

FINANCIAL YEAR (PERIOD OF AGREEMENT): 1 JULY 2024 - 31 MARCH 2025

FOR THE

CHIEF FINANCIAL OFFICER  
THE EMPLOYEE OF THE MUNICIPALITY

Ms. THANGAVHUELELO MULATWA

AND

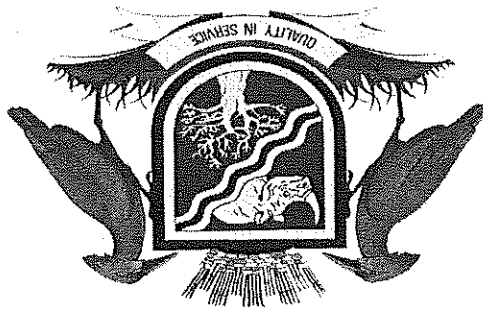
Mr. KUTAM ZWANANDA NORMAN

AS REPRESENTED BY THE MUNICIPAL MANAGER

THE MUNICIPALITY OF VHEMBE DISTRICT

MADE AND ENTERED INTO BY AND BETWEEN:

PERFORMANCE AGREEMENT



VHEMBE DISTRICT MUNICIPALITY

**ENTERED INTO BY AND BETWEEN:**

The Vhembe District Municipality herein represented by Mr. Kutama Zwanda Norman in her capacity as Municipal Manager of Vhembe District Municipality (hereinafter referred to as the Employer or Supervisor) and Ms. Thangavhuelelo Mulatwa as Employee (Chef Financial Officer) of Vhembe District Municipality (hereinafter referred to as the Section 56 manager).

**WHEREBY IT IS AGREED AS FOLLOWS:**

**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 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.

**2. PURPOSE OF THIS AGREEMENT**

2.1 Comply with the provisions of Section 57(1)(b), (4A) and (5) of the Systems Act as well as the Contract of Employment entered into between the parties;

2.2 Specify objectives and targets established for the Employee and to communicate to the Employee the Employer's expectations of the Employee's performance expectations and accountabilities;

2.3 Specify accountabilities as set out in the Performance Plan (**Annexure A**);

2.4 Monitor and measure performance against set targeted outputs;

2.5 Use the Performance Agreement and Performance Plan as the basis for assessing whether the Employee has met the performance expectations applicable to his/her job;

- 4.1 The Performance Plan (Annexure A) sets out –
  - 4.1.1 The performance objectives and targets that must be met by the Employee; and
  - 4.1.2 The time frames within which those performance objectives and targets must be met.
- 4.2 The performance objectives and targets reflected in Annexure A are set by the Employer in consultation with the Employee and based on the Integrated Development Plan, Service Delivery and Budget Implementation Plan (SDBIP)

#### 4. PERFORMANCE OBJECTIVES

- 3.1 This Agreement will commence on the 01 July 2024 and will remain in force until 30 June 2025 where after a new Performance Agreement, Performance Plan and if applicable a Personal Development Plan shall be concluded between the parties for the next financial year or any portion thereof.
- 3.2 The parties will review the provisions of this Agreement during June each year. The parties will conclude a new Performance Agreement and Performance Plan that replaces this Agreement at least once a year by not later than the beginning of each successive financial year.
- 3.3 This Agreement will terminate on the termination of the Employee's contract of employment for any reason.
- 3.4 The content of this Agreement may be revised at any time during the above-mentioned period to determine the applicability of the matters agreed upon.
- 3.5 If at any time during the validity of this Agreement the work environment alters (whether as a result of government or council decisions or otherwise) to the extent that the contents of this Agreement are no longer appropriate, the contents shall immediately be revised.

#### 3. DELIVERY

- 2.6 Appropriately reward the Employee in accordance with the Employer's performance management policy in the event of outstanding performance; and
- 2.7 Give effect to the Employer's commitment to a performance-orientated relationship with the Employee in attaining equitable and improved service delivery.

6.2.1 The Employee must be assessed against both components, with a weighting of 80:20 allocated to the Key Performance Areas (KPA's), Leading Competences, Core Managerial Competencies (CMC's) and the Eight Batho Pele Principles respectively.

6.1 The Employee undertakes to actively focus towards the promotion and implementation of the Key Performance Areas KPA's (including special projects relevant to the employee's responsibilities) within the local government framework.

6.2 The criteria upon which the performance of the Employee shall be assessed shall consist of two components, both of which shall be contained in the Performance Agreement.

