

SENIOR MANAGER TECHNICAL SERVICES

HB MASWANGANYI

FOR

ANNUAL PERFORMANCE AGREEMENT

REVISED 2024/2025



BELA - BELA LOCAL MUNICIPALITY

WV 16

**PERFORMANCE AGREEMENT**

**MADE AND ENTERED INTO BY AND BETWEEN:**

**THE BELA-BELA LOCAL MUNICIPALITY**

**AS REPRESENTED BY THE MUNICIPAL MANAGER**

**TG RAMAGAGA**

**(Herein and after referred to as the Employer)**

**AND**

**HB MASWANGANYI**

**(Herein and after referred to as the Employee)**

**FOR THE PERIOD**

**01 MARCH 2025 TO 30 JUNE 2025 FINANCIAL YEAR**

## 1. INTRODUCTION

1.1 The Employer has entered into a contract of employment with the Employee in terms of section 57(1)(a) of the Local Government: Municipal Systems Act No. 32 of 2000 ("the Systems Act"). The Employer and the Employee are hereinafter referred to as "the Parties";

1.2 Section 57(1)(b) of the Systems Act, read with the Contract of Employment concluded between the parties, requires the parties to conclude an annual performance agreement;

1.3 The parties wish to ensure that they are clear about the goals to be achieved, and secure the commitment of the Employee to a set of outcomes that will secure local government policy goals;

1.4 The Parties wish to ensure that there is compliance with Sections 57 (4A), 57 (4B) and 57 (5) of the Systems Act;

1.5 In this Agreement, the following terms will have the meaning ascribed thereto:

- 1.5.1 "Core competencies" - means competencies that cut across all levels of work in a municipality and enhance contextualized leadership that guarantees service delivery impact;
- 1.5.2 "Leading competencies" - means competencies that are required to develop clear institutional strategy, initiate, drive and implement programs to achieve long-term sustainable and measurable service delivery performance results;
- 1.5.3 "this Agreement" - means the performance Agreement between the Employer and the Employee and the Annexures thereto;
- 1.5.4 "the Mayor" - means the Mayor of council appointed in terms of the Local Government: Municipal Structures Act No. 117 of 1998;
- 1.5.5 "the Employee" - means the Senior Technical Services appointed in terms of Section 56 (1) (a) (i) of the Local Government Municipal Systems Act No 32 of 2000
- 1.5.6 "the Employer" - means Bela-Bela Municipal Council ; and
- 1.5.7 "the Parties" means the Employer and the Employee.

## 1.5.8 Regulations

1.5.8.1 Local Government: Municipal Planning and Performance Management regulations, 2001

1.5.8.2 Local Government: Municipal Performance Regulations for Municipal Managers and Managers directly Accountable to Municipal Managers, 2006

1.5.8.3 Local Government: Regulations on appointment and conditions of employment of senior managers. (17 January 2014)

1.5.8.4 Local Government: Municipal Regulations on minimum Competency Levels, 2007, issued in terms of the Municipal Finance Management Act, No. 56 of 2003, as published under Government Notice No. 493 in Government Gazette No. 29967 of 15 June 2007

1.5.9 "Municipal Manager" – means a Municipal Manager or Acting Municipal Manager, appointed in terms of section 54A of the Local Government: Municipal Systems Act No. 32 of 2003.

1.5.10 "Senior Manager" – means a Manager directly accountable to Municipal Manager, appointed in terms of section 56 of the Local Government: Municipal Systems Act No. 32 of 2003.

1.5.11 "Evaluation Panel" – means the committee constituted for the purpose of evaluating performance of the Municipal Manager and Managers directly accountable to the Municipal Manager.

## 2. PURPOSE OF THE PERFORMANCE AGREEMENT

2.1 The purpose of this Agreement is to:

2.1.1 Comply with the provisions of Section 57(1) (b), (4A), (4B) and (5) of the Act as well as the employment contract entered into between the parties;

2.1.2 Specify objectives in terms of the key performance indicators and targets defined and agreed with the employee and to communicate to the employee the employer's expectations of the employee's performance and accountabilities in alignment with the Integrated Development Plan (IDP), Service Delivery and Budget Implementation Plan (SDBIP) and the Budget of the municipality;

2.1.3 Give effect to the employer's commitment to a performance-orientated relationship with its employee in attaining equitable and improved service delivery.

2.1.4 Specify accountabilities as set out in a Performance Plan, which forms an Annexure to the Performance Agreement;

- 2.1.5 Monitor and measure performance against set targeted outputs;
- 2.1.6 Use the Performance Agreement as the basis for assessing whether the employee has met the performance expectations applicable to his or her job;
- 2.1.7 Reward the **Employee** appropriately, in the event of outstanding performance;
- 2.1.8 Give effect to the employer's commitment to a performance-orientated relationship with its employee in attaining equitable and improved service delivery.

### 3 COMMENCEMENT AND DURATION

- 3.1 This Agreement will commence on **01 March 2025**, irrespective of the date on which it was signed by both **Parties**, and will remain in force until **30 June 2025** thereafter, a new Performance Agreement, Performance Plan and Personal Development Plan shall be concluded between the **Parties** for the next financial year or any portion thereof;

- 3.2 The **Parties** will conclude a new Performance Agreement that replaces this Agreement at least once a year by not later than 31<sup>st</sup> of July of the succeeding financial year;

- 3.3 This Agreement will terminate on the termination of the **Employee's** contract of employment for any reason; and

- 3.4 The Parties agree to review the provisions of this agreement during **June** each year

- 3.5 If at any time during the validity of this Agreement the work environment alters to the extent that the contents of this Agreement are no longer appropriate, the contents must, by mutual agreement between the **Parties**, immediately be revised.

### 4 PERFORMANCE OBJECTIVES

- 4.1 The Performance Plan (Annexure A) sets out-
  - 4.1.1 The performance objectives, and targets that must be met by the employee
  - 4.1.2 The time frames within which those performance objectives and targets must be met; and
  - 4.1.3 The Competencies comprising of the Leading Competencies and the Core Competencies

- 4.2 The performance objectives, and targets reflected in Performance Plan are set by the **Employer** in consultation with the **Employee** and based on the Revised 2024/2025 Integrated Development Plan, Revised 2024/2025 Service Delivery and Budget Implementation Plan (SDBIP) and the Revised 2024/2025 Budget of the **Employer**, and shall include:

4.2.1 Key objectives: that describes the main tasks that need to be done;

4.2.2 Key performance indicators: that provides the details of the evidence that must be provided to show that a key objective has been achieved;

4.2.3 Target dates: that describes the time frame in which the targets must be achieved; and

4.2.4 Weightings: showing the relative importance of the key objectives to each other;

4.3 The Personal Development Plan (Annexure B) sets out the **Employee's** personal development requirements in line with the objectives and targets of the **Employer**; and

4.4 The **Employee's** performance will, in addition, be measured in terms of contributions to the goals and strategies set out in the **Employer's** Integrated Development Plan.

4.5 Disclosure of Financial Interests (Annexure C) set out the financial interests of the employee

## 5 PERFORMANCE MANAGEMENT SYSTEM

5.1 The **Employee** agrees to participate in the performance management system that the **Employer** adopts or introduces for the municipality;

5.2 The **Employee** accepts that the purpose of the performance management system will be to provide a comprehensive system with specific performance standards to assist the **Employer**, management and municipal staff to perform to the standards required;

5.3 The **Employer** will consult the **Employee** about the specific performance standards that will be included in the performance management system as applicable to the **Employee**;

5.4 The **Employee** undertakes to actively focus towards the promotion and implementation of the (KPAs), including special projects relevant to the employee's responsibilities, within the local government framework;

5.5 The criteria upon which the performance of the **Employee** shall be assessed shall consist of two components, Operational Performance in the form of key performance indicators (KPIs) under specific Key Performance Areas (KPAs) and Competencies: Leading- and Core Competencies, both of which shall be contained in the Performance Agreement.

5.5.1 The **Employee** must be assessed against both components, with a weighting of 80:20 allocated to the Key Performance Areas (KPAs) and the Competencies: Leading- and Core Competencies respectively.

5.5.2 Each area of assessment will be weighted and will contribute a specific part to the total score.

5.5.3 KPAs covering the main areas of work will account for 80% and Competencies: Leading – and Core Competencies will account for 20% of the final assessment.

5.6 The **Employee's** assessment will be based on his / her performance in terms of the key performance indicator outputs / outcomes identified as per attached Performance Plan (Annexure A), which are linked to the KPA's, and will constitute 80% of the overall assessment result as per the weightings agreed to between the Employer and Employee

| Key Performance Areas                                |                                                        | Weighting |
|------------------------------------------------------|--------------------------------------------------------|-----------|
| 1                                                    | Basic Service and Infrastructure Development           | 70%       |
| 2                                                    | Municipal Institutional Development and Transformation | 10%       |
| 3                                                    | Local Economic Development (LED)                       | 0%        |
| 4                                                    | Municipal Financial Viability and Management           | 10%       |
| 5                                                    | Good Governance and Public Participation               | 10%       |
| 6                                                    | Spatial Rationale                                      | 0%        |
| Total                                                |                                                        | 100%      |
| The KPA must constitute 100% and be converted to 80% |                                                        |           |

5.7 In the case of managers directly accountable to the municipal manager, KPAs related to the functional area of the relevant manager, must be subject to negotiation between the municipal manager and the relevant manager.

## 6. COMPETENCY FRAMEWORK<sup>1</sup>

6.1 A person appointed as a senior manager must have the competencies as set out in this Framework. Focus must also be placed on the following key factors:

(a) Critical leading competencies that drive the strategic intent and direction of local government;

<sup>1</sup> This competency Framework replaces regulation 26 (8) of the Local Government: Municipal Performance Regulations for Municipal Managers and Managers directly accountable to Municipal Managers, (Government Notice No. 805) as published in Government Gazette No. 29089 of 1 August 2006.

(b) Core competencies which senior managers are expected to possess, and which drive the execution of the leading competencies; and

(c) The eight Batho Pele principles.

6.2 The competency framework consists of **six leading competencies** which comprise of twenty (20) driving competencies that communicate what is expected for effective performance in local government.

6.3 The competency framework further involves **six core competencies** that act as drivers to ensure that the leading competencies are executed at an optimal level.

#### 6.4 Competency Framework Structure

6.4.1 The competencies that appear in the competency framework are detailed below:

| CRITICAL LEADING COMPETENCIES        |                                                                                                                                                                                                                   |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Six (6) Leading Competencies</b>  | <b>Twenty (20) driving competencies</b>                                                                                                                                                                           |
| Strategic Direction and Leadership   | <ul style="list-style-type: none"> <li>• Impact and Influence</li> <li>• Institutional Performance Management</li> <li>• Strategic Planning and Management</li> <li>• Organisational Awareness</li> </ul>         |
| People Management                    | <ul style="list-style-type: none"> <li>• Human Capital Planning and Development</li> <li>• Diversity Management</li> <li>• Employee Relations Management</li> <li>• Negotiation and Dispute Management</li> </ul> |
| Program and Project Management       | <ul style="list-style-type: none"> <li>• Program and Project Planning and Implementation</li> <li>• Service Delivery Management</li> <li>• Program and Project Monitoring and Evaluation</li> </ul>               |
| Financial Management                 | <ul style="list-style-type: none"> <li>• Budget Planning and Execution</li> <li>• Financial Strategy and Delivery</li> <li>• Financial Reporting and Monitoring</li> </ul>                                        |
| Change Management                    | <ul style="list-style-type: none"> <li>• Change Vision and Strategy</li> <li>• Process Design and Improvement</li> <li>• Change Impact Monitoring and Evaluation</li> </ul>                                       |
| Governance Leadership                | <ul style="list-style-type: none"> <li>• Policy Formulation</li> <li>• Risk and Compliance Management</li> <li>• Cooperative Governance</li> </ul>                                                                |
| <b>SIX (6) CORE COMPETENCIES</b>     |                                                                                                                                                                                                                   |
| Moral Competence                     |                                                                                                                                                                                                                   |
| Planning and Organising              |                                                                                                                                                                                                                   |
| Analysis and Innovation              |                                                                                                                                                                                                                   |
| Knowledge and Information Management |                                                                                                                                                                                                                   |
| Communication                        |                                                                                                                                                                                                                   |
| Results and Quality Focus            |                                                                                                                                                                                                                   |

## 7. PERFORMANCE ASSESSMENT

7.1 The Performance Plan (Annexure A) to this Agreement sets out:

7.1.1 The standards and procedures for evaluating the Employee's performance; and

7.1.2 The intervals for the evaluation of the Employee's performance;

7.2 Despite the establishment of agreed intervals for evaluation, the **Employer** may in addition review the **Employee's** performance at any stage while the contract of employment remains in force;

7.3 Personal growth and development needs identified during any performance review discussion must be documented in a Personal Development Plan as well as the actions agreed to and implementation must take place within set time frames;

7.4 The **Employee's** performance will be measured in terms of contributions to the strategic objectives and strategies set out in the **Employer's** IDP.

