

## **CHAPTER 5**

### **COMPETENCY FRAMEWORK**

#### **1. INTRODUCTION**

- 1.1 The introduction of the SMS Competency Framework is key in ensuring that the Public Service achieves its objective of professionalising the Public Service, especially at the Senior Management level. The SMS Competency Framework will assist in ensuring a consistent approach to human performance throughout the Public Service from National to Provincial levels, and thus help to drive and support all human performance initiatives.
  
- 1.2 In developing the SMS Competency Framework focus was placed on critical generic competencies, which senior managers would be expected to possess, rather than functional/technical competencies, which are essential to a specific department or a specific job. The SMS Competency Framework consists of a set of generic competencies that communicate what is expected of Senior Managers. In addition, this Framework seeks to establish a shared understanding of the critical success factors for performance in the Senior Management Service.

#### **2. SCOPE OF APPLICABILITY**

- 2.1 The SMS Competency Framework applies to members of the SMS as defined in the Public Service Regulations, 2001. The SMS Competency 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 to this Chapter.

### 3. Definitions

3.1 There are various definitions that are used to define a competency, even though the terminology and concepts in use do vary somewhat, 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 position**. The Public Service Regulations, 2001 defines '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."

3.2 The following serves as definitions to specific terms related to competency based management:

(1) **Ability:**

Being able to perform. While it may be possible to develop abilities, they cannot be created.

(2) **Assessment:**

A formal evaluation of competencies relative to a specific position.

(3) **Attitudes:**

A mindset that affects the way a person feels, thinks and acts.

(4) **Behaviour:**

A way a person feels, thinks and acts.

(5) **Competent:**

Qualified to perform to standards and requirements of the job.

(6) **Skill:**

Demonstrated competency to meet the required performance standards of a process activity.

### 4. Why Competency Modeling?

4.1 A Competency Framework defines the competencies that are important for the Public Service to be successful, and ensures that Senior Managers

have the requisite competencies and associated proficiency levels to succeed at the strategic level.

4.2 A Competency Framework is the foundation for, and a key driver of effective Human Resource Management. It describes the activities and behaviours of employees using a common set of terms and scales, thus creating a common language across HR processes. Having the knowledge, skills, behaviours and attitudes described in one place in a competency model is a helpful tool that allows both the individual and the organisation to know what knowledge and skills are needed to be effective in a given role.

## 5. Components of The Competency Framework

5.1 The following table represent components of the SMS Competency Framework: -

<b>CORE COMPETENCY NAME</b>	Name used to identify the Senior Manager's leadership and management function or groupings of functions;
<b>PROCESS COMPETENCY NAME</b>	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;
<b>COMPETENCY DEFINITION</b>	General description of behaviours, functions and activities that must be demonstrated by Senior Managers to achieve the desired results.
<b>COMPETENCY INDICATOR</b>	Identifies the functions and delegations expected from individuals at a particular performer levels.
<b>PROFICIENCY LEVEL</b>	Description of the degree to which a Senior Manager has mastered the criteria of a competency within a particular performer level.
<b>PERFORMER LEVEL</b>	Levels of management that describes the job of a manager in terms of <i>level of complexity, responsibility,</i>

	<i>time application, value attached to the job, skills required and difficulty</i> which distinguishes why people are paid differently for the jobs they do.
<b>DIMENSION</b>	Name used to identify the content within the competency.
<b>BEHAVIORAL INDICATOR</b>	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.

## 6. WHAT ARE COMPETENCIES?

### 6.1 Competencies are:

- (1) not the tasks of the job they are what enable people to do the tasks and they can be measured;
- (2) skills, knowledge and personal attributes which enable the person to do the job;
- (3) underlying characteristics which enable someone to perform a job better in more situations, more often, with better results; and
- (4) those factors that distinguish the best from the rest in a given role.

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.