**6. THE EMPLOYEE AGREES TO PARTICIPATE IN THE PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM THAT THE EMPLOYER ADOPTS.**

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

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.

5.1 The Employee agrees to participate in the performance management system that the Employer adopts or introduces for the Employer, management and municipal staff of the Employer.

**5. PERFORMANCE MANAGEMENT SYSTEM**

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.

4.3 The key objectives describe the main tasks that need to be done. The key performance indicators provide the details of the evidence that must be provided to show that a key objective has been achieved. The target dates describe the timeframe in which the work must be achieved. The weightings show the relative importance of the key objectives to each other.

and the budget of the employer and shall include key objectives; key performance indicators; target dates and weightings.

Number	LEADING COMPETENCIES	WEIGHT
1	Strategic Direction and Leadership • Impact and Influence • Institutional Performance Management • Strategic Planning and Management • Organisational Awareness	8
2	People Management • Human Capital Planning and Development • Diversity Management • Employee Relations Management • Negotiation and Dispute Management	8
3	Program and Project Management • Program and Project Planning and Implementation • Service Delivery Management • Program and Project Monitoring and Evaluation	6
4	Financial Management • Budget Planning and Execution • Financial Strategy and Delivery • Financial Reporting and Monitoring	6
5	Change Leadership • Change Vision and Strategy • Process Design and Improvement	6

6.4 The CMC's and the Batho Pele Principles will make up the other 20% of the Employee's assessment score. CMC's that are deemed to be most critical for the Employee's specific job are reflected in the list below as agreed to between the Employer and Employee:

KPA No	Key Performance Areas	Weight
1	Municipal Transformation and Institutional development	05%
2	Basic Service Delivery and Infrastructure Development	05%
3	Local economic Development	05%
4	Financial Viability and Management	80%
5	Good Governance and Public participation	05%
Total (Cannot exceed 100%)		100%

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

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

6.2.3 KPAs covering the main areas of work will account for 80% and CMC's and the Batho Pele Principles will account for 20% of the final assessment.

Cluster	Leading Competencies	Competency Name	Competency Definition
<b>ACHIEVEMENT LEVELS</b>			
<b>BASIC</b>	<ul style="list-style-type: none"> <li>• Understand institutional and departmental strategic objectives, but lacks the ability to inspire others to achieve set mandate</li> <li>• Describe how specific tasks link to institutional strategies but has limited influence in directing strategy</li> <li>• Has a basic</li> </ul>	<b>COMPETENT</b>	<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</li> </ul>
<b>ADVANCED</b>	<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</li> </ul>	<b>SUPERIOR</b>	<ul style="list-style-type: none"> <li>• Structure and position the institution to local government priorities</li> <li>• Actively use in-depth knowledge and understanding to develop and implement a comprehensive institutional framework</li> <li>• Hold self-</li> </ul>

Leading Competencies

6.5. Competency Descriptions

6	Governance Leadership	<ul style="list-style-type: none"> <li>• Change Impact Monitoring and Evaluation</li> <li>• Policy Formulation</li> <li>• Risk and Compliance Management</li> <li>• Cooperative Governance</li> </ul>	6
7	<b>CORE COMPETENCIES</b>		
8	Moral Competence		5
9	Planning and Organising		5
10	Analysis and Innovation		5
11	Knowledge and Information Management		5
12	Communication		5
13	Results and Quality Focus		5
<b>EIGHT BATHO-PELE PRINCIPLES</b>			
14	Consultation		4
15	Service Standards		4
16	Access		3
17	Courtesy		3
18	Information		4
19	Openness and Transparency		4
20	Redress		4
21	Value for Money		4
<b>TOTAL</b>			<b>100</b>

Cluster	Leading Competencies	Competency Name	Competency Definition	ACHIEVEMENT LEVELS
		People Management	Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objective	
				<b>BASIC</b>
				<b>COMPETENT</b>
				<b>ADVANCED</b>
				<b>SUPERIOR</b>

