HSRC
Human Sciences
Research Council

Changing lives of ordinary people through human and social sciences

school of government
Department:
National School of Government
REPUBLIC OF SOUTH AFRICA

PSETA
Public Service Sector Education & Training Authority

PSETA/NSG TRANSVERSAL SKILLS STUDY: TRAINING NEEDS ANALYSIS

INCLUSIVE ECONOMIC DEVELOPMENT RESEARCH PROGRAMME

HUMAN SCIENCES RESEARCH COUNCIL

Date: March 2022

science & innovation
Department:
Science and Innovation
REPUBLIC OF SOUTH AFRICA

HSRC
Human Sciences
Research Council

Presentation outline

1. Study Objectives and Methods
2. Demographic Profile of Respondents: Gender
3. Demographic Profile of Respondents
4. Demographic Profile of Respondents
5. Demographic Profile of Respondents
6. Demographic Profile of Respondents
7. Demographic Profile of Respondents
8. Demographic Profile of Respondents
9. Demographic Profile of Respondents
10. Training Needs Analysis
11. (10 more slides)
12. Recommendations

STUDY BACKGROUND

Study background

- The need for the TNA in the provincial DSDs was registered during the 2020/2021 financial year.
- The TNA process emanated from consultation meetings between the NSG, the HSRC on behalf of PSETA, and the national DSD. This TNA project was preceded by a TNA project conducted in the national DSD during the 2020/21 financial year.
- Findings of this study are expected to inform the development of a skills development plan in respect of the targeted occupational categories.

Study objectives as per the ToRs

- To conduct a Training Needs Analysis of Transversal skills in the identified departments as identified by PSETA with NSG support.
- To support utilisation of the already developed appropriate instruments by NSG to support implementation of the TNA -the questionnaire.
- To incorporate the existing methodology and findings into the TNA reports and its toolkits.

STUDY METHODOLOGY

- The first stage of the TNA was a review of available documentation from the public sector and national DSD on understanding the skills priorities of the department.

- This was followed by a process of developing a transversal skills framework which informed the design of the TNA instruments and provided the framework for analysing the findings.

- This was further complemented by the process of reconstructing a Theory of Change in respect of the Social Development Departments service delivery mandate.

- Questionnaires for data collection for this project had been used in the initial TNA project. Following the pilot results, they were revised in collaboration with the national DSD and the HSRC for use in the current TNA project, ensuring that they accurately reflected the needs of the provincial DSDs.

Data source and capturing

- The questionnaire was developed electronically using the NSG's lime-survey platform and distributed to provincial DSD employees via an online link.

- The TNA questionnaire was self administered to DSD personnel in the following function areas:

1. General Administration (Provincial DSDs)
2. Human Capital Management (Provincial DSDs)
3. Policy Administration (Provincial DSDs)
4. Financial Management and Auditing (Provincial DSDs)
5. Chief Information Office (Provincial DSDs)
6. Legal Services (Provincial DSDs)
7. Monitoring and Evaluation (Provincial DSDs)
8. Auxiliary Services (Provincial DSDs)
9. Information Management (Provincial DSDs)
10. Customer care (Provincial DSDs)
11. Communications (Provincial DSDs)

- The online link and electronic copies of the questionnaires were shared with the Skills Development Facilitators in the 9 provincial DSDs for distribution and completion by the employees.

- Response rate- provinces that didn't participate…

Structure of Instruments

A. Personal Particulars
- Personal Info
- Qualification Profile

B. Employment Particulars

C. Learning Audit (history)

D. Knowledge and skills development requirements

D1. Generic

D.2 Occupational specific competency

D.3 Foundational competencies

D.4 Behavioral

Career Development

Demographic profile of the respondents

- The personal data of respondents included the following profiles:
  - **Gender and racial profiles of respondents**- The study had 227 participants, with more females (126) than males (100).
  - **Race**- The majority of respondents were African.
  - **Highest qualification of the respondents**- Out of 227 participants, 70 respondents hold Higher Certificate/ Diploma/ Advanced Certificate/ NATED 4 – 6.
  - **Salary levels of the respondents**- Majority of the respondents are on salary level 8 (51), followed by level 7 (33) and level 5 (32).
  - **Length of service in current position**- 135 Respondents had been in the current position for 6 and more years.
  - **Provincial distribution**- Out of 227 participants, 96 were based in the Gauteng province followed by 36 participants from Northern Cape.

