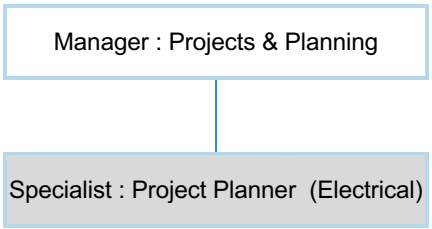
| | | |
|---|---|---|
| **JOB PROFILE** | University of Fort Hare<br>*Together in Excellence* | |

**SECTION A: JOB DETAILS**

| | |
|---|---|
| **JOB TITLE** | Specialist : Project Planning (Electrical) |
| **POST CODE** | **PS07** |
| **COMPILATION DATE** | 05 February 2025, 15 February 2025 |
| **LAST REVIEW DATE** | |
| **JOB STATUS (NEW/EXISTING)** | |
| **PEROMNES GRADE** | |
| **DATE OF JOB EVALUATION** | |
| **DIVISION** | Infrastructure and Technology |
| **ACADEMIC FACULTY/SUPPORT DEPARTMENT** | Properties and Services |
| **CAMPUS** | **All campuses** |
| **NAME OF JOB HOLDER** | |

**SECTION B: ORGANOGRAM**




**SECTION C: PURPOSE**

This job role provides expert technical electrical engineering input into capital projects for the institution, in respect of:

- Conducting feasibility studies, risk assessments, and technical evaluations for new projects & upgrades
- Develop electrical system designs, including power distribution (low & high voltage), lighting & control systems
- Considering innovative technologies which drive down cost and increase efficiencies
- Overseeing the implementation of approved projects (service provider management)
- Providing technical electrical advice to the institution (as an internal consultant)
- Overseeing quality control & compliance
- Executing project management duties

**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)** |
|---|---|---|---|---|
| 1. Planning for new capital projects & upgrades pertaining to | | Stays abreast with legislation & standards | | |
| | | Stays abreast with new systems & technologies for the optimization, efficiency & cost effectiveness of electrical infrastructure | | |
| | | Understands insitutional goals, priorities & initiatives | | |
| | | Conducts assessments for new planned capital projects & upgrades | Establishing the nature and scope of the project | |

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| electrical engineering | | | Collaborating with the internal team | |
| | | | Conducting a hazard assessment | |
| | | | Evaluating the risks | |
| | | | Proposing risk mitigation strategies | |
| | | | Conducting feasability studies & cost benefit analyses | |
| | | | Drafting reports & documentation & gaining approval | |
| | | Develops electrical designs | Drafting electrical drawings/diagrams & specifications | |
| | | | Taking all electrical aspects into account, i.e. lighting (internal & external environment), control systems, green technologies etc | |
| | | | Gaining input from & collaborating with key stakeholders | |
| | | | Complying with all codes, regulations, and industry standards | |
| | | | Obtaining sign-off for designs | |
| | | Liaises with Service Providers & key stakeholders in the implementation of new capital projects | Oversees the implementation of electrical plans | |
| | | | Collaborating with project managers, architects, & other engineers to deliver integrated solutions | |
| | | Conducs site visits | Overseeing service providers in the execution of planned tasks | |
| | | | Overseeing quality control & compliance to standards | |
| | | | Monitors SHEQ adherence | |
| | | Resolves electrical queries | Provides technical electrical advice to the institution regarding planned capital projects/upgrades | |
| | | | Provides technical electrical advice to the infrastructure division regarding maintenance | |
| | | Monitoring storage of designs & versioning of designs & plans | Monitoring that backups are made of CAD drawings & documentation | |
| | | Provides feedback on plan progress & implementation to governance committees/leadership | Training and task planning for Interns (external programmes) | |

