

Skills Audit Methodology Framework Toolkit



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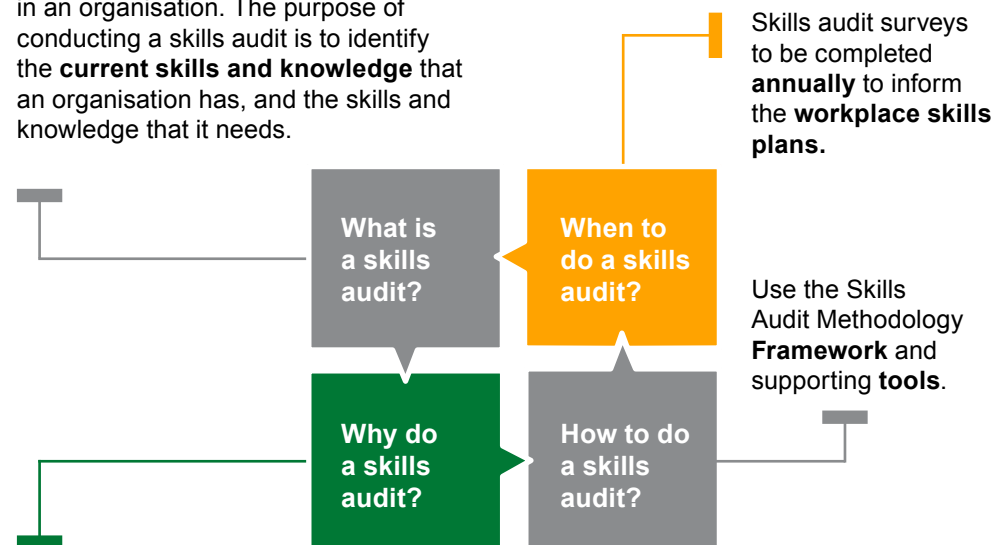
1 Introduction

This document is a toolkit to provide guidance on conducting a skills audit. The Skills Audit Methodology Framework should be used in conjunction with the supporting tools provided in this document. Using this document will ensure a uniform approach, standard and quality in determining the nature of skills demands and assessment of needs in public service departments.

A more detailed report has also be provided for more guidance around the process.



A skills audit is a process for measuring and recording the skills of employees in an organisation. The purpose of conducting a skills audit is to identify the **current skills and knowledge** that an organisation has, and the skills and knowledge that it needs.



The Skills Audit Methodology Framework will be used across the public service in order to ensure a uniform approach to conducting skills audits and determining the skills base, skills requirements and development priorities.

Benefits:

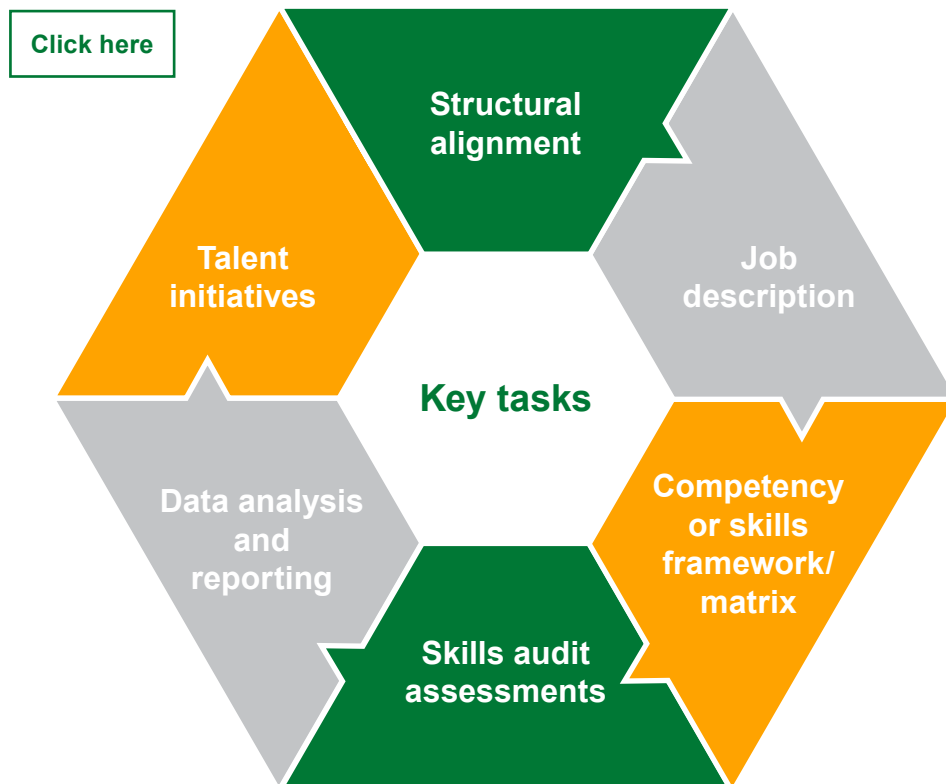
- Identify the **current and future skills requirements**.
- Succession and **career planning**, and more informed **performance discussions**.
- **Alignment of training and development** for employee needs.
- Alignment of candidates to positions, as **recruitment needs** will be more defined.
- Increased **productivity** and **employee morale**.



