and public scrutiny.

The above is elaborated more in the next section with regard to effective and less effective behaviours related to the core and the process competencies.

4.6 RESULTS EXPECTED OF SOUTH AFRICAN PUBLIC SERVICE LEADERS

Public Service leaders have a huge responsibility as they are driven from a service giving not from a profit gaining point as private sector leaders. An effective public service leader draws on all of their personal attributes and capabilities to deliver the results expected.

Effective performance as a leader is also determined by the soundness of judgments made and in the quality of interventions and interactions. The longer term effects of these will be shown in the organisation's performance, both in terms of what it delivers as a sole entity and in collaboration with other agencies.

4.7 HIGHLY AND LESS EFFECTIVE BEHAVIOURS IN CORE COMPETENCIES

STRATEGIC LEADERSHIP CAPABILITY

This competency is especially important at executive levels and focuses on establishing and maintaining positive working relationships with people at all levels within the public and private sectors, related industry and community interest groups and the wider national and international communities. Strategic Planning, Policy Development and Execution, Annual Reporting and Monitoring and Evaluation of the impact are complexities of this competency.

EFFECTIVE

Highly effective Directors-General/HoDs are characterised by the way in which they consciously work at building rapport, and extending themselves to develop and use their network of contacts, both inside and outside the organisation. Every opportunity is taken to initiate and/or pursue both formal and informal contacts and to work at building a rapport with people who may someday be called for information or assistance. Sometimes the purpose is

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A less effective Directors-General/HODs are unlikely to seek out opportunities to interact with others and/or although they may accept invitations and find themselves in situations where they could establish rapport with important and significant others, they do not go out of their way to build or maintain productive relationships. They are unlikely to expand their professional/business network through either personal or work contacts. Their relationship with

<p>explicit, as in the case of professional colleagues or in developing a positive working relationship with their Minister(s). In other cases the purpose is less explicit and is implied by the choice of people with whom to develop relationships. Nevertheless, the competency always includes some work-related purpose, rather than building relationships purely for their own sake. The media are handled in such a way that the matter is resolved and an appropriate image and profile of the department (and Minister) is sustained.</p> <p><i>From a certain era, DGs didn't really have to respond to the people, they could just sit at their desks in and operate from there. Now they can't do that, they should be able to deal with industry, high level government people, other SMS members. ..."</i></p>	<p>their Minister is unsatisfactory, as often the Minister does not get what they are seeking, and on occasions may be embarrassed by their Accounting Officer. The media are handled in such a way as to cause embarrassment to the Minister and to present the department in a poor light.</p> <p><i>S/He tends to ignore the media until it is too late. S/he has a very erratic relationship with the Minister ... the Minister has no confidence in him (sic), he can't be trusted.</i></p>
<p>INDICATORS OF HIGHLY EFFECTIVE BEHAVIOUR ARE:</p>	<p>INDICATORS OF INEFFECTIVE BEHAVIOURS ARE:</p>
<ul style="list-style-type: none"> • Works to build and maintain productive relationships or networks of contacts with key stakeholders within the Public Service, private sector and the wider community. • Works to build and sustain a positive and productive working relationship with the Minister(s) and the Minister's office. • Works to create and sustain an appropriate image and profile of the department. • Can articulate the views of stakeholders and understand why they hold those views. • Maintains an extensive network of technical/professional contacts/staff to keep abreast of latest ideas. • Establishes and maintains a positive relationship with the media. <p>Demonstrates sensitivity to other groups.</p>	<ul style="list-style-type: none"> • Establishes rapport with difficulty and has only a limited network of useful relationships with appropriate groups within the Public Service, private sector and the wider community. • Has an unproductive relationship with the Minister(s) and the Minister's office. • Fails to represent the department to politicians, user/interest groups and other relevant bodies in a positive, non-threatening and dynamic way. • Unable to identify and fails to work constructively with key user/ interest groups. • Unable or unwilling to contribute in national or international professional forums. • Relationships with the media are generally unproductive and/or maintain an inappropriate profile of self and department. <p>Puts insufficient effort into familiarising self with values and protocol of other cultures.</p>
<p>STRATEGIC CHANGE MANAGEMENT CAPABILITY</p> <p><i>Concerned with forward thinking, seeking and accepting challenges and opportunities, and developing and communicating a clear, inspiring and relevant direction for the department</i></p>	
<p>EFFECTIVE</p>	<p>LESS EFFECTIVE</p>
<p>Highly effective Directors-General/HoDs demonstrate a breadth of vision and an understanding of the "big picture" and where their department fits in it. They think strategically, anticipating situations, and recognising and seizing opportunities. They also show a perceptive recognition of upcoming problems or opportunities. They apply this knowledge and understanding to longer term forward planning and to identifying and initiating strategies to achieve goals. They articulate a clear and inspiring vision/direction for the department which is accepted by all. They motivate others to work towards achieving goals. They adopt a proactive approach to problem resolution and demonstrate a willingness to accept change. They think and act in a flexible manner and give encouragement to new ideas and approaches from others.</p>	<p>Less effective Directors-General/HoDs approach their tasks on a day to day basis paying little attention to forward planning. They take a narrow or restricted perspective on issues, relying heavily on how things have always been done in the past and/or on specific background experiences. They tend to act in a conservative, inflexible and/or reactionary manner. They have a tendency to resist change and/or take no action to implement or market new approaches. They do not recognise opportunities arising within the immediate environment or from the wider social, political or community context and show insufficient initiative in recommending and/or leading approaches to change. They are unlikely to commit resources and/or time to improving performance, trying something new, or reaching a challenging goal.</p>

