

PERFORMANCE AGREEMENT

MADE AND ENTERED INTO BY AND BETWEEN

GREATER TZANEEN MUNICIPALITY

AS REPRESENTED BY THE GTEDA BOARD CHAIRPERSON

MOPO FLORINA MUSHWANA

AND

KWENA JOHANNES MAPHOTO

THE EMPLOYEE OF THE MUNICIPALITY

FOR THE

FINANCIAL YEAR: 1 JULY 2014 - 30 JUNE 2015

PERFORMANCE AGREEMENT

ENTERED INTO BY AND BETWEEN:

The Greater Tzaneen Municipality herein represented by Mopo Florina Mushwana in her capacity as Chairperson of the GTEDA Board (hereinafter referred to as the **Employer** or Supervisor)

and

Kwena Johannes Maphoto as the Employee of the Municipality (hereinafter referred to as the **Employee**).

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 and outputs 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

The purpose of this Agreement is to -

- 2.1 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.
- 2.2 Specify objectives 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, Service Delivery and Budget Implementation Plan (SDBIP), the Departmental Business Plan and the Budget of the Municipality.
- 2.3 Specify accountabilities as set out in a performance plan, which forms an annexure to the performance agreement.
- 2.4 Monitor and measure performance against set targeted outputs.
- 2.5 Use the performance agreement as the basis for assessing whether the employee has met the performance expectations applicable to his job.
- 2.6 In the event of outstanding performance, to appropriately reward the employee.
- 2.7 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 the 1 July 2014 and will remain in force until 30 June 2015; 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 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 the first month of the 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.

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**; 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) and the Budget of the **Employer**, and shall include key objectives; key performance indicators; targets that may include dates and weightings.
 - 4.2.1 The key objectives describe the main tasks that need to be done.
 - 4.2.2 The key performance indicators provide the details of the evidence that must be provided to show that a key objective has been achieved.
 - 4.2.3 The target dates describe the timeframe in which the work must be achieved.
 - 4.2.4 The weightings show the relative importance of the key performance areas, key objectives and key performance indicators to each other in terms of the position.
- 4.3 The **Employee's** performance will, in addition, be measured in terms of contributions to the strategic objectives and strategies set out in the **Employer's** Integrated Development Plan as developed per the Balanced Scorecard methodology.

5 PERFORMANCE MANAGEMENT SYSTEM

- 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**.

- 5.2 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 required standards.
- 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 KPA's (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, 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 (KPA's) and the Core Competency Requirements (CCR's) respectively.
- 5.5.2 Each area of assessment will be weighted and will contribute a specific part to the total score.
- 5.5.3 KPA's covering the main areas of work will account for 80% and CCR's will account for 20% of the final assessment.
- 5.6 The **Employee's** assessment will be based on his performance in terms of the outputs / outcomes (performance indicators) 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 |
|--------------------------------------------------------|------------------|
| Municipal Institutional Development and Transformation | 0 |
| Basic Service Delivery | 0 |
| Local Economic Development (LED) | 80 |
| Municipal Financial Viability and Management | 5 |
| Good Governance and Public Participation | 5 |
| Total | 100% |

- 5.7 In the case of managers directly accountable to the GTEDA Board, key performance areas related to the functional area of the relevant manager must be subject to negotiation between the GTEDA Board and the relevant manager, in consultation with the Municipal Manager.
- 5.8 The CCR's will constitute the other 20% of the **Employee's** assessment score. CCR's contained in the table below are as in accordance with Regulation 9 of the Local Government Regulations on appointment and conditions of employment of Senior Managers (Regulation no 21 of 2014). In accordance with this regulation all these competencies are essential and all these competencies must be considered measurable and critical in assessing the performance of the **Employee**.

Table 2. REGULATORY COMPETENCY REQUIREMENTS

| Competencies | Components | Competency Definition | Weighting % (total 100%) |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Leading competencies | | | |
| Strategic Direction and Leadership | <ul style="list-style-type: none"> • Impact and Influence • Institutional Performance Management • Strategic Planning and Management • Organisational Awareness | Provide and direct a vision for the institution, and inspire and deploy others to delivery on the strategic institutional mandate | 10% |
| People Management | <ul style="list-style-type: none"> • Human Capital Planning and Development • Diversity Management • Employee Relations Management • Negotiation and dispute Management | Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives | 10% |
| Programme and Project Management | <ul style="list-style-type: none"> • Programme and Project Planning and Implementation • Service Delivery Management • Programme and Project Monitoring and Evaluation | Able to understand programme and project management methodology; plan, manage, monitor and evaluate specific activities in order to delivery on set objectives | 10% |
| Financial Management | <ul style="list-style-type: none"> • Budget Planning and Execution • Financial Strategy and Delivery • Financial Reporting and Monitoring | 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 | 10% |
| Change Leadership | <ul style="list-style-type: none"> • Change Vision and Strategy • Process Design and Improvement • Change Impact Monitoring and Evaluation | 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 | 10% |
| Governance Leadership | <ul style="list-style-type: none"> • Policy Formulation • Risk and Compliance management • Cooperative Governance | 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% |

| Competencies | Components | Competency Definition | Weighting % (total 100%) |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Core Competencies | | | |
| Moral competence | <ul style="list-style-type: none"> • Integrity • Transparency • Accountability | Able to identify moral triggers, apply reasoning that promotes honesty and integrity and consistently display behaviour that reflects moral competence | 5% |
| Planning and Organising | <ul style="list-style-type: none"> • Time management • Forward planning • Project Management | 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 | 10% |
| Analysis and Innovation | <ul style="list-style-type: none"> • Objective problem analysis • Innovative thinking • Process optimisation | 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 | 5% |
| Knowledge and Information Management | <ul style="list-style-type: none"> • Gain and share knowledge • Data analysis • Employee Empowerment | 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 | 5% |
| Communication | <ul style="list-style-type: none"> • Balance diverse perspectives • Communication with stakeholders • Compile clear & concise reports | 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 | 10% |
| Results and Quality Focus | <ul style="list-style-type: none"> • Setting high standards • Results orientation • Monitoring & Evaluating progress | Able to maintain high quality standards, focus on achieving results and objectives while consistently striving to exceed expectations and encourage other to meet quality standards. Further, to actively monitor and measure results and quality against identified objectives | 5% |
| | | | 100% |

6. **EVALUATING PERFORMANCE**

6.1 The Performance Plan (Annexure A) to this Agreement sets out -

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

6.1.2 The intervals for the evaluation of the employees performance

6.2 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.

6.3 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 agreed time frames in the Personal Development.

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

6.5 The bi-annual and annual performance appraisal will involve:

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

(c) The applicable assessment rating calculator (refer to paragraph 6.5.3 below) must then be used to add the scores and calculate a final KPA score.

6.5.2 Assessment of the CCRs

(a) Each CCR should be assessed according to the extent to which the specified standards have been met.

(b) An indicative rating on the five-point scale should be provided for each CCR.

(c) This rating should be multiplied by the weighting given to each CCR during the contracting process, to provide a score.

(d) The achievement levels for CCRs as provided for in Annexure A of Regulation 21 of 2014 and presented in Table 3 below, must be utilised

Table 3: Achievement levels for Competency Requirements¹

| Competencies | | Basic (2) | Competent (3) | Advanced (4) | Superior (5) |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Leading competencies | | | | | |
| Strategic Direction and Leadership | <ul style="list-style-type: none"> Understand institutional and departmental strategic objectives, but lacks the ability to inspire other to achieve set mandate Describe how specific tasks link to institutional strategies but has limited influence in directing strategy Has a basic understanding of institutional performance management but lacks the ability to integrate systems into a collective whole Demonstrate a basic understanding of key decision-makers | <ul style="list-style-type: none"> Give direction to a team in realising the institution's strategic mandate and set objectives Has a positive impact and influence on the morale, engagement and participation of team members Develop action plans to execute and guide strategy implementation Assist in defining performance measures to monitor the progress and effectiveness of the institution Displays an awareness of institutional structures and political factors Effectively communicate barriers to execution to relevant parties Provide guidance to all stakeholders in the achievement of the strategic mandate Understand the aim and objectives of the institution and relate it to own work Seek opportunities to increase team contribution and responsibility* Respect and support the diverse | <ul style="list-style-type: none"> Evaluate all activities to determine value and alignment to strategic intent Display in-depth knowledge and understanding of strategic planning Align strategy and goals across all functional areas Actively define performance measures to monitor the progress and effectiveness of the institution Consistently challenge strategic plans to ensure relevance Understand institutional structures and political factors, and the consequences of actions Empower others to follow strategic direction and deal with complex situations Guide the institution through complex situations and ambiguous concern Use understanding of power relationships and dynamic tensions among key players to frame communications and develop strategies, positions and alliances | <ul style="list-style-type: none"> Structure and position the institution to local government priorities Actively use in-depth knowledge and understanding to develop and implement a comprehensive institutional framework Hold self accountable for strategy execution and results Provide impact and influence through building and maintaining strategic relationships Create an environment that facilitates loyalty and innovation. Display a superior level of self-discipline and integrity in actions Integrate various systems into a collective whole to optimise institutional performance management Uses understanding of competing interests to manoeuvre successfully to a win/win outcome | |
| People Management | <ul style="list-style-type: none"> Participate in team goal-setting and problem-solving* Interact and collaborate with people of | <ul style="list-style-type: none"> Identify ineffective team and work processes and recommend remedial interventions* Recognise and reward effective and desired behaviour* Provide | <ul style="list-style-type: none"> Develop and incorporate best practice people management processes, approaches and tools across the institution* Foster a | | |

