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| **JOB PROFILE** | <br>University of Fort Hare<br>*Together in Excellence* | |

**SECTION A: JOB DETAILS**

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| **JOB TITLE** | Senior Manager : Projects & Planning, Infrastructure & Maintenance |
| **POST CODE** | |
| **COMPILATION DATE** | 02 February 2025 |
| **LAST REVIEW DATE** | 12 February 2024 & 17 February 2025 |
| **JOB STATUS (NEW/EXISTING)** | |
| **PEROMNES GRADE** | |
| **DATE OF JOB EVALUATION** | |
| **DIVISION** | Projects & Planning, Infrastructure & Maintenance |
| **ACADEMIC FACULTY/SUPPORT DEPARTMENT** | |
| **CAMPUS** | |
| **NAME OF JOB HOLDER** | |

**SECTION B: ORGANOGRAM**




**SECTION C: PURPOSE**

To lead the institutions' Projects & Planning, Infrastructure & Maintenance function which includes Infrastructure Project Management for Large Capital Projects & Infrastructure / Built Environment Maintenance Management for the institution, & Planning

**SECTION D: KEY RESULT AREAS**

| **KEY RESULT AREAS** (Areas of outcomes or outputs for which the role is responsible) | **% weight** | **RESPONSIBILITIES / ACCOUNTABILITIES** (What is done) | **ACTIVITIES/TASKS** (How it is done) | **KEY PERFORMANCE INIDICATORS/RESULTS** (A quantifiable measure used to evaluate the success of an employee in meeting performance objectives) (Timeframe, quality, quantity, productivity, financial, cost effectiveness) |
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| 1. Leads the Projects & Planning, Infrastructure & Maintenance functions | | Provides input & insights as member of the leadership team | | |
| | | Guides development & review of relevant policies & procedures of own portfolio | | |
| | | Sets goals, objectives & priorities aligned with strategy for portfolio | | |
| | | Translates strategic goals into tactical & operational plans for this portfolio | | |
| | | Leads the human resources team & other resources as per structure | | |
| | | Devises corrective action plans to address unit's performance deviations | | |
| | | Monitors portfolio KPI achievement & institute corrective action | | |

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| 2. Organisational Unit Staff Management | | Communicates strategy, plans & strategic objectives with team | | |
| | | Plans HR allocation, acquisition, retention & motivation based on Resource Plan | Collaborating with HR leadership on resource planning processes | |
| | | Engages in selection & recruitment processes of own portfolio | | |
| | | Assesses team's competence & knowledge levels aligned with HR interventions | | |
| | | Discusses individual employment contracts with HR Leadership & staff | | |
| | | Manages staff performance using the Performance Management System | | |
| | | Manages own portfolio's disciplinary process in conjunction with HR | | |
| 3. Financial Planning & Budgeting | | Plans & prepares for the budget process for own portfolio | | |
| | | Implements & manages financial management protocols & prescripts | | |
| | | Manages & monitors budget expenditure within the portfolio | | |
| | | Manages resources economically & prevents unauthorised, wasteful expenditure | | |
| | | Monitors management, maintenance & safekeeping of financial & other assets | | |
| | | Provides standard monthly financial reports | | |
| 4. Infrastructure Maintenance **Planning Management** | | Stays abreast with safety legislation | | |
| | | Stays abreast with industry standards | | |
| | | Stays abreast with leading maintenance planning IT systems & technologies | Enhancing building efficiencies in all related projects, considering AI in related technologies | |
| | | Leads the master plan for infrastructure maintenance aligned with **leading technologies & systems** | Determining priorities linked to the maintenance strategy & budget<br>Integrating leading technologies for building & infrastructure efficiency & cost optimisation<br>Scoping the full extent of maintenance work<br>Outlining predictive/preventative maintenance strategies<br>Conducting inspections & needs assessments<br>Setting performance targets & cycle times<br>Collaborating with internal stakeholders in the planning process<br>Obtaining approval for budgets & plans<br>Planning materials/stock requirements | |
| | | Leads plan updates for day-to-day repairs | Resolving plan queries<br>Prioritising critical work | |

