



**PERFORMANCE CONTRACT**

**MADE AND ENTERED INTO BY AND BETWEEN**

**THE NELSON MANDELA BAY METROPOLITAN MUNICIPALITY  
AS REPRESENTED BY THE ACTING CITY MANAGER**

**AND**

**ACTING EXECUTIVE DIRECTOR: ROADS AND TRANSPORT  
BARRY MARTIN  
THE EMPLOYEE OF THE MUNICIPALITY**

**FOR THE**

**FINANCIAL YEAR: 2025/26  
(1 JULY 2025 - 30 JUNE 2026 SUBJECT TO MSA REGULATION  
56(1)(c))**

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## **PERFORMANCE CONTRACT: BARRY MARTIN**

This performance contract is divided into five sections:

- **Section A:** Performance Plan
- **Section B:** Competency Requirements
- **Section C:** Assessment Rating Calculator
- **Section D:** Personal Development Plan
- **Section E:** Signature Page

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**SECTION A - PERFORMANCE PLAN**

**A2(a): COMPLIANCE INDICATORS**

I herewith commit to ensure that the necessary reporting system(s) are put in place to report performance against the compliance indicators reflected under Section A2(a) of this contract, to the Office of the Chief Operating Officer on a quarterly basis, within 10 working days after the end of a quarter.

SDBIP COMPLIANCE INDICATOR REFERENCE	MFMA C88 REF	INDICATOR NO	COMPLIANCE INDICATOR	INDICATOR DEFINITION	PRESCRIBED FREQUENCY OF REPORTING	RECOMMENDED PORTFOLIO OF EVIDENCE	BASELINE (ANNUAL PERFORMANCE OF 2023/24 ESTIMATED)
29	C41 (GG)	1	Number of approved engineer posts in the municipality	The number of approved engineering posts. An engineer is a person who designs, builds, or maintains engines, machines, or structures. An approved job post refers to employment posts that have been developed in relation to the Municipal Structures Act of 1998 and the Municipal Finance Management Act of 2003, and has been approved by the Municipal Manager.	ANNUALLY	List of approved engineer posts in the municipality	2185
30	C42 (GG)	2	Number of registered engineers employed in approved posts	The number of registered engineers employed in approved posts. A Registered professional engineer is a person who is registered as a professional engineer with an official organising body. In South Africa, the statutory body for the engineering profession is the Engineering Council of South Africa (ECSA). An approved job post refers to employment posts that have been developed in relation to the Municipal Structures Act of 1998 and the Municipal Finance Management Act of 2003, and has been approved by the Municipal Manager.	QUARTERLY	List of registered engineers employed in approved posts	2
31	C43 (GG)	3	Number of engineers employed in approved posts	The number of engineers employed in approved posts. An engineer is a person who designs, builds, or maintains engines, machines, or structures with a formal qualification of a BScEng or BEng. An approved job post refers to employment posts that have been developed in relation to the Municipal Structures Act of 1998 and the Municipal Finance Management Act of 2003, and has been approved by the Municipal Manager.	QUARTERLY	List of engineers employed in approved posts	7
47	C64 (TR)	4	R-value of all direct municipal vehicle operational costs for public transport	The R-value of all direct municipal, and municipally-contracted, vehicle operational costs. Municipal vehicle operational costs refers to the costs off public transport vehicles that vary with vehicle usage, including fuel, tires, maintenance, repairs, and mileage-dependent depreciation costs. This is also inclusive of the staff and overhead operational costs. Municipality-contracted vehicles refer to fleets that are owned by private transport companies, but are operated by municipalities for public transport purposes. Any definitional clarification should be sought from the latest Division of Revenue Act as it relates to 'operational costs'.	QUARTERLY	Financial report	R30,745,352

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SDBIP COMPLIANCE INDICATOR REFERENCE	MFMA C88 REF	INDICATOR NO	COMPLIANCE INDICATOR	INDICATOR DEFINITION	PRESCRIBED FREQUENCY OF REPORTING	RECOMMENDED PORTFOLIO OF EVIDENCE	BASELINE (ANNUAL PERFORMANCE OF 2023/24 ESTIMATED)
48	C65 (TR)	5	Total number of scheduled public transport access points	The total number of scheduled public transport access points that are the responsibility of municipalities, which include bus and BRT services. Scheduled public transport service is that which provides access to the scheduled public transport services mentioned above, with a minimum service frequency of 30 minutes during the workday morning peak.	QUARTERLY	List of all scheduled public transport access points	126 Stops in use on Phase 1A - Cleary Park
49	C66 (TR)	6	Number of weekday passenger trips on scheduled municipal bus services	The number of operationalised passenger trips on scheduled municipal bus services, based on fare collection or trip capture on the system, for all weekdays.	QUARTERLY	Schedule for weekday passenger trips on scheduled municipal bus services	53390

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## SECTION A - PERFORMANCE PLAN

## SECTION A2(b): DIRECTORATE OPERATIONAL INDICATORS

I herewith commit to:-

- Ensure that the key performance indicators reflected under Section A2(b) of this contract, are expressed in sub-directorate performance scorecards; and
- Ensure that performance against the key performance indicators reflected under Section A2(b) of this contract, is reported to the Corporate Services Directorate within 10 working days after the end of the quarter