7.5 The Annual performance appraisal will involve:

7.5.1 Assessment of the achievement of results as outlined in the Performance Plan

(a) Each KPA should be assessed according to the extent to which the specified standards or performance indicators have been met and with due regard to *ad-hoc* tasks that had to be performed under the KPA

(b) Values are supplied for KPI's and Activities under each KPA as part of the Institutional Assessment. Based on the Target for an activity or KPI, over or under performance are calculated and converted to the 1-5 point scale automatically. These scores are carried over to the applicable employee's performance plan. During assessment, the employee has a chance to submit evidence of performance where a disagreement

(c) The Employee will submit his self-evaluation to the Employer prior to the formal assessment; and

(d) An overall score will be calculated based on the total of the individual scores calculated above.

7.5.2 Assessment of the Leading Competencies and Core Competencies:

(a) There is no hierarchical connotation to the structure and all competencies are essential to the role of a senior manager to influence high performance.

(b) All competencies must therefore be considered as measurable and critical in assessing the level of a senior manager's performance.

(c). The competency framework is underscored by four (4) achievement levels that act as benchmark and minimum requirements for other human capital interventions, which are, recruitment and selection, learning and development, succession and planning, and promotion.

#### 7.5.3 Achievement Levels

7.5.3.1 The achievement levels indicated in the table below serves as a benchmark for the appointments, succession planning and development interventions.

7.5.3.2 Individuals falling within the Basic range are deemed unsuitable for the role of senior manager, and caution should be applied in promoting and appointing such persons.

7.5.3.3 Individuals that operate in the Superior range are deemed highly competent and demonstrate an exceptional level of practical knowledge, attitude and quality. These individuals should be considered for higher positions, and should be earmarked for leadership programs and succession planning.

| Achievement Levels | Description                                                                                                                                                                    |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Basic 1            | Applies basic concepts, methods, and understanding of local government operations, but requires supervision and development intervention                                       |
| Competent 2        | Develops and applies more progressive concepts, methods and understanding. Plans and guides the work of others and executes progressive analyses                               |
| Advanced 3         | Develops and applies complex concepts, methods and understanding. Effectively directs and leads group and executes in-depth analyses                                           |
| Superior 4         | Has a comprehensive understanding of local government operations, critical in shaping strategic direction and change, develops and applies comprehensive concepts and methods. |

# 7.5.4 COMPETENCY DESCRIPTION: LEADING COMPETENCIES

| Cluster              | Competency                                      | Name     | Competency | Definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ACHIEVEMENT LEVELS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |
|----------------------|-------------------------------------------------|----------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Leading Competencies | Strategic Direction and Leadership <sup>1</sup> | 10       |            | Provide and direct a vision for the institution, and inspire and deploy others to deliver on the strategic institutional mandate.                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |
| BASIC                | COMPETENT                                       | ADVANCED | SUPERIOR   | <ul style="list-style-type: none"><li>Understand the institutional and departmental strategic objectives, but lacks ability to inspire others to achieve set mandate</li><li>Describe how specific tasks link to the institutional strategies but has limited influence in directing strategy</li><li>Has a basic understanding of institutional performance management, but lacks the ability to integrate systems into a collective whole</li><li>Demonstrate a basic understanding of decision makers</li></ul> | <ul style="list-style-type: none"><li>Give direction to a team in realising the institution's strategic mandate and set objectives</li><li>Has a positive impact and influence on the morale, engagement and participation of team members</li><li>Develop actions plans to execute and guide strategy implementation</li><li>Assist in defining performance measures to monitor the progress and effectiveness of the institution</li><li>Consistently challenge strategic plans to ensure relevance</li><li>Understand institutional structures and political factors, and the consequences of actions</li><li>Empower others to follow strategic direction and deal with complex situations</li><li>Guide the institution through complex and ambiguous concern</li><li>Use understanding of power relationships and dynamic tensions among key players to frame communications and develop strategies, positions and alliances</li></ul> | <ul style="list-style-type: none"><li>Evaluate all activities to determine value and alignment to strategic intent</li><li>Display in-depth knowledge and understanding of strategic planning</li><li>Align strategy and goals across all functional areas</li><li>Actively define performance measures to monitor the progress and effectiveness of the institution</li><li>Provide impact and influence through building and maintaining strategic relationships</li><li>Create an environment that facilitates loyalty an innovation display a superior level of self-discipline and integrity in actions</li><li>Integrate various systems into a collective whole to optimise institutional performance</li><li>Uses understanding of competing interests to manoeuvre successfully to a win/win outcome</li></ul> |  |  |

| Cluster            | Leading Competencies | Weight   | Competency Name                | Competency Definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------|----------------------|----------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                      | 10       | People Management <sup>2</sup> | Effectively manage, inspire and encourage people, respect diversity, optimise talent and build nature relationships in order to achieve institutional objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| ACHIEVEMENT LEVELS |                      |          |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| BASIC              | COMPETENT            | ADVANCED | SUPERIOR                       | <ul style="list-style-type: none"><li>Participate in team goal setting and problem solving</li><li>Interact and collaborate with people of diverse backgrounds</li><li>Aware of guidelines for employee development, but requires support in implementing development initiatives</li><li>Respect and support the diverse nature of others and be aware of the benefits of a diverse approach</li><li>Effectively delegate tasks and empower others to increase contribution and execute functions optimally</li><li>Apply relevant employee legislation fairly and consistently</li><li>Facilitate team goal-setting and problem solving</li><li>Effectively identify capacity requirements to fulfil the strategic mandate</li></ul> <ul style="list-style-type: none"><li>Seek opportunities to increase team contribution and responsibility</li><li>Respect and support the diverse nature of behaviour</li><li>Recognise and reward effective and desired behaviour</li><li>Provide mentoring and guidance to others in order to increase personal effectiveness</li><li>Identify development and learning needs within the team</li><li>Build a work environment conducive to sharing, innovation, ethical behaviour and professionalism</li><li>Inspire a culture of performance excellence by giving positive and constructive feedback to the team</li><li>Achieve agreement or consensus in adversarial environments</li><li>Lead and unite diverse teams across divisions to achieve institutional objectives</li></ul> <ul style="list-style-type: none"><li>Identify ineffective team and work processes and recommend remedial interventions</li><li>Develop and incorporate best practice people management processes, approaches and tools across the institution</li><li>Foster a culture of discipline, responsibility and accountability</li><li>Understand the impact of diversity in performance and actively incorporate a diversity strategy in the institution</li><li>Develop comprehensive integrated strategies and approaches to human capital development and management</li><li>Actively identify trends and predict requirements to facilitate unified transition and performance management</li></ul> |

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| Cluster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Leading Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Weight                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Competency Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Program and Project Management? | 10 | Competency Definition | Objectives |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----|-----------------------|------------|
| ACHIEVEMENT LEVELS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                 |    |                       |            |
| BASIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | COMPETENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ADVANCED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | SUPERIOR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |    |                       |            |
| <ul style="list-style-type: none"> <li>Initiate projects after approval from higher authorities</li> <li>Understand procedures of program and project management</li> <li>Understand project methodology, implications and stakeholder involvement</li> <li>Understand the rational of projects in relation to the institution's strategic objectives</li> <li>Document and communicate factors and risk associated with own work</li> <li>Use results and approaches of successful project implementation as guide</li> </ul> | <ul style="list-style-type: none"> <li>Establish broad stakeholder involvement and communicate the project status and key milestones</li> <li>Define the roles and responsibilities of the project team and create clarity around expectations</li> <li>Find a balance between project deadline and the quality of deliverables</li> <li>Identify appropriate project resources to facilitate the effective completion of the deliverables</li> <li>Comply with statutory requirements and apply policies in a consistent manner</li> <li>Monitor progress and use of resources and make needed adjustments to timelines, steps, and resource allocation</li> </ul> | <ul style="list-style-type: none"> <li>Manage multiple programs and balance priorities and conflicts according to institutional goals</li> <li>Apply effective risk management strategies through impact assessment and resource requirements</li> <li>Modify project scope and budget when required without compromising the quality and objectives of the project</li> <li>Involve top-level authorities and relevant stakeholders in seeking project buy-in</li> <li>Identify and apply contemporary project management methodology and influence project team to deliver exceptional results</li> <li>Monitor policy implementation and apply procedures to manage risks</li> </ul> | <ul style="list-style-type: none"> <li>Understand and conceptualise the long-term implications of desired project outcomes</li> <li>Direct a comprehensive strategic macro and micro analysis and scope projects accordingly to realise institutional objectives and Consider and initiate projects that focus on achievement of the long-term objectives</li> <li>Influence people in positions of authority to implement outcomes of projects</li> <li>Lead and direct projects of translation of policy into workable action plans</li> <li>Ensures that programs are monitored to track progress and optimal resource utilisation, and that adjustments are made as needed</li> </ul> |                                 |    |                       |            |

| Cluster              | Competency                                                                                                                                                                                                                                                                                  | Name              | Competency | Weight |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------|--------|
| Leading Competencies | Financial Management <sup>4</sup>                                                                                                                                                                                                                                                           |                   | 20         |        |
| ACHIEVEMENT LEVELS   |                                                                                                                                                                                                                                                                                             |                   |            |        |
|                      | <b>Competency</b><br>Able to compile, and manage budgets, control cash flow, institute financial risk management and administer procurement processes in accordance with recognised financial practices. Further to ensure that all financial transactions are managed in an ethical manner | <b>Definition</b> |            |        |
|                      |                                                                                                                                                                                                                                                                                             |                   |            |        |

| BASIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | COMPETENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ADVANCED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | SUPERIOR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Understand basic financial concepts and methods as they relate to institutional processes and activities</li> <li>• Display awareness into the various sources of financial data, reporting mechanisms, financial governance, processes and systems</li> <li>• Understand the importance of financial accountability</li> <li>• Ensure delegation and instructions as required by National Treasury guidelines and are reviewed and updated</li> <li>• Identify and implement proper monitoring and evaluation practices to ensure appropriate</li> </ul> | <ul style="list-style-type: none"> <li>• Exhibit knowledge of general financial concepts, planning, budgeting, and forecasting and how they interrelate</li> <li>• Assess, identify and manage financial risks</li> <li>• Assume a cost saving approach to financial management</li> <li>• Prepare financial reports based on specified formats and consider the financial implications of decisions and suggestions that</li> <li>• Ensure delegation and instructions as required by National Treasury guidelines and are reviewed and updated</li> <li>• Identify and implement proper monitoring and evaluation practices to ensure appropriate</li> </ul> | <ul style="list-style-type: none"> <li>• Take active ownership of planning, budgeting, and forecast processes and provides credible answers to queries within responsibility</li> <li>• Prepare budgets that are aligned to the strategic objectives of the institution</li> <li>• Address complex budgeting and financial management concerns</li> <li>• Put systems and processes in place to enhance the quality and integrity of financial management practices</li> <li>• Advise on policies and procedures regarding asset control</li> <li>• Promote National Treasury's regulatory framework for Financial Management</li> </ul> | <ul style="list-style-type: none"> <li>• Develop planning tools to assist in evaluating and monitoring future expenditure trends</li> <li>• Set budget frameworks for the institution</li> <li>• Set strategic direction for the institution on expenditure and other financial processes</li> <li>• Build and nurture partnerships to improve financial management and achieve financial savings</li> <li>• Actively identify and implement new methods to improve asset control</li> <li>• Display professionalism in dealing with</li> </ul> |

| Cluster            | Leading Competencies              | Competency Name              | Competency Definition                                                                                                                                                                                                                                                  |
|--------------------|-----------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | Financial Management <sup>4</sup> | 20                           | Able to compile, and manage budgets, control cash flow, institute financial risk management and administer procurement processes in accordance with recognised financial practices. Further to ensure that all financial transactions are managed in an ethical manner |
| ACHIEVEMENT LEVELS |                                   |                              |                                                                                                                                                                                                                                                                        |
| BASIC              | COMPETENT                         | ADVANCED                     | SUPERIOR                                                                                                                                                                                                                                                               |
|                    | spending against budget           | financial data and processes |                                                                                                                                                                                                                                                                        |