<p><b><u>CORE COMPETENCIES:</u></b></p> <p><i>Presents the idea behind the competency, succinctly defines what that idea means; and proposes typical behaviours which illustrate the competency.</i></p>	<p><b><u>PROCESS COMPETENCIES:</u></b></p> <p><i>Explains how the function is performed by employing these competency techniques</i></p>
<ul style="list-style-type: none"> <li>• <b>Strategic Capability and Leadership</b></li> <li>• <b>People Management and Empowerment</b></li> <li>• <b>Programme and Project Management</b></li> <li>• <b>Financial Management</b></li> <li>• <b>Change Management</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Knowledge Management</b></li> <li>• <b>Service Delivery</b></li> <li>• <b>Innovation</b></li> <li>• <b>Problem Solving and Analysis</b></li> <li>• <b>Client Orientation and Customer Focus</b></li> <li>• <b>Communication</b></li> </ul>

**6.2 Proficiency levels**

Four proficiency levels indicating the low medium and high achievement of a competency have been identified. The diagram below depicts the proficiency levels within the performer level and the associated training requirements.

<b>PROFICIENCY LEVELS</b>		
<b>Descriptor</b>	<b>Indicator</b>	<b>Training needs</b>
1. Not achieved	Poor demonstration of competency	Beginner – basic training program to address gap
2. Partially achieved	Marginal demonstration of competency	Intermediate – training intervention at an intermediate level required
3. Achieved	Acceptable demonstration of competency	Competent – recommended for a training programme in preparation for the next level
4. Exceeded expectation	Good demonstration of competency	Advanced – training in preparation for next level

### 6.3 How to use the SMS Competency Dictionary

- (1) There are several benefits of establishing a competency-based approach to human resources, among them:

### 6.4 Strategic Alignment

- (1) A competency model will enable the Public Service to bring strategic vision, values and capabilities “down to earth” so they can be linked to daily operations, and have a motivating impact on all staff. A competency model can be a key tool used to create effective alignment between people and the organisation’s strategic requirements as it strives to reform itself.

### 6.5 Common Performance Expectations

- (1) The competency model provides the Public Service with a description of the key skills, knowledge, behaviours and attitudes that are expected of its Senior Management cadre. It helps to establish a common set of performance expectations that can be consistently applied throughout the Public Service.

## 6.6 Certainty and Clarity

- (1) The development of competencies provides Senior Managers with more certainty and clarity of expectations of their performance. Competencies involve a common language, revealing the “rules of the game”. This provides the opportunity to do an objective comparison and to identify and analyse a competency gap.
- (2) The competency model empowers senior managers to proactively manage their own careers. For example, employees are able to view profiles of their individual competencies, compare them with current or desired job requirements, and determine where competencies match and where gaps exist. They then are able to work and train towards meeting their own career goals.

## 6.7 Human Resources

- (1) Analysing individual competencies gives a profound understanding of the available human resources. By paying attention to the organisation’s workforce in a structured way using competency management, the investments in the workforce lead to the creation of human capital as a major resource/asset aligned with the strategies of the Public Service.

The Public Service will then be more flexible in using and adjusting its human resources, and will have a powerful tool to adjust their human resources to match the requirements of organisational processes and activities.

- (2) The competency methodology provides consistency across all human resource processes (e.g. recruitment, selection,

performance management and training/development). This helps to prepare a common base for all human resource systems.

## **7. APPLICATION OF THE COMPETENCY FRAMEWORK**

- 7.1 As mentioned above, the competency framework should underpin all key human resource management and development practices for the SMS. Training initiatives will culminate based on the outcome of the assessment
- 7.2 Details on the integration of the competency framework into key human resource systems are depicted in the Leadership Development Management Strategic Framework (LDMS) and the Leadership Management competency Framework (LMC) and should be read in conjunction with this Chapter.

