



RESEARCH REPORT

**TRAINING NEEDS ANALYSIS OF TRANSVERSAL SKILLS STUDIES FOR THE
PUBLIC SERVICE SECTOR – STUDY OVERVIEW AND REPORT**

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TRAINING NEEDS ANALYSIS FOR TRANSVERSAL SKILLS STUDIES FOR THE PUBLIC SERVICE SECTOR

**Research conducted by The Human Sciences Research Council (HSRC) on behalf of the
Public Service Sector Education and Training Authority (PSETA)**

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List of Acronyms

ATR	Annual Training Reports
IED	Inclusive Economic Development
DSD	Department of Social Development
EMS	Emergency Medical Services
HSRC	Human Sciences Research Council
HRD	Human Resource Planning
Log frame	Logical Frameworks
NPO	Non-Profit Organisation
NSG	National School of Government
NW OTP	North West Province Office of the Premier
PSET	Post School Education and Training
PSETA	Public Service Sector Education and Training Authority
PSS	Public Services Sector
PSSC	The Public Sector Skills Committee
SETA	Sector Education and Training Authority
TNA	Training Needs Analysis
ToC	Theory of Change
TOR	Terms of Reference
WSP	Workplace Skills Plan
TS	Transversal Skills

1 INTRODUCTION

It is the vision of the National Skills Development Plan (NSDP) and National Development Plan (NDP) that there will be an educated, skilled, and capable workforce for South Africa. The NSDP seeks to ensure that South Africa has adequate, appropriate, and high-quality skills that contribute towards economic growth, employment creation and social development. One of the vehicles to achieve this is through the adequate and accurate identification of skills gaps that exist within the Public service sector. Therefore, conducting a Training Needs Analysis (TNA) of Transversal skills in the Public service sector is critical in all departments. In this study the Training Needs Analysis of Transversal Skills is done in partnership with the National School of Government (NSG).

The purpose of this study is therefore to conduct the training needs analysis of transversal skills with four selected Public Service sector departments in order to support these departments to appropriately respond to the identified training needs. This report serves to provide an overview of the study being undertaken and progress made to date.

2 BACKGROUND AND CONTEXT

Skills planning in the Public Service sector provides the strategic direction needed to guide the development of human capital that is required by the state in order to deliver on its developmental goals and objectives. In order to provide the strategic direction, there is a need to accurately identify skills gaps that exist in order to identify training needs. Thus, PSETA plays a critical intermediary role in that it must ensure that skills planning supports the development of human capital within the Public Service sector aligned to sector and societal skills needs. PSETA works alongside a wide range of partners such as the NSG, sector stakeholders and oversight bodies. Its work is embedded within and parallel to a set of institutions and processes that are spread across different sectors, including organised labour, educational institutions and various arms of government. Thus, requiring that research on skills needs within the sector, needs to take these multi-faceted and intersecting contexts into account.

2.1 Imperatives driving the need for transversal skills development in the Public Service sector.

The performance of the Public Service Sector is a foundation of a country's economic and social development planning. This is also the case in South Africa, where public service is central, first for the government to fulfil its constitutional obligation of ensuring access to quality public services and, secondly, to overcome historical developmental challenges of inequality, poverty and unemployment

(DPSA, 2015). However, the capacity to deliver lies not only in the organisational capacity of the individual state entities, but also in the skills and capabilities of public servants to deliver services. Public service sector employees, at all levels, therefore, require a right mix of skills and competencies in order to ensure efficient service delivery. Having up to date and accurate information on the current and future skills needs, and training requirements is therefore critical (Fourie, 2004) particularly for stakeholders concerned with human resource planning as well as capacity development in the Public Service sector.

2.2 Transversal skills in the Public Service sector

Transversal skills are typically considered as skills that are not specifically related to a particular job, task, academic discipline, or area of knowledge. These skills can be applied in a wide variety of situations and work settings and are high in demand as it allows individuals to successfully adapt to changes (UNESCO, 2014).

In the context of the Public Service sector, transversal skills include administration, management, planning, legislation, and policy development, which drive the development of skills and competencies in an area that makes the delivery of the business of government more effective and efficient. These are functions and responsibilities that people in the Public Service sector must perform to enable the delivery of the business of government (PSETA, 2018).

The skills required for effective Public Service sector are continually evolving due to regular policy direction changes, an evolving state and shifting service delivery models, as well as political changes at different levels. While traditional models of public service formerly separated policy and administration, with officials only required to implement policy, newer public management approaches introduced professional and efficiency-oriented values to the sector (Bourgon, 2011; Powell, 2012). This requires that employees across the entire public sector possess a set of core competencies, like critical thinking and problem-solving abilities. Other generic skills are also essential in the sector, such as those integral to everyday tasks and functioning, including management, administration and planning capabilities. These are referred to as *“transversal skills, i.e. the business of government”* (PSETA, SSP 2019-20), describing them as the competencies needed for administration, management and planning, as well as the ability to develop legislation and policy. In addition to these general skills, the public service requires access to a range of more specific professional competencies, such as those related to information technology, accounting, the law and human resource management. Besides the generic and more specific professional skills required by individuals in the public service sector, understanding which key competencies are most

relevant for organisational performance and the efficacy of a capable state is another substantial challenge.

In the current COVID 19 context a recently released paper argues that for governments to effectively govern during such a crisis requires that *“governments require dynamic capabilities and capacity – too often missing. These include the capacity to adapt and learn, capacity to align public services and citizen needs, capacity to govern resilient production systems and capacity to govern data and digital platforms”* (Mazzucato et al, 2020,p1).

2.3 The SETA Environment and The Public Service Sector

Sector Education and Training Authorities (SETAs) were established to ensure and facilitate the development of skills in relation to sector specific skills needs. SETAs have been charged with a myriad of objectives and responsibilities, but as key institutions which mediate between education and work, SETAs are responsible for the development of a skills pipeline through promoting and supporting learnerships, apprenticeships, skills programmes or internships within their respective sectors.

PSETA oversees and aims to facilitate the provision of quality public service education and training that meets the current and future needs of its stakeholders i.e. government departments, parliament, provincial legislatures, public entities and parastatals. It is also responsible for the development of a Sector Skills Plan (SSP), quality assurance of training carried out in the public service, accreditation of training providers, development of qualifications and learning programmes amongst other functions as provided for in the Skills Development Act (Republic of South Africa, 2008).

PSETA is responsible for the provision of transversal skills to national and provincial government, national and provincial public entities, national parliament and provincial legislatures. These are foundational skills to ensure effective and efficient delivery of the business of government (hence often referred to as the ‘business of government’), and they include administration, management, planning, legislation and policy development.

The latest Sector Skills Plan (SSP) (2021/22) indicates that there are 41 national departments and 112 provincial departments registered with PSETA. Of these departments, about 36 national and 108 provincial departments submitted their Workplace Skills Plan (WSP) and Annual Training Reports (ATRs) for 2020. Public entities form the smallest sub-sector within the PSETA scope and have different mandates but share common transversal skills requirements which cut across these

entities. There are 24 public entities registered with PSETA, and 21 are currently active on the SETA Management Information System (MIS).

Table 1: Key Role Players in respect of Public Service sector skills development

<i>Role player</i>	<i>Role in the Sector</i>
The Department of Higher Education and Training	DHET provides the overall policy framework for skills development, mainly articulated in the National Skills Development Strategy III, and oversees the implementation of the grants regulations by the SETAs.
The Department of Public Service and Administration	DPISA plays a key role in the establishment of norms and standards relating to the functions of the Public Service; organisational structures and establishment of departments and other organisational and governance arrangements in the Public Service. The department is responsible for managing; labour relations, conditions of service and other employment practices for employees; the health and wellness of employees; information management; electronic government in the Public Service; integrity, ethics, conduct and anti-corruption; transformation, reform, innovation and any other matter to improve the effectiveness and efficiency of the Public Service and its service delivery to the public.
The National School of Government	The National School of Government (NSG) provides education and training for public employees or servants and facilitates the provision of training which is either outsourced to training providers or provided in-house
Provincial and State Academies	Some provinces and a number of departments within the Public Service sector have their own training academies. For example, the Department of Home Affairs has a learning academy whose function is to provide learning and development interventions, maintain quality and effectiveness of learning and development interventions and to administer, manage, and support core learning functions
Human Resource Development Council	The Human Resource Development Council of South Africa (HRDCSA) is a multiple stakeholder body comprising of representatives from government, business, civil society, labour and training and education within the Public Service sector. It was established in 2010 to create an enabling, coordinated and integrated environment to focus on improving the human resource development base and skills of the South African people.
Public Service Commission	The Public Service Commission (PSC) is empowered and mandated by Section 196 of the Constitution, to monitor and evaluate the organization and administration of the Public Service, enhance accountability and ethics in public administration and it plays a significant role in dispute resolution.