¹ As prescribed by Regulation 21 of 2014

Table 3: Achievement levels for Competency Requirements¹

| Competencies | Basic (2) | Competent (3) | (Advanced) (4) | (Superior) (5) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Programme and Project Management</p> | <p>diverse backgrounds. Aware of guidelines for employee development, but requires support in implementing development initiatives</p> | <p>nature of others and be aware of the benefits of a diverse approach. Effectively delegate tasks and empower others to increase contribution and execute functions optimally. Apply relevant employee legislation fairly and consistently. Facilitate team goal-setting and problem-solving. Effectively identify capacity requirements to fulfil the strategic mandate</p> | <p>mentoring and guidance to others in order to increase personal effectiveness. Identify development and learning needs within the team. Build a work environment conducive to sharing, innovation, ethical behaviour and professionalism. Inspire a culture of performance excellence by giving positive and constructive feedback to the team. Achieve agreement or consensus in adversarial environments. Lead and unite diverse teams across divisions to achieve institutional objectives</p> | <p>culture of discipline, responsibility and accountability. Understand the impact of diversity in performance and actively incorporate a diversity strategy in the institution. Develop comprehensive integrated strategies and approaches to human capital development and management. Actively identify trends and predict capacity requirements to facilitate unified transition and performance management</p> |
| <p>• Initiate projects after approval from higher authorities • Understand procedures of programme and project management methodology, implications and stakeholder involvement • Understand the rational of projects in relation to the institution's strategic objectives • Document and communicate factors and risk associated with own work • Use results and approaches of successful project implementation as guide</p> | <p>• Establish broad stakeholder involvement and communicate the project status and key milestones • Define the roles and responsibilities of the project team and create clarity around expectations • Find a balance between project deadline and the quality of deliverables • Identify appropriate project resources to facilitate the effective completion of the deliverables • Comply with statutory requirements and apply policies in a consistent manner • monitor progress and use of resources and make needed</p> | <p>• Manage multiple programmes and balance priorities and conflicts according to institutional goals • Apply effective risk management strategies through impact assessment and resource requirements • Modify project scope and budget when required without compromising the quality and objectives of the project • Involve top-level authorities and relevant stakeholders in seeking project buy-in • Identify and apply contemporary project management methodology • Influence and motivate project team to deliver exceptional results • Monitor policy implementation and apply procedures to manage risks</p> | <p>• Understand and conceptualise the long-term implications of desired project outcomes • Direct a comprehensive strategic macro and micro analysis and scope projects accordingly to realise institutional objectives • Consider and initiate projects that focus on achievement of the long-term objectives • Influence people in positions of authority to implement outcomes of projects • Lead and direct translation of policy into workable action plans • Ensures that programmes are monitored to track progress and optimal resource utilisation, and that adjustments are made as needed</p> | |

Table 3: Achievement levels for Competency Requirements¹

| Competencies | Basic (2) | Competent (3) | Advanced (4) | Superior (5) |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Financial Management | <ul style="list-style-type: none"> Understand basic financial concepts and methods as they relate to institutional processes and activities display awareness into the various sources of financial data, reporting mechanisms, financial governance, processes and systems Understand the importance of financial accountability Understand the importance of asset control | <p>adjustments to timelines, steps and resource allocation</p> <ul style="list-style-type: none"> Exhibit knowledge of general financial concepts, planning, budgeting, and forecasting and how they interrelate Assess, identify and manage financial risks Assume a cost-saving approval to financial management Prepare financial reports based on specified formats Consider and understand the financial implications of decisions and suggestions Ensure that delegation and instructions are required by National Treasury guidelines are reviewed and updated Identify and implement proper monitoring and evaluation practices to ensure appropriate spending against budget | <ul style="list-style-type: none"> Take active ownership of planning, budgeting, and forecast processes and provides credible answers to queries within own responsibility Prepare budgets that are aligned to the strategic objectives of the institution Address complex budgeting and financial management concerns Put systems and processes in place to enhance the quality and integrity of financial management practices Advise on policies and procedures regarding asset control Promote National Treasury's regulatory framework for Financial Management | <ul style="list-style-type: none"> Develop planning tools to assist in evaluating and monitoring future expenditure trends Set budget frameworks for the institution Set strategic direction for the institution on expenditure and other financial processes Build and nurture partnerships to improve financial management and achieve financial savings Actively identify and implement new methods to improve asset control Display professionalism in dealing with financial data and processes |
| Governance Leadership | <ul style="list-style-type: none"> Display a basic awareness of risk, compliance and governance factors but require guidance and development in implementing such requirements Understand the structure | <ul style="list-style-type: none"> Display a thorough understanding of governance and risk and compliance factors and implement plans to address these Demonstrate understanding of the techniques and processes for optimising risk taking decisions within the | <ul style="list-style-type: none"> Able to link risk initiative into key institutional objectives and drivers Identify, analyse and measure risk, create valid risk forecasts, and map risk profiles Apply risk control methodology and approaches to prevent and reduce risk that impede on the achievement of institutional objectives | <ul style="list-style-type: none"> Demonstrate a high level of commitment in complying with governance requirements implement governance and compliance strategy to ensure achievement of institutional objectives within the legislative framework Able to advise Local |

Table 3: Achievement levels for Competency Requirements¹

| Competencies | Basic (2) | Competent (3) | (Advanced) (4) | (Superior) (5) |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> of cooperative government but requires guidance on fostering workable relationships between stakeholders Provide input into policy formulation | <ul style="list-style-type: none"> institution Actively drive policy formulation within the institution to ensure the achievement of objectives | <ul style="list-style-type: none"> Demonstrate a thorough understanding of risk retention plans Identify and implement comprehensive risk management systems and processes Implement and monitor the formulation of policies, identify and analyse constraints and challenges with implementation and provide recommendations for improvement | <ul style="list-style-type: none"> Government on risk management strategies, best practice interventions and compliance management Able to forge positive relationships on cooperative governance level to enhance the effectiveness of local government Able to shape, direct and drive the formulation of policies on a macro level |
| Core Competencies | | | | |
| Moral competence | <ul style="list-style-type: none"> Realise the impact of acting with integrity, but requires guidance and development in implementing principles follow the basic rules and regulations of the institution Able to identify basic moral situations, but requires guidance and development in understanding and reasoning with moral intent | <ul style="list-style-type: none"> Conduct self in alignment with the values of Local Government and the institution Able to openly admit own mistakes and weaknesses and seek assistance from others when unable to deliver Actively report fraudulent activity and corruption within local government Understand and honour the confidential nature of matters without seeking personal gain Able to deal with situations of conflict of interest promptly and in the best interest of local government | <ul style="list-style-type: none"> Identify, develop, and apply measures of self-correction Able to gain trust and respect through aligning actions with commitments Make proposals and recommendations that are transparent and gain the approval of relevant stakeholders Present values, beliefs and ideas that are congruent with the institution's rules and regulations Takes an active stance against corruption and dishonesty when noted Actively promote the value of the institution to internal and external stakeholders Able to work in unity with a team and not seek personal gain Apply universal moral principles consistently to achieve moral decisions | <ul style="list-style-type: none"> Create an environment conducive of moral practices Actively develop and implement measures to combat fraud and corruption Set integrity standards and shared accountability measures across the institution to support the objectives of local government Take responsibility for own actions and decisions, even if the consequences are unfavourable |
| Planning and Organising | <ul style="list-style-type: none"> Able to follow basic plans and organise tasks around set objectives Understand the process | <ul style="list-style-type: none"> Actively and appropriately organise information and resources required for a task Recognise the urgency and | <ul style="list-style-type: none"> Able to define institutional objectives, develop comprehensive plans, integrate and coordinate activities, and assign appropriate resources for successful | <ul style="list-style-type: none"> Focus on broad strategies and initiatives when developing plans and actions Able to project and forecast |