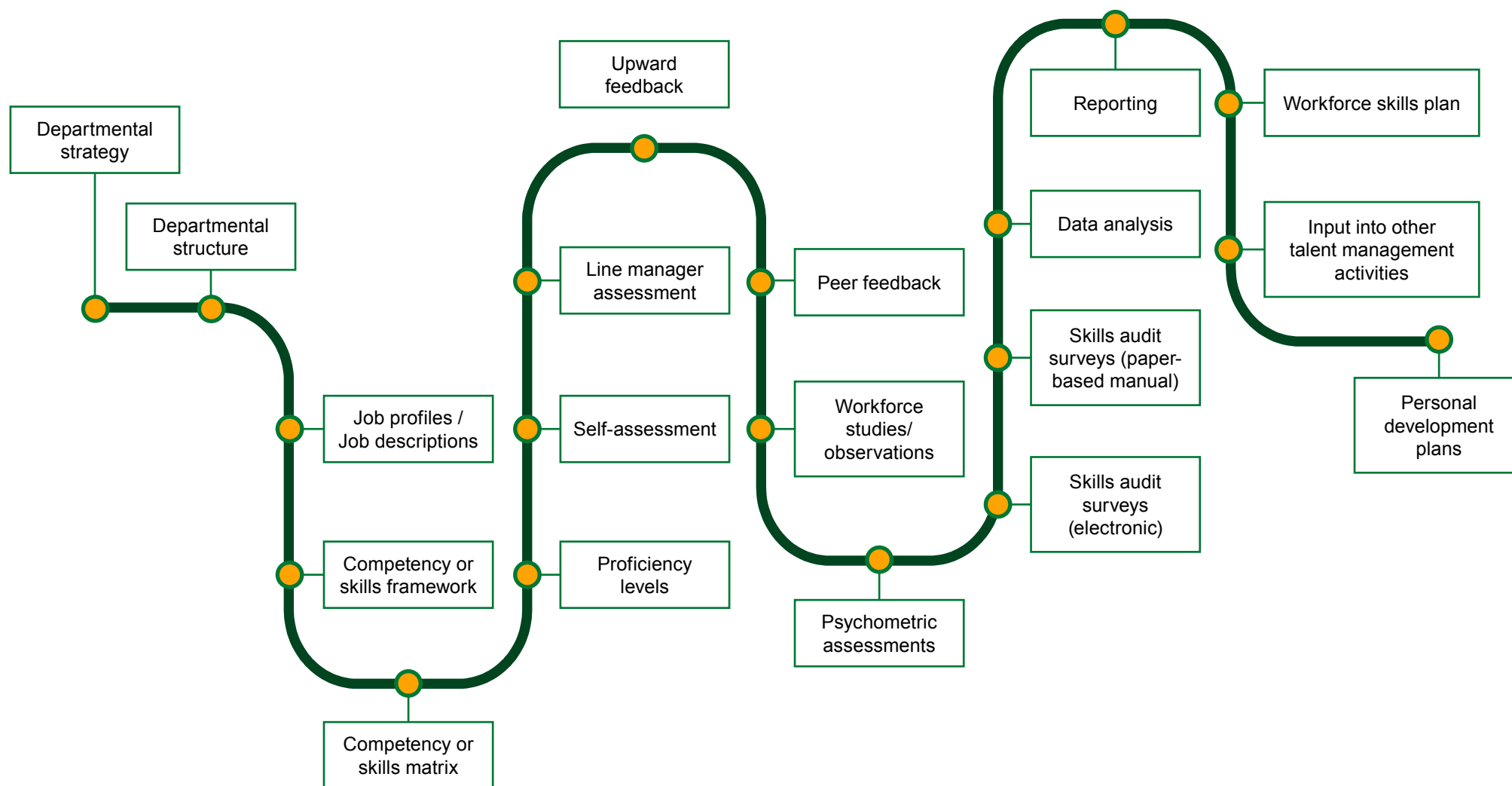
2 Skills Audit Methodology Framework

The leading practice Skills Audit Methodology Framework is highlighted below. These steps will help guide you through the process. Click on the links to get a detailed description of each task and access links to associated tools.

For a more detailed flowchart click [here](#).



3 Detailed flowchart





4 Structural alignment

Structure follows strategy

All aspects of an organisation's structure should be designed with the organisation's strategy in mind.

In order to enable structural alignment, a departmental structure must be designed that aligns to the requirements of the departmental strategy. This will clarify the roles and competencies required across the department, which will inform job descriptions that will be critical to the development of the departments competency framework. The departmental strategy must be unpacked to understand the current and future skills requirements of the organisation. This is a critical activity in the skills audit process, as the lack of alignment will impact all other activities. It is also important to identify technological shifts and market change when deciding on the optimal structure for attaining strategic objectives.