PROVINCE BY GENDER

	Female	Male	NR	Total
Free State	11	7		18
Gauteng	50	46		96
Limpopo	14	11		25
Mpumalanga	17	13		30
North West	8	6		14
Northern Cape	22	14		36
Western Cape	1			1
(blank)	3	3	1	7
Grand Total	**126**	**100**	**1**	**227**

NR- No response

FUNCTIONAL AREA BY RACE

Row Labels	African	Coloured	Indian	Other	White	Total
Auxiliary	5	1			3	9
Chief Information Office	27					27
Communication	5	1			1	7
Customer Care	7					7
DSD Provincial Legal Services	3					3
Financial Management & Auditing	31	3	1			35
General Administration	37	4	1	1	2	45
Human Capital Management	35	4	1		5	45
Information Management	13			1		14
Monitoring and Evaluation	19	1				20
Policy Administration	10	2			3	15
Grand Total	**192**	**16**	**3**	**2**	**14**	**227**

FUNCTIONAL AREA BY QUALIFICATION LEVEL

	Advanced Diploma/ B-Tech Degree/ Bachelor's Degree	Advanced Diploma/ B-Tech Degree/ Bachelor's Degree	Advanced Diploma/ B-Tech Degree/ Bachelor's Degree (360 credits)	AET 4 / Std 7, Grade 9	Bachelor Honour's Degree/ Postgraduate Diploma/ Bachelor's Degree	Bachelor Honour's Degree/ Postgraduate Diploma/ Bachelor's Degree(480 credits)	Higher Certificate/ Diploma/ Advanced Certificate/ NATED 4 - 6	Master's Degree	National/ Higher Certificate	Std 10 / Grade 12, NATED 3 / NCV Level 3	Std 9 / Grade 11, NATED 2 / NCV Level 2	(No response)	Total
Auxiliary		3					1		1	4			9
Chief Information Office		10				2	7	1	2	4		1	27
Communication	1				3		2			1			7
Customer Care					2		2		2	1			7
DSD Provincial Legal Services								2			1		3
Financial Management & Auditing		11			8		12		2	2			35
General Administration	6			1	3		20		6	7	2		45
Human Capital Management			11			10	20	1	1	1		1	45
Information Management	4	1			1		2	3		3			14
Monitoring and Evaluation		4			10		3	1		1		1	20
Policy Administration		4			6		1	4					15
Grand Total	**11**	**33**	**11**	**1**	**33**	**12**	**70**	**12**	**14**	**24**	**3**	**3**	**227**

70 respondents hold Higher Certificate/ Diploma/ Advanced Certificate/ NATED 4 - 6

FUNCTIONAL AREA BY SALARY LEVEL

Levels	Level 10	Level 11	Level 12	Level 13	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Total
Auxiliary	2	1	2	1			1			1	1	9
Chief Information Office		3	1	1			3		2	14	3	27
Communication		2	4	1								7
Customer Care			2					1		2	2	7
DSD Provincial Legal Services	2										1	3
Financial Management & Auditing	3	6	3	3			3		5	8	4	35
General Administration		2		3	1	1	17	1	10	6	4	45
Human Capital Management	6	4	3	1			5	1	4	16	5	45
Information Management		3					2		3	4	2	14
Monitoring and Evaluation	4	2	3						9		2	20
Policy Administration	1	6	2	2			1				3	15
Grand Total	**18**	**29**	**20**	**12**	**1**	**1**	**32**	**3**	**33**	**51**	**27**	**227**

Most of the respondents are on salary level 8, followed by level 7, and level 5.