Table 3: Achievement levels for Competency Requirements¹

| Competencies | Basic (2) | Competent (3) | (Advanced) (4) | (Superior) (5) |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analysis and Innovation | <p>of planning and organising but requires guidance and development in providing detailed and comprehensive plans</p> <ul style="list-style-type: none"> • Able to follow existing plans and ensure that objectives are met • Focus on short-term objectives in developing plans and actions • Arrange information and resources required for a task, but require further structure and organisation | <p>importance of tasks</p> <ul style="list-style-type: none"> • Balance short and long-term plans and goals and incorporate into the team's performance objectives • Schedule tasks to ensure they are performed within budget and with efficient use of time and resources • Measures progress and monitor performance results | <p>implementation</p> <ul style="list-style-type: none"> • Identify in advance required stages and actions to complete tasks and projects • Schedule realistic timelines, objectives and milestones for tasks and projects • Produce clear, detailed and comprehensive plans to achieve institutional objectives • Identify possible risk factors and design and implement appropriate contingency plans • Adapt plans in light of changing circumstances • Prioritise tasks and projects according to their relevant urgency and importance | <p>short, medium and long term requirements of the institution and local government</p> <ul style="list-style-type: none"> • Translate policy into relevant projects to facilitate the achievement of the institutional objectives |
| | <ul style="list-style-type: none"> • Understand the basic operation of analysis, but lack detail and thoroughness • Able to balance independent analysis with requesting assistance from others • Recommend new ways to perform tasks within own function • Propose simple remedial interventions that marginally challenges the status quo • Listen to the ideas and perspectives of others and explore opportunities to enhance such innovative thinking | <ul style="list-style-type: none"> • Demonstrate logical problem solving techniques and approaches and provide rationale for recommendations • Demonstrate objectivity, insight, and thoroughness when analysing problems • Able to break down complex problems into manageable parts and identify solutions • Consult internal and external stakeholders on opportunities to improve processes and service delivery • Clearly communicate the benefits of new opportunities and innovative solutions to | <ul style="list-style-type: none"> • Coaches team members on analytical and innovative approaches and techniques • Engage with appropriate individuals in analysing and resolving complex problems • Identify solutions on various areas areas in the institution • Formulate and implement new ideas throughout the institution • Able to gain approval and buy-in for proposed interventions from relevant stakeholders • Identify trends and best practices in process and service delivery and propose institutional application • Continuously engage in research to identify client needs | <ul style="list-style-type: none"> • Demonstrate complex analytical and problem solving approaches and techniques • Create an environment conducive to analytical and fact-based problem-solving • Analyse, recommend solutions and monitor trends in key challenges to prevent and manage occurrence • Create an environment that fosters innovative thinking and follows a learning organisation approach • Be a thought leader on innovative customer service delivery, and process optimisation • Play an active role in sharing best practice solutions and |

Table 3: Achievement levels for Competency Requirements!

| Competencies | Basic (2) | Competent (3) | Advanced (4) | Superior (5) |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge and Information Management | <ul style="list-style-type: none"> Collect, categorise and track relevant information required for specific tasks and projects Analyse and interpret information to draw conclusions Seek new sources of information to increase the knowledge base Regularly share information and knowledge with internal stakeholders and team members | <p>stakeholders</p> <ul style="list-style-type: none"> Continuously identify opportunities to enhance internal processes Identify and analyse opportunities conducive to innovative approaches and propose remedial intervention Use appropriate information systems and technology to manage institutional knowledge and information sharing Evaluate data from various sources and use information effectively to influence decisions and provide solutions Actively create mechanisms and structures for sharing of information Use external and internal resources to research and provide relevant and cutting-edge knowledge to enhance institutional effectiveness and efficiency | <ul style="list-style-type: none"> Effectively predict future information and knowledge management requirements and systems Develop standards and processes to meet future knowledge management needs Share and promote best-practice knowledge management across various institutions Establish accurate measures and monitoring systems for knowledge and information management Create a culture conducive of learning and knowledge sharing Hold regular knowledge and information sharing sessions to elicit new ideas and share best practice approaches | <p>engage in national and international local government seminars and conferences</p> <ul style="list-style-type: none"> Create and support a vision and culture where team members are empowered to seek, gain and share knowledge and information Establish partnerships across local government to facilitate knowledge management demonstrate a mature approach to knowledge and information sharing with an abundance and assistance approach Recognise and exploit knowledge points in interactions with internal and external stakeholders |
| Communication | <ul style="list-style-type: none"> Demonstrate an understanding for communication levers and tools appropriate for the audience, but requires guidance in utilising such tools Express ideas in a clear | <ul style="list-style-type: none"> Express ideas to individuals and groups in formal and informal settings in a manner that is interesting and motivating Able to understand, tolerate and appreciate diverse perspectives, attitudes and | <ul style="list-style-type: none"> Effectively communicate high-risk and sensitive matters to relevant stakeholders Develop a well-defined communication strategy Balance political perspectives with institutional needs when communicating viewpoints on complex issues | <ul style="list-style-type: none"> Regarded as a specialist in negotiations and representing the institution Able to inspire and motivate others through positive communication that is impactful and relevant |

Table 3: Achievement levels for Competency Requirements

| Competencies | Basic (2) | Competent (3) | Advanced (4) | Superior (5) |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>and focused manner, but does not always take the needs of the audience into consideration</p> <ul style="list-style-type: none"> Disseminate and convey information and knowledge adequately | <p>beliefs</p> <ul style="list-style-type: none"> Adapt communication content and style to suit the audience and facilitate optimal information transfer Deliver content in a manner that gains support, commitment and agreement from relevant stakeholders Compile clear, focused, concise and well-structured written documents | <ul style="list-style-type: none"> Able to effectively direct negotiations around complex matters and arrive at a win-win situation that promotes Batho Pele principles Market and promote the institution to external stakeholders and seek to enhance a positive image of the institution Able to communicate with the media with high levels of moral competence and discipline | |
| Results and Quality Focus | <ul style="list-style-type: none"> Understand quality of work but requires guidance in attending to important matters Show a basic commitment to achieving the correct results Produce the minimum level of results required in the role Produce outcomes that is of a good standard Focus on the quantity of output but requires development in incorporating the quality of work Produce quality work in general circumstances, but fails to meet expectation when under pressure | <ul style="list-style-type: none"> Focus on high-priority actions and does not become distracted by lower-priority activities Display firm commitment and pride in achieving the correct results Set quality standards and design processes and tasks around achieving set standards Produce output of high quality Able to balance the quantity and quality of results in order to achieve objectives Monitors progress, quality of work, and use of resources; provide status updates, and make adjustments as needed | <ul style="list-style-type: none"> Consistently verify own standards and outcomes to ensure quality output Focus on the end result and avoids being distracted Demonstrate a determined and committed approach to achieving results and quality standards Follow task and projects through to completion Set challenging goals and objectives to self and team and display commitment to achieving expectations Maintain a focus on quality outputs when placed under pressure Establishing institutional systems for managing and assigning work, defining responsibilities, tracking, monitoring and measuring success, evaluating and valuing the work of the institution | <ul style="list-style-type: none"> Coach and guide others to exceed quality standards and results Develop challenging, client-focused goals and sets high standards for personal performance Commit to exceed the results and quality standards, monitor own performance and implement remedial interventions when required Work with team to set ambitious and challenging team goals, communicating long- and short-term expectations Take appropriate risks to accomplish goals Overcome setbacks and adjust action plans to realise goals Focus people on critical activities that yield a high impact |

6.5.3 Overall rating

An overall rating is calculated by using the applicable assessment-rating calculator. Such overall rating represents the outcome of the performance appraisal.

6.6 The assessment of the performance of the Employee will be based on the following rating scale for KPA's & CCR's, (see Table 4):

| Rating | Terminology | Description | % Score |
|--------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 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. | 167% |
| 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. | (133-166%) |
| 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. | (100-132%) |
| 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. | (67-99%) |
| 1 | Unacceptable 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 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. | (0-66 %) |

6.7 For purposes of evaluating the annual performance of managers directly accountable to the GTEDA Board, an evaluation panel constituted of the following persons must be established -

- 6.7.1 GTEDA Board Chairperson;
- 6.7.2 Chairperson of the Performance Audit Committee
- 6.7.3 Member of the Board;
- 6.7.4 Municipal Manager; and
- 6.7.5 A Manager reporting directly to the CEO

6.9 The manager responsible for human resources of the GTEDA must provide secretariat services to the evaluation panels.

7. SCHEDULE FOR PERFORMANCE REVIEWS

7.1 The performance of the **Employee** in relation to her performance agreement shall be reviewed within the month following the quarters as indicated with the understanding that reviews in the first and third quarter may be informal if performance is satisfactory:

| | | | |
|-----------------------|---|-------------------------|----------------|
| First quarter | : | July – September 2014 | (October 2014) |
| Second quarter | : | October – December 2014 | (January 2015) |
| Third quarter | : | January – March 2015 | (April 2015) |
| Fourth quarter | : | April – June 2015 | (July 2015) |

7.2 The **Employer** shall keep a record of the mid-year review and annual assessment meetings.

7.3 Performance feedback shall be based on the **Employer's** assessment of the **Employee's** performance.

7.4 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.