<p><i>S/he does not have its head under the ground, but is constantly above the surface and scanning. The further up you go the further ahead you have to be able to look</i></p>	<p><i>They are always looking at how things might be done differently and how their organisations might be more effective without taking effective action. The department has always done it this way. There is no clear direction and were therefore buffeted by external events that could have been foreseen</i></p>
<p>INDICATORS OF HIGHLY EFFECTIVE BEHAVIOUR ARE:</p> <ul style="list-style-type: none"> • Thinks strategically within a broad conceptual Framework. • Identifies risks and opportunities, strengths and weaknesses of the department. • Develops and communicates a clear, inspiring and relevant vision/direction, linked to the overall Government strategy. • Translates strategic thinking into practical effort, and frames and directs action towards achieving goals and meeting stakeholder needs within the available resources. • Generates and recognises imaginative solutions and innovations in work-related situations. • Identifies priorities for change, and initiates strategies to meet the department's changing environment. • Adopts a flexible and proactive approach to problem resolution, pre-empting and preparing for opportunities and problems. • Takes calculated risks. • Thrives in a rapidly changing world. 	<p>INDICATORS OF INEFFECTIVE BEHAVIOUR ARE:</p> <ul style="list-style-type: none"> • Vision not shared by others, nor are others encouraged to assist in developing action plans to take the department forward. • Projects an approach of uncertainty which does not provide a clear sense of purpose and direction to others. • Fails to identify and evaluate opportunities for the department. • At times focuses on activities which are inconsistent with the corporate mission, values, priorities and goals. • Adopts a reactive and tactical approach to problem solving and acts in terms of short-term solutions only. • Rigid and inflexible in approach and rarely establishes new approaches to existing issues and problems. • Fails to identify and manage risks, or to anticipate situations and act to create opportunities or avoid problems. • Reluctant to take risks and follows past practices rather than committing resources to improving performance and/or trying something new.
<p>PEOPLE MANAGEMENT AND EMPOWERMENT</p> <p><i>Concerned with maximising the quality and contributions of staff to achieve the department's goals and objectives, now and in the future</i></p>	
<p>Highly effective Directors-General/HoDs arouse interest and control and sustain work performance levels. They lead by example, are enthusiastic, positive in their attitude and develop a co-operative environment in which staff work together to achieve goals and objectives. They delegate full authority and responsibility to appropriate levels, and encourage and empower staff to use their initiative in achieving or exceeding goals and objectives. They tailor their leadership style to meet the needs of the department and adapt their management style to best advantage to suit the task, situation and/or developmental levels of staff. They ensure sound principles of personnel management are in place to ensure fair and equitable procedures and processes for the recruitment, retention, development, deployment and redeployment of staff.</p> <p><i>"...we have a very high people input and so management of people is critically important ..."</i> <i>"the DG/HoD's job is like the conductor of an orchestra. You can't make music on your own as a conductor ...". The DG/HoD motivates people to achieve excellence.</i></p>	<p>Less effective Directors-General/HoDs pay inadequate attention to ensuring appropriate human resource management systems are in place and to ensuring these structures and systems contribute to corporate goals. They maintain an inappropriate leadership style and do not adapt an appropriate management style. They either over manage and lead through threat and/or imposition of their own views or under manage when staff need direction and support. They pay lip service to merit and equity principles and do little to promote a friendly climate of good morale and co-operation. They either do not delegate or require responsibility without allowing autonomy and in general permit little or no freedom or independence to others in making decisions and determining direction. They tend to be office bound or work behind closed doors.</p> <p><i>"...there are favoured sons and daughters" Staff members don't approach them directly. They tend to shoot the messenger rather than the message ..."</i></p>