| Cluster | Leading Competencies | Competency Name                | Competency Definition                                                                                                                                                                              | ACHIEVEMENT LEVELS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Weight  | 10                   | Change Leadership <sup>5</sup> | Able to direct and initiate institutional transformation on all levels in order to successfully drive and implement new initiatives and deliver professional and quality services to the community |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| BASIC   | COMPETENT            | ADVANCED                       | SUPERIOR                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Display an awareness of change interventions, and the benefits of transformation initiatives</li> <li>• Able to identify basic needs for change</li> <li>• Identify gaps between the current and desired state</li> <li>• Identify potential risk and challenges to transformation, including resistance to change factors in change programs and pilotting change interventions</li> <li>• Understand the impact of change interventions on the institution within the broader scope of Local Government</li> </ul> | <ul style="list-style-type: none"> <li>• Perform an analysis of the change, impact on the social, political and economic environment</li> <li>• Maintain calm and focus during change</li> <li>• Able to assist team members during change and keep them focused on the deliverables</li> <li>• Volunteer to lead change efforts outside of own work team</li> <li>• Able to gain buy-in and approval for change from relevant stakeholders</li> <li>• Identify change readiness levels and assist in resolving resistance to change factors</li> <li>• Design change interventions that are aligned with the institution's strategic objectives and goals</li> </ul> | <ul style="list-style-type: none"> <li>• Actively monitor change impact and results and convey progress to relevant stakeholders</li> <li>• Secure buy-in and sponsorship for change initiatives</li> <li>• Continuously evaluate change strategy and design and introduce new approaches to enhance the institution's effectiveness</li> <li>• Build and nurture relationships with various stakeholders to establish strategic alliance in facilitating change</li> <li>• Take the lead in impactful change programs</li> <li>• Benchmark change interventions against best change practices</li> <li>• Understand the impact and psychology of change, and put remedial interventions in place to facilitate effective transformation</li> <li>• Take calculated risk and seek new ideas from best practice scenarios, and identify the potential for implementation</li> </ul> | <ul style="list-style-type: none"> <li>• Sponsor change agents and create a network of change leaders who support the interventions</li> <li>• Actively adapt current structures and processes to incorporate the change interventions</li> <li>• Mentor and guide team members on the effect of change, resistance factors and how to integrate change.</li> <li>• Motivate and inspire others around change initiatives</li> </ul> |

| Cluster              | Competency Name                    | Competency Definition                                                                                                                                                                                                                                                                          | ACHIEVEMENT LEVELS                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Weight |
|----------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Leading Competencies | Governance Leadership <sup>6</sup> | Able to promote, direct and apply professionalism in managing risk and compliance requirements and apply a thorough understanding of governance practices and obligations. Further, able to direct the conceptualisation of relevant policies and enhance cooperative governance relationships |                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10     |
| BASIC                |                                    |                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>• Display a basic awareness of risk, compliance and governance factors but require guidance and development in implementing such requirements to address the structure of cooperative government but requires guidance on fostering workable relationships between stakeholders</li><li>• Provide input into policy formulation</li></ul>                                        | COMPETENT | ADVANCED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | SUPERIOR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |        |
|                      |                                    |                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>• Display a thorough understanding of governance and risk and compliance factors and implement plans to address these</li><li>• Demonstrate understanding of the techniques and processes for optimising risk taking decisions within the institution drive</li><li>• Actively drive policy formulation within the institution to ensure the achievement of objectives</li></ul> |           | <ul style="list-style-type: none"><li>• Able to link risk initiatives into key institutional objectives and drivers</li><li>• Identify, analyse and measure risk, create valid risk, create valid risk forecast, and map risk profiles</li><li>• Apply risk control methodology and approaches to prevent and reduce risk that impede on the achievement of institutional objectives</li><li>• Demonstrate a thorough understanding of risk retention plans and identify comprehensive risk management systems and processes</li><li>• Implement and monitor formulation of policies, identify and analyse constraints and challenges with implementations and provide recommendations for improvement</li></ul> | <ul style="list-style-type: none"><li>• Demonstrate a high level of commitment in complying with governance requirements</li><li>• Implement governance and compliance strategy to ensure achievement of institutional objectives within the legislative framework</li><li>• Able to advise Local Government on risk management strategies, best practice interventions and compliance management</li><li>• Able to forge positive relationships on governance level to enhance the effectiveness of Local Government</li><li>• Able to shape, direct and drive the formulation of policies on a macro level</li></ul> |        |

## 7.5.5 COMPETENCY DESCRIPTION: CORE COMPETENCIES

| Cluster                                                                                                                                                                                                                                                                                                                                      | Competency Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Competency Definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Core Competencies                                                                                                                                                                                                                                                                                                                            | Moral Competence <sup>1</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Able to identify moral triggers, apply reasoning that promotes honesty and integrity and consistently display behaviour that reflects moral competence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Weight                                                                                                                                                                                                                                                                                                                                       | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| ACHIEVEMENT LEVELS                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| BASIC                                                                                                                                                                                                                                                                                                                                        | COMPETENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ADVANCED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>Realise the impact of acting with integrity, but requires guidance and development in implementing principles and regulations of the institution</li> <li>Able to identify basic moral situations, but requires guidance and development in understanding and reasoning with moral intent.</li> </ul> | <ul style="list-style-type: none"> <li>Conduct self in alignment with values of Local Government and the institution</li> <li>Able to openly admit own mistakes and weaknesses and seek assistance from others when unable to deliver</li> <li>Actively report fraudulent and activity of corruption within local government and understand the confidential nature of matters without seeking personal gain</li> <li>Able to deal with situations of conflict of interest promptly and in the best interest of local government</li> </ul> | <ul style="list-style-type: none"> <li>Identify, develop, and apply measures of self-correction</li> <li>Able to gain trust and respect through aligning actions with commitments</li> <li>Make proposals and recommendation that are transparent and gain the approval of relevant stakeholders</li> <li>Present values, beliefs and ideas that are congruent with the institution's rules and regulations</li> <li>Take an active stance against corruption and dishonesty when noted</li> <li>Actively promote the value of the institution to internal and external stakeholders</li> <li>Able to work in unity with a team and not seek personal gain</li> <li>Apply universal moral principles consistently to achieve moral decisions</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                              | SUPERIOR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Create an environment of conducive of moral practices</li> <li>Actively develop and implement measures to combat fraud and corruption</li> <li>Set integrity standards and shared accountability measures across the institution to support the objectives of local government</li> <li>Take responsibility for own actions and decisions, even if the consequences are unfavourable</li> </ul>                                                                                                                                                                                                                                                                                                                  |

| Cluster | Core Competencies | Weight   | Competency Name | Competency Definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ACHIEVEMENT LEVELS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                      |
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|         |                   | 5        |                 | <p>Able to plan, prioritise and organise information and resources effectively to ensure the quality of service delivery and build efficient contingency plans to manage risk</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                      |
| BASIC   | COMPETENT         | ADVANCED | SUPERIOR        | <ul style="list-style-type: none"> <li>• Able to follow basic plans and organise tasks around set objectives</li> <li>• Understand the process of planning and organising but requires guidance and development in providing detailed and comprehensive plans</li> <li>• Able to follow existing long-term plans and goals and incorporate into the team's performance objectives</li> <li>• Schedule tasks to ensure they are performed within budget and with efficient use of time and resources</li> <li>• Measure progress and monitor performance results</li> <li>• Actively and appropriately organise information and resources required for a task</li> <li>• Recognise the urgency and importance of tasks</li> <li>• Balance short and long-term plans and goals</li> <li>• Incorporate into the team's performance objectives</li> <li>• Schedule realistic timelines, objectives and milestones for tasks and projects</li> <li>• Produce clear, detailed and comprehensive plans to achieve institutional objectives</li> <li>• Identify possible risk factors and design and implement appropriate contingency plans in light of changing circumstances</li> <li>• Prioritise tasks and projects according to their relevant urgency and importance</li> </ul> | <ul style="list-style-type: none"> <li>• Able to define institutional objectives, develop comprehensive plans, integrate and coordinate activities, and assign appropriate resources for successful implementation</li> <li>• Identify in advance stages and actions to complete tasks and projects</li> <li>• Schedule realistic timelines, objectives and milestones for tasks and projects</li> <li>• Produce clear, detailed and comprehensive plans to achieve institutional objectives</li> <li>• Adapt plans in light of changing circumstances</li> <li>• Prioritise tasks and projects according to their relevant urgency and importance</li> </ul> | <ul style="list-style-type: none"> <li>• Focus on broad strategies and initiatives when developing plans and actions</li> <li>• Able to project and forecast short, medium and long term requirements of the institution and local government</li> <li>• Translate policy into relevant projects to facilitate the achievement of institutional objective</li> </ul> |

| Cluster | Core Competencies | Weight |
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| Competency Name                      | Competency | Definition                                                                                                                                                                                                        |
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| Analysis and Innovation <sup>3</sup> |            | Able to critically analyse information, challenges and trends to establish and implement fact-based solutions that are innovative to improve institutional processes in order to achieve key strategic objectives |

| ACHIEVEMENT LEVELS |  |  |
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| BASIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | COMPETENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ADVANCED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | SUPERIOR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>Understand the basic operation of analysis, but lack detail and thoroughness</li> <li>Able to balance independent analysis with requesting assistance from others</li> <li>Recommend new ways to perform tasks within own function</li> <li>Propose simple remedial interventions that marginally improve processes and service delivery challenges the status quo</li> <li>Listen to the ideas and perspectives of others and explore opportunities to enhance such innovative thinking</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate logical problem solving techniques and approaches for provide rationale for recommendation</li> <li>Demonstrate objectivity, insight, and thoroughness when analysing problems</li> <li>Able to break down complex problems into manageable parts and identify solutions and internal and external stakeholders on opportunities to improve processes and service delivery</li> <li>Consult internal and external stakeholders to identify solutions and identify internal and external stakeholders on opportunities to improve processes and service delivery</li> <li>Clearly communicate the benefits of new opportunities and innovative solutions to stakeholders</li> <li>Continuously identify opportunities to enhance internal processes</li> <li>Identify and analyse opportunities to conduct innovative approaches and propose remedial intervention</li> </ul> | <ul style="list-style-type: none"> <li>Coaches team members on analytical and innovative approaches and techniques</li> <li>Engage with appropriate individuals in analysing and resolving complex problems</li> <li>Identify solutions on various areas in the institution</li> <li>Formulate and implement new ideas throughout the institution</li> <li>Able to gain approval and buy in for proposed interventions from relevant stakeholders</li> <li>Identify trends and best practices in process and service delivery and propose institutional application</li> <li>Continuously engage in research to identify client needs</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate complex analytical and problem solving approaches and techniques</li> <li>Create an environment conducive to analytical and fact-based problem-solving</li> <li>Analyse, recommend solutions and monitor trends in key challenges to prevent and manage occurrence</li> <li>Create an environment that fosters innovative thinking and follows a learning organisation approach</li> <li>Be a thought leader on innovative customer service delivery, and process optimisation</li> <li>Plan an active role in sharing best practice solutions and engage in national and international government seminars and conferences</li> </ul> |

| Cluster                                                                                                                                                                                                                                                                                                                                                                                | Competency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Competency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Definition |
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| Core Competencies                                                                                                                                                                                                                                                                                                                                                                      | Knowledge and Information Management <sup>4</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |
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| ACHIEVEMENT LEVELS                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |
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| BASIC                                                                                                                                                                                                                                                                                                                                                                                  | COMPETENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ADVANCED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | SUPERIOR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |
| <ul style="list-style-type: none"><li>• Collect, categorise and track relevant information required for specific tasks and projects</li><li>• Analyse and interpret information to draw conclusions</li><li>• Seek new sources of information to increase the knowledge base</li><li>• Regularly share information and knowledge with internal stakeholders and team members</li></ul> | <ul style="list-style-type: none"><li>• Use appropriate information systems and technology to manage institutional knowledge and information sharing</li><li>• Evaluate date from various sources and use information effectively to influence decisions and provide solutions</li><li>• Actively create mechanisms and structures for sharing information</li><li>• Use external and internal resources to research and provide relevant knowledge to enhance institutional effectiveness and efficiency</li></ul> | <ul style="list-style-type: none"><li>• Effectively predict future information and knowledge management requirements and systems</li><li>• Develop standards and processes to meet future knowledge management needs</li><li>• Share and promote best-practice knowledge</li><li>• Establish institutions across management systems for knowledge and information monitoring systems</li><li>• Create a culture conducive of learning and knowledge sharing</li><li>• Hold regular knowledge and information sessions to elicit new ideas and share best practice approaches</li></ul> | <ul style="list-style-type: none"><li>• Create and support a vision and culture where team members are empowered to seek, gain and share knowledge and information</li><li>• Establish partnerships across local government to facilitate knowledge management</li><li>• Demonstrate a mature approach to knowledge and information sharing with an abundance and assistance approach</li><li>• Recognise and exploit knowledge points in interactions with internal and external stakeholders</li></ul> |            |