7.5 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.

8. DEVELOPMENTAL REQUIREMENTS

The Personal Development Plan (PDP) for addressing developmental gaps is attached as **Annexure B**.

9. OBLIGATIONS OF THE EMPLOYER

9.1 The **Employer** shall –

- 9.1.1 Create an enabling environment to facilitate effective performance by the **Employee**.
- 9.1.2 Provide access to skills development and capacity building opportunities.
- 9.1.3 Work collaboratively with the **Employee** to solve problems and generate solutions to common problems that may impact on the performance of the **Employee**.
- 9.1.4 On the request of the **Employee** delegate such powers reasonably required by the **Employee** to enable her to meet the performance objectives and targets established in terms of this Agreement.
- 9.1.5 Make available to the **Employee** such resources as the **Employee** may reasonably require from time to time to assist her to meet the performance objectives and targets established in terms of this Agreement.

10. CONSULTATION

- 10.1 The Employer agrees to consult the Employee timeously where the exercising of the powers will have amongst others –
 - 10.1.1 A direct effect on the performance of any of the Employee's functions.
 - 10.1.2 Commit the Employee to implement or to give effect to a decision made by the Employer.
 - 10.1.3 A substantial financial effect on the Employer.
- 10.2 The Employer agrees to inform the Employee of the outcome of any decisions taken pursuant to the exercise of powers contemplated in 10.1 as soon as is practicable to enable the Employee to take any necessary action without delay.

11. MANAGEMENT OF EVALUATION OUTCOMES

- 11.1 The evaluation of the Employee's performance will form the basis for rewarding outstanding performance or correcting unacceptable performance.
- 11.2 A performance bonus of between 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:
 - 11.2.1 A score of 130% to 149% is awarded a performance bonus ranging from 5% to 9%.
 - 11.2.2 A score of 150% and above is awarded a performance bonus ranging from 10% to 14%.
 - 11.2.3 Specific bonus percentages will be determined on a sliding scale (as contained in the PMS Policy of Council), proportionately to the points scored, rounded up to the next 0.25 percentage. eg. 136% score = 6.678% = 6.75% bonus.
- 11.3 In the case of unacceptable performance, the Employer shall –
 - 11.3.1 Provide systematic remedial or developmental support to assist the Employee to improve her performance
 - 11.3.2 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 her duties.

12. DISPUTE RESOLUTION

- 12.1 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 –
 - 12.1.1 The MEC for local government in the Province within thirty (30) days of receipt of a formal dispute from the Employee
 - 12.1.2 Any other person appointed by the MEC
 - 12.1.3 In the case of managers directly accountable to the GTEDA Board, a member of the GTEDA Board, provided that such member was not part of the evaluation panel provided for in sub-regulation 27(4)(e) of the Municipal Performance Regulations, 2006, within thirty (30) days of receipt of a formal dispute from the employee
- whose decision shall be final and binding on both parties.

12.2 In the event that the mediation process contemplated above fails, the dispute procedures as per the Contract of Employment shall apply.

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 Fransden on this the 24 day of July 2014

AS WITNESSES:

1. na

2. [Signature]

[Signature]
EMPLOYEE

AS WITNESSES:

1. [Signature]

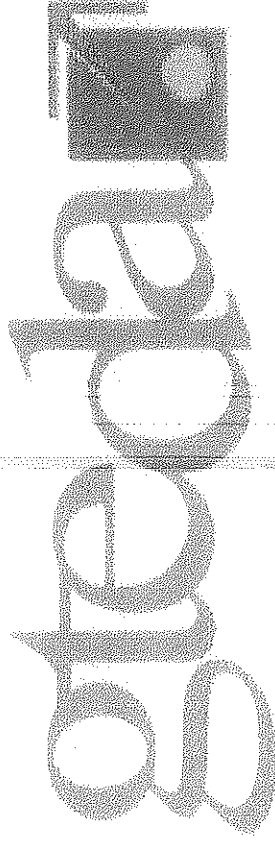
2. na

[Signature]
EMPLOYER

GREATER TZANEEN ECONOMIC DEVELOPMENT AGENCY

Annexure 2A

Performance Plan 2014/15 CEO



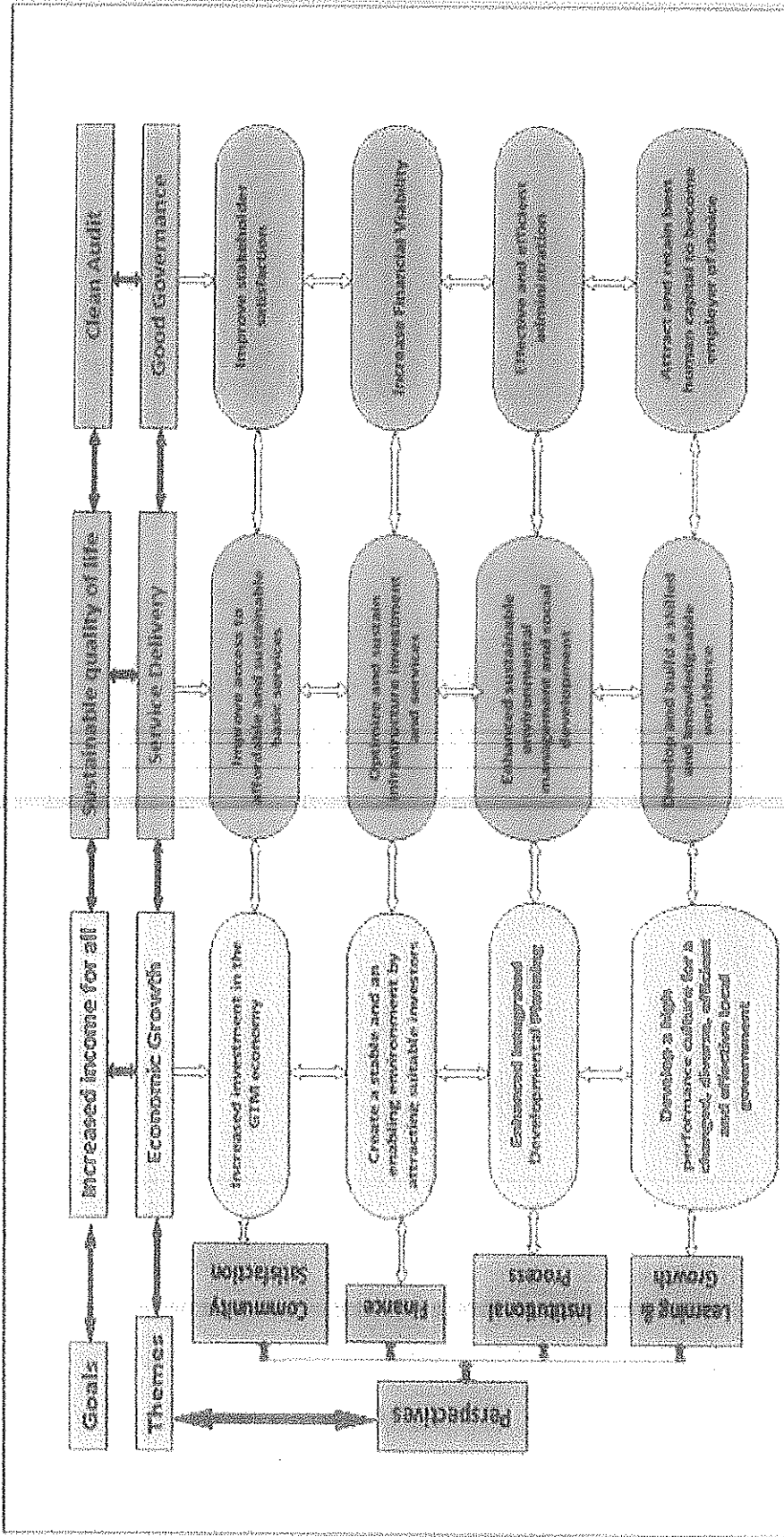
Employee Details

Name: Kwena Mapoto
Position: GTEDA Chief Executive Officer
Accountable to: GTEDA BOARD
Period: 1 July '14 - 30 June '15

Content:

1. Strategy Map
2. Purpose of the Position
3. Key Performance Areas: Position Weighting
4. Key deliverables - Key Performance Indicators
5. Key Deliverables - Projects
6. Competencies
7. Performance Assessment Process
8. Rating Scale
9. Approval of Personal Performance Plan