Role player	Role in the Sector
Government SETA Forum	The Government SETA (GSETA) Forum comprises of representatives from government SETAs of whom public sector bodies are members and coordinates skills development for government employees across sectors.
Public Sector Skills Committee	The Public Sector Skills Committee (PSSC) was established to coordinate an approach to skills development across the Public Service. It includes representatives from provider and workplace constituencies and includes DHET, DPSA, the GSETA Forum and others.
Labour Unions	Trade union representation is an accepted facet of the workforce. Almost all sectors of the economy, including the Public Service sector, have representative unions which engage employers over issues affecting their workforce including skills development issues. In line with the SETA Grants Regulations, WSPs must be consulted with labour representatives for endorsement and sign off before submission to PSETA.
The State Information Technology Agency	The purpose of the State Information Technology Agency (SITA) is to enable government to improve service delivery to the public by providing information technology and related services. For PSETA, the role played by SITA in providing support to the sector during the submission of WSPs which is done online, is pivotal.

2.4 Conducting Training Needs analysis for Transversal Skills in the Public service sector

2.4.1 Definition of Transversal Skills

When it comes to definitions for transversal skills, different definitions are found as detailed in the table below which appear to share broad consensus about what defines transversal skills.

Table 2: Definitions of Transversal Skills

Source	Definition
UNESCO (2015)	Transversal skills refer to several important competencies that can be learned and that everyone requires to successfully adapt to changes and to lead meaningful and productive lives. These they refer to as transferable skills which are required for adaptation to different environments. They refer to five learning domains namely critical and innovative thinking, interpersonal skills, intrapersonal skills, global citizenship, and media and information literacy
ESCO (2017)	Transversal knowledge, skills and competences are often referred to as <i>core skills</i> , <i>basic skills</i> or <i>soft skills</i> , the cornerstone for the personal development

of a person. Transversal knowledge, skills and competences are the building blocks for the development of the "hard" skills and competences required to succeed on the labour market.

Whittemore (2018) Transversal skills are personal attributes that go beyond knowledge, they help people better adapt with changing environment collaborating with others. These skills are transversal because they can be developed and are useful in any sector, position and also personal life. p. 9

Viska (2017) Transversal Skills (as opposed to job-specific skills) are commonly understood as the ability to work in a team, to communicate effectively, to be proficient in foreign languages, to be entrepreneurial, to be able to think creatively and to be able to solve problems. Transversal Skills are also referred to as generic skills that include soft skills (such as communication, problem solving abilities, teamwork and motivation), but also encompass ICT, language and cognitive skills (such as collaboration, negotiating and information-sharing). p. 2

Source: Authors

Transversal skills include critical and innovative thinking, inter/interpersonal skills, global citizenship (intercultural understanding) and media and information literacy such as the ability to locate and access information. Communication is the key element in manifesting and evidencing transversal skills, without clear communication, these skills can remain undervalued or unrecognized (Whittemore, 2018). Moreover, these transversal skills cannot be taught (unless there are highly interactive processes), they are normally learnt through experiences and development. Transversal skills induce improved self-awareness and self-knowledge that are catalyst to human ingenuity, which is the root for all shared prosperity. Although transversal skills are highly related with emotional intelligence and can be applied in a wide variety of situations and work settings, they still need to be complemented with hard skills.

2.4.2 Relevance of Transversal Skills and approaches to conducting training needs analysis for transversal skills

Transversal skills have become more critical than ever in this increasingly connected world driven by globalisation, digital technology and extremely competitive forces (Whittemore, 2018). Furthermore, new policy directions and overtime shifts in government priorities impact employment and skills demand in the public service. Skills gaps in the labour market and the inability to attract the right talent remain major obstacles in the adoption of new technologies and adaptations to these evolutionary transmissions (World Economic Forum, 2020). These developments put the need for investigating skills base in the workforce at the centre for understanding skills related factors affecting organisational productivity and growth. Nevertheless, transversal skills gap in the public

service sector has been minimally studied (Mkhonza and Letsoalo, 2017). Of the seven transversal studies identified in [Table 3: Review of Studies on Transversal Skills both Local and Abroad](#), only one study focused on the public sector and most of them were conducted in developed-world contexts. This is despite the public service playing a critical role in the socio-economic welfare of people and the importance of conducting skills gap assessments.

Table 3: Review of Studies on Transversal Skills both Local and Abroad

Studies on Transversal Skills	Year of Study	Location	Sector	Methods	Instrument and Dimension of Assessment
Chique, M (2016). "Lost in Transition". Soft Skills Development in European Countries. Tuning for Higher Education 3 (2): 389-427	2016	Europe	Private	Quantitative Survey	Integrating soft skills in an academic curriculum. A total of 500 companies operating in different sectors assessed the importance of skills included in an online questionnaire. Additionally, a total a total of 35 experts with academic or consultancy background grouped the soft skills based on their importance level.
World Economic Forum (2020). The Future Jobs Report.	2020	International	Private firms	Qualitative survey	Tracking technological adoption among firms alongside changing job requirements and trends in skills demand.
Pop., C & Barkhuizen., N (2010). The Relationship between Skills Training and Retention of Graduate Interns in a SA Information, Communication & Tech Company. <i>LICEJ</i> 1(2): 75-83	2010	South Africa	Private ICT company	Quantitative survey	Focus was on IT graduates who participated in an internship programme in an ICT company between 2007 and 2008. Purposive sampling of 79 graduate interns and 39 mentors was taken. This was a response rate of 61% and 75% for graduate interns and mentors respectively.

Sources: Authors

The World Economic Forum (WEF, 2020) future jobs' assessment report reveals that critical thinking / analysis as well as problem-solving, self-management such as active learning, resilience, stress

tolerance and flexibility are the top skills which employers see rising in prominence in the lead up to 2025. A white paper on transversal competencies for future workforce by (Whittemore, 2018) enunciates that given transversal skills are often embedded in one's personality, interactive learning that involves the individuals and their personality is deemed essential. In South Africa, (Mkhonza and Letsoalo, 2017) using the frequency analysis revealed that in the public sector, financial management with policy development and analysis are critical at a managerial level, while change management and emotional intelligence are highly critical at the professional and administrative level respectively. Using a systematic literature review, Abelha *et al.*, 2020 argues that despite several studies approaching graduate employability and competence development, there is still insufficient understanding on how these workforce competences can be fostered and developed. This calls for more in-depth research in understanding how to effectively evaluate these sets of competences and how they can be developed.

Table 3: Review of Studies on Transversal Skills both Local and Abroad Table 3: Review of Studies on Transversal Skills both Local and Abroad above reveals that different research methods have been applied in transversal skills gap analysis, conducted with key informant interviews with employers (senior officials in the case of public entities) in order to ascertain employers' perceptions on skills gaps in the workforce. The underlying assumption is that these employers know the skills demand and supply for their respective organisations, they have a clear understanding of performance expectations as well as the skills gaps of employees in respect of transversal skills. Desktop literature reviews on transversal skills are normally used to complement these employer surveys.

3 OVERVIEW OF THE APPROACH AND METHODOLOGY FOR THIS STUDY

The methodology adopted for the study is a theory-based mixed methods approach with greater emphasis on a systematic desktop review of available documentary evidence and administrative data sources as well as a primary data gathering exercise. A theory-based design seeks to understand the causal pathways through which change is expected to occur. This approach places emphasis on detailing the assumptions on which the intervention logic is premised. The Theory of Change (ToC) is a tool for developing solutions to complex social problems. The ToC provides a roadmap that describes how a set of activities are understood to produce a series of results that are meant to produce the outcomes and final impacts. It maps out the causal pathway of what is required from a programme (inputs, activities) in order to achieve planned outputs and bring about change (outcomes) towards achieving a given long-term goal or impact (e.g., unemployment reduction). There is often a commonly understood vision of the long-term goals, how they will be reached and

what will be used to measure progress along the way. This is referred to as the “pathway”, “logic model or “theory of change” (ISPC, 2012).

A key component of this study is to retrospectively construct the ToC, which will form one of the key initial phases of the study. In reconstituting the ToC it is necessary to capture the causal pathways that lead to the goal intent of the PSETA’s skills development for the Public Service sector. The rationale behind the interventions will be defined by a set of contextual factors that define the problem context, the programmes are designed to have an impact on in the long term. The ToC will attempt to understand the need for, and nature of transversal skills needs in the Public Service sector through a TNA survey. This is important, in as far as it relates to the on-going monitoring of programme outcomes as per the reconstituted TOC. The findings on the outcomes as defined by a sub-set of the outcome questions, will validate the extent to which the causal pathways are working.

Once the ToC has been successfully reconstituted, the log-frame is developed. One advantage of the log frame is that it allows one to define the total success of a programme. The latter can be disaggregated into two, implementation success and strategic success. The focus of the study with respect to the strategic success of PSETA’s programmes will be to explore a key question in identification of key training priorities through a TNA exercise. The ToC then guided the development of a results chain framework, which will be used to guide the implementation of the TNA.

4 CONSTRUCTION OF THEORY OF CHANGE AND RESULTS CHAIN FRAMEWORK

Theories of Change constructed contributed to the development of the result logic chain framework for each of four TNA skills projects under evaluation in the study. Error! Reference source not found. Below sets out the process for the ToC construction.