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| | | | Liaison with other User Departments | |
| 2. Engineering Project Management | | Perfoms project management for selected electrical projects | Determining project scope | |
| | | | Determining project risks | |
| | | | Determining project critical success factors | |
| | | | Determining work breakdowns, tasks & activities | |
| | | | Allocating resources | |
| | | | Determining project deliverables/outputs | |
| | | | Determining baselines & timelines | |
| | | | Determining project critical path | |
| | | | Determining project budget | |
| | | | Determining project milestones | |
| | | | Defining project measurements/KPI's | |
| | | | Drafting project charters, plans & other documentation | |
| | | | Setting up project management mechanisms (Steercoms, roles & responsibilities) | |
| | | | Submitting plans for approval | |
| | | Executing project management | Setting up teams | |
| | | | Providing guidance & training to teams | |
| | | | Delegating responsibilities | |
| | | | Disseminating project information | |
| | | | Liaising/collaborating with project decision makers | |
| | | | Setting up a project office (if applicable) | |
| | | | Chairing project meetings | |
| | | | Drafting meeting documents | |
| | | | Executing/arranging for project documentation (e.g. minutes, action notes) | |
| | | | Tracking tasks as per plan | |
| | | | Taking corrective action | |
| | | | Updating project documentation | |
| | | | Removing impediments to progress | |
| | | | Controlling/approving expenditure | |
| | | | Arranging for payment of 3rd party suppliers | |

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| | | | Complies with procurement policy & procedure | |
| | | | Executing tasks on the project plan | |
| | | Monitors projects | Monitoring expenditure | |
| | | | Monitoring expenditure | |
| | | | Monitoring quality of deliverables | |
| | | | Monitoring progress | |
| | | | Resolving project queries | |
| | | | Providing timeous feedback to stakeholders | |
| | | | Monitoring deadlines | |
| | | | Assisting team(s) | |
| | | | Arranging for additional resources & gaining approval | |
| | | Drafts project progress reports inclusive of costs | | |
| | | Proposes scope changes & amendments & gains approval | | |

**SECTION E: MINIMUM REQUIREMENTS**

| | |
|---|---|
| **QUALIFICATION** | B.Eng (Electrical) or equivalent<br>**Professional engineer a legal requirement for sign-off of plans* |
| **MINIMUM TOTAL YEARS EXPERIENCE** | 6 |
| **EXPERIENCE (TYPE & YEARS)** | Experience with large capital project electrical planning (built environment and Infrastructure)<br>Experience with large capital project implementation (built environment and Infrastructure)<br>Sound engineering project management experience (built environment and Infrastructure)<br>Both high- & low voltage certification<br>Excellent stakeholder relationship management |
| **KNOWLEDGE** | |
| **PROFESSIONAL REGISTRATIONS OR LICENSE REQUIREMENTS** | ECSA: Registered as an Professional Engineer or Technologist (Electrical)<br>Drivers' License |
| **OTHER** | Business Acumen |

**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)**

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| **COMPETENCIES (AS PER UFH** | **COMPETENCY** | **PERFORMANCE INDICATOR** |
| | **Foundational Competencies** | |

