SKILLS AND ABILITIES EVALUATED BY THE ACCUVISION PROGRAMME

1. Team building: Key Areas and Critical Skills Behaviours

The ability to motivate and encourage others to perform and participate.

1.1 Soliciting the views and opinions of team members

- Solicits views regarding problems.
- Reinforces offers to alternative or opposing viewpoints.
- Demonstrates open and non-defensive behaviour.
- Encourages reluctant team members to participate.
- Encourages active inter-member discussion.

1.2 Actively acknowledging and recognising the positive work efforts and accomplishments of team members.

- Praises and acknowledges efforts in front of others.
- Conducts feedback of a critical nature in private.
- Provides feedback promptly.
- Positively recognises examples of teamwork.

1.3 Reinforcing team member cooperation and coordinated task accomplishments.

- Reinforces a cooperative approach.
- Encourages teamwork.
- Fosters cooperative behaviour.
- Fosters shared situational awareness.

- Encourages a strong dependence on the team.

1.4 Optimising productivity and morale by developing realistic projections and estimates regarding work requirements.

- Utilises knowledge of team member skills when delegating assignments.
- Avoids giving unpleasant tasks to the same team member.
- Avoids overburdening highly skilled team members.
- Considers the effect of new assignments.
- Anticipates potential coordination problems.

1.5 Building and maintaining the job-related confidence of team members.

- Expresses confidence in their ability.
- Provides feedback in a constructive manner.
- Explains why performance was viewed as beneficial.
- Offers encouragement, emotional support and reassurance.
- Demonstrates responsiveness.

2. <u>Situational Style of Interaction</u>: Key Areas and Critical Skills Behaviours

Effectiveness in determining whether to use a participative or directive style, and effectiveness in actual use of the style, given the demands of a particular situation.

2.1 Soliciting the ideas and participation of the team when appropriate.

- Avoids dismissing team member participation in the decision-making process.
- Encourages team members to participate in problem solving and decision-making.

2.1 Accepting the responsibility to be directive and decisive in matters where urgency, seriousness, and/or confidentiality prevent participation.

- When time is critical, adopts a directive style of leadership and personally initiates action.
- Initiates action where own knowledge and experience is significantly better.
- Acts independently regarding highly sensitive or confidential matters.

2.2 Maintaining a proper balance between people orientation and task orientation.

- Considers team members' concerns as well as corporate goals.
- Takes time to explain why work is done according to own plan.
- Sets achievable production goals.
- Listens to team members' suggestions or new ideas.

2.3 Considering team members' personality, readiness level, or capabilities when determining performance expectations and degree of direction or instruction needed.

- Makes sure instructions are clear.
- Provides little or no guidance when team member has the ability and confidence, but makes sure to provide feedback.
- Provides guidance, direction and supportive behaviour when team member lacks ability and knowledge, but is committed and eager to learn.
- Provides encouragement and/or discussion to work through problems when team member has necessary knowledge and skills to perform a task, but lacks confidence and motivation.

3. <u>Influence</u>: Key Areas and Critical Skills Behaviour

The ability to actively facilitate and guide the actions and thinking of others. This also includes the ability to guide the activities of others and to provide coaching for improved performance.

3.1 Discussing issues and personal problems.

- Confronts individual skill behaviours that do not meet standards.
- Uses specific behavioural examples to discuss performance issues.
- Discusses non-work related issues and problems.
- Recognises that personal problems can affect job performance.

3.2 Monitoring progress/completion of assignments and modifies work activities of self and others to meet unexpected demands.

- Monitors ongoing tasks.
- Assesses task progress and compares it to plans and deadlines.
- Modifies work activities in response to rapidly changing conditions.
- Considers team member relations and motivational impact.

3.3 Using work assignments to develop skills and abilities of team members.

- Expresses confidence in the ability of team members.
- Uses assignments to strengthen skills in need of development.
- Positions mistakes and positive training opportunities.
- Monitors ongoing developmental activities of team members.
- Reviews developmental assignments on an ongoing basis.
- Assesses whether developmental assignments increase performance quality.

3.4 Providing specific and meaningful performance feedback to individual team members.

- Provides behaviourally specific feedback.
- Makes feedback a two-way process.
- Relates feedback to a set of pre-specified goals.
- Mutually establishes performance expectations.
- Reviews performance upon assignment completion.
- Points out consequences of specific performance problems.

3.5 Providing specific direction and guidance.

- Provides specific and valuable guidance concerning work assignments.
- Models or demonstrates appropriate procedures.
- Provides understanding of work flow.
- Co-ordinates activities of team members.

4. Initiative: Key Areas and Critical Skills Behaviours

The willingness to take action, make decisions, and defend points of view when interacting with others over whom one has no formal authority.

4.1 Determining which issues to resolve self versus those better referred to others.

- Initiates discussions with manager to determine his/her expectations.
- Communicates needs and expectations to team members.
- Seeks out resources and/or help when needed.

4.2 Initiating action to deal with operating problems.

- Encourages initiative by supporting team members.
- Avoids procrastination by initiating partial solutions.
- Persists with pre-specified plans.
- Accepts responsibility for making critical decisions.
- Informs others who may be affected by operating problems.