GTM STRATEGY MAP



2. Purpose of the position

| |
|---------------------------------------------------------------------------------------------------------------------------------|
| Municipal Vision |
| To be the most prosperous economy in the country where communities are integrated and have access to sustainable basic services |
| Municipal Mission |
| To stimulate economic growth and improve the quality of life through sustainable, integrated service delivery and partnerships |
| Position Vision |
| To be the leading catalyst for sustainable economic development in the Greater Tzaneen Municipal area |
| Position Mission |
| To implement the local economic development strategy and foster an entrepreneurial culture |

3. Key Performance Areas: Position Weighting

| KPA* | % Weight |
|------------------------------------------|----------|
| Basic Service Delivery | 0% |
| Local Economic Development | 80% |
| Good Governance and Public Participation | 20% |
| Total | 80% |
| Competencies | 20% |
| Grand Total | 100% |

* As contained in GTM Strategy Map

4. Key deliverables - Key Performance Indicator's

| Thrust/ KPA | Strategic Objective | Programme | Key Performance Indicator | KPI weight (%) | Baseline (Actual 2013/14) | Target Sept '14 | Target Dec '14 | Target Mar '15 | Target Jun '15 | Means of Verification |
|----------------|-------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------|----------------------|---------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------------------------------|
| BSD | Develop and build skilled and knowledgeable workforce | Capacity building and Training | % of GTEDA officials trained in line with WSP | 30% | 100% | 100% | 100% | 100% | 100% | WSP Attendance Registers |
| BSD | Develop and build skilled and knowledgeable workforce | Capacity building and Training | # of GTEDA employees with approved Personal Development Plans by 30 July | 35% | 7 | Target? | Not applicable this quarter | Not applicable this quarter | Not applicable this quarter | Signed PDPs |
| BSD | Develop and build skilled and knowledgeable workforce | Labour Relations | # of GTEDA LLF meetings | 35% | 0 | 1 | 2 | 3 | 4 | Invitations LLF Minutes and attendance registers |
| GG | Effective and Efficient administration | Board Structures | Updated governance charters by 30 Dec | 4% | 30-Dec | Not applicable this quarter | 30-Dec | Not applicable this quarter | Not applicable this quarter | Governance Charters |
| GG | Effective and Efficient administration | Board Structures | % of Board members inducted and orientated by 30 July | 4% | 100% | 100% | Not applicable this quarter | Not applicable this quarter | Not applicable this quarter | Board Minutes Attendance Register and Programme of induction |
| GG | Effective and Efficient administration | Board Support | Number of quality Board Packs with all required documents contained therein | 4% | 4 | 1 | 2 | 3 | 4 | Agendas, Minutes, Board Resolution Registers and |
| GG | Effective and Efficient administration | Board Support | Number of board packs circulated 7 days before each meeting | 4% | 4 | 1 | 2 | 3 | 4 | Records of distribution |
| GG | Effective and Efficient administration | Board Support | % of Board Resolutions implemented | 4% | 90% | 100% | 100% | 100% | 100% | Board Resolution register |
| GG | Effective and Efficient administration | Board Support | Annual report approved by the Board by end December | 4% | 26-Oct | Not applicable this quarter | 30-Dec | Not applicable this quarter | Not applicable this quarter | Board Minutes Annual Report |

4. Key deliverables - Key Performance Indicator's

| Thrust/ KPA | Strategic Objective | Programme | Key Performance Indicator | KPI weight (%) | Baseline (Actual 2013/14) | Target Sept '14 | Target Dec '14 | Target Mar '15 | Target Jun '15 | Means of Verification |
|----------------|-------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------|---------------------------------|-----------------------------------|-----------------------------------|--------------------------------|-----------------------------------|-------------------------------------------------------------------------------|
| GG | Effective and Efficient administration | Board Support | Annual report submitted to GTM by 10 January | 4% | 09-Jan | Not applicable this quarter | Not applicable this quarter | 10-Jan | Not applicable this quarter | Annual Report and proof of Submission to GTM (correspondenc e) |
| GG | Effective and Efficient administration | Performance monitoring and reporting | # of Engineering Services Departmental monthly reports submitted on time | 4% | 12 | 3 | 6 | 9 | 12 | Monthly, quarterly, half yearly and annual reports |
| GG | Effective and Efficient administration | Performance monitoring and reporting | # of SDBIP PoE's submitted to Internal Audit within 10 working days of close of quarter | 4% | 0 | 1 | 2 | 3 | 4 | Acknowledgem ent of receipt from Internal Audit |
| GG | Effective and Efficient administration | Performance monitoring and reporting | Institutional Scorecard finalised by 30 May | 4% | 30-May | Not applicable this quarter | Not applicable this quarter | Not applicable this quarter | 30-May | Board Minutes Organisational Scorecard |
| GG | Effective and Efficient administration | Performance monitoring and reporting | # of quarterly progress reports submitted to the Board | 4% | 4 | 1 | 2 | 3 | 4 | Board Minutes Quarterly Reports |
| GG | Effective and Efficient administration | Regulatory Framework | Number of policies aligned to GTM policies | 4% | 1 | Not applicable this quarter | Not applicable this quarter | Not applicable this quarter | 6 | Policies Board Minutes |
| GG | Effective and Efficient administration | Risk management | Number of updated Risk Registers submitted to the Board | 4% | 4 | 1 | 2 | 3 | 4 | Updated Risk Register Board Minutes |
| GG | Effective and Efficient administration | Risk management | % compliance issues attended to within 7 working Days | 4% | 100% | 100% | 100% | 100% | 100% | Internal Audit Reports Management Reports & Responses |
| GG | Effective and Efficient administration | Sound Governance | Audit opinion for GTEDA | 4% | Unqualified | Not applicable this quarter | Unqualified | Not applicable this quarter | Not applicable this quarter | Audit Report |

4. Key deliverables - Key Performance Indicator's

| Thrust/ KPA | Strategic Objective | Programme | Key Performance Indicator | KPI weight (%) | Baseline (Actual 2013/14) | Target Sept '14 | Target Dec '14 | Target Mar '15 | Target Jun '15 | Means of Verification |
|----------------|---------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------|----------------------|---------------------------------|-----------------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------------------------------------|
| GG | Effective and Efficient administration | Sound Governance | # of audit committee reports submitted to the Board | 4% | 4 | 1 | 2 | 3 | 4 | Audit committee reports Board Minutes Audit Report |
| GG / MFVM | Increase Financial Viability | Asset Management | % GRAP compliance on Asset Register | 4% | 100% | Not applicable this quarter | 100% | Not applicable this quarter | Not applicable this quarter | Monthly financial reports |
| GG / MFVM | Increase financial viability | Budget management | % of GTEDA budget spent | 4% | 95% | 25% | 50% | 75% | 100% | Budget Board Minutes |
| GG / MFVM | Increase financial viability | Budget management | 3 Year Budget approved by 30 April annually | 4% | 100% | Not applicable this quarter | Not applicable this quarter | Not applicable this quarter | 30-Apr | Monthly reports Acknowledgem ent of receipt |
| GG / MFVM | Increase financial viability | Financial reporting | Number of Monthly Financial Reports submitted to GTM by the 7th of every month | 4% | 12 | 3 | 6 | 9 | 12 | AFS Acknowledgem ent of receipt from GTM |
| GG / MFVM | Increase financial viability | Financial reporting | Financial Statements (AFS) submitted to GTM by 15 August | 4% | 15-Aug | 15-Aug | Not applicable this quarter | Not applicable this quarter | Not applicable this quarter | Proof of income |
| GG / MFVM | Increase financial viability | Revenue management | R-value revenue generated from alternative (Not GTM & IDC) sources | 4% | R 900 000 | R 0 | R 0 | R 500 000 | R 500 000 | Remittance Advice Staff establishment |
| GG / MFVM | Increase financial viability | Revenue management | R-value grant funding received | 4% | R 4 724 726 | R 1 250 000 | R 3 000 000 | R 1 250 000 | R 5 500 000 | Payment advice |
| GG/ MTOD | Attract and retain the best human capital to become employer of choice | Human Resource Management | % of GTEDA organogram positions filled | 4% | 82% | 100% | 100% | 100% | 100% | |
| GG/ MTOD | Attract and retain the best human capital to become employer of choice | Human Resource Management | % of GTEDA third party payments made timously | 4% | 100% | 100% | 100% | 100% | 100% | |