FUNCTIONAL AREA BY LENGTH OF SERVICE

	Between 1 and 3 years	Between 3 and 6 years	Less than 12 months	Six or more years	No response	Total
Auxiliary	2	2		5		9
Chief Information Office	1	7		17	2	27
Communication	1	2		4		7
Customer Care	2			5		7
DSD Provincial Legal Services		2		1		3
Financial Management & Auditing	2	7	6	19	1	35
General Administration	6	9	2	27	1	45
Human Capital Management	7	10	1	26	1	45
Information Management	1	2		11		14
Monitoring and Evaluation	3	4	2	10	1	20
Policy Administration	1	4		10		15
Grand Total	**26**	**49**	**11**	**135**	**6**	**227**

Over half of the respondents had spent six or more years in their current positions.

FUNCTIONAL AREA BY PROVINCE

KZN and EC did not participate in the TNA
NR – No Response

Function	FS	GP	LP	MP	NW	NC	WC	NR	Total
Auxiliary		3		4		1		1	9
Chief Information Office	1	21	1	1		1		2	27
Communication		2	3			2			7
Customer Care		1	2	4					7
DSD Provincial Legal Services			3						3
Financial Management & Auditing	1	13	5	12	2	1		1	35
General Administration	8	12	3	2	1	17	1	1	45
Human Capital Management	1	20	5	1	10	7		1	45
Information Management	2	7	1	4					14
Monitoring and Evaluation	1	16	1			1		1	20
Policy Administration	4	1	1	2	1	6			15
Grand Total	**18**	**96**	**25**	**30**	**14**	**36**	**1**	**7**	**227**

Summary of identified training needs

The summary presented in the following slides is in respect of the top three (3) identified training needs per training dimension. These are based on the current training needs as per the respondents' self-assessments

- The analyses is presented in respect of the four dimensions below:
  - **Generic management competencies**

    These are skills and knowledge which allows someone to complete a task in a specific context e.g.. planning, organising, problem solving etc.

  - **Occupation specific competencies**

    These are job specific competencies e.g. manage payroll if you are the accountant, or knowledge of the PFMA etc.

  - **Behavioral competencies**

    the way a person, feels, thinks and acts e.g. honesty, courtesy, etc**.**

  - **Foundational competencies.**

    These are competencies related to any job that you are required to have – communication skills, time management etc.

General Administration: Training Needs Analysis

The table below provides a summary of the top 3 identified training needs across four dimensions for this functional area.

Generic Management	Occupational Specific
• Problem Solving and Analysis (Analytical thinking) (68,8%) • Risk Management (66,7%) • Strategic Capability and Leadership (Planning/Lead People (64,6%)	• Report writing (66.7%) • Knowledge and understanding of job specific Acts, regulations, policies and procedures (62.5%) • Knowledge and understanding of financial risks, unauthorised, wasteful, irregular expenditure and audit enquiries (60.4%)
Foundational	**Behavioral**
• Communicate effectively using visual, mathematical and/or language skills in mode of written (56.3%) • Writing Skills (54.2%) • Communicate effectively using visual, mathematical and/or language skills in mode of oral (54.2%)	• Diplomacy (43.8%) • Innovation and Creativity (41.7%) • Confidentiality (37.5%)

Human Capital Management: Training Needs Analysis

The table below provides a summary of the top 3 identified training needs across four dimensions for this functional area.

Generic Management	Occupational Specific
• Knowledge Management (69,6%) • Strategic HRM/Performance Management/Labour Relations (69,6%) • Programme and Project Management (69,6%)	• Conflict management and resolution skills (65,2%) • Knowledge, understanding and the ability to interpret Public Service Legislation and regulations (60,9%) • Knowledge in dealing with PMDS (60,9%)
Foundational	**Behavioral**
• Writing Skills (58,7%) • Computer Literacy (Microsoft Office and other job specific software) (52,2%) • Time Management (47,8%)	• Innovation and Creativity (47,8%) • Assertiveness (47,8%) • Emotional Self Awareness (47,8%)

Policy Administration: Training Needs Analysis

The table below provides a summary of the top 3 identified training needs across four dimensions for this functional area.