Figure 1: Theory of Change Process

Theory of Change Workshop

The ToC workshops were held in December 2020 and January 2021 with PSETA, NSG and representatives from the Department of Social Development’s national and provincial departments, the Eastern Cape Department of Health (DoH) and the Office of the Premier in the North West Province. The objective of the workshop was to consolidate a ToC for transversal skills in the Public Service sector in general as well as to define institutional specific pathways, where necessary.

Theories of Change and Results chain framework for transversal skills in the Public Service sector developed and validated by respective stakeholders.

ACTIVITY 1: STUDY POPULATION

The NSG has indicated that the intention is for the TNA to be conducted with all staff in the selected institutions, disaggregated per occupational groups.

DoH, EC

In terms of the EC DoH the directorates to be engaged with are Emergency Medical Services (EMS) and Mental Health. Occupational categories were clarified that are transversal skills related in the two directorates.

DSD Provinces

With respect to DSD Provinces the NSG has indicated 10 occupational categories. The occupational categories we have been made aware of thus far in respect of DSD include the includes the following 9 instruments

1. Policy Administration Professionals
2. Information Management.
3. Human Capital Management.
4. Financial Management and Auditing.
5. Customer Care.
6. Chief Information Office.
7. Auxiliary Services.
8. DSD Administrative.
9. Monitoring & Evaluation

ACTIVITY 2: SURVEY METHODOLOGY

The TNA is underpinned by a skills audit which will collect information on current transversal skills levels whilst exploring the skills gaps both current and into the future within the four departments.

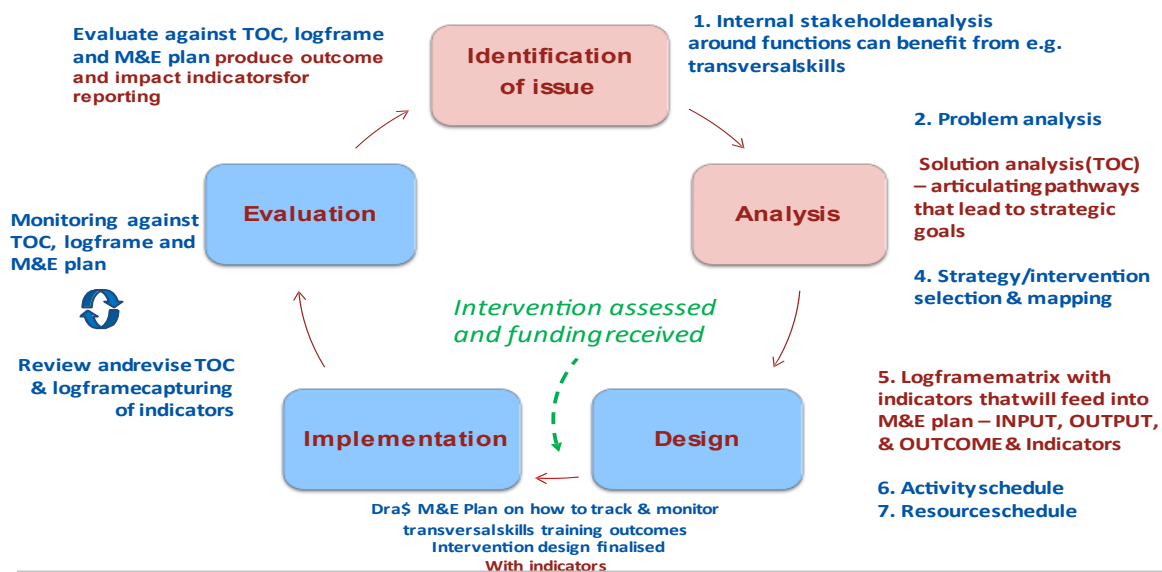
The HSRC proposal had outlined a methodology or conducting the TNA which included a supervisor validation process and an online completion of the survey by both the employee and supervisor. This process requires that an online questionnaire be prepared, and a link shared with each participating institution for dissemination to their staff. This approach involves uploading a staff structure including vacant posts instead of just a list of employees. The line manager for each vacant post would then be requested to complete a brief questionnaire unpacking the details of the vacancy. When analysed across the sector, the result would provide a list of scarce skills that differentiate between genuine hard to fill vacancies and recruitment difficulties based on skills gaps, an example of the nature of the response that would be captured is provided.

Through a series of engagements between the HSRC, PSETA and the NSG the various options for implementing the study and their relative strengths and weaknesses were appraised. Each participating department will receive a report customised for their skills needs and support to begin implementing skills planning in a strategic manner. This feedback will act as a verification mechanism for the interpretation of the data. From a sectoral point of view, the consolidated data provides the optimal information to feed into the new TNA. In addition to the skills gaps, there will be detailed

profile information. This report will be central to the development of a training skills plan for each institution.

THE TOC IN THE INTERVENTION PLANNING CYCLE

The problem context (e.g. skills context) necessitates the need for an intervention (e.g. training) to be designed



5 PROGRESS AND FINDINGS TO DATE

This report covers activities undertaken in Phase Two of the study: Conceptual and Design Phase. However, decisions taking during Phase 1 have impacted on the manner in which the study is being implemented and these need to be captured in order to understand the approach to implementation and the achievement of milestones.

5.1 Key Amendments to Study

While the original scope was to cover four institutions, changes as reported in the Inception Report have resulted in a focus on three institutions namely the Department of Social Development's 9 Provincial Departments; Eastern Cape Department of Health – Emergency Services and Mental Health Directorates and the North West Province Premier's office. The delays in onboarding the various institutions have resulted in work being done at different timelines, details of which will be outlined in the report that follows.

5.2 Transversal Skills

This activity commenced during Phase 1 and has continued. The NSG is thanked for their support in providing appropriate documents to the research team on skills needs and frameworks informing skills planning for the public service sector. This was complemented by documentation from the specific institutions, with the support of both PSETA and the NSG colleagues in enabling access to institution specific documentation.

The literature review done helped to inform the development of the conceptual framework for Transversal skills as represented by a Taxonomy of Transversal skills which was identified as the framework for taking forward the design of instruments for the skills audit. A copy of the Taxonomy table is attached as Annexure 1.

The review of institutional specific priorities relating to skills has yielded important insights for both the DSD and the EC DoH departments, informing the manner in which the *proof of concepts* for transversal skills for a specific department will be determined.

5.3 Construction of Theories of Change (ToCs)

The scheduling of ToC has been considerably delayed and thus far, two workshops were completed, namely with EC DoH stakeholders on the 14th of December 2020 and the DSD National and Provincial

stakeholders on the 30th of January 2021. Both workshops were well attended by stakeholders across the relevant directorates and/or provinces as well as with respect to the various occupational groups.

The ToC workshop had been envisaged as one session with all institutions. This however did not prove feasible as the institutions were not available at the same time and did not have the same priorities for the completion of the audit. It was thus agreed to host these workshops individually. Although a request was made for 2-day workshops this too was deemed unfeasible and as a result 1-day workshops were held.

Each of the ToC workshops included an introduction to the workshop which was provided by both the PSETA and the NSG and this was followed by an orientation session on understanding ToCs, how they are utilized for programme planning, design, implementation, and evaluation as well as the approach adopted for developing the ToC. This was followed by a process of taking the participants through a series of questions with the view to completing four worksheets which would enable the construction of the ToC for that institution.

The workshop with NW Premier's Office which was scheduled for February 2021 had to be abandoned as internet connectivity became a serious impediment. An issue that needs to be addressed in future engagements is that for the ToC workshop only three senior officials participated in the process which was not considered optimal in generating a nuanced ToC.

As a means of moving forward it was resolved that the worksheets would be shared with the Department for them to complete and submit to HSRC and which would be drawn on to construct the ToC. While this was not considered optimal it was felt that there was no choice. The HSRC research team has had a rethink and intends to explore one further effort to host a ToC workshop with the NW Premiers office and will make a concerted effort to request for wider participation from stakeholders in that office. Together with this it will seek to access background documentation and an identification of the occupational categories to be included in the audit.

Copies of the worksheets are attached as Annexure 2 and ToC workshop agenda is Annexure 3. Annexure 4 is the ToC Power point presentation.

5.4 Confirmation of Study Population (Occupational Categories)

The NSG had indicated that the intention to conduct the TNA with designated occupational categories of staff in the selected institutions. These categories were determined by the NSG and the relevant institution. The details are outlined in the section below.

DoH, EC

In terms of the DoH, EC the directorates to be engaged with were the Emergency Medical Services and Mental Health Services. The occupational categories which are the focus of this audit are categorised within the directorate they belong in three clusters namely:

- EMS College
- EMS Operations
- EMS Administration

Within each of them are several occupational categories as outlined below:

EMS College

- Principal and Deputy Principal
- Coordinators
- Lecturers
- HR Practitioner/Administration Clerk/Administration Officer/SCM Officer
- Cleaners/General Assistants
- Senior State Accountant/ State Accountant

EMS Administration Services

- District Manager
- Assistant Manager
- HR Practitioner/Administration Clerk/Administration Officer/SCM Officer
- Cleaners/General Assistants
- Senior State Accountant/ State Accountant

EMS Operations

- Sub District Manager/Station Manager/Shift Manager
- Paramedic/Basic Ambulance Assistant/Ambulance Emergency Assistant/Critical Care Assistant/Emergency Care Technician

- Shift Supervisor
- Call Center Agents

DSD Provinces

With respect to DSD Provinces the NSG and DSD advised on the 12 occupational categories listed below:

- Policy Administration Professionals A
- Policy Administration Professionals B
- Information Management.
- Human Capital Management.
- Financial Management and Auditing.
- Customer Care.
- Chief Information Officer.
- Auxiliary Services.
- Administrative.
- Monitoring & Evaluation
- Communications
- Legal

North West Province Premier's Office, occupational categories for this office have not been finalised as yet.