| Cluster                                                                                                                                                                                                                                                                                                                                                                                       | Core Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Weight                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Competency Name                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Competency | Definition                                                                                                                                                                                                                   |
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| ACHIEVEMENT LEVELS                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                              |
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| BASIC                                                                                                                                                                                                                                                                                                                                                                                         | COMPETENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ADVANCED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | SUPERIOR                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• Demonstrate an understanding for communication levers and tools appropriate for the audience, but requires guidance in utilizing such tools</li> <li>• Express ideas in a clear and focused manner, but does not always take the needs of the audience into consideration and disseminate and convey information and knowledge adequately</li> </ul> | <ul style="list-style-type: none"> <li>• Express ideas to individuals and groups in formal and informal settings in a manner that is interesting and motivating</li> <li>• Able to understand, tolerate and appreciate diverse perspectives, attitudes and beliefs</li> <li>• Adapts communication content and style to suit the audience and facilitate optimal information transfer</li> <li>• Deliver content in a manner that gains support, commitment and agreement from relevant stakeholders</li> <li>• Compile clear, focused, concise and well-structures written documents</li> </ul> | <ul style="list-style-type: none"> <li>• Effectively communicate high-risk and sensitive matters to relevant stakeholders</li> <li>• Develop a well-defined communication strategy</li> <li>• Balance political perspectives with institutional needs when communicating viewpoints on complex issues</li> <li>• Able to effectively direct negotiations around complex matters and arrive at a win-win situation that promotes Batho Pele principles</li> <li>• Market and promote the institution to eternal stakeholders and seek to enhance a positive image of the institution</li> <li>• Able to communicate with the media with high levels of moral competence and discipline</li> </ul> | <ul style="list-style-type: none"> <li>• Regarded as a specialist in negotiations and representing the institution and able to inspire and motivate others through positive communication that is impactful and relevant</li> <li>• Creates an environment conducive to transparent and productive communication and critical and appreciative conversations</li> <li>• Able to coordinate negotiations at different levels within local government and externally</li> </ul> |            |                                                                                                                                                                                                                              |

| Cluster | Competency | Name | Competency | Definition |
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|                   |                                        |  |  |                                                                                                                                                                                                                                                                                  |
|-------------------|----------------------------------------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core Competencies | Results and Quality Focus <sup>6</sup> |  |  | Able to maintain high quality standards, focus on achieving results and objectives while consistently striving to exceed expectations and encourage others to meet quality standards. Further, to actively monitor and measure results and quality against identified objectives |
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### ACHIEVEMENT LEVELS

| BASIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | COMPETENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ADVANCED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | SUPERIOR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>Understand quality of work but requires guidance in attending to important matters</li> <li>Show a basic commitment to achieving the correct results</li> <li>Produce the minimum level of results required in the role</li> <li>Produce outcomes that is of a good standards</li> <li>Focus on the quantity of output but requires development in incorporating the quality of work</li> <li>Produce quality work in general circumstances, but fails to meet expectation when under pressure</li> </ul> | <ul style="list-style-type: none"> <li>Focus on high priority actions and does not become distracted by lower-priority activities</li> <li>Display firm commitment and price in achieving the correct results</li> <li>Set quality standards and design processes and tasks around achieving set standards</li> <li>Produce output of high quality</li> <li>Able to balance the quantity and quality of results in order to achieve objectives</li> <li>Monitors progress, quality of work, and use of resources; provide status updates, and make adjustments as needed</li> </ul> | <ul style="list-style-type: none"> <li>Consistently verify own standards and outcomes to ensure quality output</li> <li>Focus on the end result and avoids being distracted</li> <li>Demonstrate a determined and committed approach to achieving results and quality standards</li> <li>Follow task and projects through to completion</li> <li>Set challenging goals and objectives to self and team</li> <li>and display commitment to achieving expectations</li> <li>Maintain a focus on quality outputs when placed under pressure</li> <li>Establishing institutional systems for managing and assigning work, defining responsibilities, tracking, monitoring and measuring success, evaluating and valuing the work of the institution</li> </ul> | <ul style="list-style-type: none"> <li>Coach and guide others to exceed quality standards and results</li> <li>Develop challenging, client-focused goals and sets high standards for personal performance</li> <li>Commit to exceed the results and quality standards, monitor own performance and implement remedial interventions when required</li> <li>Work with team to set ambitious and challenging team goals, long-term and short-term expectations</li> <li>Take appropriate risks to accomplish goals</li> <li>Overcome setbacks and adjust action plans to realise goals</li> <li>Focus people on critical activities that yield a high impact</li> </ul> |

8.3 The assessment of the performance of the Employee will be based on the following rating scale for KPIs and Leading Competencies and Core Competencies:

| Level | Rating    | Terminology                                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------|-----------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | 1 2 3 4 5 |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 5     |           | Outstanding<br>Performance                            | Performance far exceeds the standard expected of an employee at this level. The appraisal indicates that the Employee has achieved above fully effective results against all performance criteria and indicators as specified in the PA and Performance Plan and maintained this in all areas of responsibility throughout the year                                                                                                                                     |
| 4     |           | Performance<br>Significantly<br>Above<br>Expectations | Performance is significantly higher than the standard expected in the job. The appraisal indicates that the Employee has achieved above fully effective results against more than half of the performance criteria and indicators and fully achieved all others throughout the year                                                                                                                                                                                     |
| 3     |           | Fully Effective                                       | Performance fully meets the standards expected in all areas of the job. The appraisal indicates that the Employee has fully achieved effective results against all significant performance criteria and indicators as specified in the Performance Agreements and Performance Plan.                                                                                                                                                                                     |
| 2     |           | Not Fully<br>Effective                                | Performance is below the standard required for the job in key areas. Performance meets some of the standards expected for the job. The review/assessment indicates that the employee has achieved below fully effective results against more than half the key performances criteria and indicators as specified in the Performance Agreements and Performance Plan.                                                                                                    |
| 1     |           | Unacceptable<br>Performance                           | Performance does not meet the standard expected for the job. The review/assessment indicates that the employee has achieved below fully effective results against almost all of the performance criteria and indicators as specified in the Performance Agreements and Performance Plan. The employee has failed to demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement. |

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8. For purpose of evaluating the performance of the **Employee** for the mid-year and year-end reviews, an evaluation panel constituted of the following persons will be established:

- 8.1 Municipal Manager
- 8.2 Chairperson of the Performance Audit Committee (PAC) or the Audit Committee (AC) in the absence of a performance audit committee
- 8.3 Member of the Mayoral or Executive Committee or in respect of a plenary type municipality, another member of Council.
- 8.4 Municipal Manager from another municipality; and
- 8.5 The manager responsible for human resources of the municipality must provide secretariat services to the evaluation panels.

## 9. SCHEDULE FOR PERFORMANCE REVIEWS

9.1 The performance of the Employee in relation to his performance agreement shall be reviewed on the following dates with the understanding that reviews in the third quarter may be verbal if performance is satisfactory:

| Quarter | Review Period                      | Anticipated Review Dates |
|---------|------------------------------------|--------------------------|
| 1       | 01 July 2024 – 30 September 2024   | 31 October 2024          |
| 2       | 01 October 2024 – 31 December 2024 | 31 January 2025          |
| 3       | 01 January 2025 – 31 March 2025    | 30 April 2025            |
| 4       | 01 April 2025 – 30 June 2025       | 31 July 2025             |

9.2 The Employer shall keep a record of the mid-year review and annual assessment meetings;

9.3 Performance feedback shall be based on the Employer's assessment of the Employee's performance;

9.4 The Employer will be entitled to review and make reasonable changes to the provisions of Annexure "A" from time to time for operational reasons. The Employee will be fully consulted before any such change is made;

9.5 The Employer may amend the provisions of Annexure A whenever the performance management system is adopted, implemented and / or amended as the case may be. In that case the Employee will be fully consulted before any such change is made.

## 10. DEVELOPMENTAL REQUIREMENTS

10.1 The Personal Development Plan (PDP) for addressing developmental gaps is attached as Annexure B. Such Plan may be implemented and/or amended as the case may be after each assessment. In that case, the Employee will be fully consulted before any such change or plan is made.

## 11. OBLIGATIONS OF THE EMPLOYER

11.1 The Employer shall:

11.1.1 Create an enabling environment to facilitate effective performance by the Employee;

11.1.2 Provide access to skills development and capacity building opportunities;

11.1.3 Work collaboratively with the Employee to solve problems and generate solutions to common problems that may impact on the performance of the Employee;

11.1.4 On the request of the Employee, delegate such powers reasonably required by the Employee to enable him / her to meet the performance objectives and targets established in terms of this Agreement; and

11.1.5 Make available to the Employee such resources as the Employee may reasonably require from time to time assisting him/her to meet the performance objectives and targets established in terms of this Agreement.

## 12. CONSULTATION

12.1 The Employer agrees to consult the Employee timeously where the exercising of the powers will have amongst others:

12.1.1 A direct effect on the performance of any of the Employee's functions

12.1.2 Commit the Employee to implement or to give effect to a decision made by the Employer

12.1.3 A substantial financial effect on the Employer

12.2 The Employer agrees to inform the Employee of the outcome of any decisions taken pursuant to the exercise of powers contemplated in 11.1 as soon as is practicable to enable the Employee to take any necessary action without delay.

### 12.3 MANAGEMENT OF EVALUATION OUTCOMES

12.3.1 The evaluation of the **Employee's** performance will form the basis for rewarding outstanding performance or correcting unacceptable performance.

12.3.2 A performance bonus of 5% to 14% of the all-inclusive annual remuneration package may be paid to the **Employee** in recognition of outstanding performance to be constituted as follows:

12.3.3 A score of 130% to 149% is awarded a performance bonus ranging from 5% to 9%; and

12.3.4 A score of 150% and above is awarded a performance bonus ranging from 10% to 14%.

12.3.5 In the case of unacceptable performance, the **Employer** shall:

12.3.6 Provide systematic remedial or developmental support to assist the **Employee** to improve his or her performance;

12.3.7 After appropriate performance counselling and having provided the necessary guidance and/or support as well as reasonable time for improvement in performance, the **Employer** may consider steps to terminate the contract of employment of the **Employee** on grounds of unfitness or incapacity to carry out his or her duties.

### 12.4 DISPUTE RESOLUTION

i. Any disputes about the nature of the **Employee's** performance agreement, whether it relates to key responsibilities, priorities, methods of assessment and/or salary increment in the agreement must be mediated by-

a) In the case of the Managers directly accountable to the Municipal Manager the Executive Mayor or Mayor within 30 days of receipt of a formal dispute from the **Employee**, whose decision shall be final and binding on both parties.

ii. Any disputes about the outcome of the **Employee's** performance evaluation must be mediated by-

b) In the case of the Managers directly accountable to the Municipal Manager a member of the municipal council, provided that such member was not part of the evaluation panel provided for in sub regulation 27 (4) (e), within 30 (Thirty) days of receipt of a formal dispute from the **Employee**, whose decision shall be final and binding on both Parties.

13. GENERAL

13.1 The contents of this agreement and the outcome of any review conducted in terms of

Annexure A may be made available to the public by the Employer;

13.2 Nothing in this agreement diminishes the obligations, duties or accountabilities of the

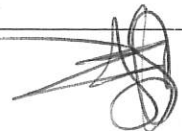
Employee in terms of his/ her contract of employment, or the effects of existing or new regulations,

circulars, policies, directives or other instruments.

Thus done and signed at Bela-Bela on this 01 day of March 2025

AS WITNESSES:

1.



2.

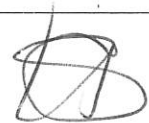
Senior Manager Technical Services



Thus done and signed at Bela-Bela on this 1st day of March 2025

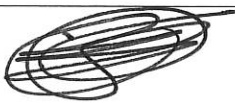
AS WITNESSES:

1.

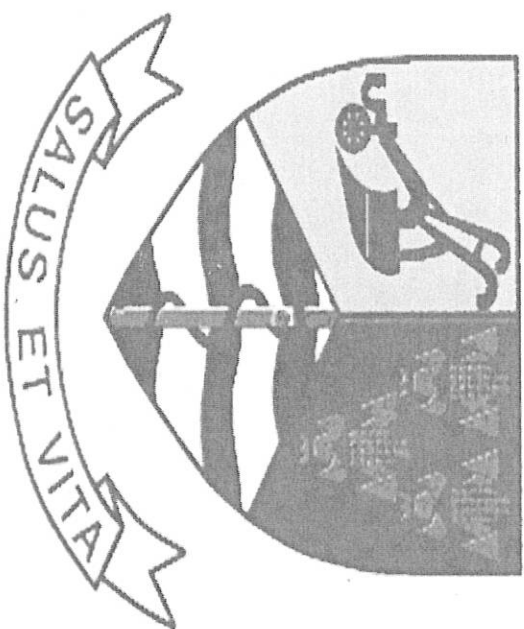


2.