<p>understanding of institutional performance and guide strategy implementation</p> <p>Assist in defining performance measures to monitor the progress and effectiveness of the institution</p> <p>Displays an awareness of institutional structures and political factors</p> <p>Effectively communicate barriers to execution to relevant parties</p> <p>Provide guidance to all stakeholders in the achievement of the strategic mandate</p> <p>Understand the aim and objectives of the institution and relate it to own work</p>	<p>performance measures to monitor the progress and effectiveness of the institution</p> <p>Consistently challenge strategic plans to ensure relevance</p> <p>Understand institutional structures and political factors, and the consequences of actions Empower others to follow strategic direction and deal with complex situations</p> <p>Guide the institution through complex and ambiguous concern</p> <p>Use understanding of power relationships and dynamic tensions among key players to frame communications and develop strategies, positions and alliances</p>	<p>accountable for strategy execution and results</p> <p>Provide impact and influence through building and maintaining strategic relationships</p> <p>Create an environment that facilitates loyalty and innovation Display a superior level of self-discipline and integrity in actions</p> <p>Integrate various systems into a collective whole to optimise institutional performance</p> <p>Uses understanding of competing interests to manoeuvre successfully to a win/win outcome</p>
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ACHIEVEMENT LEVELS	
Competency Definition	Able to understand program and project management methodology; plan, manage, monitor and evaluate specific activities in order to deliver on set objectives
Competency Name	Program and Project Management
Cluster	Leading Competencies
<b>BASIC</b>	<ul style="list-style-type: none"> <li>• Initiate projects after approval from higher authorities</li> <li>• Understand procedures of program and project management methodology, implications and stakeholder involvement</li> <li>• Understand the</li> </ul>
<b>COMPETENT</b>	<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</li> </ul>
<b>ADVANCED</b>	<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</li> </ul>
<b>SUPERIOR</b>	<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</li> </ul>

<p>but requires support in implementing development initiatives</p>	<p>benefits of a diverse approach</p> <ul style="list-style-type: none"> <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 fulfill the strategic mandate</li> </ul>	<ul style="list-style-type: none"> <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>	<p>discipline, responsibility and accountability</p> <ul style="list-style-type: none"> <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 capacity requirements to facilitate unified transition and performance management</li> </ul>
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Cluster	Competency Name	Competency Definition	ACHIEVEMENT LEVELS
Leading Competencies	Financial Management	Able to compile, plan 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	<p><b>BASIC</b></p> <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</li> </ul>
			<p><b>COMPETENT</b></p> <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</li> </ul>
			<p><b>ADVANCED</b></p> <ul style="list-style-type: none"> <li>• Take active ownership of planning, budgeting, and forecast processes and provides credible answers to queries within own responsibility</li> <li>• Prepare budgets that are aligned to the strategic objectives of the institution</li> </ul>
			<p><b>SUPERIOR</b></p> <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</li> </ul>

<p>rational of projects in relation to the institution's strategic objectives</p> <ul style="list-style-type: none"> <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>	<p>around expectations</p> <ul style="list-style-type: none"> <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>	<p>requirements</p> <ul style="list-style-type: none"> <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</li> <li>• Influence and motivate project team to deliver exceptional results</li> <li>• Monitor policy implementation and apply procedures to manage risks</li> </ul>	<p>accordingly to realise institutional objectives</p> <ul style="list-style-type: none"> <li>• 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 translation of policy into workable actions</li> <li>• Ensures that programs are monitored to track progress and optimal resource utilisation, and that adjustments are made as needed</li> </ul>
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Cluster		Leading Competencies		Competency Name		Competency Definition	
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							
<b>ACHIEVEMENT LEVELS</b>							
<b>BASIC</b>	<b>COMPETENT</b>	<b>ADVANCED</b>	<b>SUPERIOR</b>	<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</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> </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</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 effects of change,</li> </ul>

<ul style="list-style-type: none"> <li>• Understand the importance of asset control</li> <li>• Prepare financial reports based on specified formats</li> <li>• Consider and understand the financial implications of decisions and suggestions that</li> <li>• Ensure that delegation and instructions as required by National Treasury guidelines are reviewed and updated</li> <li>• Identify and implement proper monitoring and evaluation practices to ensure appropriate spending against budget</li> </ul>	<ul style="list-style-type: none"> <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>• 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 financial data and processes</li> </ul>
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ACHIEVEMENT LEVELS			
Cluster	Leading Competencies	Competency Name	Competency Definition
		Governance Leadership	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
BASIC	COMPETENT	ADVANCED	SUPERIOR
<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</li> </ul>	<ul style="list-style-type: none"> <li>• Display a thorough understanding of governance and risk factors and compliance and implement plans to address these</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 forecasts,</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</li> </ul>