4.3 Determining when action is required to improve current procedures.

- Challenges the status quo.
- Initiates meetings to identify opportunities for improvement.
- Actively communicates to others that performance improvement is a continuous process.

4.4 Defending own views and opinions when challenged.

- Displays willingness to take unpopular positions.
- Anticipates challenges to views and addresses them directly.
- Expresses opinions firmly and confidently.
- Uses "I" statements.
- Provides relevant information to support position in a non-defensive manner.

4.5 Initiating action to deal with performance difficulties experienced by team members.

- Deals candidly and in a timely manner with poor performers.
- Uses disciplinary action when appropriate.
- Provides poor performing team members with guidance and feedback.

- Requires improvement according to plan by a specified date.
- Expresses confidence in team members' ability to improve.
- Acknowledges and rewards improvement.

5. Analysis and Problem-solving: Key Areas and Critical Skills Behaviours

The ability to identify problems and generate sound courses of action for dealing with it. Included here is the ability to effectively prioritise competing work activities and demands, identify operating and personnel issues that inhibit optimal performance, and determine quality courses of action for dealing with problem situations.

5.1 Recognising problems attributable to inadequate work systems/procedures versus those attributable to performance of work group members.

- Determines underlying 'root' cause.
- Meets with others to identify and carry out improvements.

5.2 Modifying work systems/procedures to improve operating effectiveness of the work unit.

- Adjusts operational procedures, training and work assignments to meet changing requirements.
- Assesses impact of solution on all affected.
- Monitors impact of solutions on process to be improved.
- Involves team members in determining solutions.

5.3 Assessing performance strengths and weaknesses of team members.

- Recognises team members' strengths and weaknesses.
- Takes into account training, interests, expertise and conditions of the task.

- Monitors work habits and work quality.
- Considers how results were achieved.

5.4 Assessing the implications of decisions and actions.

- Encourages others to take the 'devil's advocate' role.
- Solicits input from team members.
- Assesses potential risk.
- Generates alternative courses of action.
- Recognises political implications.

5.5 Making decisions regarding the relative importance/urgency of competing work demands.

- Prioritises competing assignments.
- Prioritises new assignments.
- Ensures team members understand priority levels.
- Maintains focus and carries out plans.

(Source: Britz, P.J., personal communication, September 4, 2007).

EXTRACT OF PERFORMANCE EVALUATION RATING FORM FOR FIRST-LINE SUPERVISORS

Completion guidelines

1. Compete the detailed Rating form for each first-line supervisor (Paterson band BU to CU), reporting to you in your section/subsection.

2. Rate the person within each Key Performance / Result Area (KRA) (column) against the Scope of Activities (column B) and Performance Evaluation Standards (column C) for that specific KRA by selecting your rating from the drop down list for each block in column D. (Rating definitions are provided for the 4 point rating scale at the bottom of this document.)

3. Please sign all documents on completion.

4. Submit your ratings (detailed rating and summary sheet) by the due date.

5. Make notes as evidence for your rating against each rating on this form, in preparation for the discipline panel discussion.

First-line supervisor name: _____

Company number: _____

Grade: _____

Department / Discipline: _____

Work area: _____

Key Job Performance / Result Areas (A)		Scope of activities (B)	Performance evaluation standards (C)	Rating// Result Area (D)
1	Business & Financial Results	1.1 Mini business management. 1.2 Sets vision of the future for area of responsibility – goal alignment. 1.3 Understands upstream and downstream processes and impact on business and team performance	<u>Full Performance Standards (2)</u> # Targets, due dates and quality standards consistently met by self and team. # Produced consistent results by holding employees to agreed-upon	

		(including cost). 1.4 Recommends and incorporates cost saving initiatives into budgets and controls expenditure within approved parameters.	targets, methods and measures. # Incremental improvement in results achieved through productivity improvement (more with less). # Targets, due dates and quality standards regularly exceeded.	
2	Technical Results	2.4 Achieve targets within boundaries (policies, processes) including: - delivery (legal compliance and standards), cost, safety, health and environment - quality and productivity	<u>Exceptional Performance Standards (4)</u> # New results in new ways. # Set the standard for front-line supervisors in achieving results. # Productivity efficiency and effectiveness increased significantly each year.	
3	Planning & Monitoring	3.1 Resource planning, allocation and management – ensure availability (including time management). 3.2 Process monitoring 3.3 Prioritises and assigns work to	<u>Full Performance Standards (2)</u> # Sets targets to ensure things happen as planned. # Work is adequately scheduled with no surprises. # Regularly reviews own performance	

		allocated resources to ensure delivery according to client needs.	against targets. # Resolves work obstacles and issues independently and speedily. Exceptional Performance Standards (2) # The person is a role model to his/her peers in terms of planning, organising and execution of work.	
4	Communication & Relationship building	4.1 Reporting – makes information available – communicates, shares information with manager and team. 4.2 Engagement and change management. 4.3 Makes message understandable for all. 4.4 Communicates relevant messages both up and down. 4.5 Boundary manager – interprets environment and communicates implications to team. 4.6 Conflict resolution / negotiation. 4.7 Builds workplace relations with manager, team and other relevant teams.		