Municipal Manager



2024/2025 ANNUAL PERFORMANCE PLAN



|             |                                       |
|-------------|---------------------------------------|
| NAME        | : HB MASWANGANYI                      |
| POSITION    | : SENIOR MANAGER – TECHNICAL SERVICES |
| SUPERVISOR  | : MUNICIPAL MANAGER                   |
| INSTITUTION | : BELA - BELA LOCAL MUNICIPALITY      |
| PERIOD      | : 01 MARCH 2025 TO 30 JUNE 2025       |

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COMPONENTS OF THE PERFORMANCE PLAN

- 1. Purpose
- 2. Key Performance Areas
- 3. Strategic Intent
- 4. Key Performance Indicators
- 5. Assessment Rating Scales
- 6. Performance Assessment Process
- 7. Approval of the Performance Plan

1. PURPOSE

The performance plan outlines the Council's performance expectations of the employee and the is a strategic intent to ensure that the development priorities and objectives as set in the Municipal Revised 2024/2025 Integrated Plan (IDP) and the Key Performance Indicators and targets in the Municipal Revised 2024/2025 Service Delivery and Budget Implementation Plan (SDBIP) are achieved through operational initiatives.

2. KEY PERFORMANCE AREAS

The strategic Objectives of the Municipality are informed by the following Key Performance Areas as outlined in the Local Government: Municipal Planning and Performance Management Regulations (2001)

- 2.1 Basic Service Delivery and Infrastructure Development
- 2.2 Local Economic Development
- 2.3 Municipal Financial Viability
- 2.4 Municipal Institutional Development & Transformation
- 2.5 Good Governance and Public Participation
- 2.6 Spatial Rationale (Added)

3. STRATEGIC INTENT

Vision:  
"We are the prime agricultural hub and eco-tourism destination of choice"

Mission:  
Our mission is to constantly strive towards the achievement of:

- An effective and efficient service delivery underpinned by

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- Stakeholder driven economic development and growth that fosters
- Sustainable job creation opportunities of communities within
- A safe, healthy and prosperous environment.

Values:

Bela-Bela municipality commits itself to adhere to the municipal core policies and values which are:

- Accountability
- Fairness
- Effectiveness
- Commitment
- Honesty and sincerity

4. KEY PERFORMANCE INDICATORS AND SERVICE DELIVERY TARGETS: ANNEXURE A

| Key Performance Area | Strategic Objectives | Project/ Programme | Key Performance Indicator (KPI) | Revised Key Performance Indicator (KPI) | Weight | Unit of measure (UoM) | KPI Code | Baseline 2023/2024 | Annual Targets 2024/2025 | Revised Annual Targets 2024/2025 | 2024/2025 QUARTERLY PERFORMANCE TARGETS |                     |                     |                     |        | Department        |
|----------------------|----------------------|--------------------|---------------------------------|-----------------------------------------|--------|-----------------------|----------|--------------------|--------------------------|----------------------------------|-----------------------------------------|---------------------|---------------------|---------------------|--------|-------------------|
|                      |                      |                    |                                 |                                         |        |                       |          |                    |                          |                                  | 1st Quarter Targets                     | 2nd Quarter Targets | 3rd Quarter Targets | 4th Quarter Targets | Budget | Evidence Required |

PRIORITY AREA: BASIC SERVICE DELIVERY 70%

PRIORITY AREA: SANITATION SERVICES

|                                                       |                                               |                                                                                            |                                                                                                                                                                                                     |    |   |       |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                              |  |  |                                      |                                      |                                      |                                |     |                                                                                                                                                                             |                    |
|-------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Basic Service Delivery and Infrastructure Development | To improve infrastructure services management | Upgrading of the Leseding Sewer Pump Station (Ward 6)                                      | Percentage of the work completed as measured according to the PPII (Appendix D) for the Upgrading of the Leseding Sewer Pump Station (Ward 6) by 30 June 2025.                                      | 5% | % | KPI 1 | Construction work for the Upgrading of the Leseding Sewer Pump Station (Ward 6) project commenced in the previous 2023/24 financial year, with a projected target of 71% as per the PPII (Appendix D) by financial year end. However, it will not be possible to achieve the target considering the progress of the works. The project has a multi-year budget. | 100% of the work completed as measured according to the PPII (Appendix D) for the Upgrading of the Leseding Sewer Pump Station (Ward 6)                                      |  |  | 71% (Construction Stage at 51 - 60%) | 81% (Construction Stage at 71 - 80%) | 86% (Construction Stage at 81 - 90%) | 100% (Completion of the Works) | MSG | Q1: Construction Quarterly progress report Q2: Construction Quarterly progress report Q3: Construction Quarterly progress report Q4: Construction Quarterly progress report | Technical Services |
|                                                       |                                               |                                                                                            |                                                                                                                                                                                                     |    |   |       |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                              |  |  |                                      |                                      |                                      |                                |     |                                                                                                                                                                             |                    |
| Basic Service Delivery and Infrastructure Development | To improve infrastructure services management | Upgrading of the Sewer Rising Main from the Leseding Pump Station to the WWTW (Ward 2 & 6) | Percentage of the work completed as measured according to the PPII (Appendix D) for the Upgrading of the Sewer Rising Main from the Leseding Pump Station to the WWTW (Ward 2 & 6) by 30 June 2025. | 5% | % | KPI 2 | The Bid for the appointment of the Contractor for the upgrading of the Sewer Rising Main from Leseding Pump Station to WWTW (Ward 2&6) project was advertised in the previous 2023/24 financial year. The project has a multi-year budget.                                                                                                                      | 100% of the work completed as measured according to the PPII (Appendix D) for the Upgrading of the Sewer Rising Main from the Leseding Pump Station to the WWTW (Ward 2 & 6) |  |  | 43% (Appointment of the Contractor)  | 57% (Construction Stage at 21 - 30%) | 71% (Construction Stage at 51 - 60%) | 100% (Completion of the Works) | MSG | Q1: Contractor's appointment letter Q2: Construction Quarterly progress report Q3: Construction Quarterly progress report Q4: Construction Quarterly progress report        | Technical Services |
|                                                       |                                               |                                                                                            |                                                                                                                                                                                                     |    |   |       |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                              |  |  |                                      |                                      |                                      |                                |     |                                                                                                                                                                             |                    |

| Key Performance Area                                  | Strategic Objectives                          | Project/ Programme                                        | Key Performance Indicator (KPI)                                                                                                                                  | Revised Key Performance Indicator (KPI) | Weight | Unit of measure (UoM) | KPI Code | Baseline 2023/2024                                                                                                                                                                                              | Annual Targets 2024/2025                                                                                                                 | Revised Annual Targets 2024/2025                                                                                                       | 2024/2025 QUARTERLY PERFORMANCE TARGETS |                                      |                                      |                                      |           |                                                                                                                                                                               | Department         |
|-------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------|-----------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|                                                       |                                               |                                                           |                                                                                                                                                                  |                                         |        |                       |          |                                                                                                                                                                                                                 |                                                                                                                                          |                                                                                                                                        | 1st Quarter Targets                     | 2nd Quarter Targets                  | 3rd Quarter Targets                  | 4th Quarter Targets                  | Budget    | Evidence Required                                                                                                                                                             |                    |
|                                                       |                                               |                                                           |                                                                                                                                                                  |                                         |        |                       |          |                                                                                                                                                                                                                 |                                                                                                                                          |                                                                                                                                        |                                         |                                      |                                      |                                      |           |                                                                                                                                                                               |                    |
| Basic Service Delivery and Infrastructure Development | To improve infrastructure services management | Upgrading of the Settlers Sewer Pump Station (Ward 2)     | Percentage of the work completed as measured according to the PPII (Appendix D) for the Upgrading of the Settlers Sewer Pump Station (Ward 2) by 30 June 2025.   |                                         | 5%     | %                     | KPI 3    | The Bid for the appointment of the Contractor for the upgrading of the Settlers Sewer Pump Station (Ward 2) project was advertised in the previous 2023/24 financial year. The project has a multi-year budget. | 71% of the work completed as measured according to the PPII (Appendix D) for the Upgrading of the Settlers Sewer Pump Station (Ward 2)   | 67% of the work completed as measured according to the PPII (Appendix D) for the Upgrading of the Settlers Sewer Pump Station (Ward 2) | 43% (Appointment of the Contractor)     | 57% (Construction Stage at 21 - 30%) | 62% (Construction Stage at 31 - 40%) | 67% (Construction Stage at 41 - 50%) | MSG       | Q1: Contractor's appointment letter<br>Q2: Construction Quarterly progress report<br>Q3: Construction Quarterly progress report<br>Q4: Construction Quarterly progress report | Technical Services |
|                                                       |                                               |                                                           |                                                                                                                                                                  |                                         |        |                       |          |                                                                                                                                                                                                                 |                                                                                                                                          |                                                                                                                                        |                                         |                                      |                                      |                                      |           |                                                                                                                                                                               |                    |
| Basic Service Delivery and Infrastructure Development | To improve infrastructure services management | Upgrading of the Industrial outfall sewer line (Ward 2)   | Percentage of the work completed as measured according to the PPII (Appendix D) for the Upgrading of the Industrial outfall sewer line (Ward 2) by 30 June 2025. |                                         | 5%     | %                     | KPI 4    | The industrial outfall sewer line is deteriorating and requires to be refurbished. The Consulting Engineers are already appointed.                                                                              | 43% of the work completed as measured according to the PPII (Appendix D) for the Upgrading of the Industrial outfall sewer line (Ward 2) |                                                                                                                                        | N/A                                     | N/A                                  | 29% (Tender Advertised)              | 43% (Appointment of contractor)      | MSG       | Q1: N/A<br>Q2: N/A<br>Q3: Tender Advertisement<br>Q4: Contractor Appointment letter                                                                                           |                    |
|                                                       |                                               |                                                           |                                                                                                                                                                  |                                         |        |                       |          |                                                                                                                                                                                                                 |                                                                                                                                          |                                                                                                                                        |                                         |                                      |                                      |                                      |           |                                                                                                                                                                               |                    |
| PRIORITY AREA: WATER SERVICES                         |                                               |                                                           |                                                                                                                                                                  |                                         |        |                       |          |                                                                                                                                                                                                                 |                                                                                                                                          |                                                                                                                                        |                                         |                                      |                                      |                                      |           |                                                                                                                                                                               |                    |
| Basic Service Delivery and Infrastructure Development | To improve infrastructure services management | Upgrading of the Bela-Bela Water Treatment Works (Ward 1) | Percentage of the work completed as measured according to the PPII (Appendix D)                                                                                  | Withdrawn                               |        | %                     | KPI 5    | The Bela-Bela Water Treatment Works requires and upgrade to increase its capacity. The Consulting                                                                                                               | 29% of the work completed as measured according to the PPII (Appendix D) for the Upgrading of the Bela-Bela                              | Withdrawn                                                                                                                              | Withdrawn                               | Withdrawn                            | Withdrawn                            | Withdrawn                            | Withdrawn | Withdrawn                                                                                                                                                                     | Technical Services |