4. Key deliverables - Key Performance Indicator's

| Thrust/ KPA | Strategic Objective | Programme | Key Performance Indicator | KPI weight (%) | Baseline (Actual 2013/14) | Target Sept '14 | Target Dec '14 | Target Mar '15 | Target Jun '15 | Means of Verification | |
|----------------|-----------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------|----------------------|---------------------------------|-------------------------------|-----------------------------|-----------------------------|-------------------|---------------------------------------------------------------|--------------------------------|
| LED | Create a stable economic environment by attracting suitable investors | Economic Growth and Investment | # of committed investors attracted through GTEDA | 25% | 5 | Not applicable this quarter | Not applicable this quarter | Not applicable this quarter | 5 | Investment reports (LADC, IMDDA, Premiers Office & SEDA) | |
| LED | Increased investment in the GTM economy | Enterprise Development (SMME support) | # of SMMEs capacitated through GTEDA (1 Per cluster) | 20% | 4 | 1 | 2 | 3 | 4 | GTEDA SMME support report | |
| LED | Increased investment in the GTM economy | Marketing and Investor Targeting | # of jobs created by GTEDA | 25% | 160 | 50 | 100 | 150 | 200 | GTEDA monthly project progress reports Minutes of meetings | |
| LED/ MTOD | Develop a high performance culture for a changed, diverse, efficient and effective local government | Employee Performance Management | Nr of Signed Performance Agreements by 30 July | 15% | | 9 Not applicable this quarter | Not applicable this quarter | Not applicable this quarter | 9 | Signed Performance Agreements | |
| LED/ MTOD | Develop a high performance culture for a changed, diverse, efficient and effective local government | Employee Performance Management | Nr of performance assessments concluded for GTEDA employees | 15% | 4 | 1 | | 2 | 3 | 4 | Performance Assessment Reports |

5. Key deliverables - Projects

| Thrust/ KPA | Strategic Objective | Program Name | Project/ Initiative | Project Weight | Target date | Opex Budget 2014/15 | Capex Budget 2014/15 | Qtr target Sept '14 | Qtr target Dec '14 | Qtr target Mar '15 | Qtr target Jun '15 | Means of Verification |
|----------------|-----------------------------------------|------------------------|--------------------------------------------------------------------------|-------------------|----------------|---------------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| LED | Increased investment in the GTM economy | Agriculture | Support to resettled farms (Sapekoe, Balabine, Tours and Mamahola farms) | 15% | 30/06/2015 | R 60 000 | | Monitor support to Sapekoe, Balabine, Tours and Mamahola farms and report progress in line with the Project Implementation plan on a monthly basis | Monitor support to Sapekoe, Balabine, Tours and Mamahola farms and report progress in line with the Project Implementation plan on a monthly basis | Monitor support to Sapekoe, Balabine, Tours and Mamahola farms and report progress in line with the Project Implementation plan on a monthly basis | Monitor support to Sapekoe, Balabine, Tours and Mamahola farms and report progress in line with the Project Implementation plan on a monthly basis | Project Implementation Plan. Resource mobilization Report. Monthly and quarterly Board Reports. Signed funding agreement. |
| LED | Increased investment in the GTM economy | Enterprise Development | New Shopping Centres Development | 20% | 30/06/2015 | R 100 000 | | Facilitate the establishment of new shopping centres report progress made on Nwanthwa, Moruji, Mokgwathi, Dan & Lifestyle malls, in line with the Project Implementation Plan | Facilitate the establishment of new shopping centres report progress made on Nwanthwa, Moruji, Mokgwathi, Dan & Lifestyle malls, in line with the Project Implementation Plan | Facilitate the establishment of new shopping centres report progress made on Nwanthwa, Moruji, Mokgwathi, Dan & Lifestyle malls, in line with the Project Implementation Plan | Facilitate the establishment of new shopping centres report progress made on Nwanthwa, Moruji, Mokgwathi, Dan & Lifestyle malls, in line with the Project Implementation Plan | Monthly and quarterly Board Reports. Procurement Report. Project Implementation Plan |
| LED | Increased investment in the GTM economy | Enterprise Development | SME support (Business Development) | 20% | 30/06/2015 | R 80 000 | | Facilitate support to SMMEs. Report progress with resources mobilised and support provided for the Village Bank and Internet Café (Lenyenge) in line with the Project Implementation Plan | Facilitate support to SMMEs. Report progress with resources mobilised and support provided for the Village Bank and Internet Café (Lenyenge) | Facilitate support to SMMEs. Report progress with resources mobilised and support provided for the Village Bank and Internet Café (Lenyenge) | Facilitate support to SMMEs. Report progress with resources mobilised and support provided for the Village Bank and Internet Café (Lenyenge) | Project Implementation Plan Bank Registration Certificate. Monthly and quarterly Board Reports. Bank Subscriptions reports. |
| LED | Increased investment in the GTM economy | Enterprise Development | Community Radio Station | 15% | 30/06/2015 | R 50 000 | | Conduct Due Diligence for Strengthening of Board and Management. Facilitate an AGM 30 July. Finalise the Sustainability strategy. Facilitate the development of a Business Operational Plan for GTFM by 30 Sept. Compile monthly and quarterly reports. | Monitor and evaluate implementation of Sustainability Strategy and Business Operational Plan. Compile monthly and quarterly reports. | Monitor and evaluate implementation of Sustainability Strategy and Business Operational Plan. Compile monthly and quarterly reports. | Monitor and evaluate implementation of Sustainability Strategy and Business Operational Plan. Compile monthly and quarterly reports. | Due diligence Report. GTFM Sustainability strategy Business Operational Plan AGM Report. Monthly and quarterly Board Reports. |
| LED | Increased investment in the GTM economy | Enterprise Development | Ideas Hub | 15% | 30/06/2015 | R 200 000 | | Appointment of a service provider for the drafting of a Concept Plan. Report progress on a monthly basis | Commence with the drafting of the Concept Plan. Finalise Concept Plan and submit to the Board for approval | Finalise Project Implementation Plan by 30 January. Report on progress with implementation on a monthly basis | Report on progress with implementation on a monthly basis | Signed SLA Approved Concept document. Service Provider progress report Monthly and quarterly Financial Reports |

5. Key deliverables - Projects

| Thrust/ KPA | Strategic Objective | Program me | Project/ Initiative | Project Weight | Target date | Opex Budget 2014/15 | Capex Budget 2014/15 | Qtr target Sept '14 | Qtr target Dec '14 | Qtr target Mar '15 | Qtr target Jun '15 | Means of Verification |
|----------------|--------------------------------------------------|---------------|----------------------------------------------------|-------------------|----------------|---------------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LED | Increased Investment in the GTM economy | Tourism | Tourism Development (Tours & Tzaneen Dam) | 15% | 30/06/2015 | R 80 000 | | Social facilitation and appoint a service provider to conduct an EIA for Tours Dam. Revisit Tzaneen Dam feasibility study and identify initiatives to support in partnership with local business. Report progress on a monthly basis. | Monitor the EIA process for Tours. Develop concept document for Tzaneen Dam initiatives identified. Submit concept document to the Board for approval. Report progress on a monthly basis. | EIA for Tours Dam and present to the Board. Monitor Stakeholders engagements for resource mobilisation for Tzaneen Dam. Report progress on a monthly basis | Monitor resource mobilisation to implement Tours Dam initiatives. Monitor Stakeholders engagements for resource mobilisation for Tzaneen Dam. Report progress on a monthly basis | Signed SLA (Tours dam) EIA Correspondence with LTP Tzaneen Dam concept document Correspondence Minutes & Attendance meetings Monthly & Quarterly reports |

6. REGULATORY COMPETENCY REQUIREMENTS

| Competencies | Components | Competency Definition | Weighting % (total 100%) |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Leading competencies Strategic Direction and Leadership | <ul style="list-style-type: none"> • Impact and Influence • Institutional Performance Management • Strategic Planning and Management • Organisational Awareness | Provide and direct a vision for the institution, and inspire and deploy others to delivery on the strategic institutional mandate | 10% |
| People Management | <ul style="list-style-type: none"> • Human Capital Planning and Development • Diversity Management • Employee Relations Management • Negotiation and dispute Management | Effectively manage, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives | 10% |
| Programme and Project Management | <ul style="list-style-type: none"> • Programme and Project Planning and Implementation • Service Delivery Management • Programme and Project Monitoring and Evaluation | Able to understand programme and project management methodology; plan, manage, monitor and evaluate specific activities in order to delivery on set objectives | 10% |
| Financial Management | <ul style="list-style-type: none"> • Budget Planning and Execution • Financial Strategy and Delivery • Financial Reporting and Monitoring | 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 | 10% |
| Change Leadership | <ul style="list-style-type: none"> • Change Vision and Strategy • Process Design and improvement • Change Impact Monitoring and Evaluation | 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 | 10% |
| Governance Leadership | <ul style="list-style-type: none"> • Policy Formulation • Risk and Compliance management • Cooperative Governance | 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% |