Process

1. Unpack the organisation strategy.
2. Align departmental structure to strategic objectives.
3. Align jobs and job descriptions to structure.
4. Understand the organisational strategy to identify the roles required to achieve the strategic goals in the short and long term.
5. Identify the current skills and future skills requirements.

For example, an organisational goal is to create an innovation centre to allow employees to upskill on technological advancements. The first step will be to identify the skills and resources required for the centre.

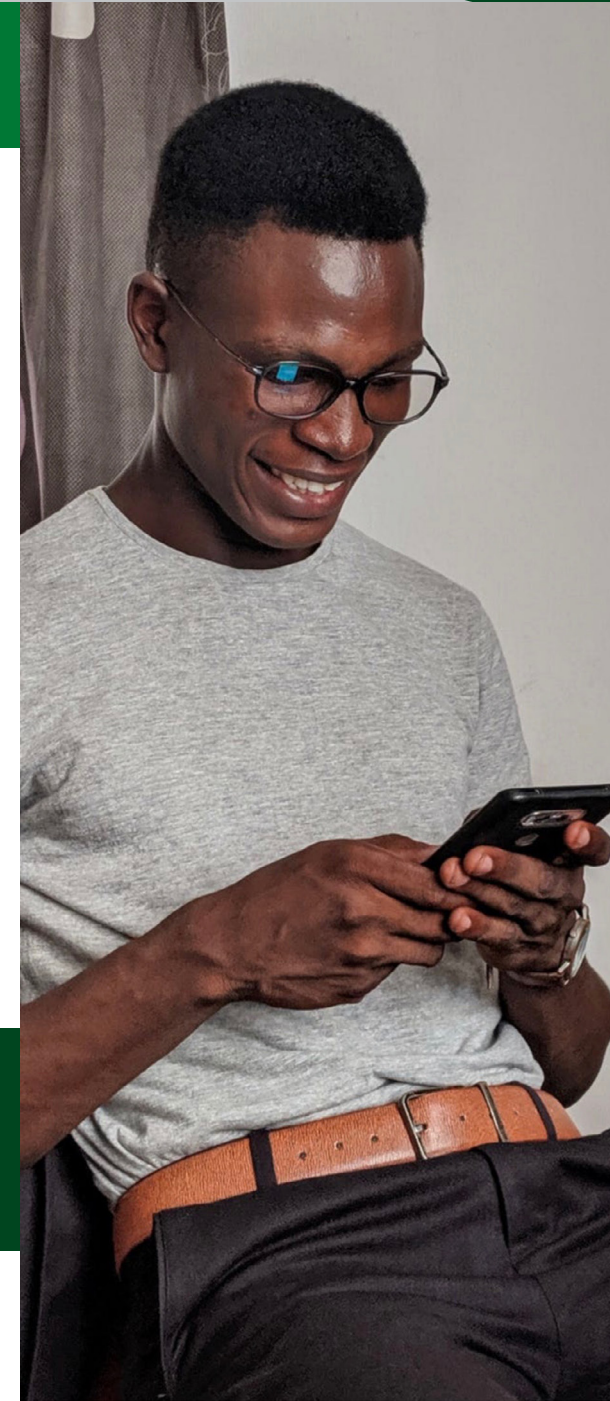
Key considerations

1. The skills audit process is triggered by strategic changes, or updates to the current strategy.
2. Structural alignment to new strategy is critical for an accurate view of the current and future skills.
3. Should structural alignment not be completed, departments run the risk of conducting a skills audit on outdated competencies, which will result in an inaccurate reflection of the current skills profile.