Generic Management	Occupational Specific
• Change vision, change planning and strategy (67%) • Change results/impact monitoring and evaluation (67%) • Strategic Capability and Leadership (Planning/Lead People) (60%)	• Knowledge of the leadership and development strategy and organisational transformation programmes (60%) • Knowledge of the public service planning, monitoring and evaluation policy framework (53%) • Knowledge of monitoring tools, systems and methodologies (53%)
Foundational	**Behavioral**
• Planning and Organising Skills (27%) • Formulate arguments in a convincing manner (27%) • Writing Skills (20%)	• Diplomacy (27%) • Innovation and Creativity (13%) • Assertiveness (13%)

Financial Management & Auditing: Training Needs Analysis

The table below provides a summary of the top 3 identified training needs across four dimensions for this functional area.

Generic Management	Occupational Specific
• Programme and Project Management (55%) • Financial Management (Budgeting/SCM/Risk Management) (53%) • Public Speaking (53%)	• Ability to prepare Interim and Financial (61%) • Knowledge and understanding of the relevant public service legislation, regulations and DPSA Directives (58%) • Knowledge and understanding of General Accepted Accounting and recognised practices (GAAP/GRAP) (58%)
Foundational	**Behavioral**
• Listening Skills (34%) • Communicate effectively – oral presentation (32%) • Communicate effectively – written presentation (32%)	• Innovation and Creativity (26%) • Cost Consciousness (26%) • Emotional Self Awareness (24%)

Chief Information Office: Training Needs Analysis

The table below provides a summary of the top 3 identified training needs across four dimensions for this functional area.

Generic Management	Occupational Specific
• Risk Management (54%) • Programme and Project Management (50%) • Client Orientation and Customer Focus (46%)	• Network Security (50%) • Knowledge and understanding of public service legislation and regulations (42%) • The SITA Act and SITA regulations (38%)
Foundational	**Behavioral**
• Communication (Body language awareness) (38%) • Collaboration (Adaptability Flexibility) (35%) • Writing Skills (31%)	• Innovation and Creativity (31%) • Cost Consciousness (27%) • Honesty and Integrity (23%)

Legal Services: Training Needs Analysis

The table below provides a summary of the top 3 identified training needs across four dimensions for this functional area.

Generic Management	Occupational Specific
• Strategic Capability and Leadership (Planning/Lead People) (67%) • Change vision, change planning and strategy (67%) • Risk Management (67%)	• Knowledge and understanding of PAIA and PAJA (33%) • Knowledge and understanding of interpreting statutes, constitutional law, case law, law of evidence and civil procedure (33%) • Knowledge of legislative drafting process (33%)
Foundational	**Behavioral**
• Communicate effectively – oral presentation (33%) • Communicate effectively – written presentation (33%) • Business Ethics (33%)	• Honesty and Integrity (1%) • Innovation and Creativity (1%) • Assertiveness (1%)

Monitoring and Evaluation: Training Needs Analysis

The table below provides a summary of the top 3 identified training needs across four dimensions for this functional area.

Generic Management	Occupational Specific
• Programme and Project Management (65%) • Change results/ impact monitoring and evaluation (65%) • Change vision, change planning and change strategy (59%)	• Demonstrate understanding of qualitative research design and methodology for monitoring and evaluation of an organisation or programme in a specific context (53%) • Design a monitoring and evaluation plan for a specific context using qualitative research approach (53%) • Develop a monitoring and evaluation system
Foundational	**Behavioral**

Auxiliary Services: Training Needs Analysis

The table below provides a summary of the top 3 identified training needs across four dimensions for this functional area.

Generic Management	Occupational Specific
• Strategic Capability and Leadership (Planning/Lead People) (63%) • Analytical thinking (63%) • Use systems thinking (63%)	• Knowledge and understanding of Assets, Facility Management and Sector Infrastructure Services (63%) • Facilitation Skills (63%) • Negotiation Skills (63%)
Foundational	**Behavioral**
• Computer Literacy (Microsoft Office and other job specific software) (63%) • Planning and Organising Skills (50%) • Writing Skills (50%)	• Diplomacy - (63%) • Emotional Self Awareness - (50%) • Emotional Self Control - (50%)

Information Management: Training Needs Analysis

The table below provides a summary of the top 3 identified training needs across four dimensions for this functional area.