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| | | | Updating the approved budget for reporting purposes | |
| | | Collaborates closely with the operational maintenance function | | |
| | | Leads the effective procurement of maintenance professionals & service providers | Scrutinizing the project scope, resource allocations, technical specification<br>Understanding the detail planning for all maintenance projects | |
| | | Monitors progress vs plan & takes corrective action | | |
| | | Monitors overall expenditure according to approved budgets | | |
| | | Monitors adherence to procurement policies & procedures | | |
| | | Monitors cycle times, waste & service level provision | Approving the scrapping/disposal of assets according to procedure | |
| | | Monitors adherence to SHE standards, policies & procedures | | |
| | | Monitoring the data integrity of the maintenance planning system | Conducting audits on data integrity<br>Checking that data is loaded & up to date<br>Implementing sound financial controls<br>Monitoring that data is complete & accurate for reporting purposes | |
| | | Leads & conducts system spot-checks & audits | | |
| | | Drafts weekly, monthly & quarterly infrastructure maintenance reports & costs | | |
| 5. Infrastructure Project Management for **Large Capital Projects** | | Stays abreast with large scale infrastructure development priorities | Enhancing building efficiencies in all large capital projects & considering AI in related technologies | |
| | | Stays abreast of and applies best practice project management principles | | |
| | | Leads the procurement process of built environment professionals/service providers | Scrutinizing the project scope, resource allocations, technical specification<br>Understanding the detail planning for infrastructure projects | |
| | | Signs-off key deliverables in conjunction with governance committee(s) linked to levels of authority | | |
| | | Leads the implementation of infrastructure projects by contractors & suppliers | Checking & monitoring compliance to specifications<br>Managing project deadline adherence<br>Putting regular project feedback mechanisms in place<br>Attending frequent site- and other planned meetings | |

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| | | | Resolving issues impacting progress of project execution<br>Managing agreements with contractors, suppliers & professionals<br>Implementing action on clauses for late delivery/non-compliance to project plans | |
| | | Fosters sound, ethical relationships with professionals, contractors & suppliers | | |
| | | Analyses & interprets project reports provided by contracted service providers | Addressing Timeous communicating issues/showstoppers/bottlenecks | |
| | | Enforces waste management & site rehabilitation practice | | |
| | | Monitors deadlines and/ or project plan milestone compliance | | |
| | | Removes barriers to progress by making or obtaining decisions timeously | Continued following up & following through on plans & deadlines | |
| | | Provides independent project progress reports (including budgets) | | |
| 6. Infrastructure / Built Environment Maintenance Management | | Approves general maintenance of facilities including the grounds | | |
| | | Commissions expert advice as input into Infrastructure strategies & plans | Enhancing building efficiencies in all related maintenance projects, considering AI in related technologies | |
| | | Recommends a best practice property data base that meets Space Audit requirements | | |
| | | Aligns infrastructure goals with organisational strategies | | |
| | | Says abreast of built environment legislation | | |
| | | Plans annual maintenance work for the institution in conjunction with senior leadership | | |
| | | Collaborates with internal stakeholders in the execution of maintenance plans | | |
| | | Leads the property- and related assets management process | Signing off on the scrapping/disposal of obsolete assets according to procedure<br>Monitoring an up-to-date automated asset register<br>Monitoring the maintenance of title deeds & property agreements<br>Collaborating with Finance & Audit on asset management policy | |
| | | Prepares expenditure reports for submission to Department | | |
| | | Processes the infrastructure & service quality of the institution | Updating plans to address service gaps<br>Recommending feedback mechanisms to measure service management | |

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| | | | Monitoring action plans on issues/problem areas identified<br>Measuring the full cycle of service start-to-completion<br>Considering the recommendation from team on measuring re-work<br>Monitoring the quality-of-service providers<br>Monitoring the measuring of failures after maintenance<br>Measuring the cost of re-work versus what was planned | |
| | | Leads the investigation & integration process of new built environment technologies | Enhancing efficient & effect management of infrastructure projects | |
| | | Collaborates with internal stakeholders in the execution of maintenance plans | | |
| | | Leads the general maintenance of all facilities including the grounds | | |
| | | Leads the procurement process of Infrastructure / Built Environment Maintenance professionals/service providers | | |
| | | Proposes a consolidated planned maintenance strategy to senior leadership | Consolidating planned, predictive & preventative strategies<br>Continuously determining maintenance priorities<br>Continuously improving the maintenance planning process<br>Determining maintenance goals & improvement metrics<br>Monitoring the effectiveness of the maintenance plan(s)<br>Putting an automated system in place for tracking | |
| | | Obtains feedback from internal stakeholders on service quality | Leading the implementation of action plans on issues/problem areas<br>Updating plans to address service gaps<br>Putting feedback mechanisms in place to measure service management<br>Monitoring the quality-of-service providers<br>Monitoring service metrics<br>Measuring the full cycle of service start-to-completion | |