How to align organisational structure to strategy

[Click here](#)



5 Job description

Once the structural alignment is complete, the job profiles will need to be aligned to the revised structure. A job description is an internal document which serves as a guideline to the key requirements and responsibilities for the role indicated. These profiles must include all skills and competencies to move the department forward and form a critical input into the competency framework.

Process

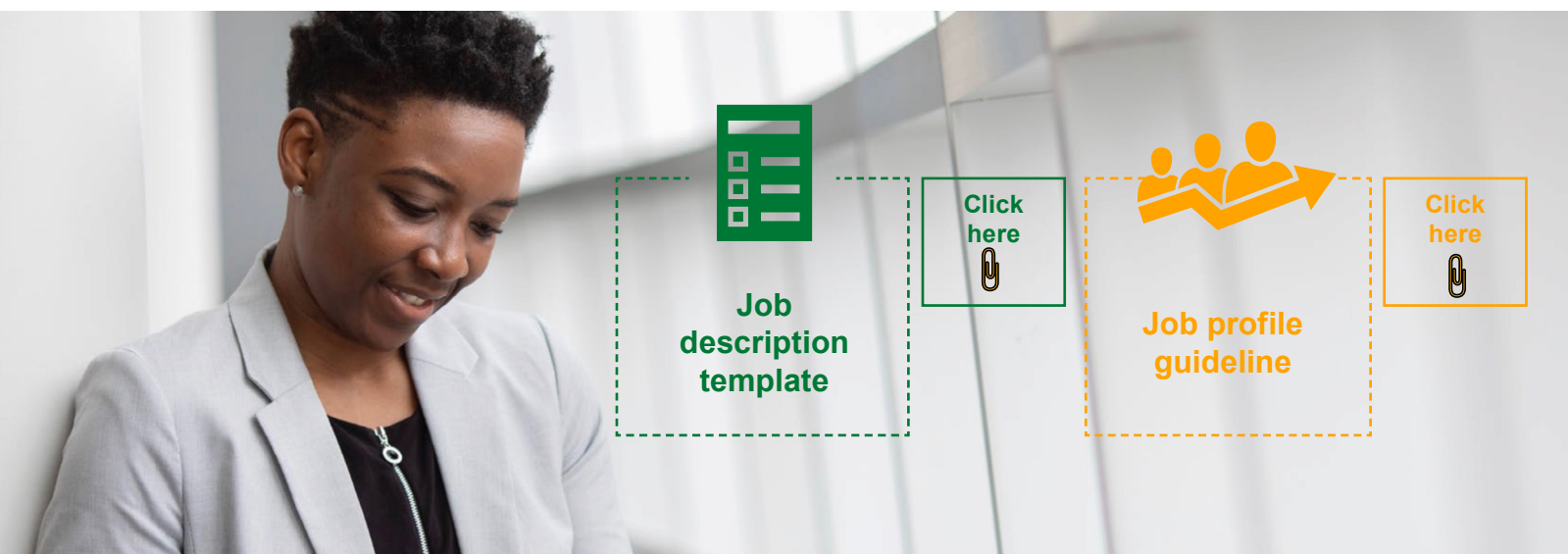
1. Use the job description template to update the job profiles and create new job profiles, as required.
2. Identify skills and competencies to be included in the job profile.
3. Identify the skills for the future world of work.
4. Determine proficiency levels for each skill/competency.

Key considerations

1. Ensure that the tasks are truly necessary or a requirement to perform the job.
2. Clearly define roles and responsibilities.
3. Identify the decision-makers, and enable clear accountability.
4. Minimise the customer 'runaround' and confusion over who is responsible for what outcomes.
5. Identify stakeholders who need to work closely with each other.