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| **COMPETENCY FRAMEWORK)** | COMMUNICATION (VERBAL & WRITTEN)<br>Ability to effectively communicate; both verbally and in writing, with individuals and groups. Ensure there is an effective flow of information in terms of awareness and understanding | listens actively and objectively without interrupting |
| | | Written communications & emails are structured & grammatically correct |
| | | Maintains continuous open and consistent communication with others |
| | | Writes reports that have a clear structure |
| | | Expresses factual messages are clearly understood |
| | | Picks up on non-verbal cues |
| | | Summaries are logically derived from the body of the report & includes a conclusion |
| | | Adheres to organisational standards when sending communication |
| | | Uses appropriate non-verbal communication |
| | | Adjusts terminology, language & communication style to the needs of the audience |
| | | The purpose of communication is clear |
| | | Displays a high level of competence in presenting information |
| | | Clearly presents proposals, work & ideas |
| | | Expresses ideas effectively in individual and group situations. |
| | INTERPERSONAL CONFLICT HANDLING<br>Able to anticipate, diffuse and resolve disagreements, confrontations, tensions and complaints in a practical and constructive manner in order to achieve results, solve service delivery | Honestly reflects the root cause of the problem |
| | | Establishes facts first, before drawing conclusions |
| | | Displays respect even in difficult situations |
| | | Does not shout or use inappropriate language |
| | | Facilitates the discussion & resolution of different views |
| | | Operates within the values & frameworks set by the institution |
| | | Remains in control of emotions |
| | | Addresses the problem and does not demean the person |
| | | Chooses right time and place for discussion |
| | TEAM-WORK & COLLABORATIVE WORKING<br>Ability to work co-operatively within a group and across UFH to achieve UFH goals in a respectful manner. The intention to work cooperatively with others, to be part of a team, to work together, as opposed to working separately or competitively. | Works collaboratively with other team members to solve problems |
| | | Respects diversity |
| | | Is reliable |
| | | Helps others in the achievement of a common goal |
| | | Understands his/her role in the team |
| | | Respects others opinions |
| | | Is committed to the team and fully engaged |
| | | Readily participates in team activities and shares ideas |
| | | Understands & sets priorities to meet plans, priorities & team objectives |
| | | Assists with outputs in tmes of pressure |
| | | Proposes systems & changes to procedure to facilitate achievement of objectives |

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| | WORK MANAGEMENT<br>Establishes a course of action for self and/or others to accomplish a specific goal. Effectively plan, schedule, prioritize and control activities; identify, integrate and orchestrate resources (people, material, information, budget, and/or time) to accomplish goals. | Often walks the extra mile for the team or clients |
| | | Effectively plans, prioritses & organises work |
| | | Is primarily engaged in work output/productive work during working hours |
| | | Knows own limitations |
| | | Finds ways to overcome challenges |
| | | Respects diversity |
| | | Anticipates obstacles, risks, links & dependencies for plans & mitigation actions |
| | | Can manage own work without constant supervision |
| | | Maintains high productivity |
| | | Takes corrective action if plans are impacted by unforeseen circumstances |
| | | Asks for assistance if goals are unclear |
| | | Is proactive |
| | | Adheres to policy & procedures |
| | | Monitors compliance to policy & procedure and standards |
| | | Is willing to accept guidance from others |
| | | Asks for assistance/guidance |
| | **Functional Competencies** | |
| | RISK MANAGEMENT<br>The ability to understand negative consequences and threats and to manage decisions/business processes in order to negate/minimise 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/staff life processes by eliminating risks |
| | | Possesses strong analytical & communication skills |
| | | Evaluates channels of communication/ service provision |
| | | Monitors metrics relating to risk plans/actions |
| | | Puts processes in place for monitoring risk |
| | | Trains subordinates in the determination of risk (physical risk, safety risk, health risk) |
| **VALUES** | ACCOUNTABILITY | Seizes on-the-job development and training opportunities to stretch him/herself technically & professionally |
| | | Complies with the University?s regulations and rules |
| | | Puts monitoring mechanisms in place to ensure transparency & to facilitate compliance to policy, procedures & rules |
| | | Seeks guidance and feedback on his/her performance |
| | | Develops and measures/KPI?s to monitor and drive organisation performance |