6. REGULATORY COMPETENCY REQUIREMENTS

| Competencies | Components | Competency Definition | Weighting % (total 100%) |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Core Competencies | | | |
| Moral competence | <ul style="list-style-type: none"> • Integrity • Transparency • Accountability | Able to identify moral triggers, apply reasoning that promotes honesty and integrity and consistently display behaviour that reflects moral competence | 5% |
| Planning and Organising | <ul style="list-style-type: none"> • Time management • Forward planning • Project Management | 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 | 10% |
| Analysis and Innovation | <ul style="list-style-type: none"> • Objective problem analysis • Innovative thinking • Process optimisation | 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 | 5% |
| Knowledge and Information Management | <ul style="list-style-type: none"> • Gain and share knowledge • Data analysis • Employee Empowerment | 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 | 5% |
| Communication | <ul style="list-style-type: none"> • Balance diverse perspectives • Communication with stakeholders • Compile clear & concise reports | 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 | 10% |
| Results and Quality Focus | <ul style="list-style-type: none"> • Setting high standards • Results orientation • Monitoring & Evaluating progress | Able to maintain high quality standards, focus on achieving results and objectives while consistently striving to exceed expectations and encourage other to meet quality standards. Further, to actively monitor and measure results and quality against identified objectives | 5% |
| | | | 100% |

7. Performance Assessment Process

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

1. Performance Assessment
 - 1.1. Formal assessment between employee and employer will take place twice a year to measure the performance of the employee against the agreed
 - 1.2. Progress against the KPI's and Targets will be captured in preparation for the review.
 - 1.3. Scores of 1-5 will be calculated based upon the progress against targets.
 - 1.4. KPI's and activities are audited and copied to the Performance Plans before assessment date.
 - 1.5. The employer must keep a record of the mid-year review and annual 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
3. The process for determining Employee ratings are as follows:
 - 3.1. The employee to motivate for higher ratings where applicable.
 - 3.2. The panel to rate the achievement for the KPI's 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 derive at a total score per KPI / Activity / CCR. Overall scores are calculated by taking weightings into account where applicable.
 - 3.5. The final KPI's rating will account for 80% of the final assessment total. The CCR's 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 |
| % Score: | 0-66 | 67-99 | 100-132 | 133-166 | 167 |
5. The assessment rating calculator is used to calculate the overall % score for performance.
6. The half-year review rating can be used in combination with the Annual Performance Assessment to derive at a final Annual rating score.
7. The performance bonus percentages described in the performance agreement will be calculated on a sliding scale of the all

% Rating Over Performance

130-149%
150% and above

% Bonus

5-9%
10-14%

8. The Personal Development Plan (PDP) can be reviewed after the performance review had been finalised in case where more clarity has been established on what
9. The results of the performance and development review (PDR) will be submitted to the performance audit committee for final approval of the assessment/s.
10. The performance assessment results of the Municipal Manager will also be submitted to the MEC responsible for Local Government in the relevant Province.

8. Rating Scale

The assessment of the performance of the Employee will be based on the following rating scale:

| 5 (167%) | 4 (133-166%) | 3 (100-132%) | 2 (67-99%) | 1 (0-66%) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outstanding Performance | Performance Significantly Above Expectations | Fully Effective | Not Fully Effective | Unacceptable Performance |
| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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 almost all of the performance criteria and indicators as specified in the PA and Performance Plan.</p> | <p>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 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.</p> |

9. Approval of the Personal Performance Plan

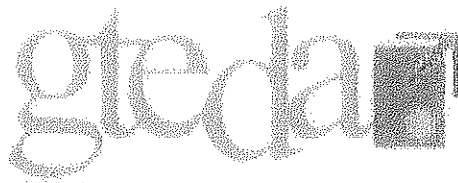
The process followed ensures individual alignment to the strategic intent of the institution and give clear direction on what needs to be achieved through a self-directed approach to execute on the objectives, to build sound relationships, to develop human capital and to strengthen the organisation through excellent performance. This plan has derived from intense workshoping to ensure integration, motivation and self-direction. The employer and employee both have responsibilities and accountabilities in getting value from this plan. Neither party can succeed without the support of the other.

Undertaking of the employer / superior
 On behalf of my organisation, 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 clearly understand what is expected of them. I herewith approve this Performance Plan.

Signed and accepted by the Supervisor on behalf of Council:
 Name: *Mepo Makhubena.*
 Date: *25 July 2014*
 Signature: *[Signature]*

Undertaking of the employee
 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 twice annually. As such, I therefore commit to do my utmost to live up to these expectations and to serve the organisation, my superiors, my colleagues and the community with loyalty, integrity and enthusiasm at all times. I hereby confirm and accept the conditions to this plan.

Signed and accepted by the Employee:
 Name: *M. APHO TO KWEENA JOHANNES*
 Date: *24 July 2014*
 Signature: *[Signature]*



MADE AND ENTERED
INTO BY AND BETWEEN:

**GREATER TZANEEN
MUNICIPALITY**

Annexure B

**AS REPRESENTED BY
THE CHAIRPERSON OF
GTEDA BOARD**

**PERSONAL DEVELOPMENT
PLAN (PDP)**

**MOPO FLORINA
MUSHWANA**

2014/15

AND

**KWENA JOHANNES
MAPHOTO**

1. INTRODUCTION

The Aim of the Personal Development Plan (PDP) is to ensure that Employees are skilled to meet Objectives as set out in the Performance Management Agreement as prescribed by legislation. Successful career-path planning ensures competent employees for current and possible future positions. It there for *identifies, prioritise and implement* training needs

Legislative needs taken into account comes from the Municipal Systems Act Guidelines: Generic senior management competency framework and occupational competency profiles, Municipal Finance Management Competency Regulations, such as those developed by the National Treasury and other line sector departments' legislated competency requirements need also be taken into consideration during the PDP process.

2. COMPETENCE MODELLING

The COGTA has decided that a competency development model will consist of both managerial and occupational competencies:

Managerial competencies should express those competencies which are generic of all management positions.

Occupational competence refers to competencies which are job/function specific.

3. COMPILING THE PERSONAL DEVELOPMENT PLAN ATTACHED AS THE APPENDIX.

A manager, in consultation with his / her employee is to compile a Personal Development Plan. The PDP has 7 columns that need to be completed. An example is attached as Appendix A.

Column 1: Skills/Performance GAP

| 1. Skills / Performance Gap (in order of priority) | 2. Outcomes Expected measurable indicators: quantity, quality and time frames) | 3. Suggested training and / or development activity | 4. Suggested mode of delivery | 5. Suggested Time Frames | 6. Work opportunity created to practice skill / development area | 7. Support Person |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------|-------------------------------|
| E.g. 1. Appraise Performance of Managers | The manager will be able to enter into performance agreements with all managers reporting to him / her, appraise them against set criteria, within relevant time frames | A course containing theoretical and practical application with coaching in the workplace following (relevant unit standard?) | External provider, in line with identified unit standard and not exceeding R 6 000 | March 200... | Appraisal of managers reporting to him / her | Senior Manager : Training/ HR |

(a) The identified training needs should be entered into column one. The following should be taken into consideration:

Organisational needs

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 and performance appraisal of the employee.

Individual training needs that are job / career related.

Prioritisation of the training needs [1 to ...] in column 1 should also be determined 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 the Workplace Skills Plan.

Column 2: Outcomes Expected

| 1. Skills / Performance Gap (in order of priority) | 2. Outcomes Expected (measurable indicators: quantity, quality and time frames) | 3. Suggested training and / or development activity | 4. Suggested mode of delivery | 5. Suggested Time Frames | 6. Work opportunity created to practice skill / development area | 7. Support Person |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------|-------------------------------|
| E.g. 1. Appraise Performance of Managers | The manager will be able to enter into performance agreements with all managers reporting to him / her, appraise them against set criteria, within relevant time frames | A course containing theoretical and practical application with coaching in the workplace following [relevant unit standard?] | External provider, in line with identified unit standard and not exceeding R 6 000 | March 200... | Appraisal of managers reporting to him / her | Senior Manager : Training/ MF |

Consideration must be given to the outcomes expected in column 2 so that once the intervention is completed the impact it had can be measured against relevant output indicators.

3. Column 3: Suggested Training

Training needs must be identified with due regard to cost effectiveness and listed in column 3.

4. Column 4 : Suggested mode of delivery

The suggested mode of delivery refers to the chosen methodology that is deemed most relevant to ensure transfer of skills. Mode of delivery consists of, amongst others, self-study, internal or external training provision; coaching and / or mentoring and exchange programmes. Training must be conducted either in line with a recognised qualification from a tertiary institution or unit standards registered on the National Qualifications Framework (South African Qualifications Authority), which could enable the trainee to obtain recognition towards a qualification for training undertaken. It is important to determine within the municipality whether unit standards have been developed with regard to a specific outcome (and registered with the South African Qualifications Authority). Unit standards usually have measurable assessment criteria to determine

achieved competency.