INDICATORS OF HIGHLY EFFECTIVE BEHAVIOUR ARE:	INDICATORS OF INEFFECTIVE BEHAVIOUR ARE:
<ul style="list-style-type: none"> • Provides a clear sense of direction and purpose to others. • Inspires others, communicates a shared view, which generates motivation, enthusiasm and commitment to the department's mission. • Is "visible" and models exemplary leadership qualities and behaviours. • Delegates full authority, responsibility and accountability to appropriate levels. • Empowers staff and encourages autonomous action. • Recognises the importance of having overall managerial strength, and builds a strong corporate management team. • Ensures appropriate human resource management systems and procedures are in place for motivating, directing and sustaining optimal levels of work performance. • Displays an appropriate sense of humour and fun. • Aligns human resource policies and practices with the strategic direction of the organisation. • Ensures all human resource management practices incorporate equal employment opportunity principles. • Confronts and deals with others openly, respectfully and directly about performance problems. 	<ul style="list-style-type: none"> • Fails to identify, describe and establish an appropriate culture within the organisation. • Unable to stimulate a high level of productive and focused performance and consistently fails to deal with people in a way which satisfies their needs. • Acts in a manner that is inconsistent with generally accepted leadership qualities and behaviours. • Exhibits an approach based on control, direction and derived authority rather than involvement and earned authority. • Delegates reluctantly or delegates inappropriately in relation to position in organisation, abilities and skills. • Tends towards controlling others and provides little opportunity for self directed performance or development. • Uses inappropriate styles and methods in managing, guiding, advising or directing others towards task accomplishment. • Unable to secure the co-operation and commitment from subordinates and from others within and outside the department. • Adopts a serious task orientated approach and/or uses humour and fun inappropriately.
FINANCIAL MANAGEMENT CAPABILITY	
<i>Concerned with a sound understanding and application of the most effective Financial Management practices to achieve organisational goals and objectives</i>	
<p>Highly effective Directors-General/HoDs are well informed about financial management practices and techniques and the trends and issues in the business world. They run their departments with a business orientation, analysing stakeholder and customer needs and developing and implementing operational plans which deliver bottom line results. They recognise the need to balance available resources against competing demands within the context of the corporate plan and objectives and in relation to both short and long term requirements. They develop practices designed to manage and use resources in a manner which will achieve organisational goals and objectives. They have a balanced view of service delivery and policy advice, giving due consideration to both input and output factors. They develop and implement quality management systems, measure and evaluate performance against objectives, review risks and adjust plans and strategies as necessary.</p> <p><i>They have knowledge of the way the real business world out there works. They run a tidy ship and people liked being part of it. Top quality is a benchmark - everything is top class. The way the phone is answered, the way they treat you when you go into the office.</i></p>	<p>Less effective Directors-General/HoDs demonstrate limited knowledge of strategic leadership and management practices and tend to lose sight of the fact that they are running a business. They show limited understanding of broad financial management requirements and display little or no recognition of the importance or relevance of resource planning and management. They demonstrate an inadequate level of understanding of what is required of a particular situation, to develop the solution and apply it. They experience difficulty in resolving competing resource requirements and/or in reallocating resources in response to shifts in priorities and/or unexpected changes in available resources. They are unlikely to manage the setting and monitoring of performance targets, or to develop strategies for improvement in efficiency and/or effectiveness with which results are achieved. Alternatively they over-focus on inward-looking activities, such as planning, quality management, etc, at the expense of serving the Minister, customers and the community.</p> <p><i>They overspend or under-spend, run into bottlenecks. Key people and assets under used and unappreciated. Managers from that department once said that their agenda was determined by listening to the radio news in the morning.</i></p>