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| | | | Measuring re-work<br>Measuring failures after maintenance<br>Measuring cost | |
| | | Monitors that Space Audits take place & legislated requirements are met | | |
| | | Monitors data integrity of HEMIS system regarding property data | | |
| | | Checks that legislated reports (space audits) are delivered on time | | |
| | | Monitors the effectiveness of Maintenance Plans (both long & short term) | | |
| | | Monitors strict site Health & Safety rules for protection of staff/students | | |
| | | Monitoring scrapping/disposal of equipment/assets according to policy/procedure | | |
| | | Checks that legislated reports (space audits) are delivered on time | | |
| | | Monitors building condition & general facilities quality / cleanliness | | |
| | | Prepares expenditure reports for submission to Department (DHET) | | |
| | | Compiles report on outstanding maintenance work & work completed | | |
| | | Reports on infrastructure service metrics | | |

**SECTION E: MINIMUM REQUIREMENTS**

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| **QUALIFICATION** | Four year or NQF level 8degree in Built Environment<br>Master's degree an added advantage |
| **MINIMUM TOTAL YEARS EXPERIENCE** | 8 years minimum experience in the Built Environment |
| **EXPERIENCE (TYPE & YEARS)** | 3 years in a managerial capacity, leading a team of professionals<br>Proven project management track record in the built environment<br>Built Environment Maintenance experience<br>Experience in a higher education context an added advantage<br>Up to date with latest tegnologies & AI requirements & enhancements |
| **KNOWLEDGE** | A thorough understanding of the management of property assets |
| **PROFESSIONAL REGISTRATIONS OR LICENSE REQUIREMENTS** | Engineering Council of SA (ECSA) or<br>Architecs Council or<br>Project Management SA (PMSA) or<br>Project Management Institute (PMI) or<br>South African Council for the Project and Construction Management Professions (SACPCMP) |
| **OTHER** | |

**SECTION F: SCOPE OF RESPONSIBILITY**

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| **AMOUNT AND KIND OF SUPERVISION RECEIVED**<br><br>• **What is the job classification and working title of the supervisor? How, and to what extent is the employee's work checked?)**<br>***Do note that there is a difference between initial or special training and ongoing supervision.*** | |
| **AMOUNT AND KIND OF SUPERVISION EXERCISED**<br><br>• **List the job classification and working titles of those directly trained and/or supervised by this person.**<br>***Explain how, and to what extent, the work of others is checked by the employee.*** | |
| **DECISIONS WHICH CAN BE MADE**<br><br>• **Level of autonomy and decision-making authority the employee has within their role** | |
| **DECISIONS WHICH MUST BE REFERRED**<br><br>• **What are the specific types of decisions or situations where the employee is not authorized to act independently and must seek guidance or approval from their manager before proceeding.** | |

**SECTION G: CONTACTS**

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| **INTERNAL TO UFH**<br>**Indicate the INTERNAL contacts** | |
| **EXTERNAL TO UFH**<br>**Indicate the EXTERNAL contacts** | |

**SECTION H: COMPETENCIES FOR THIS LEVEL (AS PER UFH COMPETENCY FRAMEWORK)**

| **COMPETENCIES (AS PER UFH COMPETENCY FRAMEWORK)** | **COMPETENCY** | **PERFORMANCE INDICATOR** |
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| | **Leadership Competencies** | |
| | BUSINESS ACUMEN<br>The achievement of excellence in a field of expertise or industry, supported | Can consider/propose options & alternative to complex problems<br>Is able to analyse, process & synthesise complex issues & problems |