Generic Management	Occupational Specific
• Knowledge management (69%) • Programme and Project Management (69%) • Able to lead and inspire others (69%)	• Knowledge of the acquisition, cataloguing, preparing and classification of material/ books/ journals and reports (63%) • Ability to use specialised job specific software/ systems and databases (63%) • Supervisory skills (63%)
Foundational	**Behavioral**
• Communicate effectively – oral presentation (69%) • Communicate effectively – written presentation (63%) • Computer Literacy (Microsoft Office and other job specific software)(63%)	• Innovation and Creativity (63%) • Cost Consciousness (38%) • Confidentiality (38%)

Communications: Training Needs Analysis

The table below provides a summary of the top 3 identified training needs across four dimensions for this functional area.

Generic Management	Occupational Specific
• Able to lead and inspire people (83%) • Policy implementation and Management (83%) • Monitoring and evaluation (83%)	• The Social Development sector, National and International Political Developments and Trends (83%) • Knowledge experience of the government communication policies, programmes, strategies and prescripts (83%) • Media relations practices (83%)
Foundational	**Behavioral**
• Communicate effectively – oral presentation (83%) • Communicate effectively – written presentation (83%) • Communication (Body Language and awareness) (83%)	

Customer Care: Training Needs Analysis

The table below provides a summary of the top 3 identified training needs across four dimensions for this functional area.

Generic Management	Occupational Specific
• People Management and Empowerment (Strategic HRM/Performance Management/Labour Relations) (100%) • Change vision, change planning and strategy* (100%) • Change results/ impact monitoring and evaluation* (100%)	• Knowledge, understanding and the ability to interpret Public Service Legislation and regulations (83%) • Knowledge of the Customer Care Charter/ customer care principles and processes (83%) • Conflict management and resolution skills (83%)
Foundational	**Behavioral**
• Planning and Organising Skills (33%) • Communicate effectively - oral presentation (33%) • Communication (Body language awareness) (33%)	• Innovation and Creativity (50%) • Ability to work under pressure (33% • Diplomacy (33%)

RECOMMENDATIONS

- DSD facilitates TNA survey completion by all staff in the provincial DSDs' across the 11 functions to obtain an updated and final TNA report, particularly for those functions and provinces where the response rate was low.
- It is important that the DSD provides NSG with information on the number of officials targeted by the TNA survey per functional area in each of the provinces in order to assess level of completeness of the TNA.
- DSD utilises the identified training needs to inform the skills development plans in its provincial offices, with the exception of Kwa-Zulu Natal and Eastern Cape which did not participate in the TNA survey.
- Training needs identified in this report be incorporated into the individual personal development plans of staff members (PDPs) and addressed accordingly.
- MS Excel spreadsheet containing TNA information is utilised to track and update the individual training needs.
- DSD considers the training needs and other support needed by individuals as expressed in the reports.
- DSD utilizes a range of NSG's training offerings across the relevant training streams namely **Administration, Leadership, Human Resource Management and Development Programmes**, as well as from the **Monitoring and Evaluation Programmes** to address some of the relevant training needs identified in the reports.
- DSD in consultation with NSG should develop hybrid learning approaches for developing transversal skills competencies including job shadowing, ongoing mentoring and coaching.
- DSD consults the NSG's Course Directory and contacts the NSG Contact Centre on +27 86 100 8326 or contactcentre@thensg.gov.za, to assist DSD in this regard if the need exists..

Conclusions

- This report provides the aggregate training needs information of staff members across the eleven functional areas of the provincial DSDs with the exception of KwaZulu-Natal and Eastern Cape which did not participate in this TNA survey. The overall low response rate across several of the functions and from specific provinces is noted.
- It is recommended that DSD draw on other sources of information such as performance reviews and audit outcomes in confirming/expanding the training needs highlighted by the functional reports. The reports should therefore be seen as a guide for skills development for the employees in the various functional areas.
- The NSG Course Directory outlines all training interventions offered and is available on the NSG website, www.thensg.gov.za.
- Any explanation or clarification regarding the spreadsheets and the analysis that was conducted on the data may be provided by the HSRC and/or NSG Research Directorate if needed.

THANK YOU!