5.5 SKILLS AUDIT METHODOLOGY

Although the focus was on transversal skills assessment the NSG advised that it was required that the audit be a comprehensive assessment of the skills competencies and hence the instrument would include occupationally basic skills competencies to be assessed. These we were advised would be developed by the NSG based on the job descriptions provided by the relevant institutions. The audit instrument would however seek to address the Transversal Skills assessment, both current and into the future.

Scoping Exercise

HSRC reported that it used the REDCAP Platform for its surveys and NSG advised that it utilised Lime Survey. NSG further indicated that ideally in order for them to manage the audit across the various levels it would be preferable for Lime-survey to be utilised. In order to explore the functionalities of the Lime

Survey Platform the NSG provided a briefing on the platform and based on the briefing it was noted by HSRC that the Lime Survey platform was compatible with the manner in which HSRC designed its instrument and hence was suitable.

The HSRC had proposed a methodology for conducting the TNA which included a subsequent supervisor validation of the skills assessment of the employee. There was a general view that this was an innovation which had much value. Through a series of engagements between the HSRC and the NSG the approaches to implementing the study and their relative strengths and weaknesses were appraised. Arising thereof it was agreed that the supervisor validation option would not be feasible and hence was not to be pursued.

5.6 Instrument Design

Given the need for the transversal skills assessment to be incorporated into a generic template utilized by NSG it was agreed that the instrument design would follow the same format. HSRC's research team thus began interrogating the DSD instruments which NSG provided and noted that the instruments provided a strong basis on which to align additional questions for assessing Transversal skills of the employee (See Annexure 5).

DSD instrument development

The DSD instruments had been developed for the national skills audit conducted in 2019. It had been reported that this had involved an extensive consultation process and included a focus on generic, foundational, occupational and behavioural skills assessment. In addition the instrument included a section on the educational history and qualifications of the employee, a demographic profile and a section on the employees' preferences for modes of studying. The transversal skills assessment indicators and dimensions would be guided by both the literature review and the ToC process. It was agreed that additional transversal skills dimensions would be integrated into the generic, foundational and behavioural sections of the instrument. The process of developing the instruments included several engagements with DSD and the NSG.

Based on the above assessment and the findings from the literature review and ToC process the HSRC developed a *proof of concept*, in respect of the DSD instruments which identified specific transversal skills dimensions to be included in the instruments and provided a rationale for their inclusion in the DSD instruments as fit for purpose, aligned to the DSDs strategic priorities and needs. A draft was finalised at the end of February 2021 for testing and further refinement, if necessary before it could be launched.

EC DoH instrument development

At the time of writing this report, work had commenced with the EC DoH instruments, although the process was slightly different as there were no pre-existing instruments. Here the approach adopted a similar framework to the DSD instruments and used the taxonomy for identification of the generic, foundational and behavioural competencies to be assessed. Based on the above instruments were developed for the three directorates namely the EMS College, EMS Operations and EMS Administration. The process of finalising the instruments is currently underway with consultations planned with EC DoH during March 2021. It is anticipated that the instrument would be finalised by end of March and tested shortly thereafter with the expectation that the survey would be launched in April 2021.

NW Premiers Office instrument development

No work has commenced due to the delays in engagements with that institution. It remains unclear what the timelines are, although the HSRC is seeking to expedite the development during April 2021.

5.7 Ethics Approval

HSRC had advised that all research studies undertaken by the HSRC must be implemented in line with principles of ethical research involving human subjects. These principles include special attention to communicating the aims of the study, and the rights of people participating in the research – written informed consent, and confidentiality. PSETA has confirmed that it will manage the ethical procedures for the study.

NSG advised that they had their own ethics protocol and that this would be utilized, thus not requiring the HSRC to facilitate ethics application submission.

5.8 DATA ANALYSIS

The instruments have been tested during a pilot study. Arising from the pilot testing the survey instruments were finalized as well as a review of the TNA institutional engagement protocols if required. Once the data is clean the data exploration will begin which will involve the application of different techniques to understanding trends and patterns in the data. This phase will begin to generate the descriptive statistics and data visuals in graphic formats to further extract the messages in the data.

In-depth analysis

This phase involves the process of data triangulation and statistical testing. The project team will integrate findings from the literature review as well as from the stakeholder survey and round table with the learner survey. Individual findings from one data collection method may not answer specific evaluation questions conclusively. Gathering different types of evidence relating to the same evaluation question can enhance credibility. In addition, solid findings are developed by combining the best evidence from multiple sources available for the evaluation.

Quantitative data analysis interprets the numerical findings considering the programme context. As implementers of programme activities are most knowledgeable about the context, they should work together with the evaluator(s) to assess whether the figures make sense; whether they adequately reflect programme results; what possible explanations are for unexpected figures; what conclusions and recommendations can be drawn from the figures.

The HSRC has access to and utilizes a number of software packages to assist with data analysis including STATA and SPSS for quantitative data and Atlas-ti for qualitative data analysis. Atlas-ti enables a more systematic process for enabling the researcher to make sense and meaning of the thematic content. This way an experienced researcher can also use an “ethnographic” bias in understanding the data.

5.9 Limitations to the Scope of Work

In reviewing the TORs, the HSRC's response had been informed by a number of methodological limitations which were outlined in the proposal and are discussed below, some of which have an impact on the study.

5.9.1 Response Rates

A critical limitation of survey responses is the generally low response rates as indicated in the table below. These response rates maybe further compounded by the supervisor validation. A mitigating factor is that these are institutionally requested surveys and as such the institutional mechanisms for incentivising participation may enhance the response rates. A review of some studies conducted with public service sector institutions found response rates as low as 15%.

6 CONCLUSION

While there have been many delays in the process of conducting the TNA study, much progress has been made in the last few months since December 2021 to March 2021. The HSRC intends to submit a revised workplan in consultation with the PSETA, NSG and the three institutions outlining the processes for study to be fully implemented. In particular plans for the implementation of Phases 3 and 4 in respect of the EC DoH and Phases 2, 3 and 4 for the NW Premier office, within the extended contract duration.

An integral part of the methodology in the implementation of this TNA study has been introducing and capacitating the NSG and PSETA on the value, design and use of Theories of Change in the undertaking of this TNA assessment.

The HSRC has identified the importance of involving designated PSETA and NSG with respect to the construction of the Theories of Change and the Log frames. The value of this capacity development is that it will enable PSETA and NSG officials to facilitate the construction of ToCs when designing future skills development interventions as well as in the monitoring and evaluation of such programmes. The objective of this exercise is to develop their understanding of the contribution of ToCs in the research process and to identify opportunities for integrating the research tools and processes into PSETA and NSG monitoring and evaluation systems. This will be done through information sharing, involving the officials in the planning and facilitation of the ToC Workshops and in consolidation of inputs towards the development of the ToCs and the Result Log frame.

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Whittemore, S. (2018) White Paper: Transversal Competencies Essential for Future Proofing the Workforce.

Wildschut, A, Kruss, G, Visser, M, Meyer, T, Tele, A, Rust, J, (2017) Institutionalising TNA studies to assess the impact of workplace-based training: Reflections on feasibility. Report published by the Labour Market Intelligence Partnership (LMIP) led by the HSRC and funded by the Department of Higher Education and Training. Pretoria, South Africa Appendix 2: Survey Questionnaire for Apprenticeship Completers with Comments

World Economic Forum (2020) The Future of Jobs Report 2020.