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| Key Performance Area                                  | Strategic Objectives                          | Project Programme                                                                                                  | Key Performance Indicator (KPI)                                                                                                                                                                                             | Revised Key Performance Indicator (KPI) | Weight | Unit of measure (UoM) | KPI Code | Baseline 2023/2024                                                                                                                                                                                                          | Annual Targets 2024/2025                                                                                                                                                                            | Revised Annual Targets 2024/2025                                                                                                                                                                                    | 2024/2025 QUARTERLY PERFORMANCE TARGETS     |                                                        |                         |                                     |        | Evidence Required                                                                                                                        | Department         |
|-------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------|-----------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------------------------------------|-------------------------|-------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|                                                       |                                               |                                                                                                                    |                                                                                                                                                                                                                             |                                         |        |                       |          |                                                                                                                                                                                                                             |                                                                                                                                                                                                     |                                                                                                                                                                                                                     | 1st Quarter Targets                         | 2nd Quarter Targets                                    | 3rd Quarter Targets     | 4th Quarter Targets                 | Budget |                                                                                                                                          |                    |
|                                                       |                                               |                                                                                                                    | for the Upgrading of the Bela-Bela Water Treatment Works (Ward 1) by 30 June 2025.                                                                                                                                          |                                         |        |                       |          | Engineers are already appointed.                                                                                                                                                                                            | Water Treatment Works (Ward 1)                                                                                                                                                                      |                                                                                                                                                                                                                     |                                             |                                                        |                         |                                     |        |                                                                                                                                          |                    |
| Basic Service Delivery and Infrastructure Development | To improve infrastructure services management | Augmentation of the water supply source and the construction of the water reticulation network in Tsakane (Ward 7) | Percentage of the work completed as measured according to the PPII (Appendix D) for the Augmentation of the water supply source and the construction of the water reticulation network in Tsakane (Ward 7) by 30 June 2025. |                                         | 5%     | %                     | KPI 6    | The Tsakane Settlement has water shortages. The Consulting Engineers are already appointed.                                                                                                                                 | 29% of the work completed as measured according to the PPII (Appendix D) for the Augmentation of the water supply source and the construction of the water reticulation network in Tsakane (Ward 7) | 43% of the work completed as measured according to the PPII (Appendix D) for the Augmentation of the water supply source and the construction of the water reticulation network in Tsakane (Ward 7) by 30 June 2025 | 10% (Scoping Report completed and approved) | 14% (Preliminary Design Report completed and approved) | 29% (Tender Advertised) | 43% (Appointment of the Contractor) | WSIG   | Q1: Approved Scoping Report<br>Q2: Approved Preliminary Design Report<br>Q3: Tender advertisement<br>Q4: Contractor's appointment letter | Technical Services |
| Basic Service Delivery and Infrastructure Development | To improve infrastructure services management | Construction of Water Booster Pump Station and Upgrading of a Steel Elevated tank in Ext 8 (Ward 4)                | Percentage of the work completed as measured according to the PPII (Appendix D) for the Construction of Water Booster Pump Station and Upgrading of a Steel Elevated tank in Ext 8 (Ward 4) by 30 June 2025.                |                                         | 5%     | %                     | KPI 7    | The Designs for the Construction of Water Booster Pump Station and Upgrading of a Steel Elevated tank in Ext 8 (Ward 4) project were completed in the previous 2023/24 financial year. The project has a multi-year budget. | 71% of the work completed as measured according to the PPII (Appendix D) for the Construction of Water Booster Pump Station and Upgrading of a Steel Elevated tank in Ext 8 (Ward 4)                | 43% of the work completed as measured according to the PPII (Appendix D) for the Construction of Water Booster Pump Station and Upgrading of a Steel Elevated tank in Ext 8 (Ward 4)                                | 29% (Tender Advertised)                     | 43% (Appointment of the Contractor)                    | 29% (Tender Advertised) | 43% (Appointment of the Contractor) | WSIG   | Q1: Tender advertisement<br>Q2: Contractor's appointment letter<br>Q3: Tender advertisement<br>Q4: Contractor's appointment letter       | Technical Services |

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| Key Performance Area                                  | Strategic Objectives                          | Project/ Programme                                                                                   | Key Performance Indicator (KPI)                                                                                                                                                                               | Revised Key Performance Indicator (KPI) | Weight | Unit of measure (UoM) | KPI Code | Baseline 2023/2024                                                                                                                                    | Annual Targets 2024/2025                                                                                                                                                                                  | Revised Annual Targets 2024/2025 | 2024/2025 QUARTERLY PERFORMANCE TARGETS |                     |                                                  |                                                       |        |                                                                                                                 | Department         |
|-------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------|-----------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------|---------------------|--------------------------------------------------|-------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------|--------------------|
|                                                       |                                               |                                                                                                      |                                                                                                                                                                                                               |                                         |        |                       |          |                                                                                                                                                       |                                                                                                                                                                                                           |                                  | 1st Quarter Targets                     | 2nd Quarter Targets | 3rd Quarter Targets                              | 4th Quarter Targets                                   | Budget | Evidence Required                                                                                               |                    |
| Basic Service Delivery and Infrastructure Development | To improve infrastructure services management | Replacement of Bulk Raw Water AC Pipeline from Lapla to Bela-Bela Water Treatment Works (Ward 1 & 9) | Percentage of the work completed as measured according to the PPII (Appendix D) for the Replacement of Bulk Raw Water AC Pipeline from Lapla to Bela-Bela Water Treatment Works (Ward 1 & 9) by 30 June 2025. | New                                     | 5%     | %                     | KPI 8    | The raw bulk water pipeline is a deteriorating AC pipeline that requires refurbishment and upgrading. The Consulting Engineers are already appointed. | New 19% of the work completed as measured according to the PPII (Appendix D) for the Replacement of Bulk Raw Water AC Pipeline from Lapla to Bela-Bela Water Treatment Works (Ward 1 & 9) by 30 June 2025 |                                  | N/A                                     | N/A                 | 14% (Preliminary Designs completed and approved) | 19% (Detailed Designs Approved and drawings Approved) | MIG    | Q1: N/A<br>Q2: N/A<br>Q3: Approved Preliminary Design Report<br>Q4: Detailed Design Report and Approval Letter. | Technical Services |

**PRIORITY AREA: ROAD AND STORMWATER**

|                                                       |                                               |                                                                                    |                                                                                                                                                                                             |  |    |   |        |                                                                                                                                                                                                           |                                                                                                                                                                     |                                                                                                                                                                     |                         |                                     |                                      |                                      |     |                                                                                                        |                    |
|-------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----|---|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------|--------------------------------------|--------------------------------------|-----|--------------------------------------------------------------------------------------------------------|--------------------|
| Basic Service Delivery and Infrastructure Development | To improve infrastructure services management | Construction of Road Paving and Bulk stormwater in Bela-Bela X8 - Phase 4 (Ward 4) | Percentage of the work completed as measured according to the PPII (Appendix D) for the Construction of Road Paving and bulk Stormwater in Bela-Bela X8 - Phase 4 (Ward 4) by 30 June 2025. |  | 5% | % | KPI 9  | The Designs for the Construction of Road Paving and Bulk stormwater in Bela-Bela X8 - Phase 4 (Ward 4) project was completed in the previous 2023/24 financial year. The project has a multi-year budget. | 62% of the work completed as measured according to the PPII (Appendix D) for the Construction of Road Paving and Bulk stormwater in Bela-Bela X8 - Phase 4 (Ward 4) | 29% of the work completed as measured according to the PPII (Appendix D) for the Construction of Road Paving and Bulk stormwater in Bela-Bela X8 - Phase 4 (Ward 4) | 29% (Tender Advertised) | 43% (Appointment of the Contractor) | N/A                                  | 29% (Tender Advertised)              | MIG | Q1: Tender advertisement<br>Q2: Contractor's appointment letter<br>Q3: N/A<br>Q4: Tender advertisement | Technical Services |
| Basic Service Delivery and Infrastructure Development | To improve infrastructure services management | Construction of Road Paving and Stormwater in Bela-Bela X5 - Phase 1 (Ward 3)      | Percentage of the work completed as measured according to the PPII (Appendix D) for the Construction of Road Paving                                                                         |  | 5% | % | KPI 10 | The Designs for the Construction of Road Paving and Stormwater in Bela-Bela X5 - Phase 1 (Ward 3) project were completed in the previous 2023/24 financial year. The                                      | 62% of the work completed as measured according to the PPII (Appendix D) for the Construction of Road Paving and Stormwater in Bela-Bela X5 - Phase 1 (Ward 3)      |                                                                                                                                                                     | 29% (Tender Advertised) | 43% (Appointment of the Contractor) | 57% (Construction Stage at 21 - 30%) | 62% (Construction Stage at 31 - 40%) | MIG | Q1: Tender advertisement<br>Q2: Contractor's appointment letter<br>Q3: Construction                    | Technical Services |

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| Key Performance Area                                  | Strategic Objectives                          | Project/ Programme                                                                  | Key Performance Indicator (KPI)                                                                                                                                                              | Revised Key Performance Indicator (KPI) | Weight | Unit of measure (UoM) | KPI Code | Baseline 2023/2024                                                                                                                                                                                    | Annual Targets 2024/2025                                                                                                                                                             | Revised Annual Targets 2024/2025                                                                                                                             | 2024/2025 QUARTERLY PERFORMANCE TARGETS            |                                     |                                                       |                                      |      | Budget                                                                                             | Evidence Required  | Department |
|-------------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------|-----------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------|-------------------------------------------------------|--------------------------------------|------|----------------------------------------------------------------------------------------------------|--------------------|------------|
|                                                       |                                               |                                                                                     |                                                                                                                                                                                              |                                         |        |                       |          |                                                                                                                                                                                                       |                                                                                                                                                                                      |                                                                                                                                                              | 1st Quarter Targets                                | 2nd Quarter Targets                 | 3rd Quarter Targets                                   | 4th Quarter Targets                  |      |                                                                                                    |                    |            |
|                                                       |                                               |                                                                                     | and Stormwater in Bela-Bela X5 - Phase 1 (Ward 3) by 30 June 2025.                                                                                                                           |                                         |        |                       |          | project has a multi-year budget.                                                                                                                                                                      |                                                                                                                                                                                      |                                                                                                                                                              |                                                    |                                     |                                                       |                                      |      | Quarterly progress report Q4: Construction Quarterly progress report                               |                    |            |
| Basic Service Delivery and Infrastructure Development | To improve infrastructure services management | Construction of Road Paving and Stormwater in Rapotokwane -Phase 1 (Ward 8)         | Percentage of the work completed as measured according to the PPII (Appendix D) for the Construction of Road Paving and Stormwater in Rapotokwane - Phase 1 (Ward 8) by 30 June 2025.        |                                         | 5%     | %                     | KPI 11   | The Designs for the Construction of Road Paving and Stormwater in Rapotokwane - Phase 1 (Ward 8) project were completed in the previous 2023/24 financial year. The project has a multi-year budget.  | 57% of the work completed as measured according to the PPII (Appendix D) for the Construction of Road Paving and Stormwater in Rapotokwane - Phase 1 (Ward 8)                        | 29% of the work completed as measured according to the PPII (Appendix D) for the Construction of Road Paving and Stormwater in Rapotokwane -Phase 1 (Ward 8) | 19% (Detailed Design Report and Drawings approved) | 29% (Tender Advertised)             | N/A                                                   | N/A                                  | MIG  | Q1: Detailed Design Report and approval letter.<br>Q2: Tender advertisement<br>mQ3: N/A<br>Q4: N/A | Technical Services |            |
| Basic Service Delivery and Infrastructure Development | To improve infrastructure services management | Refurbishment of roads and stormwater in Limpopo Road and Mabunda Street (Ward 7&5) | Percentage of the work completed as measured according to the PPII (Appendix D) for the Refurbishment of roads and stormwater in Limpopo Road and Mabunda Street (Ward 7&5) by 30 June 2025. | New                                     | 4%     | %                     | KPI 12   | New The Mabunda and Limpopo Roads are in a bad condition due to poor stormwater drainage. MDRG was allocated to our Municipality amidst the financial year to attend to the condition of these roads. | 29% of the work completed as measured according to the PPII (Appendix D) for the Refurbishment of roads and stormwater in Limpopo Road and Mabunda Street (Ward 7&5) by 30 June 2025 |                                                                                                                                                              | N/A                                                | N/A                                 | 19% (Detailed Designs Approved and drawings Approved) | 29% (Tender Advertised)              | MDRG | Q1: N/A<br>Q2: N/A<br>Q3: Detailed Design Report and approval letter.<br>Q4: Tender Advertisement  | Technical Services |            |
| PRIORITY AREA: ELECTRICITY                            |                                               |                                                                                     |                                                                                                                                                                                              |                                         |        |                       |          |                                                                                                                                                                                                       |                                                                                                                                                                                      |                                                                                                                                                              |                                                    |                                     |                                                       |                                      |      |                                                                                                    |                    |            |
| Basic Service Delivery and Infrastructure Development | To improve infrastructure services management | Construction of the Bela-Bela 132/11kVA 2 X                                         | Percentage of the work completed as measured                                                                                                                                                 |                                         | 4%     | %                     | KPI 13   | The Substation project is incomplete from the 2019/20                                                                                                                                                 | 62% of the work completed as measured according to the                                                                                                                               |                                                                                                                                                              | 29% (Tender Advertised)                            | 43% (Appointment of the Contractor) | 57% (Construction Stage at 21 - 30%)                  | 62% (Construction Stage at 31 - 40%) | INEP | Q1: Tender advertisement<br>mQ2:                                                                   | Technical Services |            |