PROJECT/PROGRAMME MANAGEMENT CAPABILITY

Concerned with a sound understanding and application of the Project Management practices to achieve organisational goals and objectives. Project Management Body of Knowledge (PMBOK) is applied.

INDICATORS OF HIGHLY EFFECTIVE BEHAVIOUR ARE:

- Demonstrates knowledge and understanding of the breadth and diversity of general management and project management principles and commercial activities.
- Structures and positions the organisation to meet Government priorities.
- Establishes and accepts personal and collective accountability.
- Adopts an approach focused on the identification of, and response to, user/interest group and stakeholder needs.
- Uses financial, physical and human resources efficiently and effectively to achieve required outcomes.
- Identifies and manages areas of risk.
- Manages change so as to achieve positive outcomes.
- Recognises and creates new business opportunities.
- Ensures systems and procedures are in place to achieve optimal utilisation of resources.
- Creates systems and a culture of continuous improvement in quality

INDICATORS OF INEFFECTIVE BEHAVIOUR ARE:

- Displays insufficient or no recognition of the importance or relevance of financial, physical and human resources in project/programme planning activities.
- Makes decisions, or sets priorities based on inadequate consideration of potential benefit, return-on-investment of resources, or cost-benefit analysis.
- Displays little evidence of accepting either individual or collective responsibility.
- Fails to respond to key environmental trends and/or user/interest group and stakeholders' needs.
- Shows insufficient evidence of translating broad corporate direction and objectives into planning, resource allocation and organisation of his/her own area of responsibility.
- Ignorant of possible risks involved in a course of action.
- Adopts a management approach, in an environment of change, that prevents positive change occurring or impedes its progress

MANAGING IN THE POLITICAL-CULTURAL CONTEXT

Concerned with having the ability to understand the conventions, structure, functions and objectives of Government, and the wider cultural, economic and social environment in which it operates, and positioning the department accordingly

The highly effective DG/HOD is cognisant of, and uses to best advantage, the political, legislative and regulatory processes of government, in achieving objectives. They act in a manner which indicates a keen awareness of constitutional conventions and the formal and informal influences operating within the department, externally within the political environment, the business sector and society in general. They predict how actions may be interpreted in a political way and how new events, situations or actions may impact on individuals and groups within the department and the wider national and/or international markets. They avoid duplication of effort in the Public Service, seeking success through co-operative strategic alliance and collaborative efforts, while still maintaining the department's separate identity.

They understand the political environment in which they exists. They have a good sense for what is really going on. They understand the balance of vertical accountabilities with the horizontal ones of collective interest.

Less effective DG/HOD does not know how to work within the political, legislative and regulatory system to achieve objectives successfully. They find it difficult to identify, and hence respond to, the implications of changing trends in the social, political and economic environment. They appear to be unaware of the broader ramifications of actions taken within their own area, and their thinking tends to be confined to their own department and area of responsibility. They ignore the interaction and relationship between their own and other departments and agencies. Their understanding of the constitutional conventions of Government and the formal and informal structures that exist is inadequate and, as a result they respond only to explicit requests, focus on doing their own job and/or even ignore or disdain organisational politics, leaving themselves open to questions of probity and political partiality.

They do not turn outwards and engage the private sector and other organisations that they should relate to. They are very protective of their turf and focused only on survival and competition."