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| | | Creates and updates a development plan containing clear development objectives and a range of development approaches |
| | | Sets the overall direction for the University goals, and promotes a results based management culture |
| | | 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 |
| | | Takes accountability for and has a deep understanding of the factors that impact the effectiveness of the University |
| | | Stays focused on the task in hand; delivers to the required standards & timescales in line with agreed commitments and obligations |
| | | Delegates responsibility, but takes accountabilty for resulting & compliance |
| | | Assumes accountability for regulatory-, policy- & quality standards adherence |
| | | Assumes accountability for deadline adherence |
| | | Ensures that all institutional dealings are legal and above-board |
| | | Implements & monitors sound corporate governance |
| | | Takes action to continuously improve & develop own skills, knowledge and learning |
| | | Establishes systems and processes to monitor and evaluate progress and ensures that the required resources are made available; |
| | | Personally feeds back on functional performance to the team and involves others in determining how to address issues |
| | | Monitors and measures progress in attaining results within established objectives |
| | | Obtains feedback from a wide range of sources to evaluate the function?s performance |
| | | Sets realistic targets for the team in line with the overall strategy; ensures the availability of resources & support needed by staff to achieve results |
| | | Creates and promotes a results based management culture that is focused on the achievement outputs |
| | EQUITY | Equity & fair treatment is applied to all |
| | | Provides guidance, advice & assistance to access opportunities/ programmes |
| | | Is open, friendly & welcoming to new team members |
| | | Empowers individuals to achieve their potential, based on their unique skills, competencies & abilities |
| | | Opportunities are provided on a fair & equitable basis |
| | | Eliminates bias in dealing with colleagues/students & staff |

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| | | Collaborates & provides assistance to practice good institutional citizenship |
| | | Policies & procedures are revised to include fairness & equity |
| | | Is open to change as it relates to team members, staff & students |
| | | Achievement of equity targets & goals are considered a priority |
| | | Eliminates bias in decision making, performance rating & general conduct |
| | | Provides support to staff & students lacking resources to access opportunities |
| | | Fairness & equity is applied in leading & directing people |
| | EXCELLENCE | Shares knowledge with others |
| | | Is committed to the achievement of the institution's goals |
| | | Takes responsibility for own career progression & growth |
| | | Is engaged and committed to team goals |
| | | Benchmarks performance against a range of international, cross-sector standards of excellence |
| | | Puts structures in place to enable staff to meet standards, to monitor goal achievement & to provide development |
| | | Provides guidance & coaching to others |
| | | Sets student attraction & retention strategies & goals in place |
| | | Contributes to institutional goal achievement |
| | | Is accountable for actions taken and ensures that they are in full compliance with the University?s regulations and rules |
| | | Builds the confidence of others to succeed either in their own capacity, or in the future success of their team, unit, department |
| | INCLUSIVITY | Puts processes in place for ongoing reflection & improvement |
| | | Takes diversity into account in management practices |
| | | Values the contribution of diverse individuals in the team |
| | | Recognises & values the diverse contributions of others |
| | | Collaborates freely & constructively with coworkers from diverse cultures & backgrounds |
| | | Stays abreast with policy frameworks relating to diversity |
| | | Puts frameworks in place to protect rights & to educate institutional leaders |
| | | Strives to recognise & eliminate prejudice |
| | | Monitors representation of diverse groupings in the institution |
| | | Facilitates dialogue to create common understanding |
| | INTEGRITY | Adheres to strong moral and ethical principles consistently, regardless of circumstances or personal gain |
| | | Abides by rules & regulations |

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| | | Consistently delivers work of high standard |
| | | Keeps commitments & is reliable |
| | | Takes responsibility for mistakes |
| | | Fulfills commitments & obligations and are dependable & trustworthy |
| | | Acts with openness & transparency |
| | | Stands firm on values & integrity, even in the face of opposition or adversity |
| | | Provides leadership that exemplifies & embodies the institution's values |
| | | Identifies underlying issues that impact negatively on people and takes appropriate action to rectify issues |
| | | Sets standards and safeguards in place to protect the University?s image & reputation |
| | PROFESSIONALISM | Protects the institution's reputation, image & standing nationally & internationally |
| | | Demonstrates clear, professional, and respectful communications in all interactions |
| | | Projects a professional personal image |
| | | Maintains confidentiality |
| | | Is adaptable to change |
| | | Communicates plans & objectives timeously & effectively |
| | | Does not reflect negatively on the institution's reputation |
| | | Communicates issues timeously & constructively |
| | | Does not reflect negatively on the institution's reputation |
| | | Actively promotes the free and easy integration & involvement of coworkers |
| | RESPECT | Recognises the worth of individuals & their contribution to institutional goal achievement |
| | | Delivers constructive input to facilitate career growth & goal achievement |
| | | Values and respects others |
| | | Treats all colleagues with respect, regardless of seniority |
| | | 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 | Assumes responsibility for staying abreast with service requirements |
| | | Is proactive & enabling in the achievement of team goals |
| | | Asks for input/clarification when unsure |
| | | Provides honest, transparent & open communication |