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| Key Performance Area                                  | Strategic Objectives                 | Project/ Programme                                                       | Key Performance Indicator (KPI)                                                                                                    | Revised Key Performance Indicator (KPI) | Weight | Unit of measure (UoM) | KPI Code | Baseline 2023/2024                                                                                                                                                                                                                                                                              | Annual Targets 2024/2025                                                                                                                                   | Revised Annual Targets 2024/2025 | 2024/2025 QUARTERLY PERFORMANCE TARGETS |                                |                                      |                                |        | Evidence Required                                                                                                     | Department         |
|-------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------|-----------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------|--------------------------------|--------------------------------------|--------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------|--------------------|
|                                                       |                                      |                                                                          |                                                                                                                                    |                                         |        |                       |          |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                            |                                  | 1st Quarter Targets                     | 2nd Quarter Targets            | 3rd Quarter Targets                  | 4th Quarter Targets            | Budget |                                                                                                                       |                    |
|                                                       |                                      | 20MVA Sub-Station (Ward 2)                                               | according to the PPII (Appendix D) for the Construction of the Bela-Bela 132/11kVA 2 X 20MVA Sub-Station (Ward 2) by 30 June 2025. |                                         |        |                       |          | financial year, and subsequently both contracts of the Consultant and Contractor have been terminated. A new Service Provider has been appointed to complete a Technical Assessment, a new Business Plan to request INEP funding and other activities to ensure full completion of the project. | PPII (Appendix D) for the Construction of the Bela-Bela 132/11kVA 2 X 20MVA Sub-Station (Ward 2)                                                           |                                  |                                         |                                |                                      |                                |        | Contractor's appointment letter Q3: Construction Quarterly progress report Q4: Construction Quarterly progress report |                    |
| PRIORITY AREA: WASTE MANAGEMENT                       |                                      |                                                                          |                                                                                                                                    |                                         |        |                       |          |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                            |                                  |                                         |                                |                                      |                                |        |                                                                                                                       |                    |
| Basic Service Delivery and Infrastructure Development | Promote the welfare of the community | Construction of the Bela-Bela Municipal landfill site - Phase 1 (ward 2) | Percentage of the work completed as measured according to the PPII (Appendix D) for the Construction of the Bela-Bela Municipal    | 4%                                      | %      |                       | KPI 14   | Construction work for the Construction of the Bela-Bela Municipal landfill site - Phase 1 (ward 2) project commenced in the previous 2023/24 financial year, with                                                                                                                               | 100% of the work completed as measured according to the PPII (Appendix D) for the Construction of the Bela-Bela Municipal landfill site - Phase 1 (ward 2) |                                  | 81% (Construction Stage at 71 - 80%)    | 100% (Completion of the Works) | 90% (Construction Stage at 91 - 99%) | 100% (Completion of the Works) | MIG    | Q1: Construction Quarterly progress report Q2: Construction Quarterly progress report and                             | Technical Services |

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| Key Performance Area | Strategic Objectives | Project/ Programme | Key Performance Indicator (KPI)                   | Revised Key Performance Indicator (KPI) | Weight | Unit of measure (UoM) | KPI Code | Baseline 2023//2024                                                                                                | Annual Targets 2024/2025 | Revised Annual Targets 2024/2025 | 2024/2025 QUARTERLY PERFORMANCE TARGETS |                     |                     |                     |                                                                                                                                         | Evidence Required | Department |
|----------------------|----------------------|--------------------|---------------------------------------------------|-----------------------------------------|--------|-----------------------|----------|--------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------|-----------------------------------------|---------------------|---------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------|
|                      |                      |                    |                                                   |                                         |        |                       |          |                                                                                                                    |                          |                                  | 1st Quarter Targets                     | 2nd Quarter Targets | 3rd Quarter Targets | 4th Quarter Targets | Budget                                                                                                                                  |                   |            |
|                      |                      |                    | landfill site - Phase 1 (ward 2) by 30 June 2025. |                                         |        |                       |          | a projected target of 71% as per the PPII (Appendix D) by financial year end. The project has a multi-year budget. |                          |                                  |                                         |                     |                     |                     | Completion Certificate Q3: Construction Quarterly progress report Q4: Construction Quarterly progress report and Completion Certificate |                   |            |
|                      |                      |                    |                                                   |                                         |        |                       |          |                                                                                                                    |                          |                                  |                                         |                     |                     |                     |                                                                                                                                         |                   |            |

**PRIORITY AREA: SPORT, ARTS, CULTURE, RECREATIONAL AND CEMETERY**

|                                                       |                                      |                                                         |                                                                                                                                                                |                                                                                                                                                                     |   |   |        |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                           |           |                                |           |           |           |           |           |                                                                                               |                    |
|-------------------------------------------------------|--------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------------------------------------------------------------------------|--------------------|
| Basic Service Delivery and Infrastructure Development | Promote the welfare of the community | Development of sports facilities in Masakhane (Ward 9)  | Percentage of the work completed as measured according to the PPII (Appendix D) for the Development of sports facilities in Masakhane (Ward 9) by 30 June 2025 | Percentage of the work completed as measured according to the PPII (Appendix D) for the Development of sports facilities in Masakhane (Ward 9) by 30 September 2024 | % | % | KPI 15 | Construction work for the Development of sports facilities in Masakhane (Ward 9) project commenced in the previous 2023/24 financial year, with a projected target of 62% as per the PPII (Appendix D) by financial year end. However, the set target was already surpassed by the 3rd quarter. The project has a multi-year budget. | 100% of the work completed as measured according to the PPII (Appendix D) for the Development of sports facilities in Masakhane (Ward 9) by 30 June 2025. |           | 100% (Completion of the Works) | N/A       | N/A       | N/A       | N/A       | MIG       | Q1: Construction Quarterly progress report and Completion Certificate Q2: N/A Q3: N/A Q4: N/A | Technical Services |
| Basic Service Delivery and Infrastructure Development | Promote the welfare of the community | Development of a new Cemetery – Pienaarsrivier (Ward 8) | Percentage of the work completed as measured according to the PPII (Appendix D)                                                                                | Withdrawn                                                                                                                                                           | % | % | KPI 16 | There is no Cemetery at Pienaarsrivier, and the process to acquire suitable land to develop a                                                                                                                                                                                                                                        | Withdrawn                                                                                                                                                 | Withdrawn | Withdrawn                      | Withdrawn | Withdrawn | Withdrawn | Withdrawn | Withdrawn | Withdrawn                                                                                     | Technical Services |

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| Key Performance Area                         | Strategic Objectives        | Project/ Programme     | Key Performance Indicator (KPI)                                                                                      | Revised Key Performance Indicator (KPI) | Weight | Unit of measure (UoM) | KPI Code | Baseline 2023//2024  | Annual Targets 2024/2025 | Revised Annual Targets 2024/2025 | 2024/2025 QUARTERLY PERFORMANCE TARGETS |                     |                     |                     |        | Evidence Required | Department         |
|----------------------------------------------|-----------------------------|------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------|-----------------------|----------|----------------------|--------------------------|----------------------------------|-----------------------------------------|---------------------|---------------------|---------------------|--------|-------------------|--------------------|
|                                              |                             |                        |                                                                                                                      |                                         |        |                       |          |                      |                          |                                  | 1st Quarter Targets                     | 2nd Quarter Targets | 3rd Quarter Targets | 4th Quarter Targets | Budget |                   |                    |
|                                              |                             |                        | for the Development of a new Cemetery – Pienaarsvlei (Ward 8) by 30 June 2025                                        |                                         |        |                       |          | new one is underway. |                          |                                  |                                         |                     |                     |                     |        |                   |                    |
| Municipal Financial Viability and Management | Improve Financial Viability | Expenditure Management | Percentage payment on grant funded capital projects identified for 2024/2025 financial year i.to IDP by 30 June 2025 |                                         | 4%     | %                     | KPI 17   | 100%                 | 100%                     |                                  | 25%                                     | 50%                 | 75%                 | 100%                | Capex  | Report            | Technical Services |

**PRIORITY AREA: INSTITUTIONAL DEVELOPMENT & TRANSFORMATION 10%**

|                                                        |                                                   |                        |                                                                  |  |    |   |        |                                            |                                                  |  |                                                 |                                                 |                                                 |                                                 |      |                            |                    |
|--------------------------------------------------------|---------------------------------------------------|------------------------|------------------------------------------------------------------|--|----|---|--------|--------------------------------------------|--------------------------------------------------|--|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|------|----------------------------|--------------------|
| Good Governance and Public Participation               | To Improve Administrative and Governance Capacity | Council Administration | Number of Ordinary Council meetings attended by 30 June 2025     |  | 5% | # | KPI 18 | 6x Ordinary Council meetings attended      | 6x Ordinary Council meetings attended            |  | 1x Ordinary Council meeting to be attended      | 1x Ordinary Council meeting to be attended      | 2x Ordinary Council meetings to be attended     | 2x Ordinary Council meetings to be attended     | Opex | Signed Attendance Register | Technical Services |
| Municipal Transformation and Institutional Development | To Improve Administrative and Governance Capacity | Council Administration | Number of Section 79 Committee meetings attended by 30 June 2025 |  | 5% | # | KPI 19 | 11x Section 79 Committee meetings attended | 11x Section 79 Committee meetings to be convened |  | 3x Section 79 Committee meetings to be attended | 2x Section 79 Committee meetings to be attended | 3x Section 79 Committee meetings to be attended | 3x Section 79 Committee meetings to be attended | Opex | Signed Attendance Register | Technical Services |

**PRIORITY AREA: GOOD GOVERNANCE AND PUBLIC PARTICIPATION 10%**

**PRIORITY AREA: PERFORMANCE MANAGEMENT SYSTEM**

|                                          |                  |                               |                                                                                            |  |    |   |        |                                                                      |                                                                      |  |                                                                      |     |     |     |      |                                      |                    |
|------------------------------------------|------------------|-------------------------------|--------------------------------------------------------------------------------------------|--|----|---|--------|----------------------------------------------------------------------|----------------------------------------------------------------------|--|----------------------------------------------------------------------|-----|-----|-----|------|--------------------------------------|--------------------|
| Good Governance and Public Participation | Clean Governance | Performance Management System | Percentage of signed Departmental Performance Agreements for all employees by 30 July 2024 |  | 4% | # | KPI 20 | 100% of Signed Departmental Performance Agreements for all employees | 100% of signed Departmental Performance Agreements for all employees |  | 100% of Signed Departmental Performance Agreements for all employees | N/A | N/A | N/A | Opex | Copies Signed Performance Agreements | Technical Services |
|------------------------------------------|------------------|-------------------------------|--------------------------------------------------------------------------------------------|--|----|---|--------|----------------------------------------------------------------------|----------------------------------------------------------------------|--|----------------------------------------------------------------------|-----|-----|-----|------|--------------------------------------|--------------------|

**RISK AND INTERNAL AUDITOR**

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| Key Performance Area                         | Strategic Objectives                              | Project/ Programme   | Key Performance Indicator (KPI)                                                       | Revised Key Performance Indicator (KPI) | Weight | Unit of measure (UoM) | KPI Code | Baseline 2023//2024                                  | Annual Targets 2024/2025                                                     | Revised Annual Targets 2024/2025 | 2024/2025 QUARTERLY PERFORMANCE TARGETS                    |                                                            |                                                            |                                                            |        | Evidence Required                                                      | Department         |
|----------------------------------------------|---------------------------------------------------|----------------------|---------------------------------------------------------------------------------------|-----------------------------------------|--------|-----------------------|----------|------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------|------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|--------|------------------------------------------------------------------------|--------------------|
|                                              |                                                   |                      |                                                                                       |                                         |        |                       |          |                                                      |                                                                              |                                  | 1st Quarter Targets                                        | 2nd Quarter Targets                                        | 3rd Quarter Targets                                        | 4th Quarter Targets                                        | Budget |                                                                        |                    |
| Good Governance and Public Participation     | To improve administrative and governance capacity | Corporate Governance | Number of Performance and Audit Committee meetings attended by 30 June 2025           |                                         | 3%     | #                     | KPI 21   | 4x Performance and Audit Committee meetings attended | 4x Performance and Audit Committee meetings to be attended                   |                                  | 1x Performance and Audit Committee meetings to be attended | 1x Performance and Audit Committee meetings to be attended | 1x Performance and Audit Committee meetings to be attended | 1x Performance and Audit Committee meetings to be attended | Opex   | Signed Attendance Registers                                            | Technical Services |
| Good Governance and Public Participation     | To improve administrative and governance capacity | Corporate Governance | Number of Risk Management Meetings attended by 30 June 2025                           |                                         | 3%     | #                     | KPI 22   | 4x Risk Management meetings attended                 | 4x Risk Management Meetings to be attended                                   |                                  | 1x Risk Management Meeting to be attended                  | 1x Risk Management Meeting to be attended                  | 1x Risk Management Meeting to be attended                  | 1x Risk Management Meeting to be attended                  | Opex   | Signed Attendance Registers                                            | Technical Services |
| PRIORITY AREA: FINANCIAL VIABILITY 10%       |                                                   |                      |                                                                                       |                                         |        |                       |          |                                                      |                                                                              |                                  |                                                            |                                                            |                                                            |                                                            |        |                                                                        |                    |
| Good Governance and Public Participation     | To improve administrative and governance capacity | Budget and Reporting | Obtain Unqualified Audit Report for 2023/2024 by 30 November 2024                     |                                         | 5%     | #                     | KPI 23   | Obtained Qualified Audit Report for 2022/2023        | Obtain Unqualified Audit Report for 2023/2024                                |                                  | N/A                                                        | Obtain Unqualified Audit Report for 2023/2024              | N/A                                                        | N/A                                                        | Opex   | Auditor General's Report                                               | Technical Services |
| Municipal Financial Viability and Management | To improve financial viability                    | Budget and Reporting | Percentage of Departmental AG queries resolved as per the Action Plan by 30 June 2025 |                                         | 5%     | %                     | KPI 24   | 72% of AG findings resolved for 2022/2023            | 100% of Departmental AG queries to be resolved for 2023/2024 by 30 June 2025 |                                  | N/A                                                        | N/A                                                        | 50% of Departmental AG queries resolved                    | 100% of Departmental AG queries resolved                   | Opex   | Progress Report on the implementation of the Action Plan for 2023/2024 | Technical Services |