INDICATORS OF HIGHLY EFFECTIVE BEHAVIOUR ARE:	INDICATORS OF INEFFECTIVE BEHAVIOUR ARE:
<ul style="list-style-type: none"> • Demonstrates an understanding and appreciation of the conventions, processes and constitutional Framework of government and its impact on the operation of a public sector organisation. • Positions the organisation to meet Government priorities. • Takes a broad perspective and examines the implications of a particular situation in terms of its wider contextual ramifications. • Acknowledges the importance of, and acts on the development of, a collective interest across Public sector departments, whilst maintaining the integrity of the individual department. • Demonstrates an understanding of national and international practice in their own area of responsibility. • Understands what the business of the department is and may become in the future and its interface with relevant business, private sector and community organisations and interest groups. • Demonstrates an understanding of, and commitment to, the principles of the Treaty of Waitangi. • Cognisant of the heterogeneity of South African society. • Subscribes to merit and equity principles. • Demonstrates the spirit of service to the community 	<ul style="list-style-type: none"> • Does not keep abreast of current legislation, government policy and procedures, and community issues. • Acts in a manner which indicates a lack of awareness of formal and informal influences operating within the department and externally in the political and wider environment. • Approach is based predominantly on internal/departmental concerns, showing little or no awareness of the broader implications of actions taken. • Adopts an individualistic or competitive stance, ignoring the collective interest of government. • Tends to act on the basis of bias and assumptions, and leaves self open to criticism of partiality. • Inadequate recognition of important issues and trends in the social, political and economic environment in South Africa and overseas. • Demonstrates a lack of appreciation for the Minister's concerns
<p>PROGRAMME AND PROJECT MANAGEMENT</p> <p><i>Concerned with a personal commitment to excellence and a focus on attaining organisational goals and objectives</i></p>	
<p><u>HIGHLY EFFECTIVE:</u></p>	<p><u>LESS EFFECTIVE</u></p>
<p>Highly effective Directors-General/HoDs direct their action towards achieving goals and espouse the highest quality of work performance for self and others. They set and act to reach specific challenging, but realistic goals for themselves and others, measuring performance and/or outcomes against a standard of excellence. The standard may be the individual's own past performance, an objective measure, the performance of others, challenging goals set by the individual; or even attempting what no one else has ever done before. They persist with plans of action in the face of reasonable opposition, but exercise political and/or professional judgement, knowing when the position is no longer tenable and concede with good grace. They maintain an evenness of temperament under varying degrees of pressure. Also demonstrated is a drive to improve their own efficiency, and time-management techniques are used to prioritise tasks. They succeed in getting others to work effectively and efficiently. They manage stress and use time efficiently to achieve a high standard of results.</p> <p><i>"they are more oriented to the organisation's achievement than to their own personal</i></p>	<p>Less effective Directors-General/HoDs, even if appearing to work hard, show little evidence of setting goals, for themselves or others, and generally fail to deliver required outcomes on schedule. Little if any effort is made to measure performance or work outputs against any standard or to find better, faster, more efficient ways of doing things. They fail to display any determination to achieve results and give in easily when confronted by obstacles to achieving a proposed plan of action. Alternatively, they pursue a course of action dogmatically, and do not judge when to concede and/or do not accommodate the views or opinions of others to arrive at a mutually acceptable and workable solution. Performance is erratic and/or unstable under pressure or opposition. Time is used inefficiently and signs and symptoms of stress are evident.</p>

<p>achievement..."</p> <p>"... ego driven, strong, forceful ... strongly focused ..."</p> <p>"... they have clear standards in terms of what they expect of others. They actually demonstrate adherence to particular standards and hold fast to them themselves"</p>	<p>"... would simply go off ill, exhausted, worn out ..."</p> <p>"... sees all the difficulties and gives up ... or has to be reluctantly dragged towards their objective ..."</p> <p>"... they are muddlers - they talk a lot but do not deliver .."</p>
<p>INDICATORS OF HIGHLY EFFECTIVE BEHAVIOUR ARE:</p> <ul style="list-style-type: none"> • Adopts a flexible and adaptable approach. • Initiates actions and commits oneself to a position, ensuring that objectives are achieved efficiently and effectively within agreed timeframe(s). • Displays enthusiasm, determination, tenacity and persistence to achieve results. • Prioritises tasks and uses time efficiently. • Ensures contracted outputs are delivered efficiently and effectively. • Maintains a healthy balance between work and non-work commitments. 	<p>INDICATORS OF INEFFECTIVE BEHAVIOUR ARE:</p> <ul style="list-style-type: none"> • Displays a lack of commitment to attaining goals and objectives. • Shows insufficient determination to achieve results, and gives up readily when confronted by obstacles. • Consistently fails to deliver required outputs without good reason. • Approaches tasks in a haphazard way, and works inefficiently in time available. • Works unnecessarily long hours to the detriment of health, relationships, outside interests and efficiency of output. • Shows signs of stress. • Easily side-tracked by relatively minor events or difficulties.