| | | |
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| | | Complies with priorities set by managers & delivers work that meets/exceeds set standards |
| | | Consistently complies with set goals, values & behaviours set for service excellence |
| | | Adheres to standards, rules & procedures |
| | | Defines a strategy to build & maintain a service culture in the institution (internal & external) |
| | | Assists team & others in delivering service to internal & external stakeholders |
| | | Clarifies and understands client requirements |
| | | Sets clear definitions & expectations for service goals & objectives in own area |
| | | Leads by example |
| | | Delivers on promises & commitments, i.e. "walks the talk" |
| | | Puts rewards in place for exemplary service in the institution |
| | | Institutes corrective action for non-compliance to regulations, policies & rules |
| | | Gives recognition for compliance & consistent excellent service |
| | | Provides training & information dissemination to staff |
| | | Measures & monitors the effectiveness of service |
| | | Leads by example in leadership style by demonstrating integrity, decision making, functional excellence & exemplary problem/ issue resolution |
| | SOCIAL JUSTICE | Institutional decision making and culture does not oppress and/or marginalize any parties |
| | | Assumes responsibility of applying the principles of social justice in the interaction with others |
| | | Follows correct procedures for voicing injustice issues |
| | | Does not discriminate against or demean others |
| | | Assumes responsibility of applying the principles of social justice in the interaction with others |
| | | Takes constructive corrective action for non-compliance to principles |
| | | Education/information dissemination is in place to impart principles of social justice |
| | | Decision-making opens access for disadvantaged persons (either students or staff) |
| | | Acts consistently to bring about institutional change |
| | | Behaves professionally & curteously |
| | | Formal policies & procedures are in place for handling actual & perceived injustice |

| | | |
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| | | Participates in opportunities to constructively voice concerns, provide input & to advocate for change |
| | STUDENT CENTEREDNESS | Respects diversity in communicating with students |
| | | Aligns organisation structure with student goal achievement |
| | | Obtains feedback from students on service provision/issue resolution |
| | | Follows-up in the resolution of complex issues |
| | | Actively seeks to streamline & improve student service |
| | | Sets formal communication channels in place |
| | | Listens, understands & assesses student needs |
| | | Proactively sustains productive & efficient student relationships |
| | | Communicates & provides timeous feedback to students regarding queries/issues |
| | | Proactively improves processes to negate recurring issues |
| | | Sets student attraction & retention strategies & goals in place |
| | | Participates in decision making that facilitates student-centered processes, systems & information provision |
| | | Meets student needs with the appropriate solution |
| | | Sets formal measurement of student satisfaction metrics in place |
| | | Sets criteria/requirements for reporting on student metrics & student-related goal achievement |
| | | Provides feedback on student experience |
| | | Resolves student issues & escalates problems if unsure of solutions |
| | | Monitors the correctness of information provided to students |
| | | Aligns KPIs & performance measure to facilitate the achievement of student related goals |
| | | Stays abreast with departmental rules/dates & policies to provide correct & timeous information |
| | | Disseminates correct & timeous information |
| | | 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. | |
| **AGREED BY** | |

| | PRINT NAME | SIGNATURE | DATE |
|---|---|---|---|
| **POSITION HOLDER** | | | |
| **DIRECT LIST MANAGER / SUPERVISOR** | | | |
| **OD MANAGER** | | | |