ANNEXURES						
Annexure 1: TAXONOMY						
Mahasneh	Social intelligence soft skills	Communication skills	Self-intelligence soft skills	Planning and organising soft skills	Workplace diversity soft skills	Conflict resolution and negotiation soft skills
Definition	“Recognising others' feelings and knowing how to use that to help others and influence them”.	“The person’s ability to understand and transfer information effectively through: thoughts, verbal and written words, as well as non-verbal signals”	“Having a clear perception of self-personality and applying the behaviour change tactics to produce the desired change in behaviour”.	“The long-term and short-term strategic planning”.	“The ability to understand the variety of differences between people in an organisation”.	“The ability of the person to find a win/win solution to a personal, financial, political, or emotional disagreement with another party”.
	<ul style="list-style-type: none"> • Able to lead and inspire • Be responsible to others • Buy in and advocacy • Customer service • Diplomacy • Empathy • Influence others • Inspiring people • Motivate people • Persuasion • Relationship management • Social awareness • Social skills 	<ul style="list-style-type: none"> • Listening communication • Presentation skills • Reading communication • Speaking communication • Writing communication • Body language 	<ul style="list-style-type: none"> • Accurate self-assessment • Assertiveness • Enthusiasm • Optimism • Positive attitude • Reflection • Self-awareness • Self-confidence • Self-control • Self-direction • Self-esteem • Self-management 	<ul style="list-style-type: none"> • Facilitation • Goal setting and management • Human resources management • Information resources management • Manage Skills Planning and organising skills • Strategic planning • Time management 	<ul style="list-style-type: none"> • Work with diversity • Global citizenship • Cultural awareness 	<ul style="list-style-type: none"> • Conflict management • Conflict resolution • Mediation • Negotiation • The understanding of human behaviour
Mahasneh	Workplace ethics soft skills	Workplace productivity soft skills	Workplace thinking skills	Teamwork and Collaboration soft skills	Stress management soft skills	Workplace professionalism soft skills
Definition	“The ability to defend and recommend concepts of right and wrong conducted in the workplace”	“The willingness at all levels to keep learning, improving and investing in skills while achieving the efficient and effective workplace inputs and outputs”.	“The mental processes that the person applies when he seeks to make sense of experiences, finding solutions and/ or making solutions to complex issues”.	“The ability to contribute to the group productive working and learning relationships and outcomes”.	“A wide spectrum of techniques that are aimed at controlling a person's levels of stress”	“The group of skills that indicates that the person genuinely performs his/her tasks in the organization and maintains professional etiquette in the workplace”.
	<ul style="list-style-type: none"> • Awareness of ethical values • Ethical issues • Ethical judgment • Ethical responsibility • Honesty • Austerity • Loyalty • Social responsibility • Transparency • Trustworthiness • Work ethics 	<ul style="list-style-type: none"> • Achievement • Conscientiousness • Creativity • Enterprise skills • Entrepreneurship • Initiative • Innovation • Life-long learning • Productivity maintenance and control • Outcome oriented • Risk management 	<ul style="list-style-type: none"> • Analytical thinking • Conceptual thinking • Critical thinking • Decision making • Decisiveness • Problem solving • Reasoning • Seeing things in mind's eye • Use systems thinking 	<ul style="list-style-type: none"> • Coaching • Collaboration • Cooperative ability • Creating learning environment • Delegation • Developing others • Meeting skills • Group dynamics • Group effectiveness • Teach others • Team building skills • Team learning skills • Teamwork 	<ul style="list-style-type: none"> • Ability to deal with pressure • Accepting criticism • Adaptability • Adversity • Change catalyst • Change management • Coping with complexity • Flexibility • Reliability • Resilience • Stress management 	<ul style="list-style-type: none"> • Commitment to the organisation • Common sense • Concern for others • Having practical focus • Integration • Job analysis • Liability • Organisational awareness • Organisational management • Participate in projects and tasks • Personal presentation • Professionalism

- Work with others
- Working in partnership client

- Promote good governance
- Responsibility
- Sharing vision

LOGFRAME FOR TRANSVERSAL SKILLS– WORKSHEET 1: BREAKAWAY GROUP

THE CONTEXT THE INTERVENTION SEEKS TO CHANGE

1.
2.
3.
4.

INTERVENTION PROBLEM STATEMENT

THE IDEAL SCENARIO

THE REALITY (THE SITUATION/CURRENT SITUATION)



THE CONSEQUENCES FOR [xxx institution]

THE SOLUTION – transversal skills solutions

- ❖ Transversal Skills Solution: Critically analyse and understand the actual Transversal Skills levels required per occupational class (Taxonomy type levels). From this point design a generic **transversal competency framework**, which could be measured through a skills audit. Then link the skills development plans with these competency framework.

INPUTS - WHAT DSD INVESTS? *Key inputs for intervention and assumptions with respect to availability/quality/quantity of inputs*

INPUT:

INPUT ASSUMPTION:

INPUT:

INPUT ASSUMPTION:

INPUT:

INPUT ASSUMPTION:

-

INPUT:

INPUT ASSUMPTION:

-

ACTIVITIES & OUTPUTS: LOGFRAME FOR TRANSVERSAL SKILLS WORKSHEET 2

ACTIVITIES/STRATEGIES THAT HAVE BEEN DESIGNED TO DELIVER THE KEY OUTPUTS FOR THIS INTERVENTION	ACTIVITY ASSUMPTIONS	OUTPUTS GENERATED BY EACH ACTIVITY	Assumptions about outputs and indicators used to determine whether the outputs have been generated
Resource Allocation <ul style="list-style-type: none"> • What else?	What else?	What else?	OUTPUT ASSUMPTION: <ul style="list-style-type: none"> • OUTPUT INDICATOR: What else?
Project Planning and Implementation <ul style="list-style-type: none"> • What else?	What else?	What else?	OUTPUT ASSUMPTION: OUTPUT INDICATOR: What else?
Employee Recruitment, Support and Performance Management What else?	What else?	<ul style="list-style-type: none"> • What else? 	OUTPUT ASSUMPTION: OUTPUT INDICATOR: <ul style="list-style-type: none"> •
Monitoring, Evaluation and Report What else?	<ul style="list-style-type: none"> • What else? 	<ul style="list-style-type: none"> • What else? 	OUTPUT ASSUMPTION: OUTPUT INDICATOR: <ul style="list-style-type: none"> •

OUTCOMES & IMPACTS: DSD

SHORT-TERM TO INTERMEDIATE OUTCOMES	<i>Short-term to intermediate outcome assumptions and indicators.</i>	IMPACTS/THE ULTIMATE INTERVENTION GOAL	<i>Impact assumptions & indicators</i>
1.	OUTCOME ASSUMPTION: OUTCOME INDICATOR: <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	IMPACT ASSUMPTION: IMPACT INDICATOR: <ul style="list-style-type: none"> •
2.	OUTCOME ASSUMPTION: OUTCOME INDICATOR: <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	IMPACT ASSUMPTION: IMPACT INDICATOR: <ul style="list-style-type: none"> •
3.	OUTCOME ASSUMPTION: OUTCOME INDICATOR: <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	IMPACT ASSUMPTION: IMPACT INDICATOR: <ul style="list-style-type: none"> •

Worksheet 3: Towards Outcomes and impacts for transversal skills: Breakaway Group

	Transversal Skills	Outcome	Impacts	Assumptions
Ways of thinking	Creativity / Innovation	To be able to create new and worthwhile ideas To be able to work creatively with others To be able to implement innovations To be able to elaborate, refine and analyse one's own ideas		
	Critical thinking / Problem solving / Decision making	To express thoughts and ideas effectively, using any type of communication (oral, written, artifact, technology etc.) in several contexts and for a range of purposes To be able to listen to other's thoughts and ideas To share opinions and provide feedback		

	Transversal Skills	Outcome	Impacts	Assumptions
	Learning to Learn Metacognition	To use several types of reasoning in appropriate situations To use systematic thinking by considering the interaction of the small parts of the whole problem in order to solve it To make decisions and judgments To critically evaluate online and other resources using		
Ways of working	Collaboration	To interact effectively with others To work effectively in diverse teams To manage group projects To guide and lead others (having a respectful behaviour)		
	Communication	To be able to communicate in oral or written form in their mother to additional language To be able to read and understand different texts To be able to formulate arguments in a convincing matter To develop skills to use aids (such as notes, schemes, maps etc)		
Tools for working	ICT Digital literacy	To access and evaluate information and communication technology (ICT) To use and manage information online To create media products (i.e. video, audio etc) To apply technology effectively		
	Information literacy	To access and evaluate information To use and manage information To be able to search, collect, organize and process information To be able to use technology as tool to research, organize and collect information		

	Transversal Skills	Outcome	Impacts	Assumptions
Living in the world	Citizenship	To participate in community/neighbourhood activities To be able to display solidarity on issues affecting the local or wider community		
	Life and Career	To adapt to change To be flexible To manage goals and time To work independently To interact effectively with others To work effectively in diverse teams To manage projects To guide and lead others		
	Personal and Social responsibility	To be able to communicate To be able to express one's frustration in a constructive way To be able to maintain a degree of separation between professional and personal life To be able to view and understand different viewpoints To be able to negotiate		

Annexure 3 – ToC Workshop Agenda



**PSETA/NSG
Transversals Skills
Theory of Change Workshop
Venue: Zoom
Date: 14 December 2020
Time: 09h30 – 15h30**

Workshop Objective:

- To develop a shared understanding of transversal skills and consensus on importance of transversal skills development in the public service;
- To familiarize [xxx] officials with the concept of Theories of Change as both a process and a product;
- To develop a shared understanding of why change happens- linking pathways of change to the programme theory;
- Understand the value of developing and utilizing ToCs for designing learning interventions, to assist you in determining whether you have achieved the outcomes you intended and to learn from your results towards improving your learning interventions;
- To define a Theory of Change for transversal skills development for [xxx] officials
- To develop a Result Log frame for transversal skills for [xxx] officials

Breakaway Groups:

- Group 1: equal numbers
- Group 2: equal numbers

AGENDA

Time	Agenda Item	Session Objective	Facilitation
09h30 -10:00	Welcome and Background to this Workshop; Introductions	Introduction of Participants Context for HSRC's engagement with PSETA, NSG Expectations of the [xxx] with respect to the Skills Audit	PSETA: Andrica Letsoalo-Fuze
10h00 – 10h05	Introduction to HSRC Team; Workshop Objectives and Overview of the Agenda	Workshop objectives and process is clarified	Bongiwe Mncwango, HSRC
10h05-10h40	Understanding Transversal Skills and its Importance for the Public Service in South Africa	Shared understanding of Transversal Skills and Importance for Public Service in South Africa and its relevance to NW Premiers Office www.menti.com	Boitumelo Molefe and Sandile Mthethwa, HSRC
10h40- 11h00	Q and A		Plenary Shirin Motala
11h00-11h10	Stretch Break		
11h10 – 11h40	Understanding Theories of Change	Familiarize with the concept of Theories of Change	Stewart Ngandu, HSRC
11h40-12h00	Questions and Clarification	Address any outstanding issues	Plenary Shirin Motala
12h00 – 13h00	Exercise 1 Problem Statement and Inputs	Worksheet 1 & 2: Define Problem Statement & Identify Inputs, Activities and Outputs as well unpack assumptions	Shirin Motala Plenary Brainstorm
13h00 – 13h30	LUNCH BREAK		
13h30 – 14h00	Report Back and Group Validation: Problem Statement & Identify Inputs, Activities and Outputs as well unpack assumptions		Plenary
14h00-15h00	Exercise 3: Outcomes and Impacts	Worksheet 3: Define Outcome and Impacts and Indicators	Plenary
15h00 – 15h25	Report Back and Group Validation of Outcomes and Impacts		Plenary
15h25 – 15h30	Consolidation and Way Forward		HSRC/PSETA

Annexure 4: Theory of Change Presentation



The slide features the HSRC logo on the left and a '50/90 Years of humanities and social sciences' logo on the right. The main title is 'THEORY OF CHANGE WORKSHOP'. Below it, the text reads 'INCLUSIVE ECONOMIC DEVELOPMENT RESEARCH PROGRAMME' and 'HUMAN SCIENCES RESEARCH COUNCIL'. The presenter's name, 'Stewart Ngandu', is listed. A dark blue footer box contains the following information: 'VENUE: VIRTUAL ZOOM', 'TIME: 9:30 – 15:30', and 'DATE'.

INTRODUCTION

- Articulation of Theories of Change (TOC) is increasingly becoming important within the **Government Wide Monitoring and Evaluation System**
- Strong focus and shift from **outputs only based reporting to measuring outcomes and impacts e.g. transversal skills training**
 - *e.g. number of people trained*
- This shift is an accountability imperative that seeks to **assess** whether the **objectives** and more importantly the **overall aspirations/goals** of a given intervention have been **achieved e.g. the goal of enhancing transversal skills in the province**
- Demonstrating that training interventions are achieving their **outcomes and impacts** can **influence budget allocations** and more importantly allow the department to realise its **mandate**

FROM GENERAL TO SPECIFIC

GENERAL....

Whittemore (2018)

Transversal skills are personal attributes that go beyond knowledge, they help people better adapt with changing environment collaborating with others.

These skills are transversal because they can be developed and are useful in any sector, position and also personal life.

PSETA

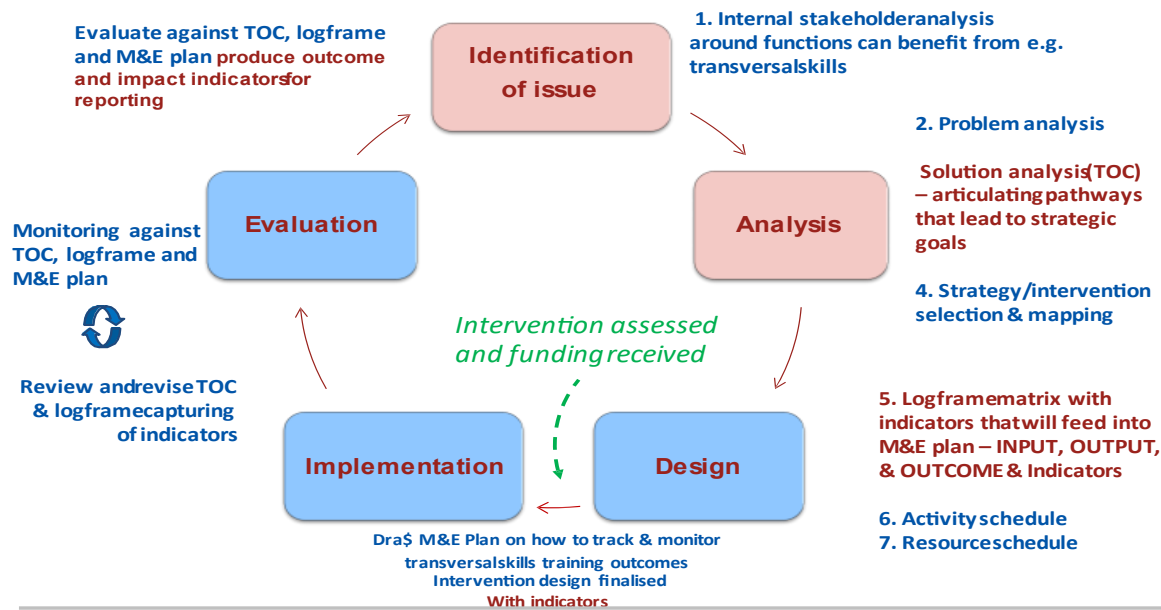
Transversal skills refer to business of government, such skills and functions include **administration**, **management**, **planning**, **legislation** and **policy** development, which form the focus to *drive the development of skills and competencies* in areas that will make the delivery of the business of government more effective and efficient.

DEPARTMENT OF SOCIAL DEVELOPMENT

We need to map specific transversal skills to occupations and then to programme functions as a way of skills development's contribution to programme purpose and departmental objectives and mandates

THE TOC IN THE INTERVENTION PLANNING CYCLE

The problem context (e.g. skills context) necessitates the need for an intervention (e.g. training) to be designed



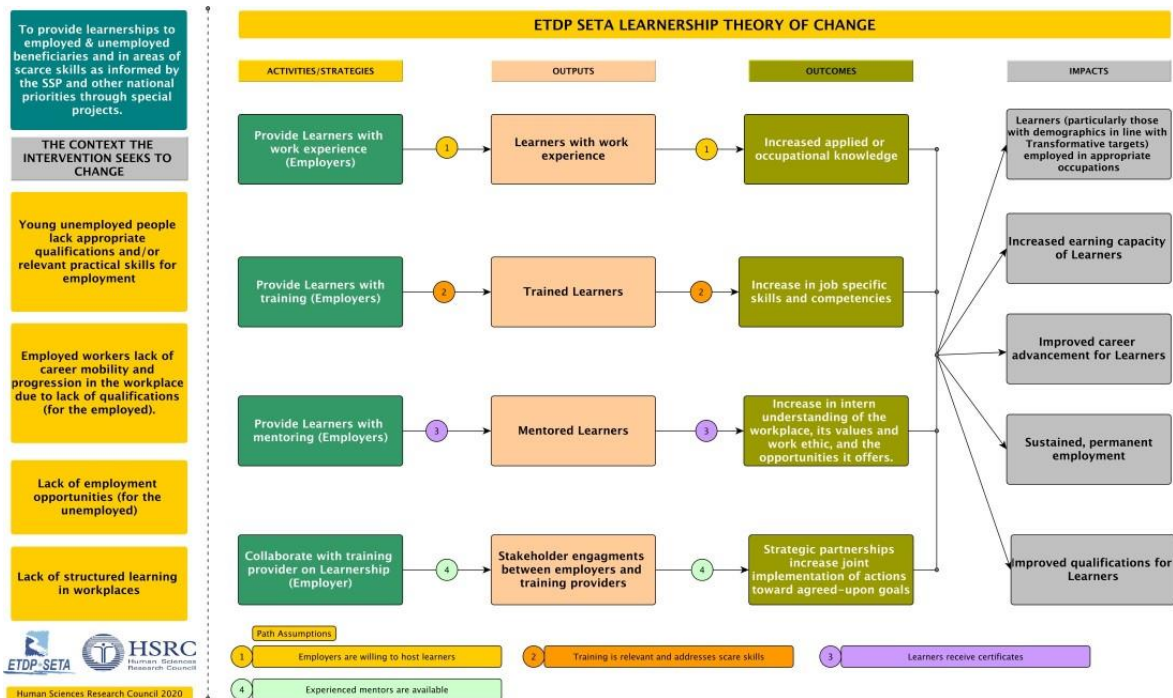
DEFINING A THEORY OF CHANGE (TOC)