4.8 HIGHLY AND LESS EFFECTIVE BEHAVIOURS IN PROCESS COMPETENCIES

<p>CLIENT ORIENTATION AND CUSTOMER SERVICE REQUIRES HONESTY AND INTEGRITY AS A WORK VALUE: <i>This competency is concerned with modeling the highest standards of personal, professional and institutional behaviour and helping to ensure a politically impartial and incorrupt Public Service</i></p>	
<p><u>HIGHLY EFFECTIVE</u></p> <p><i>Highly effective Directors-General/HoDs provide a strong role model of consistent ethical behaviour to staff and colleagues. They are confident in their own capability to accomplish a task especially when dealing with increasingly challenging circumstances; taking hard decisions that have to be made and acting on them in spite of resistance from others; forming and stating opinions clearly and confidently. However, they exercise judgment in knowing when to change a decision or course of action if the objective is no longer tenable or is shown to be no longer appropriate. They admit and handle mistakes constructively. Their actions support or justify their oral expression of self-confidence and their behaviour is generally influenced by consideration of the good of the organisation and/or the just treatment of others.</i></p> <p><i>"They are trusted by Ministers, other senior officials, stakeholders and citizens. "They apply all principles of Batho Pele in their dealings with people and stakeholder."</i></p>	<p><u>LESS EFFECTIVE</u></p> <p><i>Less effective Directors-General/HoDs have neither the respect nor confidence of their Minister(s), peers, staff or other observers. They send mixed messages, projecting an approach of ambivalence and uncertainty and appear to lack confidence in their own abilities. Alternatively, they have an over inflated opinion of their own performance. Regardless, they are likely to be unwilling to acknowledge personal limitations and/or to admit their mistakes. They make little effort to learn from mistakes, to analyse their own performance and to change future performance accordingly. They tend to back down on a decision or course of action if they meet with disagreement. They have a tendency to misrepresent events or opinions to personal advantage and to pursue their own status, prestige, or gain at the expense of others or of the department.</i></p> <p><i>"... They are viewed with suspicion by Ministers and other senior officers as to their agenda and professional capability to discharge their duties. They get deflected and ambushed by moaners and groaners. S/he becomes a grey public servant who retires and hides behind the Minister."</i></p>