IDP MFMA C88 REF / MSA REG REF	SDBIP MFMA C88 REF / MSA REG REF	KEY PERFORMANCE AREA (KPA)	KPI NO	KEY PERFORMANCE INDICATOR	2025/26 ANNUAL PERFORMANCE TARGET	RESOURCES ALLOCATED FOR 2025/26 PERFORMANCE PLAN		
						VOTE NUMBER/ PROJECT ID	DESCRIPTION	TOTAL BUDGET ALLOCATED
N/A	64	KPA 1: BASIC SERVICE DELIVERY	1	m <sup>2</sup> of roads rehabilitated / resealed / resurfaced	72 000 m <sup>2</sup>	20200051 20200054 (CAPEX)	Rehabilitation of Roads Resurfacing Tar Roads	R25,00,000 R12,000,000
N/A	N/A	KPA 1: BASIC SERVICE DELIVERY	2	Number of stormwater ponds aesthetically rehabilitated for flood detention	2	20200060	Rehabilitation of Stormwater Ponds	R2,000,000
N/A	N/A	KPA 1: BASIC SERVICE DELIVERY	3	Number of intersections improved	1	20200078	Intersection Improvements	R1,500,000
N/A	N/A	KPA 1: BASIC SERVICE DELIVERY	4	km of Old PE - Uitenhage Road reconstructed	1km	20220122	Roads - Reconstruction of Old PE - Uitenhage Road	R14,000,000
N/A	N/A	KPA 1: BASIC SERVICE DELIVERY	5	Number of circles tarred in New Brighton	15	20220117	Roads - Tarring of Circles - New Brighton	R10,000,000

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IDP MFMA C88 REF / MSA REG REF	SDBIP MFMA C88 REF / MSA REG REF	KEY PERFORMANCE AREA (KPA)	KPI NO	KEY PERFORMANCE INDICATOR	2025/26 ANNUAL PERFORMANCE TARGET	RESOURCES ALLOCATED FOR 2025/26 PERFORMANCE PLAN		
						VOTE NUMBER/ PROJECT ID	DESCRIPTION	TOTAL BUDGET ALLOCATED
N/A	N/A	KPA 1: BASIC SERVICE DELIVERY	6	Km of the Old PE - Uitenhage road completed	TBD	20220122	Roads - Reconstruction of old Pe - Uitenhage Road	R14,000,000
N/A	N/A	KPA 1: BASIC SERVICE DELIVERY	7	Rehabilitating the polluted Swartkops River	TBD	No direct budget linked to Key Performance Indicator measurement		
N/A	N/A	KPA 4: MUNICIPAL FINANCIAL VIABILITY AND MANAGEMENT	8	Percentage of the Infrastructure and Engineering Directorate Operating Budget actually spent	95%	No direct budget linked to Key Performance Indicator measurement		

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## SECTION B - COMPETENCY REQUIREMENTS

### SECTION B1 - COMPETENCY FRAMEWORK

In the below Competency Framework, "core competencies" are competencies that cut across all levels of work in a municipality and enhance contextualised leadership that guarantees service delivery impact; and "leading competencies" means competencies that are required to develop clear institutional strategy, initiate, drive and implement programs to achieve long-term sustainable and measurable service delivery performance results.

This competency framework replaces regulation 26(8) of the Local Government: Municipal Performance Regulations for Municipal Managers and Managers directly accountable to Municipal Managers, 2006.

A person appointed as a senior manager must have the competencies as set out in this framework.

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

The competency framework further involves six (6) core competencies that act as drivers to ensure that the leading competencies are executed at an optimal level.

There is no hierarchical connotation to the structure and all competencies are essential to the role of a senior manager to influence high performance. All competencies must therefore be considered as measurable and critical in assessing the level of a senior manager's performance.

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

The competencies that appear in the competency framework are detailed as follows:-

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**SECTION B1 - COMPETENCY FRAMEWORK STRUCTURE**

LEADING COMPETENCIES		DEFINITION	WEIGHTING	ACHIEVEMENT LEVELS AND INTERPRETATION OF RATING			
				BASIC	COMPETENT	ADVANCED	SUPERIOR
				SCORE OF 1 OR 2	3	4	5
1	<b>Strategic direction and leadership</b> 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 deliver on the strategic institutional mandate.	9%	<ul style="list-style-type: none"> <li>Understand institutional and departmental strategic objectives, but lacks the ability to inspire others to achieve set mandate.</li> <li>Describe how specific tasks link to institutional strategies but has limited influence in directing strategy.</li> <li>Has basic a understanding of institutional performance management, but lacks the ability to integrate systems into a collective whole.</li> <li>Demonstrate a basic understanding of decision key makers.</li> </ul>	<ul style="list-style-type: none"> <li>Give direction a team in realising the institution's strategic mandate and set objectives.</li> <li>Has a positive impact and influence on the morale, engagement and participation of team members.</li> <li>Develop actions plans to execute and guide strategy implementation.</li> <li>Assist defining in performance measures to monitor the progress and effectiveness of the institution.</li> <li>Displays an of awareness institutional structures and political factors.</li> <li>Effectively communicate barriers of execution to relevant parties.</li> <li>Provide guidance to all stakeholders in the achievement of the strategic mandate.</li> <li>Understand the aim and objectives of the institution and relate it to own work.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate all activities to determine value and alignment to strategic intent.</li> <li>Display in-depth knowledge and understanding of strategic planning.</li> <li>Align strategy and goals across all functional areas. Actively define performance measures to monitor the progress and effectiveness of the institution.</li> <li>Consistently challenge strategic plans to ensure relevance.</li> <li>Understand institutional structures and political factors, and the consequences of actions.</li> <li>Empower others to follow strategic direction and deal with complex situations.</li> <li>Guide the institution through complex and ambiguous concern of.</li> <li>Use understanding power relationships and dynamic tensions among key players to frame communications and develop strategies, positions and alliances.</li> </ul>	<ul style="list-style-type: none"> <li>Structure and position the institution to local government priorities.</li> <li>Actively use in-depth knowledge and understanding to develop and implement comprehensive and institutional framework.</li> <li>Hold self accountable for strategy execution and results.</li> <li>Provide impact and influence through building and maintaining strategic relationships.</li> <li>Create an environment that facilitates loyalty and innovation</li> <li>Display a superior level of self discipline and integrity in actions.</li> <li>Integrate various systems into a collective whole to optimise institutional performance management.</li> <li>Uses understanding of competing interests to manoeuvre successfully to a win/win outcome.</li> </ul>