<ul style="list-style-type: none"> <li>• Participate in change programs and piloting 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>• 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>• 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>• Motivate and inspire others around change</li> <li>• how to integrate change</li> <li>• others around change initiatives</li> </ul>
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<ul style="list-style-type: none"> <li>• Schedule tasks to ensure they are performed within budget and with efficient use of time and resources</li> <li>• Measures progress and monitor performance results</li> </ul>	<ul style="list-style-type: none"> <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</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>• Arrange information and resources required for a task, but require further structure and organisation</li> </ul>	<ul style="list-style-type: none"> <li>• objectives in developing plans and actions</li> <li>• Arrange information and resources required for a task, but require further structure and organisation</li> </ul>
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Cluster	Core Competencies	Competency Name	Analysis and Innovation	Competency Definition	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	BASIC	<ul style="list-style-type: none"> <li>• Understand the basic operation problem solving 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 challenges the status quo</li> <li>• Listen to the ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate logical techniques and approaches and provide rationale for recommendations</li> <li>• Demonstrate objectivity, insight, and thoroughness when analysing problems</li> <li>• Able to break down complex problems into manageable parts and identify solutions</li> <li>• Consult internal and external</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> </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</li> </ul>	SUPERIOR
<b>COMPETENT</b>												
<b>ADVANCED</b>												
<b>SUPERIOR</b>												

Cluster	Core Competencies	Competency Name	Competency Definition	ACHIEVEMENT LEVELS
		Knowledge and Information Management	Able to promote the generation and sharing of knowledge and information through various processes and media, in order to enhance the collective knowledge base of local government	
				<b>BASIC</b>
		<b>COMPETENT</b>		
		<b>ADVANCED</b>		
		<b>SUPERIOR</b>		

and perspectives of others and explore opportunities to enhance such innovative thinking	stakeholders on opportunities to improve processes and service delivery	<ul style="list-style-type: none"> <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>Able to gain approval and buying 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>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>Play an active role in sharing best practice solutions and engage in national and international local government seminars and conferences</li> </ul>
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Cluster	Core Competencies	Competency Name	Competency Definition	ACHIEVEMENT LEVELS
			<p>able to share information, knowledge and ideas in a clear, focused and concise manner appropriate for the audience in order to effectively convey, persuade and influence stakeholders to achieve the desired outcome</p>	
<b>BASIC</b>				<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</li> <li>• Disseminate and convey information and knowledge adequately</li> </ul>
<b>COMPETENT</b>				<ul style="list-style-type: none"> <li>• Express ideas to individuals and groups in formal and informal settings in an manner that is interesting and motivating</li> <li>• Able to understand, tolerate and appreciate diverse perspectives, attitudes and beliefs</li> <li>• Adapt communication content and style to suit the audience and facilitate optimal information transfer</li> <li>• Deliver content in a manner that gains</li> </ul>
<b>ADVANCED</b>				<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</li> </ul>
<b>SUPERIOR</b>				<ul style="list-style-type: none"> <li>• Regarded as a specialist in negotiations and representing the institution</li> <li>• 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</li> </ul>

members	<p>mechanisms and structures for sharing of information</p> <ul style="list-style-type: none"> <li>• Use external and internal resources to research and provide relevant and cutting-edge knowledge to enhance institutional effectiveness and efficiency</li> </ul>	<p>measures and monitoring systems for knowledge and information management</p> <ul style="list-style-type: none"> <li>• Establish accurate measures and monitoring systems for knowledge and information management</li> <li>• Create a culture conducive of learning and knowledge sharing</li> <li>• Hold regular sharing sessions to elicit new ideas and share best practice approaches</li> </ul>	<p>information sharing with an abundance and assistance approach</p> <ul style="list-style-type: none"> <li>• Recognise and exploit knowledge points in interactions with internal and external stakeholders</li> </ul>
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Cluster	Competency Name	Competency Definition	ACHIEVEMENT LEVELS
Core Competencies	Results and Quality Focus	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	
			<b>BASIC</b>
			<b>COMPETENT</b>
			<b>ADVANCED</b>
			<b>SUPERIOR</b>

support, commitment and agreement from relevant stakeholders	<ul style="list-style-type: none"> <li>• Comply clear, focused, concise and well-structured written documents</li> </ul>	<ul style="list-style-type: none"> <li>• Market and promote the institution to external 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>• principles</li> </ul>
different levels within local government and externally			

7. PERFORMANCE PLAN

	<p>use of resources; provide status updates, and make adjustments as needed</p>	<p>institutional systems for managing and assigning work, defining responsibilities, tracking, monitoring and measuring success, evaluating and valuing the work of the institution</p>	<p>• Overcome setbacks and adjust action plans to realise goals          • Focus people on critical activities that yield a high impact</p>
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7.1 The Performance Plan (**Annexure A**) to this Agreement sets out –

7.1.1 The standards and procedures for evaluating the Employees' 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 goals and strategies set out in the Employer's Integrated Development Plan (IDP).