## **8. THE CONTEXT OF COMPETENCY BASED MANAGEMENT**

- 8.1 Competency based management is a vehicle that the State uses to understand the level of competence of the workplace and to determine any skills deficiencies at the early stages of recruitment or through targeted development initiatives.
- 8.2 In order for the State to ensure that a scientific process is being followed to determine the skills and competencies of the South African public service, it has seen the value of competency testing as a meaningful scientific method of understanding competence.
- 8.3 Section 8 of the Employment Equity Act states that:

Psychological testing and other similar forms of competency assessment of an employee are prohibited unless the test or assessment being used –

- (1) Has been scientifically shown to be valid and reliable



- (2) Can be applied fairly to all employees and
- (3) Is not biased against any employee or group

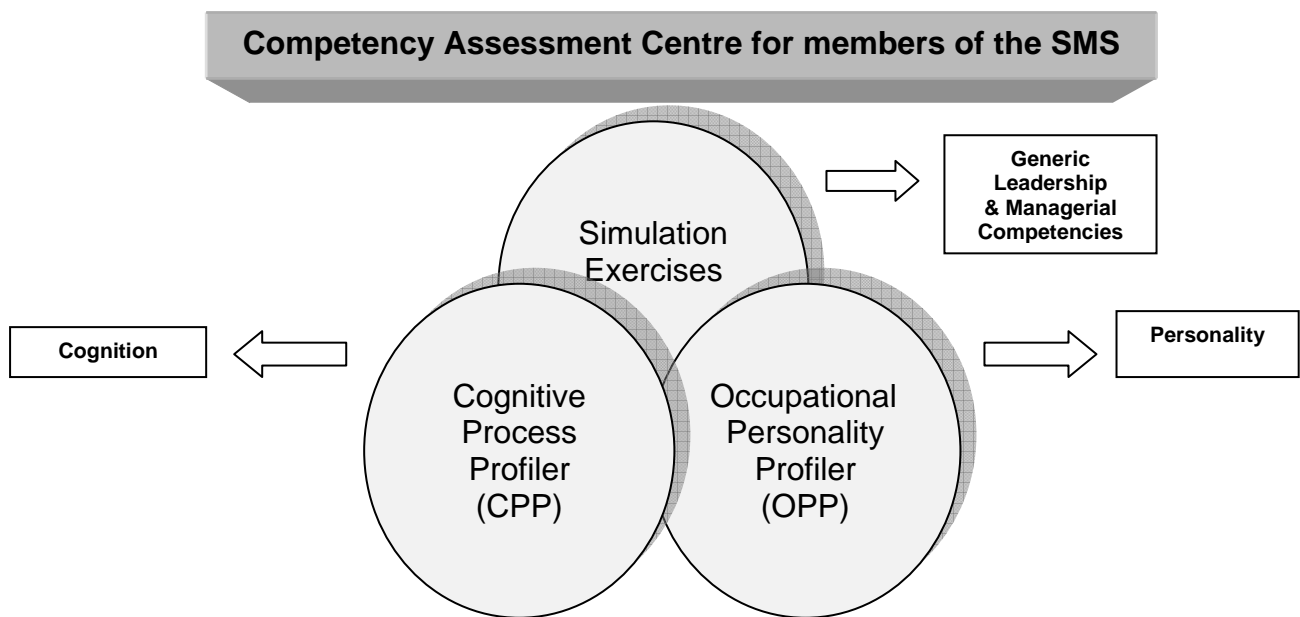
## **9. WHAT IS COMPETENCY BASED TESTING?**

9.1 There are various different methods and tools used for competency based assessments. A competency assessment exercise is based on job requirements and inherent behaviours that a person is expected to simulate at a specific level. Competency based assessment exercises are generally used in conjunction with psychological testing.

9.2 Competency based assessments are also supplemented by personality questionnaires which provide information about a persons individual character traits and behavioural style. Good assessment methods will involve the clustering of a number of competencies to reflect on the job tasks.

9.3 There are various ways of analyzing a person's ability which include simulation exercises/competency based exercises which are based on specific behaviours that are required for job success, psychological/psychometric testing which include cognitive ability, personality and integrity tests.