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LEADING COMPETENCIES		DEFINITION	WEIGHTING	ACHIEVEMENT LEVELS AND INTERPRETATION OF RATING			
				BASIC	COMPETENT	ADVANCED	SUPERIOR
				SCORE OF 1 OR 2	3	4	5
2	<b>People management</b>  Human capital Planning and development  Diversity Management  Employee Relations Management  Negotiation and Dispute Management	Effectively manager, inspire and encourage people, respect diversity, optimise talent and build and nurture relationships in order to achieve institutional objectives.	9%	<ul style="list-style-type: none"> <li>Participate in team goal setting and problem solving.</li> <li>Interact and collaborate with people of diverse backgrounds.</li> <li>Aware of guidelines for employee development, but requires support in implementing development initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Seek opportunities</li> <li>Identify to increase team contribution and responsibility.</li> <li>Respect and support the diverse nature of others and be aware of the benefits of a diverse approach.</li> <li>Effectively delegate tasks empower and others to increase contribution and execute functions optimally.</li> <li>Apply relevant employee legislation fairly and consistently.</li> <li>Facilitate team goal setting and problem solving.</li> <li>Effectively identify capacity requirements to fulfil the strategic mandate.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ineffective team and work processes and recommend remedial interventions.</li> <li>Recognise and reward effective and desired behaviour.</li> <li>Provide mentoring and guidance to others in order to increase personal effectiveness</li> <li>Identify development and learning needs within the team work.</li> <li>Build a environment conducive to sharing, innovation, ethical behaviour and professionalism.</li> <li>Inspire culture of a performance excellence by giving positive and constructive feedback to the team.</li> <li>Achieve agreement or consensus in adversarial environments.</li> <li>Lead and unite diverse teams across divisions to achieve institutional objectives</li> </ul>	<ul style="list-style-type: none"> <li>Develop and incorporate best practice people management processes, approaches and across the tools institution.</li> <li>Foster a culture of discipline, responsibility and accountability.</li> <li>Understand the impact of diversity performance in and actively incorporate a diversity strategy in the institution.</li> <li>Develop comprehensive integrated strategies and approaches to human capital development and management.</li> <li>Actively identify trends and predict capacity requirements to facilitate unified transition and performance management.</li> </ul>

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LEADING COMPETENCIES		DEFINITION	WEIGHTING	ACHIEVEMENT LEVELS AND INTERPRETATION OF RATING			
				BASIC	COMPETENT	ADVANCED	SUPERIOR
				SCORE OF 1 OR 2	3	4	5
3	<b>Program and Project Management</b>  Program and Project Planning and Implementation  Service Delivery Management  Program and Project Monitoring and Evaluation	Able to understand program and project management methodology; plan, manage, monitor and evaluate specific activities in order to deliver on set objectives.	9%	<ul style="list-style-type: none"> <li>Initiate projects after approval from higher authorities.</li> <li>Understand procedures of program and project management methodology, implications and stakeholder involvement.</li> <li>Understand the rational of projects relation to the institution's strategic objectives.</li> <li>Document and communicate factors and risk associated with own work.</li> <li>Use results and approaches of successful project implementation as guide.</li> </ul>	<ul style="list-style-type: none"> <li>Establish broad stakeholder involvement and communicate the project status and key milestones.</li> <li>Define the roles and responsibilities of the project team create and clarity around expectations balance.</li> <li>Find a between project deadline and the quality of deliverables.</li> <li>Identify appropriate project resources to facilitate the effective completion of the deliverables.</li> <li>Comply with statutory requirements and apply policies in a consistent manner.</li> <li>Monitor progress and use of resources and make needed adjustments to timelines, steps, resource and allocation.</li> </ul>	<ul style="list-style-type: none"> <li>Manage multiple programs and balance priorities conflicts and according to institutional goals.</li> <li>Apply effective risk management strategies through impact assessment and resource requirements.</li> <li>Modify project scope budget when and required without compromising the quality and objectives of the project.</li> <li>Involve top-level authorities and relevant stakeholders in seeking project buy in.</li> <li>Identify and apply contemporary project management methodology.</li> <li>Influence and motivate project team deliver to exceptional results.</li> <li>Monitor policy implementation and apply procedures to manage risks.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and conceptualise the long-term implications of desired project outcomes.</li> <li>Direct a comprehensive strategic macro and micro analysis and scope projects accordingly to realise institutional objectives.</li> <li>Consider and initiate projects that focus on achievement of the long-term objectives.</li> <li>Influence people positions in authority to implement outcomes of projects.</li> <li>Lead and direct translation of policy into workable actions plans.</li> <li>Ensures that programs are monitored to track progress and optimal resource utilisation, and that adjustments are made as needed.</li> </ul>