7.5 The annual performance appraisal will involve:

7.5.1 Assessment of the achievement of results as outlined in the performance plan:

7.5.1.1 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.

7.5.1.2 An indicative rating on the five-point scale should be provided for each KPA.



Level	Terminology	Description	Rating
5	Outstanding 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.	5 (75-100%)
4	Performance significantly above 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.	4 (65-74%)
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 PA and Performance Plan.	3 (51-64%)

7.6 The assessment of the performance of the Employee will be based on the following rating scale for KPAs and CMCs:

- 7.5.3 Overall rating  
 An overall rating is calculated by using the applicable assessment-rating calculator. Such overall rating represents the outcome of the performance appraisal.
- 7.5.2 Assessment of the CMCs  
 Each CMC should be assessed according to the extent to which the specified standards have been met.
- 7.5.3 An indicative rating on the five-point scale should be provided for each CMC.
- 7.5.4 The applicable assessment rating calculator (refer to paragraph 7.5.1) must then be used to add the score and calculate a final CMC score.
- 7.5.1.3 The applicable assessment rating calculator (refer to paragraph 7.5.3 below) must then be used to add the scores and calculate a final KPA score.

First quarter : July – September 2024 (Verbal and Informal)  
 Second quarter : October-December 2024  
 Third quarter : January-March 2025 (Verbal and Informal)  
 Fourth quarter : April-June 2025

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

**8. SCHEDULE FOR PERFORMANCE REVIEWS**

- 7.7 For purposes of evaluating the performance of the Employee, an evaluation panel constituted of the following persons will be established –
  - 7.7.1 Municipal manager;
  - 7.7.2 Chairperson of the Performance Audit Committee or the Audit Committee in the absence of a performance audit committee;
  - 7.7.3 Member of the Mayoral Committee or Executive committee or in respect of a penary type municipality, another member of council; and
  - 7.7.4 Municipal Manager from another Municipality.

1	Unacceptable performance	Performance does not meet the standard expected for the job. The review/assessment indicates that they employee has achieved below fully effective results against all of the performance criteria and indicators as specified in the PA 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.	1 (less than 30%)
2	Not fully 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 performance criteria and indicators as specified in the PA and Performance Plan.	2 (31-50%)

- 10.1.1 Create an enabling environment to facilitate effective performance by the employee;
- 10.1.2 Provide access to skills development and capacity building opportunities;
- 10.1.3 Work collaboratively with the Employee to solve problems and generate solutions to common problems that may impact on the performance of the Employee;
- 10.1.4 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
- 10.1.5 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.

**10. OBLIGATIONS OF THE EMPLOYER**

The Pro Forma 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 the each assessment. In that case, the Employee will be fully consulted before any such change or plan is made.

**9. DEVELOPMENTAL REQUIREMENTS**

- 8.2 The Employer shall keep a record of the mid-year review and annual assessment meetings.
- 8.3 Performance feedback shall be based on the Employer's assessment of the Employee's performance.
- 8.4 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.
- 8.5 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.

11. CONSULTATION

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

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

11.1.2 Commit the Employee to implement or to give effect to a decision made by the Employer; and

11.1.3 A substantial financial effect on the Employer.

11.2 The Employer agrees to inform the Employee of the outcome of any decisions taken pursuant to the exercise of powers contemplated in clause 11.1 as soon as is practicable to enable the Employee to take any necessary action with delay.

12. MANAGEMENT OF EVALUATION OUTCOMES

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

12.2 A performance bonus between 5% to 14% of the Employees inclusive annual remuneration package may be paid to the Employee in recognition of outstanding performance.

12.3 The Employee will be eligible for progression to the next higher remuneration package, within the relevant remuneration band, after completion of at least twelve months (12) service at the current remuneration package on 30 June (end of financial year) subject to a fully effective assessment.

12.4 In the case of unacceptable performance, the Employer shall -

12.4.1 Provide systematic remedial or developmental support to assist the Employee to improve his or her performance; and

12.4.2 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.

Thus done and signed Thom Anderson on this the 19 day of July of 2024.

AS WITNESSES:  
1. [Signature]  
2. [Signature]  
CHIEF FINANCIAL OFFICER [Signature]

Thus done and signed Thom Anderson on this the 19 day of July of 2025.

14.1 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.  
14.2 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.