Top 10 skills for the future world of work

- 1 Complex problem-solving
- 2 Negotiation
- 3 Critical thinking
- 4 Emotional intelligence
- 5 People management
- 6 Judgment and decision-making
- 7 Creativity
- 8 Service orientation
- 9 Coordinating with others
- 10 Cognitive flexibility





6 Competency or skills framework/matrix

Competency frameworks are to be developed based on updated job descriptions. The frameworks must include future skills, leadership, managerial and technical skills requirements per job category across the department. Each competency must be defined across each level of the proficiency scale – i.e. basic to expert. Once complete, the proficiency levels for each competency and each role across the organisation will need to be identified. This will form the basis of the competency/skills matrix for the department. Proficiency levels are the levels which competencies are measured against.

Process

1. Use the job updated or newly revised job descriptions / job profiles to develop a competency framework which defines all competencies across the proficiency scale.
2. Develop a skills matrix by using the competencies defined in the competency framework and baseline proficiencies from the job profiles.
3. Plot the proficiency level for each competency across the department – i.e. basic, competent, advanced, expert.
4. Complete level of interests for employees per competency, which is not mandatory for the skills audit process but will be an input to other talent management initiatives.

Key considerations

1. Senior Management Service (SMS) and Middle Management Service (MMS) competency frameworks have been developed by the DPSA and should be used to inform leadership and managerial competencies.
2. The competency framework tool provided can be used as an input when developing department-specific frameworks.
3. Technical competencies are department-specific and would have to be developed by each department to ensure that the technical skill requirements for each role across the organisation are defined and mapped.

Click
here



Skills matrix

Click
here



Competency
framework



7 Skills audit assessments

The next step is the design of skills surveys based on the competency framework.

These surveys can be done online or manually and can take the form of a 90 degree, 180 degree, 270 degree or 360 degree assessment, depending on employee level. Typically it is leading practice to conduct 180 degree and above assessments types, as 90 degree assessments are often subjective in nature.

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here



Manual
survey
template

Process

1. Determine the target audience for the skills audit.
2. Determine whether an online or manual assessment will be used. This will be based on the target audience – i.e. do all employees have access to electronic platforms?
3. Determine the survey tool to be used e.g. MS Word, Google forms, Survey Monkey, Qualtrics etc.
4. Design content using the competency framework.
5. Develop a deployment plan.
6. Deploy survey to target audience.

Electronic survey

- Higher response rates.
- Data is more accurate, as electronic surveys require all fields to be filled in, reducing errors.
- Data is consolidated for the user, resulting in accuracy and efficiency.
- Analysis of data and reporting can be done in a short space of time, making this easier for data to feed into talent initiatives.
- Electronic surveys may be more cost effective.

Manual survey

- Manual surveys may result in a low response rate (surveys may get 'lost' or not returned on time).
- The survey may be invalid due to employees completing the survey incorrectly, i.e. ticking all answers in a multiple choice question.
- Data capturing and consolidation of data is time consuming with a high risk of inaccuracy.
- Manual surveys may be more expensive i.e. printing costs





Assessments

Job level	90 degree	180 degree	270 degree	360 degree
	Employees' self-assessment of their current skills and areas of development	Employees' self-assessment and line manager assessment of skills and areas of development	Employees' self-assessment, peer and line manager assessment of skills and areas of development	Employees' self-assessment, subordinate, peer and line manager assessment of skills and areas of development
Unskilled		X		
Semi-skilled		X		
Skilled/ professional			X (inclusive of psychometric assessments)	
Senior management				X (inclusive of psychometric assessments)
Top management				X (inclusive of psychometric assessments)



8 Data analysis and reporting

The data received from the skills audit will need to be analysed and will be used to collate various reports. It is advised that analytical tools such as Microsoft 360 and Power BI etc. be used to consolidate data to ensure accuracy and efficiency. Should the department not have access to analytical tools, software packages such as MS Excel can be used.

Click
here



How to
identify the
skills gap

Process

1. Collate all information received from the surveys.
2. Check the validity and reliability of the data.
3. Consolidate all data onto an electronic platform.
4. Determine the response rate. Has the target been met in order to provide a true reflection of the department/organisation skills and competencies?
5. Analyse demographic information.
6. Determine skills gaps across competencies by using the baseline for each grade and subtracting the required proficiency level. (For example, take the presentation skills baseline proficiency minus the required proficiency level outlined in the competency framework.)
7. Perform trend analysis to understand skills gaps across business units.
8. Provide recommendations on how to address skills gaps through training and development.