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LEADING COMPETENCIES		DEFINITION	WEIGHTING	ACHIEVEMENT LEVELS AND INTERPRETATION OF RATING				
				BASIC	COMPETENT	ADVANCED	SUPERIOR	
				SCORE OF 1 OR 2	3	4	5	
4	Financial Management	<p>Budget Planning and Execution</p> <p>Financial Strategy and Delivery</p> <p>Financial Reporting and Delivery</p>	<p>Able to compile, plan and manage budgets, control cash flow, institute financial risk management and administer procurement processes in accordance with recognised financial practices. Further to ensure that all financial transactions are managed in an ethical manner.</p>	8%	<ul style="list-style-type: none"> <li>Understand basic financial concepts and methods as they relate to institutional processes and activities.</li> <li>Display awareness into the various sources of financial data, reporting mechanisms, financial governance, processes and systems.</li> <li>Understand the importance of financial accountability.</li> <li>Understand the importance of asset control.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit knowledge of general financial concepts, planning, budgeting, and forecasting and how they interrelate.</li> <li>Assess, identify and manage financial risks.</li> <li>Assume a cost saving approach to financial management.</li> <li>Prepare financial reports based on specified formats.</li> <li>Consider and understand the financial implications of decisions and suggestions.</li> <li>Ensure that delegation and instructions as required by National Treasury guidelines are reviewed and updated</li> <li>Identify and implement proper monitoring and evaluation practices to ensure appropriate spending against budget.</li> </ul>	<ul style="list-style-type: none"> <li>Take active ownership of planning, budgeting, and forecast processes and provides credible answers to queries within own responsibility.</li> <li>Prepare budgets that are aligned to the strategic objectives of the institution.</li> <li>Address complex budgeting and financial management concerns.</li> <li>Put systems and processes in place to enhance the quality and integrity of financial management practices.</li> <li>Advise on policies and procedures regarding asset control.</li> <li>Promote National Treasury's regulatory framework for Financial Management</li> </ul>	<ul style="list-style-type: none"> <li>Develop planning tools to assist in evaluating and monitoring future expenditure trends.</li> <li>Set budget frameworks for the institution.</li> <li>Set strategic direction for the institution on expenditure and other financial processes.</li> <li>Build and nurture partnerships to improve financial management and achieve financial savings.</li> <li>Actively identify and implement new methods to improve asset control.</li> <li>Display professionalism in dealing with financial data and processes.</li> </ul>

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LEADING COMPETENCIES		DEFINITION	WEIGHTING	ACHIEVEMENT LEVELS AND INTERPRETATION OF RATING			
				BASIC	COMPETENT	ADVANCED	SUPERIOR
				SCORE OF 1 OR 2	3	4	5
5	Change Leadership	<p>Change Vision and Strategy</p> <p>Process Design and Improvement</p> <p>Change Impact Monitoring and Evaluation</p>	<p>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.</p>	<p>9%</p> <ul style="list-style-type: none"> <li>• Displays an awareness of change and the benefits of transformation initiatives.</li> <li>• Identify basic need for change.</li> <li>• Identify gaps between the current and desired state.</li> <li>• Identify potential risk and challenges to transformation, including resistance to change factors.</li> <li>• Participate in change programs and piloting change interventions.</li> <li>• Understand the impact of change interventions on the institution within the broader scope of local government.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a analysis of the change impact on social, political and economic environment.</li> <li>• Maintain calm and focus during change.</li> <li>• Able to assist team members during change and keep them focused on deliverables.</li> <li>• Volunteer to lead change efforts outside of own work team.</li> <li>• Able to gain buy-in and approval for change from relevant stakeholders.</li> <li>• Identify change readiness levels and assist in resolving resistance to change factors.</li> <li>• Design change interventions that are aligned with the institution's strategic objectives and goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively monitor change impact and results and convey progress to relevant stakeholders.</li> <li>• Secure buy-in and sponsorship for change initiatives.</li> <li>• Continuously evaluate change strategy and design and introduce new approaches to enhance the institution's effectiveness.</li> <li>• Build and nurture relationships with various stakeholders to establish strategic alliance in facilitating change.</li> <li>• Take the lead in impactful change programs.</li> <li>• Benchmark change interventions against best change practices.</li> <li>• Understand the impact and psychology of change, and put remedial interventions in place to facilitate effective transformation.</li> <li>• Take calculated risk and seek new ideas from best practice scenarios, and identify potential for implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Sponsor change agents and create a network of change leaders who support the interventions.</li> <li>• Actively adapt current structures and processes to incorporate the change interventions.</li> <li>• Mentor and guide team members on the effects of change, resistance factors and how to integrate change.</li> <li>• Motivate and inspire others around change initiatives.</li> </ul>