## 10. COMPETENCY BASED ASSESSMENT TOOLS FOR SMS



### 10.1 Simulation exercises for salary level 13 & 14 and 15 & 16:

The simulation exercises are based on a case study which is aimed to test the competency framework. The simulation exercises consist of:

- (1) Programme and Project Exercise**– takes the form of a project to be managed through a problem statement.
- (2) Planning exercise**– takes the form of a strategic analysis of an organisation considering service delivery innovation.
- (3) Reporting and Role Play Exercise** – Also measures managerial skills at a strategic level.

### 10.2 Psychometric/psychological instruments

- (1) The Occupational Personality Profiler (OPP):** The OPP is a personality test developed for use in both industrial and organizational settings. The test originated from the United Kingdom. The OPP measures nine different personality dimensions. It attempts to achieve an optimal balance between two conflicting demands for example extraversion vs. introversion). Psytech International is the distributor of the OPP.

The OPP provides a detailed assessment of the following:

- (a) interpersonal style;
- (b) thinking style;
- (c) patterns coping with stress;
- (d) preferred team roles;
- (e) preferred leadership style; and
- (f) preferred subordinate style

(2) **Cognitive Process Profiler (CPP):** The CPP is a computer based measure that assesses the following levels of complexity:

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

10.3 There are two different set of simulation exercises, one set for members of the SMS belonging to salary levels 13 and 14 and one set for members of the SMS belonging to salary levels 15 and 16. Even though the content of the simulation exercises are different, the principle of the process of administering the assessment is the same. It is important to note that the exercise is to be administrated strictly in accordance with the following sequence since the tasks follow on each other:

**NB: The assessment will take place over two days**

**DAY 1:**

Occupation Personality Profiler (OPP)

Cognitive Process Profiler (CPP)

**DAY 2:**

Item	Time limit
Background information	60 minutes
Task 1: Reporting and Role Play	90 minutes (Report: 60 minutes & role play: 30 minutes)
Task 2: Planning Exercise	90 minutes
Task 3: Project Exercise	60 minutes

10.4 For each of the competencies the candidate has three opportunities to display his/her proficiency. The competencies to be assessed by each of the exercises are as follows:

Competencies		Reporting & Role Play Exercise	Planning Exercise	Project Exercise
<b>Core</b>	<b>Process</b>			
<b>Strategic Capability &amp; Leadership</b>	<ul style="list-style-type: none"> <li>- Problem Solving &amp; Analysis</li> <li>- Service Delivery Innovation</li> <li>- Client Orientation and Customer Focus</li> <li>- Knowledge Management</li> <li>- Communication</li> </ul>	√	√	√
<b>Programme &amp; Project Management</b>	<ul style="list-style-type: none"> <li>- Problem Solving &amp; Analysis</li> <li>- Service Delivery Innovation</li> <li>- Client Orientation and Customer Focus</li> <li>- Knowledge Management</li> <li>- Communication</li> </ul>	√	√	√

<b>Competencies</b>		<b>Reporting &amp; Role Play Exercise</b>	<b>Planning Exercise</b>	<b>Project Exercise</b>
<b>Change Management</b>	<ul style="list-style-type: none"> <li>- Problem Solving &amp; Analysis</li> <li>- Service Delivery Innovation</li> <li>- Client Orientation and Customer Focus</li> <li>- Knowledge Management</li> <li>- Communication</li> </ul>	√	√	√
<b>Financial Management</b>	<ul style="list-style-type: none"> <li>- Problem Solving &amp; Analysis</li> <li>- Service Delivery Innovation</li> <li>- Client Orientation and Customer Focus</li> <li>- Knowledge Management</li> <li>- Communication</li> </ul>	√	√	√
<b>People Management &amp; Empowerment</b>	<ul style="list-style-type: none"> <li>- Problem Solving &amp; Analysis</li> <li>- Service Delivery Innovation</li> <li>- Client Orientation and Customer Focus</li> <li>- Knowledge Management</li> <li>- Communication</li> </ul>	√	√	√

## **11. IMPLEMENTATION AND USE OF THE ASSESSMENT RESULTS:**

### **11.1 Implementation of the competency assessment process:**

- (1) In 2006, Cabinet approved the implementation of competency based assessments for members of the SMS on a compulsory basis.
- (2) Implementation for recruitment:
  - (a) It should be noted that departments must not send all short listed candidates for the competency assessment as part of the recruitment process as it is not to the benefit of the Public Service due to the cost of the assessment.
  - (b) Following the interview process, the two strongest candidates must be invited for a competency assessment.