These reports must be stored in a manner that respects the confidentiality of individual employees.



9 Talent management

The talent management framework provides a structured approach to attracting and developing employee potential and retaining talent within the public sector. The data obtained from the skills audit should be used to inform talent management initiatives such as recruitment, training, and personal development plans. By using the Skills Audit Methodology Framework, current challenges will be eliminated and the focus will be placed on skills development.

Personal development plans

An individual's personal development plan should be informed by the individual's skill gap analysis. Typically a skills gap greater than 2 reflects critical development areas. When employees are aware of the skills and competencies required in the organisation, they are able to clearly outline more defined goals and activities to work towards achieving these goals. This also allows for more informed career discussions and for coaching to be more impactful. This results in an increase in employee morale and the ability to take ownership of one's role.

Succession planning

Succession planning is the process of identifying employees who have the skills and competencies to take over a specific role when it becomes available. By using the skills audit report a department can become more strategic and identify critical and scarce positions as well as individuals to be trained and upskilled for the role. Upskilling current employees reduces the cost and time spent on the recruitment process when a position becomes vacant. Knowledge can also be passed down generationally and employees feel more valued and know their purpose in the organisation.

Employee morale is increased, as employees have an understanding of their personal career paths and are more motivated and driven in the achievement of their career goals.

Workforce skills plan

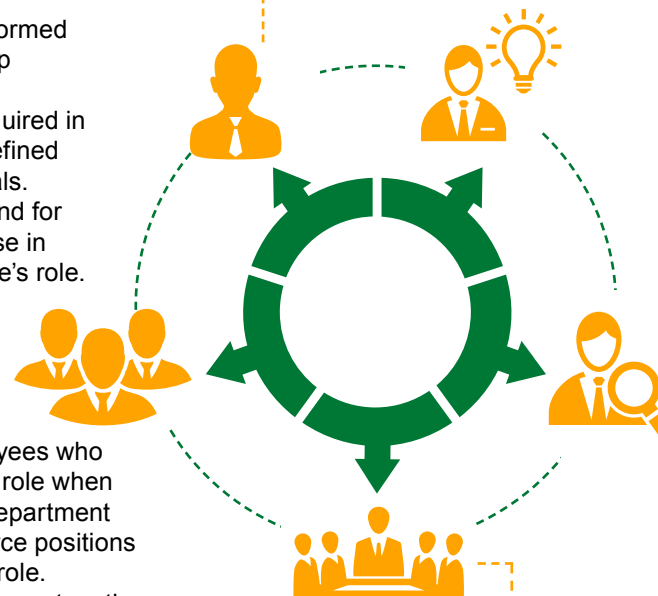
The training and development identified in the skills audit should be used to inform the workforce skills plan. This is a document which outlines how the organisation will address the training and development needs to close the skills gaps.

Recruitment

The skills audit report will allow the department to determine the current roles and future roles needed for the future world of work. The scarce and critical skills will also be identified, allowing for positions to be more defined in terms of the department need. Clearly defined roles and responsibilities allow for a more accurate placement of individuals internally and externally, resulting in an increase in productivity and efficiency.

Training

Training is an important way to upskill employees to meet the strategic goals of the organisation. The data received from the skills audit allows the department to identify what skills employees have and what they need. Training initiatives should be aligned to the training needs of the employee/department to decrease the skills gap. Alignment of training reduces costs, as employees will attend the correct training. This can be formal, on-the-job or virtual training.





10 Quick links



Job
description
template

[Click here](#)



Skills matrix

[Click here](#)



How to align the
organisational
structure

[Click here](#)



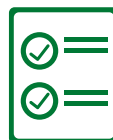
How to
identify the
skills gap

[Click here](#)



Competency
framework

[Click here](#)



Survey
template

[Click here](#)





11 Definitions

Attribute: a quality or characteristic given to a person or group of people.

Behavioural competencies: the way a person acts, thinks or feels and represents the key interpersonal and personal attributes that are required for jobs across the department/organisation.

Competency: the skills, traits, qualities or characteristics that contribute to a person's ability to perform responsibilities in an organisation. It is a cluster of knowledge, skills and abilities (KSAs) that an individual possesses.