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| | by a proven track record and experience and applying this in all aspects of business, to foresee pitfalls & manage acceptable risk | Is abreast with developments in their field of expertise<br>Is comfortable with ambiguity & uncertainty<br>Has a proven track record of achievements<br>Has insight into key issues, trends & innovations in field of expertise<br>Is able to think conceptually & see the big picture<br>Can take calculated risks<br>Takes responsibility for actions/decisions<br>Can think on his/her feet |
| | CHANGE LEADERSHIP<br>The ability to lead an institution/institutional division through change and new direction without losing effectiveness | Communicates reasons for change clearly, continuously, and effectively<br>Engages key staff to drive the change<br>Decisions made do not conflict with the new direction<br>Leads by example and is totally committed to the change<br>Is firm in setting direction and does not waver<br>Communicates a consistent message<br>Makes changes in a reasonable time frame, so that staff are not over-burdened<br>Manages problems and resolves tactical implementation issues pertaining to the change<br>Implements interim plans (if relevant) in order to make the transition<br>Sets reasonable expectations<br>Monitors implementation progress<br>Consistently applies positive pressure in affecting cultural change<br>Facilitates change by appointing change agents to assist with the transition |
| | CRITICAL THINKING<br>The ability to make decisions based on analysis of information presented from all angles in the face of ambiguous, uncertain, or conflicting situation | Can think creatively<br>Asks for additional input or expertise when required<br>Is open to the eventuality that there may be more than one answer to a problem<br>Has the ability to predict opportunities, problems & solutions<br>Actively listens & interprets input or alternatives<br>Seeks knowledge & insight in problem resolution<br>Can gather, analyse & sort complex data & information and draw sound conclusions<br>Requests additional reporting data to underpin decision making<br>Can trouble shoot solutions to problems<br>Applies knowledge & expertise in interpreting information, documents, reports<br>Knows from experience which questions to ask<br>Is deliberate in thinking process, removes personal bias & pre-conceived ideas |
| | PARTNERING<br>Seeking and building strategic alliances and collaborative arrangements | Values, goals & objectives are well-defined before entering into an agreement |

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| | through partnerships and/or networks to advance the objectives of the organization | Metrics & measurements are in place to monitor partnering goal achievement |
| | | Builds & maintains trust |
| | | Facilitates a collaborative environment |
| | | Partnership agreement is well communicated internally |
| | | Problem areas & conflict is resolved |
| | | Mutually beneficial value is created by both parties |
| | | Communication is continuous & clear |
| | | Partnership risks are analysed & risk mitigation strategies are put in place |
| | **Functional Competencies** | |
| | INFRASTRUCTURE LIVING & LEARNING GOAL ACHIEVEMENT<br><br>The ability to build & maintain a built environment conducive to safe & secure living & learning for both staff & students in achievement of institutional infrastructure goals | The ability to roll-out long term planned maintenance strategies for the built environment |
| | | Risk plans are in place for aging infrastructure (i.e. budgets for upgrades, etc) |
| | | Health & Safety Awareness programs are in place |
| | | The image projected by the institutional built environment is positive, attractive & safe |
| | | Financial procurement policy & procedures are strictly adhered to for infrastructure projects/initiatives & tenders |
| | | Health & Safety training for SHE representatives is in place in case of disaster/major events/incidents |
| | | Health, Safety & Environmental concerns are considered priority |
| | | The ability to implement green, cost-effective technologies in the built environment |
| | | The ability to provide long term plans in the provision of a safe & fit-for-purpose built environment |
| | | The ability to balance financial priorities for infrastructure investment |
| | | The ability to govern built infrastructure to preserve the unique heritage of the institution |
| | STUDENT RISK MANAGEMENT<br>The ability to understand negative consequences and threats and to manage decisions/business processes in order to negate/minimise student risks | Is knowledgeable & aware of factors impacting student safety & wellness |
| | | Implements risk mitigation projects/strategies |
| | | Collaborates with other institutional divisions/functions regarding risk mitigation plans |
| | | Continually improves student life processes by eliminating risks |
| | | Possesses strong analytical & communication skills |
| | | Evaluates channels of communication/ service provision |
| | | Monitors metrics relating to risk plans/actions |
| | | Trains subordinates in the determination of risk (physical risk, safety risk, health risk) |
| **VALUES** | ACCOUNTABILITY | Sets realistic targets for the team in line with the overall strategy; ensures the availability of resources & support needed by staff to achieve results |