<p>INDICATORS OF HIGHLY EFFECTIVE BEHAVIOUR ARE:</p> <ul style="list-style-type: none"> • Demonstrates honesty, commitment, loyalty and integrity. • Demonstrates self-understanding, self-confidence and a personal maturity. • Sets high standards for self and others. • Aware of personal strengths and an acknowledgement of limitations, and makes major efforts to acquire new skills and knowledge. • Readily admits and accepts responsibility for own mistakes and learns from them. • Performs in a consistent and stable manner, even under unusual pressure or opposition. • Makes and carries out difficult and/or unpopular hard decisions if necessary. • States own position clearly and confidently, and courage in standing one's ground, even when in conflict with stakeholders' views. • Keeps public and private interests separate. • Equitable and ethical in the treatment of others. 	<p>INDICATORS OF INEFFECTIVE BEHAVIOUR ARE:</p> <ul style="list-style-type: none"> • Acts in a manner which demonstrates a lack of honesty, commitment, loyalty and/or integrity. • Unsure of one's own ability to accomplish tasks and/or selects inappropriate actions to achieve results. • Unaware of one's own competencies and limitations and puts little effort into own personal and professional development. • Blames others for own mistakes and/or fails to accept responsibility and to learn from them. • Unstable and inconsistent performance under unusual pressure or opposition. • Changes or does not act on decisions when faced with disagreement from others. • Pursues self interest at the expense of others or the department. • Use formal power and authority in an unfair or inequitable way. • Misrepresents events or opinions to personal advantage.
<p>KNOWLEDGE, INNOVATION AND PROBLEM SOLVING REQUIRES COGNITIVE AND INTELLECTUAL CAPABILITY: Concerned with valuing and applying intellectual processes, including the ability to quickly grasp and assess complex ideas to arrive at innovative, well-reasoned solutions that take immediate and longer-term consequences into account</p>	
<p>HIGHLY EFFECTIVE</p>	<p>LESS EFFECTIVE</p>
<p>Highly effective Directors-General/HoDs exercise intellectual leadership. They value intellectual rigour and develop a logical conceptual Framework and instill a similar approach in their staff. They encourage intellectual debate and demonstrate a high level of skills in analysis, conceptual thinking, integration of ideas, abstract thinking and the distillation of ideas, decision making and other cognitive processes which they apply, and expect others to apply, within the Framework. Problem resolution is characterised by a systematic approach, while allowing the influence of intuition and inference. They clearly define the nature and extent of a problem before attempting to seek a solution and then go on to generate and test multiple concepts, hypotheses, or explanations for a given situation, choosing the most appropriate for the particular set of circumstances and providing a clear rationale for their choice which includes a consideration of the broader implications.</p> <p>S/he has an enormous capacity to soak up complex issues and convert them into translatable and digestible and understandable ideas. S/he has good lively intellect and an open learning attitude. S/he is great at analysis and is able to look at things in a multi-dimensional way</p>	<p>Less effective Directors-General/HoDs attempt to seek solutions without fully defining the nature and extent of the problem. They tend to accept critical situations or problems at face value or as defined by others, and do not come either to their own understanding or to attempt to create new models or theories that explain a complex situation or problem. Their problem resolution is characterised by thinking about specific details and the examination of concrete practical matters. They have difficulty in identifying underlying themes, key issues or wider implications and/or possible consequences. They offer viewpoints as assertions without any supporting rationale and are unlikely to identify useful relationships among complex data from unrelated areas.</p> <p>Middle of the riddle ... not much intellectual horse power or intellectual incapacity and unable to tackle issues in an incisive way. Defers making a decision until hopefully it wandered away</p>