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LEADING COMPETENCIES		DEFINITION	WEIGHTING	ACHIEVEMENT LEVELS AND INTERPRETATION OF RATING				
				BASIC	COMPETENT	ADVANCED	SUPERIOR	
				SCORE OF 1 OR 2	3	4	5	
6	<b>Governance Leadership</b>	<p>Policy Formulation</p> <p>Risk and Compliance Management</p> <p>Cooperative Governance</p>	<p>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.</p>	9%	<ul style="list-style-type: none"> <li>• Display a basic awareness of risk, compliance and governance factors but require guidance and development in implementing such requirements.</li> <li>• Understand the structure of cooperative government but requires guidance on fostering workable relationships between stakeholders.</li> <li>• Provide input into policy formulation.</li> </ul>	<ul style="list-style-type: none"> <li>• Display a thorough understanding of governance and risk and compliance factors and implement plans to address these.</li> <li>• Demonstrate understanding of the techniques and processes for optimising risk taking decisions within the institution.</li> <li>• Actively drive policy formulation within the institution to ensure the achievement of objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to link risk initiatives into key institutional objectives and drivers Identify, analyse and measure risk, create valid risk forecasts, and map risk profiles.</li> <li>• Apply risk control methodology and approaches to prevent and reduce risk that impede on the achievement of institutional objectives.</li> <li>• Demonstrate a thorough understanding of risk retention plans identify and implement comprehensive risk management systems and processes.</li> <li>• Implement and monitor the formulation of policies, identify and analyse constraints and challenges with implementation and provide recommendations for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a high level of commitment in complying with governance requirements Implement governance and compliance strategy to ensure achievement of institutional objectives within the legislative framework.</li> <li>• Able to advise Local Government on risk management strategies, best practice interventions and compliance management.</li> <li>• Able to forge positive relationships on cooperative governance level to enhance the effectiveness of local government.</li> <li>• Able to shape, direct and drive the formulation of policies on a macro level.</li> </ul>

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CORE COMPETENCIES		WEIGHTING	ACHIEVEMENT LEVELS AND INTERPRETATION OF RATING				
			BASIC	COMPETENT	ADVANCED	SUPERIOR	
			SCORE OF 1 OR 2	3	4	5	
7	<b>Moral Competency</b>	Able to identify moral triggers, apply moral reasoning that promotes honesty and integrity and consistently display behaviour that reflects moral competence.	9%	<ul style="list-style-type: none"> <li>Realise the impact of acting with integrity, but requires guidance and development in implementing principles.</li> <li>Follow the basic rules and regulations of the institution.</li> <li>Able to identify basic moral situations, but requires guidance and development in understanding and reasoning with moral intent.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct self in alignment with the values of Local Government and the institution.</li> <li>Able to openly admit own mistakes and weaknesses and seek assistance from others when unable to deliver.</li> <li>Actively report fraudulent activity and corruption within local government.</li> <li>Understand and honour the confidential nature of matters without seeking personal gain.</li> <li>Able to deal with situations of conflict of interest promptly and in the best interest of local government.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, develop, and apply measures of self correction.</li> <li>Able to gain trust and respect through aligning actions with commitments.</li> <li>Make proposals and recommendations that are transparent and gain the approval of relevant stakeholders.</li> <li>Present values, beliefs and ideas that are congruent with the institution's rules and regulations.</li> <li>Takes an active stance against corruption and dishonesty when noted.</li> <li>Actively promote the value of the institution to internal and external stakeholders.</li> <li>Able to work in unity with a team and not seek personal gain.</li> <li>Apply universal moral principles consistently to achieve moral decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Create an environment conducive of moral practices.</li> <li>Actively develop and implement measures to combat fraud and corruption.</li> <li>Set integrity standards and shared accountability measures across the institution to support the objectives of local government.</li> <li>Take responsibility for own actions and decisions, even if the consequences are unfavourable.</li> </ul>

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CORE COMPETENCIES		WEIGHTING	ACHIEVEMENT LEVELS AND INTERPRETATION OF RATING				
			BASIC	COMPETENT	ADVANCED	SUPERIOR	
			SCORE OF 1 OR 2	3	4	5	
8	<b>Planning and Organising</b>	Able to plan, prioritise and organise information and resources effectively to ensure the quality of service delivery and build efficiency contingency plans to manage risk.	9%	<ul style="list-style-type: none"> <li>• Able to follow basic plans and organise tasks around set objectives.</li> <li>• Understand the process of planning and organising but requires guidance and development in providing detailed and comprehensive plans.</li> <li>• Able to follow existing plans and ensure that objectives are met.</li> <li>• Focus on short term objectives in developing plans and actions.</li> <li>• Arrange information and resources required for a task, but require further structure and organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively and appropriately organise information and resources required for a task.</li> <li>• Recognise the urgency and importance of tasks.</li> <li>• Balance short and long-term plans and goal and incorporate into the team's performance objectives.</li> <li>• Schedule tasks to ensure they are performed within budget and with efficient use of time and resources.</li> <li>• Measures progress and monitor performance results.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to define institutional objectives, develop comprehensive plans, integrate and coordinate activities, and assign appropriate resources for successful implementation .</li> <li>• Identify in advance required stages and actions to complete tasks and projects.</li> <li>• Schedule realistic timelines, objectives and milestones for tasks and projects.</li> <li>• Produce clear, detailed and comprehensive plans to achieve institutional objectives.</li> <li>• Identify possible risk factors and design and implement appropriate contingency plans.</li> <li>• Adapt plans in light of changing circumstances.</li> <li>• Prioritise tasks and projects according to their relevant urgency and importance.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on broad strategies and initiatives when developing plans and actions.</li> <li>• Able to project and forecast short, medium and long term requirements of the institution and local government.</li> <li>• Translate policy into relevant projects to facilitate the achievement of institutional objectives.</li> </ul>