- A theory of change is a story of **how change will happen**.
 - *How will transversal skills training (i.e. the intervention) lead to the **desired changes within the people** receiving training and the **changes in the organization**;*
 - **INTERVENTION:** *Collaboration Skills Training* ▶ **OUTCOME:** *To work effectively in diverse teams* ▶ **IMPACT:** *Enhanced collaboration leverages skills and capacity for the institution*
- A causal framework of **how** and **why** a **change process** will happen in a particular context.
- An **explanation of why** this change should occur (e.g. work effectively);
- The TOC maps identified **changes** as “**outcomes pathways**” – showing each outcome in **logical relationship** to all the others, as well as **chronological flow**, that is, it explains the **process of change** over time, i.e., its **shorter-term, intermediate, OUTCOMES and longer-term IMPACTS**

DEFINING A THEORY OF CHANGE (TOC)

- The links between outcomes are explained by “**ASSUMPTIONS**” of why **one outcome** is thought to be a **prerequisite** for another.
- You must know what you want to achieve - allow yourself to imagine and describe the ideal state.
- We are trying to be more specific about the impact that training has on department

ILLUSTRATIVE- THEORY OF CHANGE



COMPONENTS OF A THEORY OF CHANGE: 1

- Components of a Theory of Change:
 - Impacts & Outcomes
 - Interventions/Strategies
 - Connections/linkages(*define the pathways*)
- **Outcomes** are what the intervention hopes to accomplish
 - **Skills training** ▶ Increase in job specific skills and competencies
 - **Mentorship** ▶ Increase in intern understanding of the workplace, its values and work ethic, and the opportunities it offers.
- **Impacts**
 - Skilled and productive department

COMPONENTS OF A THEORY OF CHANGE: 2

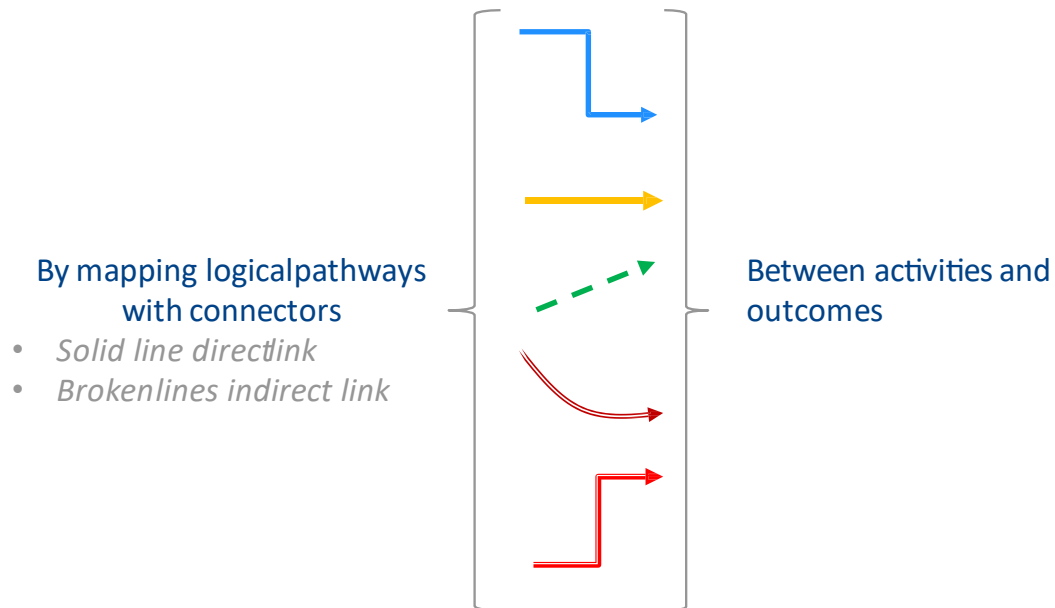
- **Interventions/strategies** are what you implement to bring about the desired outcomes e.g. effective planning
- Most organisations deploy *multiple interventions* which can be grouped together.
- For example, a program to reduce the incidence and lessen the impacts of workplace harassment might include strategies to:
 - Educate employees through diversity training
 - Train HR on how to deal with diversity
 - New work policies
 - Provide counselling

COMPONENTS OF A THEORY OF CHANGE: 3

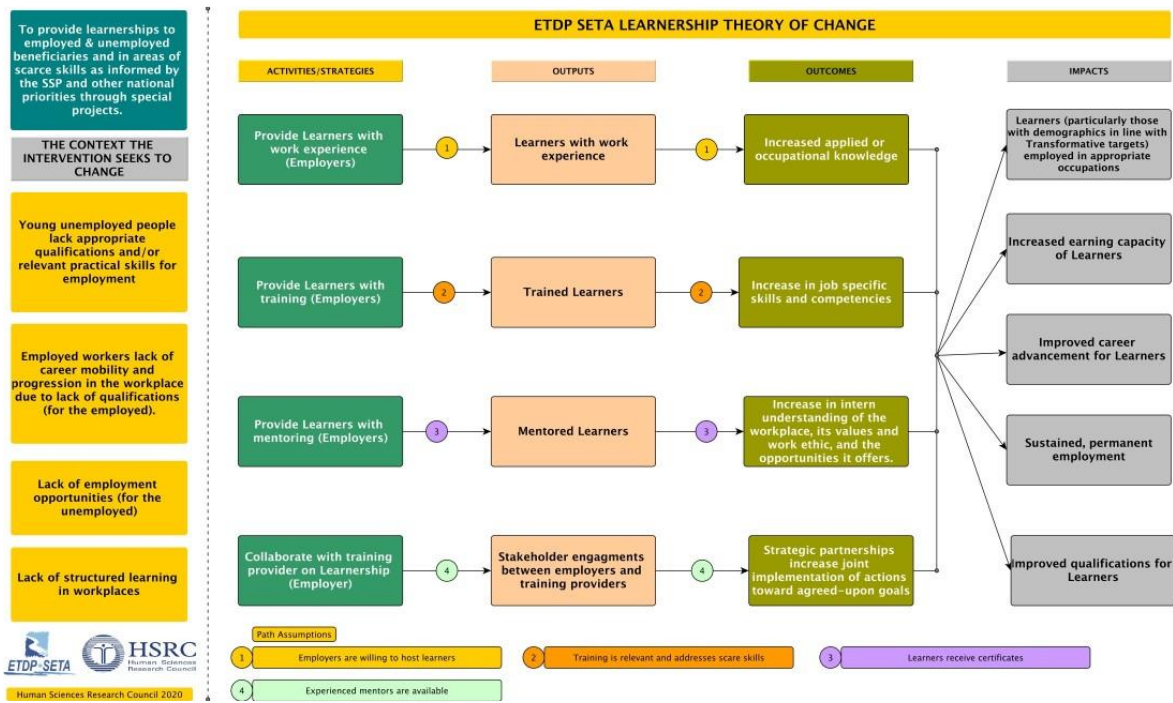
- There may be several sub-interventions for each of the main interventions



COMPONENTS OF A THEORY OF CHANGE: 4



ILLUSTRATIVE - THEORY OF CHANGE



Social science that makes a difference

15



SO WHAT'S THE BIG DEAL WITH A THEORY OF CHANGE FOR TS

- **Do you agree with the following Transversal skills are more important than technical/core skills?**
- **Deficits in technical skills are easy to identify before and after recruitment**
- **Recruitment processes are geared and primed at identifying people with the right technical skills**
 - *Prove of **qualifications**, CV document previous jobs where technical skills have been applied, referees are consulted, interviews grill the shortlisted from a pool of other technically competent candidates, to determine fit and once recruited, confirmation of employment happens over a successful probation period.*
- **Deficits in transversal skills are not so easy to detect, as such there are like a cancer, difficult to identify but easily felt in teams and organisations**
- If widespread, **transversal skill** deficits can influence departmental outcomes
- Despite this contrast- career progression is a combination of **TECHNICAL SKILLS/CORE + EXPERIENCE + TRANSVERSAL SKILLS**