14. GENERAL

13.1.1 The Municipal Manager or Mayor within thirty (30) days of receipt of a formal dispute from the employee; whose decision shall be final and binding on both parties.  
13.1.2 Any other person appointed by the Mayor.  
13.2 In the event that the mediation process contemplated above fails, clause 16 of the Contract of Employment shall apply.

13. DISPUTE RESOLUTION

13.1 Any disputes about the nature of the Employee's performance agreement, whether it relates to key responsibilities, priorities, methods of assessment and/or any other matter provided for, shall be mediated by -

AS WITNESSES:

1.

\_\_\_\_\_

2.

\_\_\_\_\_

Municipal Manager

A. Williams

**ANNEXURE A: PERFORMANCE PLAN**

**1. PURPOSE**

The performance plan defines the Council's expectations of the Municipal manager's performance agreement to which this document is attached and Section 57 (5) of the Municipal Systems Act, which provides that performance objectives and targets must be based on the key performance indicators as set in the Municipality's Integrated Development Plan (IDP) and as reviewed annually.

**2. KEY RESPONSIBILITIES / KEY PERFORMANCE AREAS**

The main responsibility of the Municipal Manager is to implement the following Key Performance Areas (KPA's) as, outlined in the Local Government Performance Regulation for Municipal Manager and Managers Accountable to the Municipal Manager (2006):

KPA N	Key Performance Areas	Weight
1.	Municipal Transformation and organizational Development	05%
2.	Basic Service Delivery	05%
3.	Local Economic Development	05%
4.	Municipal Financial Viability and Management	75%
5.	Good Governance and Public Participation	10%
<b>Total</b>		<b>100%</b>

**3. KEY PERFORMANCE INDICATORS**

The following Key Performance Indicators (KPI's) provide the details of the evidence that must be provided to show that a key objective has been obtained. The target dates describe the timeframe in which the work must be achieved. The weightings show the relative importance of the key objectives to each other.

**1.1.1. BUDGET AND TREASURY OFFICE**

No:	Functions /Focus	Programme name a	Programme description	Location	Source of fund	Output Indicators	Baseline	Annual Targets	Q1 Targets	Q2 Targets	Q3 Targets	Q4 Targets	Budget 2024/25	Portfolio of evidence
<b>4. KPA: Governance and management- financial viability and management</b>														
<b>4.3 Strategic objectives: To ensure sound financial management of municipality</b>														

<b>1.</b>	Municipal financial health and sustenance	Debt collection	Improved revenue collection	District wide	General revenue	% of debt amount collected	10%	10%	10%	10%	10%	10%	R3 376 400,00	Report
<b>2.</b>	Municipal financial health and sustenance	Indigent Status validation	Update indigent data	District wide	General revenue	Number of updated indigent report compiled	1	2	-	1	-	1	R3 671 500,00	Report
<b>3.</b>	Municipal financial health and sustenance	Assets management module	Implement assets management module	District wide	General revenue	Number of GRAP compliance assets register compiled	1	1	-	-	-	1	R314 700,00	Register
<b>4.</b>	Municipal financial	Meier	Conduct accurate	District	General	Number of accurate	9000	9000	9000	9000	9000	9000	R15 735 000	Report/Statemente



**1.1.1. BUDGET AND TREASURY OFFICE**

No:		Functions /Focus	Programme name a	Programme description	Location	Source of fund	Output Indicators	Baseline	Annual Targets	Q1 Targets	Q2 Targets	Q3 Targets	Q4 Targets	Budget 2024/25	Portfolio of evidence
5.	Municipal financial health and sustenance	Reading	Revenue enhancement	Revenue enhancement	District wide	General revenue	monthly billing done	10%	10%	10%	10%	10%	10%	R104 900,00	Report
6.	Municipal financial health and sustenance	Assets disposal	Assets disposal	Assets disposal	District wide	General revenue	GRAP compliance assets register	1	1	-	-	-	1	R209 796,00	Report
<b>4. KPA: Governance and management- public participation and good governance</b>															
<b>4.2 Strategic objectives: To encourage the involvement of communities and community organisations in the matters of local government</b>															
7.	Good governance	Legislative compliance and Plans	Compile credible annual financial statement	District wide	General revenue	Number of credible municipal annual financial statement prepared	1	1	1	-	-	-	-	R4 196 000,00	AFS