5. Column 5: Suggested Time Lines

An employee should on average receive at least five days of training per financial year and not unnecessarily be withdrawn from training interventions. The suggested time frames 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.

6. Column 6: Work opportunity created to practice skill / development area

This 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).

7. Column 7: Support Person

This identifies a support person that could act as coach or mentor with regard to the area of learning for the employee.

4. Personal Development Action Plan 2014/15

| Skills Performance Gap (in order of priority) | Outcomes Expected | Suggested Training/ Development Activity | Suggested Mode of Delivery | Suggested Time Frames | Work opportunity created to practice skill / development area | Support Person |
|-----------------------------------------------|-------------------------------------------|------------------------------------------|-----------------------------------------|--------------------------------|---------------------------------------------------------------|---------------------------------------|
| Facilitation | Facilitation Competency Certificate | SQA Accredited Training | Training by Accredited Service Provider | Dec 2014 | Business Support Services | Project Manager |
| Assessor | Assessor Competency Certificate | SQA Accredited Training | Training by Accredited Service Provider | Dec 2014 | Business Support Services | Project Manager |
| Moderation | Moderation Competency Certificate | SQA Accredited Training | Training by Accredited Service Provider | Dec 2014 | Business Support Services | Project Manager |
| Ms Project Investment Promotions | Certificate of Competency | Accredited MS Project Training | Training by Accredited Service Provider | Dec 2014 | Project Management | Project Manager |
| Policy Development | Policy Development Competency Certificate | Modules in Development Studies | Distance Learning by UNIL | Yr 1-Dec 2015 Yr 2-Dec 2016 | Policy Development; and economic, social development | Board chairperson and Project Manager |

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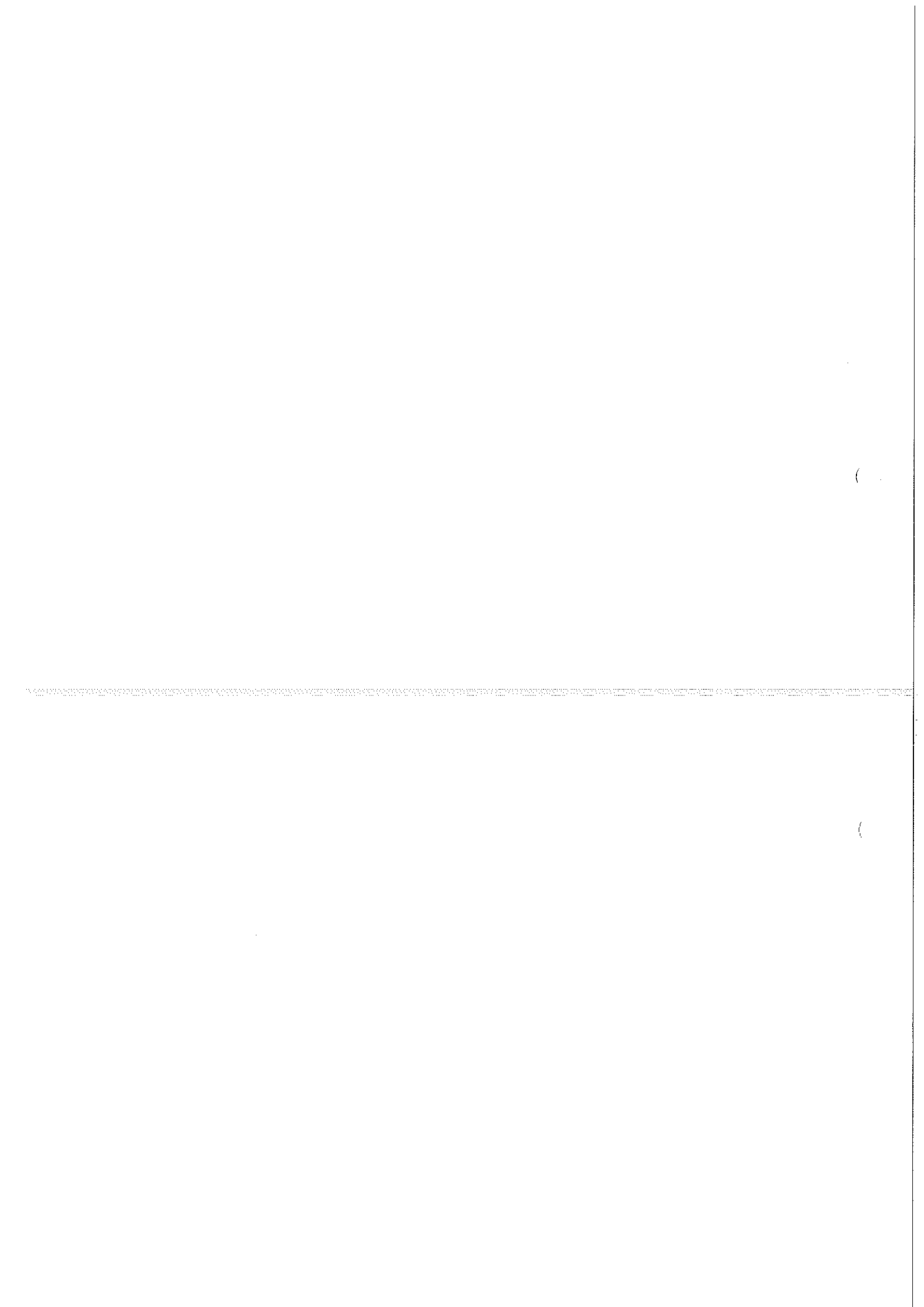
Employee's signature:

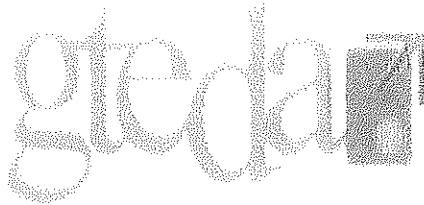
Date: 24/07/2014

Board Chairperson signature:

[Handwritten signature]

Date: 24/07/2014





DISCLOSURE FORM FOR BENEFITS AND INTERESTS

I, the undersigned (Surname and Initials)
MAPHOTO. K. J.

(Postal Address)
Box 2420
TZANEEN

Residential Address NO. 1 ASHCLOSE / ARBOR PARK, TZANEEN

(Position Held) CHIEF EXECUTIVE OFFICER

Tel: 015 - 307 3296 Fax: 015 - 307 4954

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 | Nature | Nominal Value | Name of Company/Entity |
| | N/A | | |
| | | | |
| | | | |

| 2. Interest in a trust | |
|------------------------|-------------------------------|
| Name of trust | Amount of Remuneration/Income |
| N/A | |
| | |
| | |

| 3. Membership, directorships and partnerships | | |
|-----------------------------------------------|------------------|-------------------------------|
| Name of corporate entity, partnership or firm | Type of business | Amount of Remuneration/Income |
| | N/A | |
| | | |
| | | |



ANNEXURE C

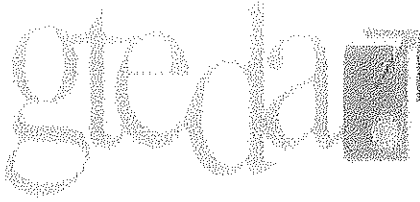
| 4. Remunerated work outside the Municipality (Must be sanctioned by Council) | | |
|------------------------------------------------------------------------------|------------------|-------------------------------|
| Name of Employer | Type of business | Amount of remuneration/Income |
| | N/A | |
| | | |
| | | |

| 5. Consultancies, Retainerships and Relationships | | | |
|---------------------------------------------------|--------|---------------------------|--------------------------------|
| Name of Client | Nature | Type of business activity | Value of any benefits received |
| | N/A | | |
| | | | |
| | | | |

| 6. Subsidies, grants and sponsorships by any organisation | | |
|-----------------------------------------------------------|----------------------------|---------------------|
| Source of assistance | Descriptions of assistance | Value of assistance |
| | N/A | |
| | | |
| | | |

| 7. Gifts and Hospitality from a source rather than a family member | | |
|--------------------------------------------------------------------|-------|--------|
| Description | Value | Member |
| | N/A | |
| | | |
| | | |

| 8. Land and Property | | | |
|----------------------|--------|------|-------|
| Description | Extent | Area | Value |
| | N/A | | |
| | | | |
| | | | |



ANNEXURE C

photo
SIGNATURE OF SENIOR MANAGER
DATE: 24 JULY 2014
PLACE: TZAMEEN

CONFIDENTIAL
Council
Signature by Mayor or Designate: [Signature] Date: 24 July 2014

Commissioner of Oath /Justice of the Peace

Full first names and surname: _____ (Block letters)

Designation (rank) _____ Ex Officio Republic of South Africa

Street address of institution _____

Date _____ Place _____

(

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(

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