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CORE COMPETENCIES			WEIGHTING	ACHIEVEMENT LEVELS AND INTERPRETATION OF RATING			
				BASIC	COMPETENT	ADVANCED	SUPERIOR
				SCORE OF 1 OR 2	3	4	5
9	<b>Analysis and Innovation</b>	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.	7%	<ul style="list-style-type: none"> <li>Understand the basic operation of analysis, but lack detail and thoroughness.</li> <li>Able to balance independent analysis with requesting assistance from others.</li> <li>Recommend new ways to perform tasks within own function.</li> <li>Propose simple, remedial interventions that marginally challenge the status quo.</li> <li>Listen to the ideas and perspective of others and explore opportunities to enhance such innovative thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate logical problem solving techniques and approaches and provide rationale for recommendations.</li> <li>Demonstrate objectivity, insight and thoroughness when analysing problems.</li> <li>Able to break down complex problems into manageable parts and identify solutions.</li> <li>Consult internal and external stakeholders on opportunities to improve processes and service delivery.</li> <li>Clearly communicates the benefits of new opportunities and innovative solutions to stakeholders.</li> <li>Continuously identify opportunities to enhance internal processes.</li> <li>Identify and analyses opportunities conducive to innovation approaches and propose remedial intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Coaches team members on analytical and innovative approaches and techniques.</li> <li>Engage with appropriate individuals in analysing and resolving complex problems.</li> <li>Identify solutions in various area in the institution.</li> <li>Formulate and implement new ideas throughout the institution.</li> <li>Able to gain approval and buy in for proposed interventions from relevant stakeholders.</li> <li>Identify trends and best practices in processes and service delivery and propose institutional application</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate complex analytical and problem solving approaches and techniques.</li> <li>Create an environment conducive to analytical and fact-based problem solving.</li> <li>Analyse, recommend solutions and monitor trends in key challenges to prevent and manage occurrence.</li> <li>Create an environment that fosters innovative thinking and follows a learning organisation approach.</li> <li>Be a thought leader on innovative customer service delivery, and process optimisation.</li> <li>Play an active role in sharing best practice solutions and engage in national and international local government seminars and conferences.</li> </ul>

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CORE COMPETENCIES		WEIGHTING	ACHIEVEMENT LEVELS AND INTERPRETATION OF RATING				
			BASIC	COMPETENT	ADVANCED	SUPERIOR	
			SCORE OF 1 OR 2	3	4	5	
10	<b>Knowledge and Information Management</b>	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.	7%	<ul style="list-style-type: none"> <li>Collect, categorise and track relevant information required for specific tasks and projects.</li> <li>Analyse and interpret information to draw conclusions.</li> <li>Seek new sources of information to increase knowledge base.</li> <li>Regularly share information and knowledge with internal stakeholders and team members.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate information systems and technology to manage intuitional knowledge and information.</li> <li>Evaluate data from various sources and use information effectively to influence decisions and provide solutions.</li> <li>Actively create mechanisms and structures for sharing of information.</li> <li>Use external and internal resources to research and provide relevant and cutting-edge knowledge to enhance institutional effectiveness and efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively predict future information and knowledge management requirements and systems.</li> <li>Develop standards and processes to meet future knowledge management needs.</li> <li>Share and promote best practice knowledge management across various institutions.</li> <li>Establish accurate measures and monitoring systems for knowledge and information management.</li> <li>Create a culture conducive of learning and knowledge sharing.</li> <li>Hold regular knowledge and information sharing sessions to elicit new ideas and share best practice approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Create and support a vision and culture where team members are empowered to seek, gain and share knowledge.</li> <li>Establish partnerships across local government to facilitate knowledge management.</li> <li>Demonstrate a mature approach to knowledge and information sharing with an abundance and assistance approach.</li> <li>Recognise and exploit knowledge points in interactions with internal and external stakeholders.</li> </ul>