- (c) Departments must utilize the results of the competency assessment in conjunction with the other processes associated with recruitment which include interviewing, reference checking, etc. The result of the competency assessment must not be used under any circumstance as a single decider on whom to appoint to the post.
  - (d) To avoid delays in the recruitment process, departments are advised to determine the method of communicating the results of the competency assessments to the selection panel in order for the selection panel to take an informed decision in recommending a suitable candidate (considering all aspects of the recruitment process)
  - (e) The recruitment process must be looked at holistically, with competency assessments being one component of it. The performance/quality of the candidate throughout the process of recruitment must be considered before a final decision on appointment is taken.
  - (f) Developmental gaps are identified following the assessment.
  - (g) The identified developmental gaps must be incorporated into the personal development plan (PDP) of the candidate who is appointed.
  - (h) Training is undertaken to remedy the identified gaps and managed through the performance management and development system for the SMS via the PDP.
- (3) Implementation for development:
- (a) Existing SMS members are subjected to assessments for purposes of identifying gaps.
  - (b) Developmental gaps are identified.
  - (c) The identified developmental gaps must be incorporated into the personal development plan of the existing SMS member.
  - (d) Training is undertaken to remedy the identified gaps and managed/monitored through the performance

management and development system for the SMS via the PDP.

## **11.2 USE OF THE ASSESSMENT RESULTS BY DEPARTMENTS:**

- (1) Competency based assessments are aimed at primarily identifying developmental gaps of individuals.
- (2) It should be stressed that the intention of competency based assessments as part of the recruitment process is to determine developmental gaps of potential candidates to be appointed into the SMS cadre. The aim of the assessment is to provide the department with a detailed report capturing areas of development. Competency assessments also form a component in the recruitment process which aids a selection panel in understanding the abilities of the candidate from an independent perspective. The competency assessment however should not be considered in isolation from other processes of recruitment as stipulated above.
- (3) The decision on whom to appoint to the post is the prerogative of the Executive Authority considering all aspects of the recruitment process.
- (4) The results of the competency assessments are valid for a period of one year (12 months) from the date of the last assessment. It is important for departments to re-assess SMS members after 12 months to ascertain the impact of developmental initiatives.

## **12. Behavioural descriptors**

- 12.1 Behavioural descriptors are based on what the job requirements for a specific post. It is a guideline for assessors (psychologists) who are conducting competency assessments.
- 12.2 Every competency that is being measured for a specific job, for example financial management must provide certain behaviours which a person must display in order to prove their competence in that competency.
- 12.3 The behavioural indicators provide the “what is required” in terms of the competency and the competency assessment provides the “the how it is measured” and is the tool used to test whether that competency is being answered by evidence through a behaviour portrayed by a person.
- 12.4 Each competency has a specific proficiency level attached to it. The extent to which the behavioral descriptor is displayed by a person determines the proficiency of a person in terms of the competency.
- 12.5 Each competency has behavioural descriptors which an assessor needs to rate or score and this determines the level of proficiency.