Competency framework: required behaviors which are valued, recognised and rewarded with respect to specific occupational roles.

Competency matrix: a tool to map required and desired skills for a team or project.

Critical skill: a skill that is critical to the functioning of a unit, division or department.

Job description: this is an internal document which serves as a guideline to the key requirements and responsibilities for the role indicated.

Leadership: influences others to accomplish an objective.

Managerial: overseeing a group of employees to reach a common vision.

Proficiency levels: the levels which competencies are measured against.

Quantitative data: data that can be counted, measured, and expressed using numbers.

Qualitative data: data that is descriptive and conceptual, and can be categorised based on traits and characteristics.

Reliability: the degree of consistency of a measure. A test will be reliable when it gives the same repeated result under the same conditions.

Scarce skill: a skill whereby the pool of people who possess the required skill or qualification are limited within the department/organisation.

Skill: the expertise or talent needed in order to do a job or task.

Skills gap: the difference between an employee's actual level of proficiency and the level of proficiency required in the job, based on benchmarking.

Technical competencies: the skills and abilities that are usually acquired through specific learning or work experience in applying the knowledge and skills.

Validity: the findings truly represent the phenomenon and are legally or officially binding or acceptable.

12 Placemat

A skills audit is a process for measuring and recording the skills of employees in an organisation. The purpose of conducting a skills audit is to identify the current skills and knowledge that an organisation has, and the skills and knowledge that it needs. The Skills Audit Methodology Framework will be used across the public sector in order to ensure a uniform approach to conducting skills audits and determining the skills base, skills requirements and development priorities.

Benefits:

- Identify the skills gap and skills needed for the future world.
- Succession and career planning, and more informed performance discussions.
- Alignment of training and development for employee needs.
- Alignment of candidates to positions, as recruitment needs will be more defined.
- Increased productivity and employee morale.

A more detailed report has also been provided for more guidance on the process.

The data obtained from the skills audit should be used to inform talent management initiatives such as recruitment, training, and personal development plans. By using the Skills Audit Methodology Framework, current challenges will be eliminated and the focus will be placed on skills development.

[Click here](#)

The data received from the skills audit will need to be analysed and will be used to collate various reports. It is advised that an electronic database (e.g. Excel) be used to consolidate data to ensure accuracy and efficiency. **Skills gap**

[Click here](#)

In order to gain structural alignment, the departmental strategy must be unpacked to understand the current and future skill requirements of the organisation. **Structural alignment**

[Click here](#)

Align the job profiles to the structure and strategy. These profiles must include all skills and competencies to move the department forward and form a critical input into the competency framework. **Job description template**

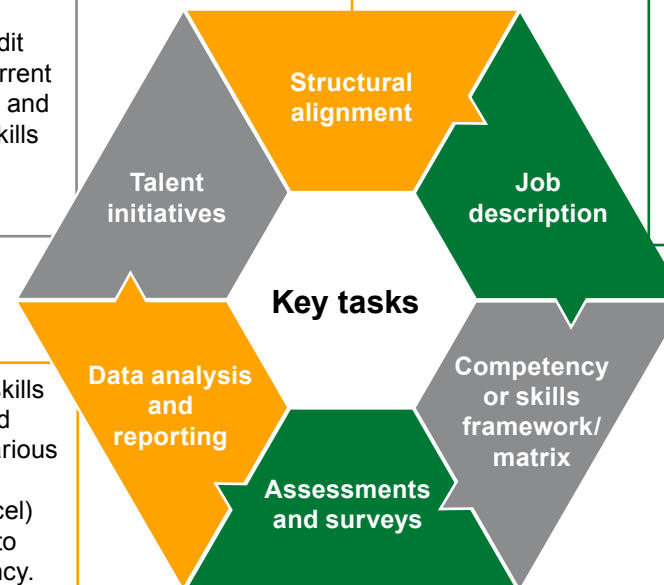
[Click here](#)

Competency frameworks are to be developed based on updated job descriptions. The frameworks must include future skills, leadership, managerial and technical skills against proficiency levels. **Competency framework Skills matrix**

[Click here](#)

The skills audit surveys should be sent out to employees and enough time allocated to complete them. These can be manual paper-based surveys, or electronic surveys. The survey needs to be aligned to the competency framework used. **Manual survey template**

[Click here](#)





Developed in collaboration
between PSETA and DPSA.



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