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| | | Creates and promotes a results-based management culture that is focused on the achievement outputs |
| | | Establishes systems and processes to monitor and evaluate progress and ensures that the required resources are made available; |
| | | Obtains feedback from a wide range of sources to evaluate the function's performance |
| | | Benchmarks performance against industry to assess portfolio performance |
| | | Is recognised for own expertise in specific functional, professional, or technical field, e.g. publications and other methods for building reputation |
| | | Personally, feeds back on functional performance to the team and involves others in determining how to address issues |
| | | Stays focused on the task in hand; delivers to the required standards & timescales in line with agreed commitments and obligations |
| | | Complies with the University's regulations and rules |
| | | Assumes accountability for deadline adherence |
| | | Assumes accountability for regulatory-, policy- & quality standards adherence |
| | EQUITY | Eliminates bias in dealing with colleagues/students & staff |
| | | Equity & fair treatment is applied to all |
| | | Opportunities are provided on a fair & equitable basis |
| | | Eliminates bias in decision making, performance rating & general conduct |
| | | Provides support to staff & students lacking resources to access opportunities |
| | EXCELLENCE | Is accountable for actions taken and ensures that they are in full compliance with the University's regulations and rules |
| | | Takes responsibility for own career progression & growth |
| | | Builds the confidence of others to succeed either in their own capacity, or in the future success of their team, unit, department |
| | | Shares knowledge with others |
| | | Provides guidance & coaching to others |
| | | Is committed to the achievement of the institution's goals |
| | INCLUSIVITY | Strives to recognise & eliminate prejudice |
| | | Takes diversity into account in management practices |
| | | Values the contribution of diverse individuals in the team |
| | | Facilitates dialogue to create common understanding |
| | | Monitors representation of diverse groupings in the institution |
| | | Puts processes in place for ongoing reflection & improvement |
| | INTEGRITY | Adheres to strong moral and ethical principles consistently, regardless of circumstances or personal gain |
| | | Takes responsibility for mistakes |
| | | Acts with openness & transparency |

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| | | Stands firm on values & integrity, even in the face of opposition or adversity |
| | PROFESSIONALISM | Protects the institution's reputation, image & standing nationally & internationally |
| | | Demonstrates clear, professional, and respectful communications in all interactions |
| | RESPECT | Considers the situation of others & displays empathy |
| | | Actively listens to the issues/problem statements of others to glean insight & understanding |
| | | Treats all colleagues with respect, regardless of seniority |
| | SERVICE CULTURE | Consistently complies with set goals, values & behaviours set for service excellence |
| | | Sets clear definitions & expectations for service goals & objectives in own area |
| | | Measures & monitors the effectiveness of service |
| | | Leads by example in leadership style by demonstrating integrity, decision making, functional excellence & exemplary problem/ issue resolution |
| | | Institutes corrective action for non-compliance to regulations, policies & rules |
| | | Leads by example |
| | | Gives recognition for compliance & consistent excellent service |
| | SOCIAL JUSTICE | Education/information dissemination is in place to impart principles of social justice |
| | | Assumes responsibility of applying the principles of social justice in the interaction with others |
| | | Decision-making opens access for disadvantaged persons (either students or staff) |
| | | Behaves professionally & courteously |
| | | Takes constructive corrective action for non-compliance to principles |
| | | Acts consistently to bring about institutional change |
| | STUDENT CENTEREDNESS | Proactively improves processes to negate recurring issues |
| | | Sets formal communication channels in place |
| | | Participates in decision making that facilitates student-centred processes, systems & information provision |
| | | Obtains feedback from students on service provision/issue resolution |
| | | Sets formal measurement of student satisfaction metrics in place |
| | | Follows-up in the resolution of complex issues |
| | | Monitors the correctness of information provided to students |
| | | Resolves conflict in a positive manner |
| | | Devolves service excellence goals for functional area |

**SECTION I: JOB DESCRIPTION/JOB PROFILE**

| I, the post holder of this Job Profile, declare that I have read and understood the contents of this Job Profile. Furthermore, I agree to carry out any reasonable unspecified tasks related to this position and to carry out my duties with due diligence and care, paying attention to health, safety, quality, and regulatory requirements relevant to my position. | | | |
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| **AGREED BY** | | | |
| | **PRINT NAME** | **SIGNATURE** | **DATE** |
| **POSITION HOLDER** | | | |
| **DIRECT LIST MANAGER / SUPERVISOR** | | | |
| **OD MANAGER** | | | |