### 13. COMPETENCY FRAMEWORK

#### 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.		
D Aligns program/operational support	CD Influences strategic direction	DDG Shapes the vision and values	DG Organisational visioning and direction setting
<p>Works with teams to set program/operational goals and plans in keeping with the strategic objectives.</p> <p>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.</p> <p>Assesses the gap between the current state and desired future direction and establishes effective ways for closing the gap in own sector</p> <p>Identifies and communicates obstacles to executing specific strategies.</p>	<p>Scans external and internal environments to identify and assess emerging trends, opportunities and threats that may influence future directions.</p> <p>Defines issues, generates options and selects solutions, which are consistent with the strategy and vision.</p> <p>Foresees obstacles and opportunities for the organization and acts accordingly.</p> <p>Displays and contributes in-depth knowledge to strategic planning at the organisational level.</p>	<p>Translates the vision for the organization into goals.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>Understands and amalgamates environmental trends on a macro level and prioritises trend towards organizational success.</p> <p>Manages the acceptance of accountability within the organization.</p> <p>Shapes the organizational culture to reflect required values, give effect to the vision and delivers results.</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</p> <p>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</p> <p>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>Anticipates future knowledge management requirements and systems</p> <p>Develops standards and processes to meet future knowledge management requirements</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.</p> <p>Identifies different relationships in processes in order to identify options and reach conclusions.</p> <p>Anticipates organizational problems and strategises to counteract potential impact.</p> <p>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>Enforces preventative measure in place to ensure that problems do not recur in the future.</p> <p>Anticipates organisational problems and strategizes 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>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> <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**

<p><b>COMPETENCY DEFINITION</b></p>	<p><b>Must be able to develop, implement, evaluate and adjust plans to achieve the desired objectives, while ensuring the optimal use of resources.</b></p>		
<p><b>D</b> <b>Plans and organises activities for a business unit</b></p>	<p><b>CD</b> <b>Integrates and evaluates plans of several business units or multiple complex activities</b></p>	<p><b>DDG</b> <b>Plans and organizes at a strategic level</b></p>	<p><b>DG</b> <b>Plans and organizes strategically at an organizational level</b></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.  Defines roles and responsibilities for team members and clearly communicates service level expectations;  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.  Ensures that systems are in place to effectively monitor and evaluate progress.  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.  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.  Long/Medium/Short terms. Strategically plans for the proper allocation of resources which contributes to the organizational goals.  Strategically plans towards securing and allocating funding correctly into the various programmes which must speak to strategic direction.</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 &amp; 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.</p> <p>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.</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.</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;</p> <p>Initiates programmes/projects that lead to the achievement of the long-term strategic objectives of the organization; and</p> <p>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**

<p><b>COMPETENCY DEFINITION</b></p>	<p><b>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.</b></p>		
<p><b>D</b></p> <p>Application of general concepts of financial management concepts &amp; 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><b>CD</b></p> <p>Application of more advanced financial management concepts, techniques, systems and processes across different business units.</p> <p>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.</p> <p>Formulates long term financial plans and resource allocations. Understands and applies financial policies.</p>	<p><b>DDG</b></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><b>DG</b></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>Understands, analyses and monitors financial reports.</p> <p>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.</p> <p>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**

<b>COMPETENCY DEFINITION</b>	<b>Must be able to initiate and support organisational transformation and change in order to successfully implement new initiatives and deliver on service delivery commitments.</b>		
<b>D</b> <b>Facilitates change</b>	<b>CD</b> <b>Manages the process for change</b>	<b>DDG</b> <b>Leads change</b>	<b>DG</b> <b>Champions change</b>
<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. 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;</p> <p>Implements broad change strategies to achieve desired results.</p> <p>Communicates a clear vision of the broad impact of change</p> <p>Adapts current infrastructure to change initiatives;</p> <p>Mentors others on the leadership of change.</p> <p>Inspires change that has impact on the organization.</p> <p>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</p> <p>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>Adapts existing goals, plans and processes, or develops new ones to respond effectively to the change</p> <p>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**

<b>COMPETENCY DEFINITION</b>	<b>Must be able to manage and encourage people, optimize their outputs and effectively manage relationships in order to achieve organisational goals.</b>		
<b>D</b> <b>Ensures team member input and builds strong teams</b>	<b>CD</b> <b>Empowers team members</b>	<b>DDG</b> <b>Inspires team members</b>	<b>DG</b> <b>Leads organisation</b>
<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. 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 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; 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>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.</p> <p>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.</p> <p>Establishes partnerships within organisation to facilitate knowledge management.</p> <p>Creates a culture of a learning organization.</p> <p>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>Supports others in generating new and innovative approaches (e.g., by providing funding, building on new ideas, recognizing innovation).</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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