CORE COMPETENCIES		WEIGHTING	ACHIEVEMENT LEVELS AND INTERPRETATION OF RATING				
			BASIC	COMPETENT	ADVANCED	SUPERIOR	
			SCORE OF 1 OR 2	3	4	5	
11	Communication	Able to share information, knowledge and ideas in a clear, focused and concise manner appropriate for the audience in order to effectively convey, persuade and influence stakeholders to achieve the desired outcome.	8%	<ul style="list-style-type: none"> <li>• Demonstrate an understanding for communication levers and tools appropriate for the audience, but requires guidance in utilising such tools.</li> <li>• Express ideas in a clear and focused manner, but does not always take the needs of the audience into consideration.</li> <li>• Disseminate and convey information and knowledge adequately.</li> </ul>	<ul style="list-style-type: none"> <li>• Express ideas to individuals and groups in formal and informal settings in a manner that is interesting and motivating.</li> <li>• Able to understand, tolerate and appreciate diverse perspectives, attitudes and beliefs.</li> <li>• Adapt communication content and style to suit the audience and facilitate optimal information transfer.</li> <li>• Deliver content in a manner that gains support, commitment and agreement from relevant stakeholders.</li> <li>• Compile clear, focused, concise and well-structured written documents</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively communicate high risk and sensitive matters to relevant stakeholders.</li> <li>• Develop a well defined communication strategy.</li> <li>• Balance political perspectives with institutional needs when communicating viewpoints on complex issues.</li> <li>• Able to effectively direct negotiations around complex matters and arrive at a win-win situation that promotes Batho Pele principles.</li> <li>• Market and promote the institution to external stakeholders and seek to enhance a positive image of the institution.</li> <li>• Able to communicate with the media with high levels of moral competence and discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Regarded as a specialist in negotiations and representing the institution.</li> <li>• Able to inspire and motivate others through positive communication that is impactful and relevant.</li> <li>• Creates an environment conducive to transparent and productive communication and critical and appreciative conversations.</li> <li>• Able to coordinate negotiations at different levels within local government and externally.</li> </ul>

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CORE COMPETENCIES			WEIGHTING	ACHIEVEMENT LEVELS AND INTERPRETATION OF RATING			
				BASIC	COMPETENT	ADVANCED	SUPERIOR
				SCORE OF 1 OR 2	3	4	5
12	<b>Results and Quality Focus</b>	Able to maintain high quality standards, focus on achieving results and objectives while consistently striving to exceed expectations and encourage others to meet quality standards. Further, to actively monitor and measure results and quality against identified objectives.	7%	<ul style="list-style-type: none"> <li>Understand quality of work but requires guidance in attending to important matters.</li> <li>Show a basic commitment to achieving the correct results.</li> <li>Produce the minimum level of results required in the role.</li> <li>Produce outcomes that is of a good standard.</li> <li>Focus on the quantity of output but requires development in incorporating the quality of work.</li> <li>Produce quality work in general circumstances, but fails to meet expectation when under pressure.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on high priority actions and does not become distracted by lower-priority activities.</li> <li>Display firm commitment and pride in achieving the correct results.</li> <li>Set quality standards and design processes and tasks around achieving set standards.</li> <li>Produce output of high quality.</li> <li>Able to balance the quantity and quality of results in order to achieve objectives.</li> <li>Monitors progress, quality of work, and use of resources; provide status updates, and make adjustments as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently verify own standards and outcomes to ensure quality output.</li> <li>Focus on the end result and avoids being distracted.</li> <li>Demonstrate a determined and committed approach to achieving results and quality standards.</li> <li>Follow task and projects through to completion.</li> <li>Set challenging goals and objectives to self and team and display commitment to achieving expectations.</li> <li>Maintain a focus on quality outputs when placed under pressure</li> <li>Establishing institutional systems for managing and assigning work, defining responsibilities, tracking, monitoring and measuring success, evaluating and valuing the work of the institution.</li> </ul>	<ul style="list-style-type: none"> <li>Coach and guide others to exceed quality standards and results.</li> <li>Develop challenging, client-focused goals and sets high standards for personal performance.</li> <li>Commit to exceed the results and quality standards, monitor own performance and implement remedial interventions when required.</li> <li>Work with team to set ambitious and challenging team goals, communicating long- and short term expectations.</li> <li>Take appropriate risks to accomplish goals.</li> <li>Overcome setbacks and adjust action plans to realise goals.</li> <li>Focus people on critical activities that yield a high impact.</li> </ul>
<b>TOTAL PERCENTAGE</b>			<b>100%</b>				


  
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**SECTION B2: MUNICIPAL COMPETENCY LEVEL (SENIOR MANAGERS OF MUNICIPALITIES)**

**B2.1 General competency levels for senior managers-**

- (1) A senior manager of a municipality must generally have the skills, experience and capacity to assume and fulfil the responsibilities and exercise the functions and powers assigned in terms of the Act to that senior manager.
- (2) A senior manager must note that any failure to comply with any financial management responsibilities, functions and powers entrusted to that senior manager may constitute financial misconduct.