<p>INDICATORS OF HIGHLY EFFECTIVE KNOWLEDGE, INNOVATIVE AND PROBLEM SOLVING BEHAVIOUR ARE:</p> <ul style="list-style-type: none"> • Shows evidence of high level analytic, conceptual and innovative thinking. • Goes beyond the immediate problem presented and probes to make sure all aspects are thoroughly addressed. • Rapidly and accurately identifies key issues or actions in complex situations. • Systematically breaks multidimensional problems or processes into component parts, or uses analytical techniques to identify and critically evaluate solutions. • Goes beyond the information immediately available, generates and/or recognises imaginative solutions and innovations in work-related situations. • Develops concepts and synthesises elements into practical and achievable outputs and exercises judgement in respect of the feasibility of proposed actions. • Decisive even if not conclusive and/or when facing residual uncertainty. • Shows an intellectual curiosity and an open mind by exploring beyond the immediate field. 	<p>INDICATORS OF INEFFECTIVE KNOWLEDGE, INNOVATIVE AND PROBLEM SOLVING BEHAVIOUR ARE:</p> <ul style="list-style-type: none"> • Demonstrates a lack of clarity in thought processes. • Unable to formulate cogent, robust and/or logical arguments and has difficulty in identifying problems, securing relevant information, relating data from different sources and identifying possible causes of problems. • Accepts the views of others without challenge or without seeking validation. • Shows inadequate evidence of innovative or insightful thinking. • Makes decisions that are not practical or achievable. • Reluctant to exercise judgement and/or make decisions. • Has a closed mind and does not explore beyond the immediate field or problem at hand. • Has limited technical/specialist knowledge/understanding of the field in which the agency is operating.
<p>KNOWLEDGE MANAGEMENT AND EFFECTIVE COMMUNICATION ARE INTERTWINED AND CANNOT BE VIEWED SEPARATELY THEY INVOLVE BUILDING AND SUSTAINING RELATIONSHIPS: <i>Concerned with clear and effective two-way communication with a wide range of people and in all situations, applying relevant technologies and mediums of communication in order to establish a dialogue, explain, inform, persuade, convince and influence others.</i></p>	
<p>EFFECTIVE COMMUNICATION</p>	<p>LESS EFFECTIVE COMMUNICATION</p>
<p><i>Highly effective Directors-General/HoDs communicate, both orally and in writing, with a wide range of people, either individually or collectively, in a clear purposeful manner. They are easy to talk to and listen actively, asking open questions and encouraging involvement. People's concerns are reflected and responded to as appropriate, which may, on occasions, necessitate altering one's own viewpoint and/or behaviour. They use negotiation skills to achieve a win/win outcome and assist in resolving real or potential conflict situations in a constructive manner. When addressing a larger group, they get the attention of the audience and hold it by using interesting and appropriate language and other non-verbal communication techniques.</i></p> <p><i>S/he has the ability to brief the Minister in a concise yet vivid way. Listens with an open mind, and listening is an art in itself. Their communication style prompts dialogue.</i></p>	<p><i>The expression of less effective Directors-General/HoDs, both oral and written, lacks clarity, fluency and impact. Their form of presentation is often terse, argumentative or aggressive. Alternatively they may be unduly expansive and/or overly conciliatory. Presentation of ideas is disjointed, unstructured, and lacks balance and logical order. They are unable to gain or hold the attention of an audience, and unable to demonstrate any awareness and/or appropriate response to audience reaction. Their listening skills are inadequate and they respond inappropriately to others, either having not heard what is being said or failing to be receptive and/or accommodate alternative viewpoints. At times this results in people not keeping them informed as they do not expect to be heard. They have difficulty in negotiating situations and conflict is unlikely to be resolved to the satisfaction of all parties concerned.</i></p> <p><i>S/he gives verbal diarrhea, has muddled logic in the way of presenting ideas. Lacks confidence in getting in front of people and actually explaining things in a way that was acceptable to them ..."</i></p>

INDICATORS OF HIGHLY EFFECTIVE BEHAVIOUR ARE:	INDICATORS OF INEFFECTIVE BEHAVIOUR ARE:
<ul style="list-style-type: none"> • <i>Achieves desired impact through the use of convincing expression in individual, group and public speaking situations, using appropriate language and other non-verbal communication techniques.</i> • <i>Written and oral communication has clarity, fluency, impact and conciseness.</i> • <i>Uses the full range of communication media and judges how and when to use them.</i> • <i>Brings conflict into the open and encourages and/or facilitates a beneficial resolution of conflict.</i> • <i>Negotiates mutually acceptable (win/win) solutions with all parties involved.</i> • <i>Ensures the provision of thoroughly researched, constructed and targeted written documents which are clear and concise.</i> • <i>Listens well, is receptive and encourages participation and mutual understanding.</i> • <i>Actively seeks feedback on communication style(s).</i> 	<ul style="list-style-type: none"> • <i>Avoids difficult people and/or (communication) situations.</i> • <i>Presentation of ideas both orally and in writing, is disjointed, unstructured, lacks balance and logical order.</i> • <i>Does not gain or hold the attention of an audience and generally has difficulty in persuading, convincing and/or informing others.</i> • <i>Uses exclusive (biased) language and communication is inappropriate in tone, language and/or content for the listener(s).</i> • <i>Creates win/lose situations either by going after a win at all costs or by making unnecessary concessions.</i> • <i>Avoids situations which require conflict resolution and/or escalates an already tense situation.</i> • <i>Does not listen to the message/information conveyed, responds inappropriately to other(s), and/or leaves the other party feeling they have not been heard/understood.</i> • <i>Non-verbal language and signals convey an inappropriate lack of interest.</i> • <i>Communicates in a way that shuts down dialogue.</i>