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# 6. ASSESSMENT RATING SCALE

| 5                                                                                                                                                                                                                                                                                                                                    | 4                                                                                                                                                                                                                                                                                   | 3                                                                                                                                                                                                                                                                                   | 2                                                                                                                                                                                                                                                                                                                                                                    | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outstanding Performance                                                                                                                                                                                                                                                                                                              | Performance Significantly Above Expectations                                                                                                                                                                                                                                        | Fully Effective                                                                                                                                                                                                                                                                     | Not Fully Effective                                                                                                                                                                                                                                                                                                                                                  | Unacceptable Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Performance far exceeds the standard expected of an employee at this level. The appraisal indicates that the Employee has achieved above fully effective results against all performance criteria and indicators as specified in the PA and Performance Plan and maintained this in all areas of responsibility throughout the year. | Performance is significantly higher than the standard expected in the job. The appraisal indicates that the Employee has achieved above fully effective results against more than half of the performance criteria and indicators and fully achieved at others throughout the year. | Performance fully meets the standards expected in all areas of the job. The appraisal indicates that the Employee has fully achieved effective results against all significant performance criteria and indicators as specified in the Performance Agreements and Performance Plan. | Performance is below the standard required for the job in key areas. Performance meets some of the standards expected for the job. The review/assessment indicates that the employee has achieved below fully effective results against more than half the key performances criteria and indicators as specified in the Performance Agreements and Performance Plan. | Performance does not meet the standard expected for the job. The review/assessment indicates that the employee has achieved below fully effective results against almost all of the performance criteria and indicators as specified in the Performance Agreements and Performance Plan. The employee has failed to demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement. |

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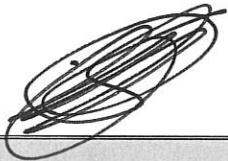
## 7. PERFORMANCE ASSESSMENT PROCESS

The following steps will be followed to ensure a fully participative and complaint performance assessment process is adhered to:

1. Performance Assessments
  - 1.1 Formal assessments between employee and employer will take place twice a year to measure the performance of the employee against the agreed performance targets.
  - 1.2 Progress against the targets will be captured in preparation for the assessments.
  - 1.3 Scores of 1-5 will be calculated based upon the progress against targets.
  - 1.4 Key Performance Indicators (KPI's) and targets are audited and copied to the performance plan before the assessment date.
  - 1.5 The employer must keep records of the assessment meetings.
2. The employee being assessed will compile a portfolio of evidence confirming the level of performance achieved for a given assessment period and made available to the panel on request.
3. The process determining employee rating is as follows:
  - 3.1 The employee to motivate for a higher rating where applicable
  - 3.2 The panel to rate the achievements for the KPI are on a 5 point scale. Decimal places can be used.
  - 3.3 The panel to rate the employee's core competency requirements (CCR) on the 5 point scale. Decimal places can be used.
  - 3.4 The panel scores are averaged to arrive at a total score per KPI / CCR. Overall scores are calculated by taking weights into account where applicable.
  - 3.5 The final KPA's rating will account for 80% of the final assessment total. The CCR are to account for 20% of the final assessment total.
4. The five point rating scale referred to in regulation 805 correspond as follows:
 

| Rating | 1 | 2 | 3 | 4 | 5 |
|--------|---|---|---|---|---|
|        |   |   |   |   |   |
5. The assessment rating calculator is used to calculate the overall % for performance.
6. The personal development plan can be (PDP) can be reviewed after the performance assessments had been finalised in case where more clarity has been established on what the essential development needs for the relevant employee will be.

8. APPROVAL OF THE PERFORMANCE PLAN

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| This serves as a commitment between the employer and the employee that they will work together and support each other while struggling to achieve the goals of the Municipality as well as the personnel growth and development of the employee.                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                       |
| Undertaking by the Employer/ Supervisor                                                                                                                                                                                                                                                                                                                                                                                                                             | Undertaking of the Employee                                                                                                                                                                                                                                                                                                                                                           |
| On behalf of the Municipality, I undertake to ensure that a work environment conducive for excellent employee performance is established and maintained. As such, I undertake to lead to the best of my ability, communicate comprehensively, and empower managers and employees. Employees will have access to ongoing learning, will be coached, and will be assisted to clearly understand what is expected of them, and herewith approve this performance plan. | I herewith confirm that I understand the strategic importance of my position within the broader organisation. I furthermore confirm that I understand the purpose of my position, as well as the criteria on which my performance will be evaluated at least twice per annum. As such I therefore commit to do my utmost to work up to these expectations. I hereby accept this plan. |
| Signed and accepted by the Supervisor on behalf of Council:                                                                                                                                                                                                                                                                                                                                                                                                         | Signed and accepted by the employee:                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                    |
| Date: 07/03/2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Date: 01/03/2025                                                                                                                                                                                                                                                                                                                                                                      |

| Skills Performance Gap | Outcomes Expected | Suggested Training / Development | Suggested Mode of Delivery | Suggested Time Frames | Support Person |
|------------------------|-------------------|----------------------------------|----------------------------|-----------------------|----------------|
|                        |                   |                                  |                            |                       |                |

Handwritten signature: *[Signature]*

~~\_\_\_\_\_~~

Date: 07/03/2025

**DISCLOSURE OF FINANCIAL INTERESTS FORM: ANNEXURE C**

Hereby certify that the following information is complete and correct to the best of my knowledge:

Telephone Number 014-736 8041 Fax Number

Name of Municipality Bela-Bela Local Municipality

Position held Senior Manager, Technical Services

Residential Address 19 Butterworth Drive, Belder, 0699

0713

Belder Park

Postal Address P.O Box 11914

MASWANGANYI HB

I, the undersigned (surname and initials)

FINANCIAL DISCLOSURE FORM FOR 2024/2025 FINANCIAL YEAR

CONFIDENTIAL



BELA - BELA LOCAL MUNICIPALITY

See information sheet: note (1)

5050L IN 7770

## Name of Trust

2101

See information sheet: note (3)

|                |             |       |
|----------------|-------------|-------|
| RCB Consulting | Party Venue | R.O.O |
|----------------|-------------|-------|

## Remunerated work outside the Municipality

44

5. Consultancies and retainerships  
See information sheet: note (5)

| Name of client | Nature | Type of business activity | Value of any benefits received |
|----------------|--------|---------------------------|--------------------------------|
|                |        |                           |                                |
|                |        |                           |                                |
|                |        |                           |                                |
|                |        |                           |                                |

6. Sponsorships  
See information sheet: note (6)

| Source of assistance/sponsorship | Description of assistance/sponsorship | Value of assistance/sponsorship |
|----------------------------------|---------------------------------------|---------------------------------|
|                                  |                                       |                                 |
|                                  |                                       |                                 |
|                                  |                                       |                                 |
|                                  |                                       |                                 |

7. Gifts and hospitality from a source other than a family member  
See information sheet: note (7)

| Description | Value | Source |
|-------------|-------|--------|
|             |       |        |
|             |       |        |
|             |       |        |
|             |       |        |

8. Land and Property  
See information sheet: note (8)

| Description | Extent            | Area | Value |
|-------------|-------------------|------|-------|
| Vacant land | 629m <sup>2</sup> |      |       |
|             |                   |      |       |
|             |                   |      |       |
|             |                   |      |       |

SIGNATURE OF EMPLOYEE

DATE: 01/03/2025  
PLACE: Bdg Bdg

OATH/AFFIRMATION

1. I certify that before administering the oath/affirmation I asked the deponent the following questions and wrote down her/his answers in his/her presence:

(i) Do you know and understand the contents of the declaration?

Answer

Yes

(ii) Do you have any objection to taking the prescribed oath or affirmation?

Answer

No

(iii) Do you consider the prescribed oath or affirmation to be binding on your conscience?

Answer

Yes

2. I certify that the deponent has acknowledged that she/he knows and understands the contents of this declaration. The deponent utters the following words: "I swear that the contents of this declaration are true, so help me God." / "I truly affirm that the contents of the declaration are true". The signature/mark of the deponent is affixed to the declaration in my presence.

Commissioner of Oath /Justice of the Peace

*[Signature]*

Full first names and surname:

Thobiso Solomon Ngobeni

(Block letters)

Designation (rank) Traffic Officer

Ex Officio Republic of South Africa

Street address of institution

47 Van der Merwe

Bela-Belo

0480

Date 01/03/2025

Place Bela-Belo

**CONTENTS NOTED:**

**SENIOR MANAGER: TECHNICAL SERVICES**

DATE: 01/03/2025

**INFORMATION SHEET FOR THE FINANCIAL DISCLOSURE FORM**

The following notes is a guide to assist with completing the attached Financial Disclosure form (Annexure C):

**NOTE 1**

**SHARES AND OTHER FINANCIAL INTERESTS**

Designated employees are required to disclose the following details with regard to shares and other financial interests held in any private or public company or any other corporate entity recognized by law:

- The number, nature and nominal value of shares of any type;
- The nature and value of any other financial interests held in any private or public company or any other corporate entity; and
- The name of that entity.

**NOTE 2**

**DIRECTORSHIPS AND PARTNERSHIPS**

Designated employees are required to disclose the following details with regard to directorships and partnerships:

- The name and type of business activity of the corporate entity or partnership/s;
- The amount of any remuneration received for such directorship or partnership/s.

Directorship includes any occupied position of director or alternative director, or by whatever name the position is designated.

Partnership is a legal relationship arising out of a contract between two or more persons with the object of making and sharing profits.

**NOTE 3**

**REMUNERATED WORK OUTSIDE THE PUBLIC SERVICE (ALL REMUNERATED EMPLOYMENT MUST BE SANCTIONED PRIOR TO THE WORK BEING DONE)**

Designated employees are required to disclose the following details with regard to remunerated work outside the public service.

- The type of work;
- The name and type of business activity of the employer; and
- The amount of the remuneration received for such work.

Remuneration means the receipt of benefits in cash or kind.

Work means rendering a service for which the person receives remuneration.

**NOTE 4**

**CONSULTANCIES AND RETAINERSHIPS**

Designated employees are required to disclose the following details with regard to consultancies and retainerships:

- The nature of the consultancy or retainership of any kind;
- The name and type of business activity, of the client concerned; and
- The value of any benefits received for such consultancy or retainerships.

#### NOTE 5

### SPONSORSHIPS

Designated employees are required to disclose the following details with regard to sponsorships:

- The source and description of direct financial sponsorship or assistance; and
- The value of the sponsorship or assistance.

#### NOTE 6

### GIFTS AND HOSPITALITY FROM A SOURCE OTHER THAN A FAMILY MEMBER

Designated employees are required to disclose the following details with regard to gifts and hospitality:

- A description and the value and source of a gift with a value in excess of R350;
  - A description and the value of gifts from a single source which cumulatively exceed the value of R350 in the relevant 12 month period; and
  - Hospitality intended as a gift in kind.
- Designated employees must disclose any material advantage that they received from any source e.g. any discount prices or rates that are not available to the general public.

All personal gifts within the family and hospitality of a traditional or cultural nature need not be disclosed.

#### NOTE 7

### LAND AND PROPERTY

Designated employees are required to disclose the following details with regard to their ownership and other interests in land and property (residential or otherwise both inside and outside the Republic):

- A description and extent of the land or property;
- The area in which it is situated; and
- The value of the interest.