Job Profile automatically generated by briteblue talent®  Date: 05/02/2025/13:03:35 GMT

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

| COMPETENCIES (AS PER UFH COMPETENCY FRAMEWORK) | COMPETENCY | PERFORMANCE INDICATOR |
|---|---|---|
| | **Foundational Competencies** | |
| | COMMUNICATION (VERBAL & WRITTEN)<br>Ability to effectively communicate; both verbally and in writing, with individuals and groups. Ensure there is an effective flow of information in terms of awareness and understanding | Expresses ideas effectively in individual and group situations. |
| | | Maintains continuous open and consistent communication with others |
| | | listens actively and objectively without interrupting |
| | | Expresses factual messages are clearly understood |
| | | Picks up on non-verbal cues |
| | | Writes reports that have a clear structure |
| | | Written communications & emails are structured & grammatically correct |
| | | Summaries are logically derived from the body of the report & includes a conclusion |
| | | Adheres to organisational standards when sending communication |
| | | The purpose of communication is clear |
| | | Displays a high level of competence in presenting information |
| | | Clearly presents proposals, work & ideas |
| | INTERPERSONAL CONFLICT HANDLING<br>Able to anticipate, diffuse and resolve disagreements, confrontations, tensions and complaints in a practical and constructive manner in order to achieve results, solve service delivery | Establishes facts first, before drawing conclusions |
| | | Facilitates the discussion & resolution of different views |
| | | Does not shout or use inappropriate language |
| | | Remains in control of emotions |
| | | Displays respect even in difficult situations |

| | | |
|---|---|---|
| | | Addresses the problem and does not demean the person |
| | | Chooses right time and place for discussion |
| | | Operates within the values & frameworks set by the institution |
| | TEAM-WORK & COLLABORATIVE WORKING<br>Ability to work co-operatively within a group and across UFH to achieve UFH goals in a respectful manner. The intention to work cooperatively with others, to be part of a team, to work together, as opposed to working separately or competitively. | Respects diversity |
| | | Respects others opinions |
| | | Understands & sets priorities to meet plans, priorities & team objectives |
| | | Assists with outputs in tmes of pressure |
| | | Is reliable |
| | | Helps others in the achievement of a common goal |
| | | Proposes systems & changes to procedure to facilitate achievement of objectives |
| | WORK MANAGEMENT<br>Establishes a course of action for self and/or others to accomplish a specific goal. Effectively plan, schedule, prioritize and control activities; identify, integrate and orchestrate resources (people, material, information, budget, and/or time) to accomplish goals. | Knows own limitations |
| | | Respects diversity |
| | | Effectively plans, prioritses & organises work |
| | | Is primarily engaged in work output/productive work during working hours |
| | | Finds ways to overcome challenges |
| | | Anticipates obstacles, risks, links & dependencies for plans & mitigation actions |
| | | Can manage own work without constant supervision |
| | | Maintains high productivity |
| | | Asks for assistance if goals are unclear |
| | | Adheres to policy & procedures |
| | | Is willing to accept guidance from others |
| | | Often walks the extra mile for the team or clients |
| | | Takes corrective action if plans are impacted by unforeseen circumstances |
| | | Is proactive |
| | | Asks for assistance/guidance |
| | | Monitors compliance to policy & procedure and standards |
| | **Functional Competencies** | |
| | INFRASTRUCTURE LIVING & LEARNING GOAL ACHIEVEMENT<br><br>The ability to build & maintain a built environment conducive to living & learning for both staff & students in achievement of institutional infrastructure goals | Outdoor sports & recreational areas/fleet are well maintained |
| | | Health & Safety Awareness programs are in place |
| | | Technical engineering competencies are in place for the maintenance of infrastructure |
| | | Maintenance (both planned & incidental) is measured & costs are tracked |
| | | Maintenance (both planned & incidental) is timeously executed |
| | | Internal & external lighting & hygiene issues are well-maintained & monitored |