**1.1.1. BUDGET AND TREASURY OFFICE**

No:	Functions /Focus	Programme name a	Programme description	Location	Source of fund	Output Indicators	Baseline	Annual Targets	Q1 Targets	Q2 Targets	Q3 Targets	Q4 Targets	Budget 2024/25	Portfolio of evidence
8.	Good governance	Governance and Management	Implementation of assets management module own funding	District wide	General revenue	Number of assets management module own funding implemented	4	4	1	1	1	1	R314 700,00	Report
<b>KPA 4: Good governance and management- Transformation and organizational development</b>														
<b>4.1. Strategic objectives: To provide democratic and accountable government for local communities</b>														
9.	Operation and maintenance	IT System purchase/ implementation/operations	IT System purchase/ implementation	District wide	General revenue	Number of additional Murnsoft module operational	0	2	-	-	1	1	R157 356,00	Report
10.														
11.	Municipal financial	Budget and reporting	Budget and	District	General	% of operational budget spent on	100%	100	25%	15%	35%	25%	Opex	Report

**1.1.1. BUDGET AND TREASURY OFFICE**

No:	Functions /Focus	Programme name a	Programme description	Location	Source of fund	Output Indicators	Baseline	Annual Targets	Q1 Targets	Q2 Targets	Q3 Targets	Q4 Targets	Budget 2024/25	Portfolio of evidence
	health and sustenance	wide	reporting revenue	wide	revenue	quarterly basis		%						
12.	Municipal financial health and sustenance	Legislative compliance and Plans	Budget and reporting	District wide	General revenue	% of capital budget spent on quarterly basis	100%	100 %	25%	15%	35%	25%	Opex	Report

**KPA : 2. Local Economic development**

**2.2. To promote social and economic development**

13.	(a) Economic development	i. Enterprise Support	Awarded tenders to Enterprise	District wide	General revenue	% of tenders awarded to local SMMEs	100%	100 %	100 %	100 %	100 %	100 %	Opex	Report
<b>KPA 1: Services delivery and infrastructure development</b>														

**1.1.2. To ensure efficient, affordable, economical and sustainable access to water services.**

14.	Operation and maintenance	Fleet and equipment purchase	Fleet and equipment purchase	District wide	General revenue	Number of bulk water purchase conducted	12	12	3	3	3	3	R205 499 742,00	Report
<b>1.1.2. To ensure efficient, affordable, economical and sustainable access to water services.</b>														

**THE PERFORMANCE SCORECARD: Mrs. THANGAVHUELELO MULATWA – CHIEF FINANCIAL OFFICER**

**ANNEXURE B**

**1 PERSONAL DEVELOPMENT PLAN**

**1.1.1 A Municipality should be committed to:**

- (a) the continuous training and development of its employees to achieve its vision, mission and strategic objectives and empower employees and
- (b) managing training and development within the ambit of relevant national policies and legislation.

**1.1.2 A Municipality should follow an integrated approach to Human Resource Management, that is:**

- (a) Human resource development forms an integral part of human resource planning and management.
- (b) In order for training and development strategy and plans to be successful it should be based on sound Human Resource (HR) practices, such as the (strategic) HR Plan, job descriptions, the result of regular performance appraisals and career pathing.
- (c) To ensure the necessary linkage with performance management, the Performance Management and Development System provides for the Personal Development Plans of employees to be included in their annual performance agreements. Such approach will also ensure the alignment of individual performance objectives to the municipality's strategic objectives, and that training and development needs can be identified through performance management and appraisal.
- (d) Career-pathing ensures that employees are placed and developed in jobs according to aptitude and identified potential. Through training and development they can acquire the necessary competencies to prepare them for future positions. A comprehensive competency framework and profile for Municipal Managers are attached and these should be linked to relevant registered unit standards to specifically assist them in compiling Personal Development Plans in consultation with their managers.

(e) Personal Development Plans are compiled for individual employees and the data collated from all employees in the municipality forms the basis for the data collated from all employees in the municipality forms the basis for the prescribed Workplace Skills Plan, which municipalities are required to compile as a basis for all training and education activities in the municipality in a specific financial year and report on progress made to the Local Government Sector Education and Training Authority.

**1.1.3 The aim of the compilation of Personal Development Plans is to identify, prioritise and implement training needs.**

**1.1.4 Compiling the Personal Development Plan attached at Appendix 1.**

(a) Competency assessment instruments, which are dealt with more specifically in Appendix 1 and 2, should be established to assist with the objective assessment of employees' actual competencies against their job specific competency profiles and managerial competencies at a given period in time with the purpose of identifying training needs or skills gaps.