12	Knowledge Management	12.1 Knowledge sharing with customers and suppliers. 12.2 Creates a culture of learning and knowledge sharing.		
			Average Rating	

Rating Scale (Evaluate evidence of performance against the standards for full and exceptional performance.)	
4	The person consistently exceeds challenging goals for all for all job requirements and creates a new standard of performance for his peer group. Results have been achieved for 2 to 3 years. (Exceptional Performance)
3	The person is a complete full performer who consistently achieves challenging and stretch goals. (Full Performance +)
2	Evidence of performance against standard indicates that the person achieves targets and standards of full performance in all the key performance results areas. (Full Performance)
1	Evidence of performance against the standard indicates that the person is not yet a full performer. Improvement in one or more performance areas is needed. (Not-yet-full Performance)

EXTRACT FROM BRIEFING SESSION

SUPERVISORY DEVELOPMENT ROLL-OUT

Why?

Project X has highlighted an opportunity to focus on front line tams to deliver exceptional results. We therefore envisage that supervisory development can and will make a considerable contribution towards improving the mine's production status.

What does this development process consist of?

Gap analysis consisting of various assessments (From date – To date). This is followed by feedback as well as the commencement of training in 2007 in the form of an accredited Supervisory Learnership.

Who?

All ore processing, ore extraction and technical services supervisors in the C-band and B-upper category.

How would it benefit the company?

Delivery of focussed world class competency training to supervisors who would assist in making an immediate positive impact on the mine's bottom line.

How would it benefit YOU?

Providing you with insight regarding your ability as a supervisor as well as receiving world class training. This is a major growth opportunity for every supervisor!
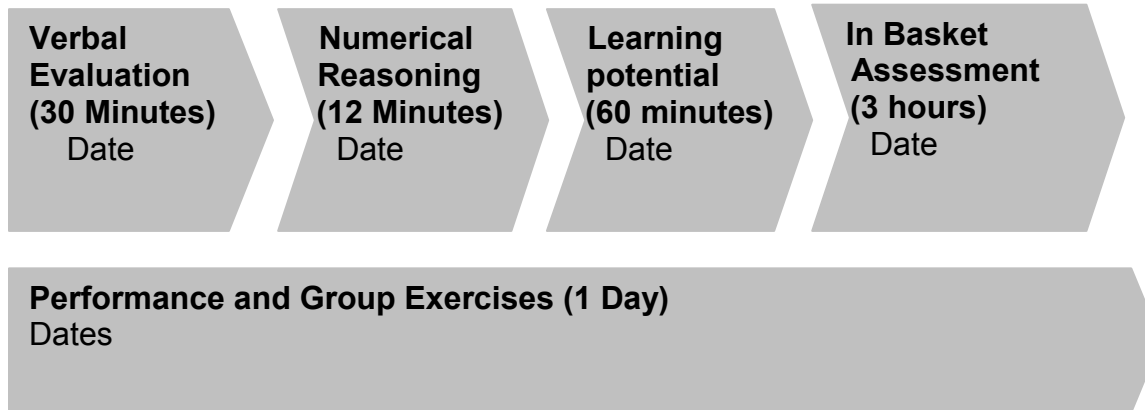
ELECTRONIC NOTICE TO SUPERVISORS

SUPERVISORY ENHANCEMENT ROLLOUT

Dear Valued Employee

Project X has identified the need to focus on front-line teams as an important vehicle to deliver exceptional results.

In contrast to previous development expenditure being directed at managerial levels, supervisory levels in all C-lower, C-upper and B-upper supervisory positions in the ore extraction, ore processing and technical services disciplines will be in scope. By giving effect to the aforementioned, the requirements for the ideal front-line supervisor have been consolidated and communicated across the Company.

The rollout will commence at Mine X with the scheduling of occupational assessments focussed at the aforementioned supervisory levels. Proper gap analyses will be conducted prior to supervisors being identified to embark on the accredited Supervisory skills programmes in 2007. To assist in determining this gap, the following assessments will be completed by all supervisors.

Verbal Evaluation (30 Minutes) Date	Numerical Reasoning (12 Minutes) Date	Learning potential (60 minutes) Date	In Basket Assessment (3 hours) Date

Performance and Group Exercises (1 Day)
Dates

1. Individual assessments:

   • From date – To date

2. Performance and Group Exercises

   • From date – To date

3. Performance Assessment

During this process, supervisors will be assessed against the ideal front-line supervisory profile. The assessments will be conducted from *From date – To date.*

It is mandatory that all supervisors in scope of this project speedily respond to scheduled requests and attend assessment sessions. All participating supervisors will receive feedback on the assessments completed during the month of November 2006.

We encourage all participants to take charge of this opportunity and should you have any questions regarding the abovementioned, please do not hesitate to contact *Name* via e-mail or on *telephone number.*

Signed: Operations Manager

ANOVA RACE

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	6.268	22	0.285	1.196	0.256
Within groups	42.628	179	0.238		
Total	48.896	201			