| | | |
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| | | Consumable stock for is controlled, managed & reported on |
| | | Controlled access to institutional buildings & campuses is monitored |
| | | Health, Safety & Environmental standards are monitored & implemented in business processes |
| | | Health, Safety & Environmental concerns are considered priority |
| | | Health & Safety signage is in place |
| **VALUES** | ACCOUNTABILITY | Seizes on-the-job development and training opportunities to stretch him/herself technically & professionally |
| | | Creates and updates a development plan containing clear development objectives and a range of development approaches |
| | | 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 |
| | | Delegates responsibility, but takes accountabilty for resulting & compliance |
| | | Monitors and measures progress in attaining results within established objectives |
| | EQUITY | Eliminates bias in dealing with colleagues/students & staff |
| | | Equity & fair treatment is applied to all |
| | | Empowers individuals to achieve their potential, based on their unique skills, competencies & abilities |
| | | Provides guidance, advice & assistance to access opportunities/ programmes |
| | 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 |
| | | Is engaged and committed to team goals |
| | | 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 |
| | | Is committed to the achievement of the institution's goals |
| | INCLUSIVITY | Recognises & values the diverse contributions of others |
| | | Strives to recognise & eliminate prejudice |
| | | Collaborates freely & constructively with coworkers from diverse cultures & backgrounds |
| | | Stays abreast with policy frameworks relating to diversity |

| | | |
|---|---|---|
| | INTEGRITY | Abides by rules & regulations |
| | | Consistently delivers work of high standard |
| | | Takes responsibility for mistakes |
| | | Fulfills commitments & obligations and are dependable & trustworthy |
| | | Stands firm on values & integrity, even in the face of opposition or adversity |
| | PROFESSIONALISM | Is adaptable to change |
| | | Communicates issues timeously & constructively |
| | | Does not reflect negatively on the institution's reputation |
| | | Projects a professional personal image |
| | | Communicates plans & objectives timeously & effectively |
| | | Does not reflect negatively on the institution's reputation |
| | RESPECT | Values and respects others |
| | | Treats all colleagues with respect, regardless of seniority |
| | | Considers the situation of others & displays empathy |
| | SERVICE CULTURE | Clarifies and understands client requirements |
| | | Consistently complies with set goals, values & behaviours set for service excellence |
| | | Complies with priorities set by managers & delivers work that meets/exceeds set standards |
| | | Delivers on promises & commitments, i.e. "walks the talk" |
| | | Assists team & others in delivering service to internal & external stakeholders |
| | | Provides honest, transparent & open communication |
| | | Assumes responsibility for staying abreast with service requirements |
| | | Is proactive & enabling in the achievement of team goals |
| | SOCIAL JUSTICE | Assumes responsibility of applying the principles of social justice in the interaction with others |
| | | Does not discriminate against or demean others |
| | | Assumes responsibility of applying the principles of social justice in the interaction with others |
| | | Behaves professionally & curteously |
| | | Participates in opportunities to constructively voice concerns, provide input & to advocate for change |
| | | Follows correct procedures for voicing injustice issues |
| | | Acts consistently to bring about institutional change |
| | STUDENT CENTEREDNESS | Listens, understands & assesses student needs |
| | | Communicates & provides timeous feedback to students regarding queries/issues |

| | | |
|---|---|---|
| | | Meets student needs with the appropriate solution |
| | | Obtains feedback from students on service provision/issue resolution |
| | | Resolves student issues & escalates problems if unsure of solutions |
| | | Actively seeks to streamline & improve student service |
| | | Disseminates correct & timeous information |

**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. | | | |
|---|---|---|---|
| **AGREED BY** | | | |
| | **PRINT NAME** | **SIGNATURE** | **DATE** |
| **POSITION HOLDER** | | | |
| **DIRECT LINE MANAGER / SUPERVISOR** | | | |
| **OD MANAGER** | | | |