(b) The competency framework and profiles and relevant competency assessment results will enable a manager, in consultation with his/her employee, to compile a Personal Development Plan. The identified training needs should be entered into column 1 of Appendix 1, entitled Skills/Performance gap. The following should be carefully determined during such a process:

**i. Organisational needs, which include the following:**

- Strategic development priorities and competency requirements, in line with the municipality's strategic objectives.
- The competency requirements of individual jobs. The relevant job requirements (job competency profile) as identified in the job description should be compared to the current competency profile of the employee to determine the individual's competency gaps.
- Specific competency gaps as identified during the probation period find performance appraisal of the employee.

**ii. Individual training needs that are job/career related.**

(c) Next, the prioritisation of the training needs [1 to...] should be listed since it may not be possible to address all identified training needs in a specific financial year. It is however of critical importance that training needs be addressed on a phased and priority basis. This implies that all these needs should be prioritized for purposes of accommodating critical/strategic training and development needs in the HR Plan, Personal Development Plans and Workplace Skills Plan.

(d) Consideration must then be given to the expected outcomes, to be listed in column 2 of Appendix 1, so that once the intervention is completed the impact it had can be measured against relevant output indicators.

(e) An appropriate intervention should be identified to address training needs/skills gaps and the outcome to be achieved but with due regard to cost effectiveness. These should be listed in column 2 of Appendix 1, entitled: Suggested training and/or development activity in line with

the National Qualifications Framework which could enable the trainee to obtain recognition towards a qualification for training undertaken. It is important to determine through the Training/Human Resource Development/Skills Development Unit within the municipality whether unit standards have been developed and registered with the South African Qualifications Authority that are in line with the skills gap and expected outcomes identified. Unit standards usually have measurable assessment criteria to determine achieved competency.

- (f) Guidelines regarding the number of training days per employee and the nominations of employees: An employee should on average receive at least five days of training per financial year and not unnecessarily be withdrawn from training interventions.
- (g) Column 4 of Appendix 1: The suggested mode of delivery refers to the chosen methodology that is deemed most relevant to ensure transfer of skills. The training/development activity should impact on delivery back in the workplace. Mode of delivery consists of, amongst others, self-study. The official takes it upon him/her to read e.g. legislation; internal or external training provision; coaching and/or mentoring and exchange programmes, etc.
- (h) The suggested time frames (column 5 Appendix 1) enable managers to effectively plan for the annum e.g. so that not all their employees are away from work within the same period and also ensuring that the PDP is implemented systematically.
- (i) Work opportunity created to practice skill/development areas, in column 6 of Appendix 1, further ensures internalisation of information gained as well as return on investment (not just a nice to have skill but a necessary to have skill that is used in the workplace).
- (j) The final column, column 7 of Appendix 1, provides the employee with a support person that could act as coach or mentor with regards to the area of learning.

ANNEXURE C: DISCLOSURE FORM FOR BENEFITS AND INTERESTS

I, the undersigned (Surname and Initials) Jengaluelo M  
 (Postal Address) 417 Hornum estate P.O. Box 10000  
 (Residential Address) Chief Financial Officer  
 (Position Held) Member District Municipality  
 (Name of Municipality) 015 960 2046 Tel: 015 960 2046 Fax:  
 hereby certify that the following information is complete and correct to the best of my knowledge:

1. Shares, securities and other financial interests (Not bank-accounts with financial institutions.)			
Number of shares/Extent of financial interest	Number of shares/Extent of Nature	Nominal Value	Name of Company/Entity

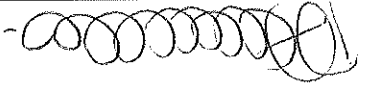
2. Interest in a trust	
Name of trust	Amount of Remuneration/ Income

3. Membership, directorships and partnerships	
Name of corporate entity, partnership or firm	Amount of Remuneration/ Income

4. Remunerated work outside the Municipality (Must be sanctioned by Council.)	
Name of Employer	Amount of remuneration/ Income

5. Consultancies, Retainerships and Relationships		
Name of Client	Nature	Value of any benefits received



SIGNATURE OF SENIOR MANAGER  


DATE: 19/07/2024  
 PLACE: Deoband

8. Land and Property			
Description	Extent	Area	Value
House 2		350	₹ 2500
House 1		215	₹ 1800

7. Gifts and Hospitality from a source rather than a family member		
Description	Value	Member
	<del>Nil</del>	

6. Subsidies, grants and sponsorships by any organisation		
Source of assistance	Descriptions of assistance	Value of assistance
	<del>Nil</del>	