Social science that makes a difference

16

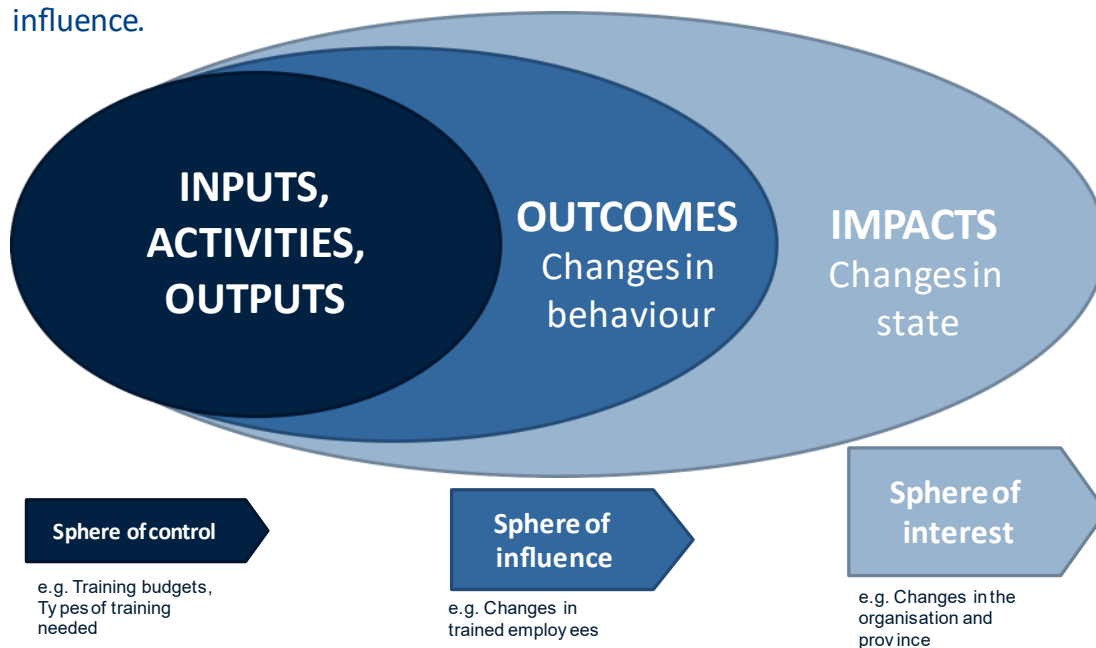


OUTCOMES VS. IMPACTS: I

- We need to understand the difference between **OUTCOMES** & **IMPACTS**
- The difference is often defined in terms of reach, scope and nature of each; impact is the **longer-term effect of an outcome**, an outcome is a **FINITE** and **measurable change**
- The **REACH OF AN OUTCOME** will be **PRE-DEFINED** and the **SCOPE** of an outcome will be similarly limited
- **IMPACTS** refer to much **BROADER EFFECTS** and can be conceptualised as the *longer-term effect of an outcome*
- There is an **INTERLINKAGE** and **SEQUENTIAL** relationship between **impact** and **outcome** i.e. one comes after the other i.e. you **CAN'T** have impacts without outcomes
- Within the context of transversal skills think of outcomes as changes in action and behaviour that happen to the individual that underwent training an **IMPACT** is the change that happen at an organisational level as a result of trained staff applying learnt TS in their job functions.
- **Collaboration Skills Training** ▶ **OUTCOME: To work effectively in diverse teams** ▶ **IMPACT: Enhanced collaboration leverages skills and capacity for the institution**

OUTCOMES VS. IMPACTS: II

- The distinction between outcomes and impacts can also be defined in terms of the sphere of influence that the departments have on the change they seek to influence.



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GENERAL....

Whittemore (2018)

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PSETA

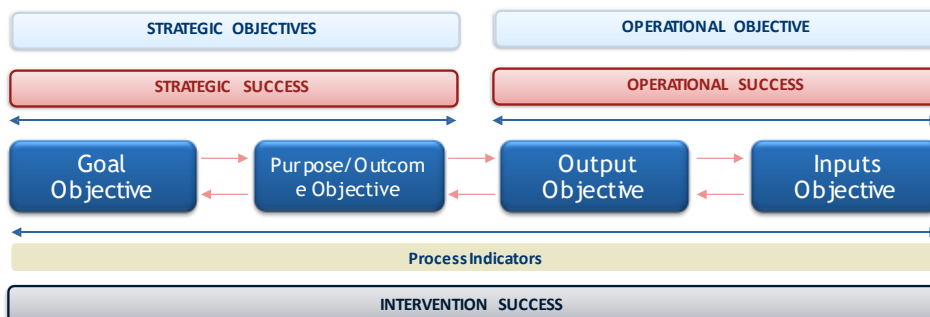
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DEPARTMENT OF SOCIAL DEVELOPMENT

We need to map specific transversal skills to occupations and then to programme functions as a way of skills development's contribution to programme purpose and departmental objectives and mandates

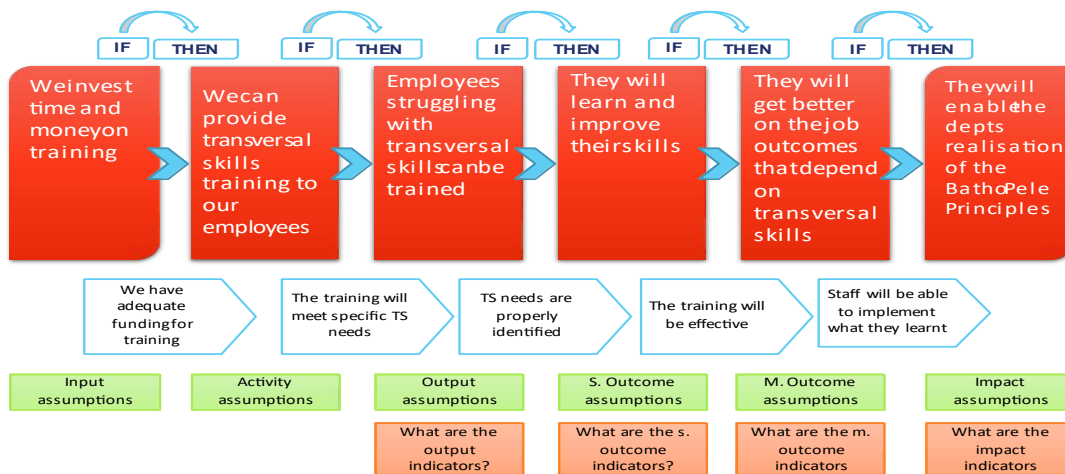
DEFINING INTERVENTION SUCCESS

- **OPERATIONAL SUCCESS** focuses on the intervention **PROCESSES**; the successful accomplishment of **COST, TIME AND QUALITY OBJECTIVES** whilst assessing the way in which a training intervention was implemented. *This is the focus of an **implementation evaluation**.*
- **STRATEGIC SUCCESS** is related to the effects of the intervention's final **GOAL**. The intervention outcome that is purpose for training. *This is the focus of an **outcomes evaluation**.*
- **This separation is important as it allows the proper focusing of the monitoring and evaluation effort.**



How will activities lead to desired outcomes?

A series of if-then relationships Skills Training Program Example



THE TRANSVERSAL SKILLS TAXONOMY

Social intelligence soft skills <ul style="list-style-type: none"> • Able to lead and inspire • Be responsible to others • Buy in and advocacy • Customer service • Diplomacy • Empathy • Influence others • Inspiring people • Motivate people • Persuasion • Relationship management • Social awareness • Social skills 	Communication skills <ul style="list-style-type: none"> • Listening communication • Presentation skills • Reading communication • Speaking communication • Writing communication • Body language 	Self-intelligence soft skills <ul style="list-style-type: none"> • Accurate self-assessment • assertiveness • Enthusiasm • Optimism • Positive attitude • Reflection • Self-awareness • Self-confidence • Self-control • Self-direction • Self-esteem • Self-management 	Planning and organising soft skills <ul style="list-style-type: none"> • Facilitation • Goal setting and management • Human resources management • Information resources management • Manage Skills • Planning and organising skills • Strategic planning • Time management 	Workplace diversity soft skills <ul style="list-style-type: none"> • Work with diversity • Global citizenship • Cultural awareness 	Conflict resolution and negotiation soft skills <ul style="list-style-type: none"> • Conflict management • Conflict resolution • Mediation • Negotiation • The understanding of human behaviour
Workplace ethics soft skills <ul style="list-style-type: none"> • Awareness of ethical values • Ethical issues • Ethical judgment • Ethical responsibility • Honesty • Austerity • Loyalty • Social responsibility • Transparency • Trustworthiness • Work ethics 	Workplace productivity soft skills <ul style="list-style-type: none"> • Achievement • Conscientiousness • Creativity • Enterprise skills • Entrepreneurship • Initiative • Innovation • Life-long learning • Productivity maintenance and control • Outcome oriented • Risk management 	Workplace thinking skills <ul style="list-style-type: none"> • Analytical thinking • Conceptual thinking • Critical thinking • Decision making • Decisiveness • Problem solving • Reasoning • Seeing things in mind's eye • Use systems thinking 	Teamwork and Collaboration soft skills <ul style="list-style-type: none"> • Coaching • Collaboration • Cooperative ability • Creating learning environment • Delegation • Developing others • Meeting skills • Group dynamics • Group effectiveness • Teach others • Team building skills • Team learning skills • Teamwork • Work with others • Working in partnership client 	Stress management soft skills <ul style="list-style-type: none"> • Ability to deal with pressure • Accepting criticism • Adaptability • Adversity • Change catalyst • Change management • Coping with complexity • Flexibility • Reliability • Resilience • Stress management 	Workplace professionalism <ul style="list-style-type: none"> • soft skills • Commitment to the organisation • Common sense • Concern for others • Having practical focus • Integration • Job analysis • Liability • Organisational awareness • Organisational management • Participate in projects and tasks • Personal presentation • Professionalism • Promote good governance • Responsibility • Sharing vision

Source: Mahasneh (2016)

Social science that makes a difference




THANK YOU!



APPROVAL OF RESEARCH REPORT BY CEO

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APPROVAL OF RESEARCH REPORT BY CEO	
Recommendation(s)	Approved/Not Approved
Comments:	
Signature	
Name and surname	Ms Bontle Lerumo
Date	29 March 2021

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