**B2.2. Minimum competency levels for senior managers-**

A senior manager of a municipality must comply with the minimum competency levels required for higher education qualification, work related experience, core managerial and occupational competencies and be competent in the unit standards prescribed for financial and supply chain management competency areas as set out below:-

MINIMUM COMPETENCY LEVELS FOR SENIOR MANAGERS		
Description	All municipalities with annual budget of a value equal to or above R500 million	
Higher Education Qualification	At least NQF Level 7 in a field relevant to the senior management position	
Work-Related Experience	Minimum of 7 years at senior and middle management level, of which at least 2 years must be at senior management level	
Core Managerial and Occupational Competencies	As described in the performance regulations (2014)	
Financial and Supply Chain management Competency Areas:	Required Minimum Competency Level in Unit Standards	
	SACA US ID	UNIT STANDARD TITLE
Strategic leadership and management	116358	Contribute to the strategic planning process in a South African municipality
	116361	Interpret South African legislation and policy affecting municipal financial management
Operational financial management	119341	Apply cost management information systems in the preparation of management reports
	119331	Conduct working capital management activities in accordance with sound financial management policy
Governance, ethics and values in	116364	Plan a municipal budgeting and reporting cycle
	116343	Apply the principles of ethics in a municipal environment
Financial and performance reporting	116363	Prepare and analyse municipal financial reports
	119350	Apply accounting principles and procedures in the preparation of reports and decision making
	119348	Apply selected GRAP (Generally Recognised Accounting Practices) to periodic accounting reporting process
	116341	Conduct performance management to a South African municipal environment
Risk and change management	116339	Apply risk management in South African municipalities
Project management	119343	Apply operations research principles and tools in the management of project activities and resources
	119334	Discuss the selected legislative regulatory framework governing the public sector management and administration environment
Legislation, policy and implementation	116361	Interpret South African legislation and policy affecting municipal financial management
	116353	Discuss the selected legislative regulatory framework governing the public sector management and administration environment
Supply Chain Management	116351	Conduct auditing planning and implementation in a South African municipality
Audit and assurance	116351	Conduct auditing planning and implementation in a South African municipality

Handwritten initials and date: 22/2/22



**(a) Performance Calculations and Ratings**

At the end of each performance review cycle, the employee will be assessed in terms of the required targets reflected on his / her respective performance plan. The following elements are essential in determining performance levels:

**(b) Performance Weighting**

Weightings allow emphasis to be placed on KPAs and key objectives that carry more importance and/or take more time. Every KPA in the performance agreement or plan must be assigned a weighting. The total of the weightings on each of the two components of the performance plan must add up to 100.

The purpose of the weighting is to enable Council to ensure performance of the key objectives with the highest strategic importance, and to reward outstanding performance accordingly.

**(c) Performance Rating**

The rating can be defined as the level of achievement of the targets set for a specific key performance area. The Nelson Mandela Bay Municipality uses the five-point system for rating performance, as contained in the performance agreement (see Clause 7.6).

**(d) Score**

The score represents the product of the average rates of all the targets for each key performance indicator, and the weight for the respective key performance area; e.g. if the average rate is 3 and the weighting is 15, then the weighted score = 3 X 15, which equals 45.

**(e) Total Weighted Score and Performance Percentage**

The total score is the sum of the weighted scores for all the key performance areas and competency requirements for a specific position. Therefore by adding all the weighted scores, one arrives at a figure representing the total weighted score.

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SECTION D: PERSONAL DEVELOPMENT / TRAINING PLAN FOR BARRY MARTIN

MAN NO	DESIGNATION	FULL NAME (NOT INITIALS)	SURNAME	ID NUMBER	OCCUPATIONAL LEVEL	NUMBER	TYPE OF INTERVENTION REQUIRED <small>(i.e. skills programme/ workshop/ learnership/ RPL/ trade test)</small>	NAME OF COURSE	ACTUAL COURSE DATE		NOF LEVEL (IF APPLICABLE)	TRAINING PROVIDER	TRAINING PROVIDER ACCREDITATION NUMBER	TRAINING PROVIDER CONTACT DETAILS	IS THE TRAINING PROVIDER PUBLIC / PRIVATE	ESTIMATED COST OF TRAINING
									START DATE	END DATE						
	Acting Executive Director: Roads and Transport	Barry	Martin		Managers	1										
						2										
						3										
						4										

The PDP will be populated, if necessary, during the 2025/26 quarterly performance reviews.

BARRY MARTIN  
ACTING EXECUTIVE DIRECTOR: ROADS AND TRANSPORT

DATE: 31/07/2025

  
ACTING CITY MANAGER

DATE: 31/07/2025

**SECTION E**

I, Barry Martin, appointed in an acting capacity on 4 April 2025, to the position of Acting Executive Director: Infrastructure and Engineering (RT) of Nelson Mandela Bay Municipality for the 2025/26 financial year, herewith accept full responsibility and accountability for the deliverables assigned to me in this contract during the period in which I assume employment.

This serves to confirm that this document is a true reflection of the deliberations held between the City Manager and myself on the required performance standards and time-lines reflected in this contract in relation to the position of Executive Director: Roads and Transport.

This further serves to confirm that I will set out to achieve the competencies as prescribed in the Local Government: Regulations on Appointment and Conditions of Employment of Senior Managers, 2014; and to adhere to the competencies as prescribed by the Municipal Regulations on Minimum Competency Levels, 2007 as stipulated in Section B of this contract.

This performance contract will terminate on the same date my contract of employment terminates, for any reason.

Thus done and signed at PORT ELIZABETH on 31 JULY 2025

BARRY MARTIN  
ACTING EXECUTIVE DIRECTOR: ROADS AND TRANSPORT

DATE: 31/07/2025

AS WITNESSES

1.   
2. 

  
ACTING CITY MANAGER

DATE: 31/07/2025

AS WITNESSES:

1. \_\_\_\_\_  
2. \_\_\_\_\_