



higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

The analysis of organisational performance as an indicator of priority skills and training initiatives in the Public Service

**PSETA CEO
Shamira Huluman**

Introduction

- PSETA is responsible for 'transversal' skills across the Public Service
- These include: administration, management, planning, legislation and policy development
- Exclusive government functions like diplomacy and immigration services
- NDP calls for building a 'capable state', underpinned by "effectively co-ordinated state institutions with skilled public servants who are committed to the public good and capable of delivering consistently high-quality services, while prioritising the nation's developmental objectives" (NDP, 2012)
- PSETA has integrated Ministerial Outcomes 5 and 12, as its impact statement namely, developing the "skilled and capable workforce required to achieve a more effective, professional and development-oriented state"

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Introduction...

- PSETA's core mandatory function is the development of a Sector Skills Plan (SSP)
- The SSP provides a profile of the Public Service Sector, existing personnel data, occupations, skills and competencies, framework for skills demand analysis, supply analysis, identification of priority scarce and critical skills for the PS. It provides for a Sector Skills Strategy for the PS.
- The SSP is research and evidence-based, analysing various data sources, through both quantitative and qualitative methodologies.
- Over the last 2 years PSETA has partnered with the Public Affairs Research Institute (PARI) at WITS University to produce the SSP.

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Framework for Demand Analysis

- Demand Analysis involved triangulating a range of data sources on skills including Persal data on vacancy rates, qualitative studies on scarce skills and vacancy rates, and studies that have identified the drivers of organisational performance
- There are a number of limitations to the quantitative datasets in PS:
 - Persal data is not reliable in all departments for providing data on exact occupations in which there is scarcity
 - WSP data is very uneven and not reliable for demand analysis. This is partly because data capture is poor and also because aggregating individual development plans is an indicator of preference for training by personnel – it is not an indicator for developing capacity of the department to deliver on its mandate.
- Skills are developed within a broader organisational and institutional context.

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Building State Capacity for a “Capable Public Service”

Building the capacity of our public servants matters both for the performance of the state and the workforce as a whole.

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But how do we build Public Service capacity in South Africa? **Many departments are not shaping their training strategically**

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Training priorities are often simply those that the majority of officials in the department have requested.

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This approach will not build organisational performance as a whole

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What SSP Findings tells us? :Taking stock

What have reviews of training over the last 20 years told us?

Many public servants received training; substantial funding spent, but return on investment on average low, especially in relation to the impact on public sector performance

DPSA, 2013; NPC, 2012; PSC, 2011; PSETA, 2011; Pillay et al, 2011).

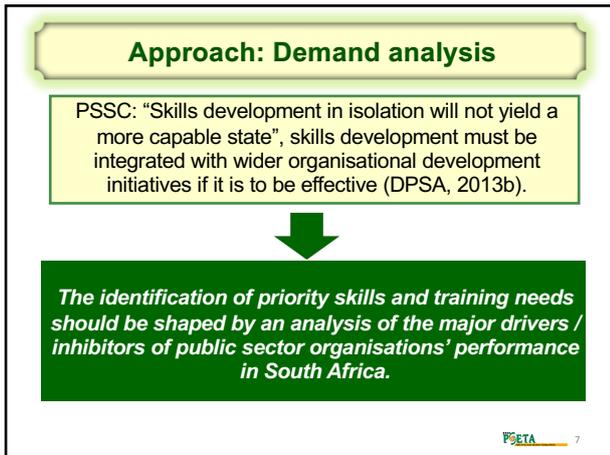
Retention and achievement rates very low

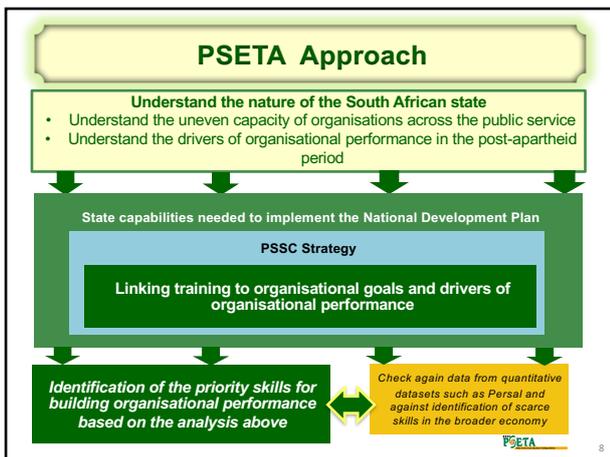
Much of the training in the form of short courses – insufficient to deal with skills gaps; uneven quality of training

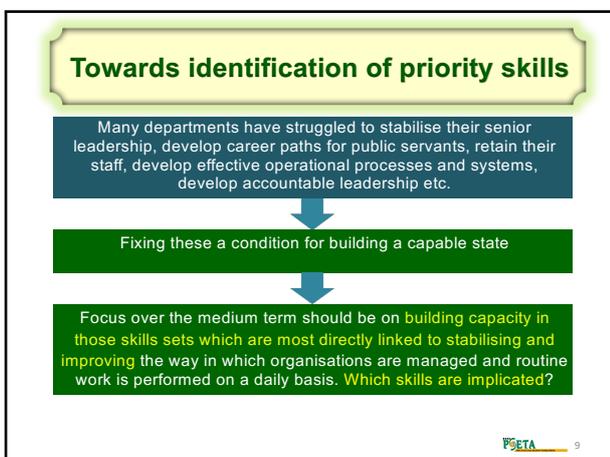
Training outside workplace – challenges to integrating training into organisational setting

Departments often not shaping training strategically: not in line with organisational goals and requirements for improved organisational performance

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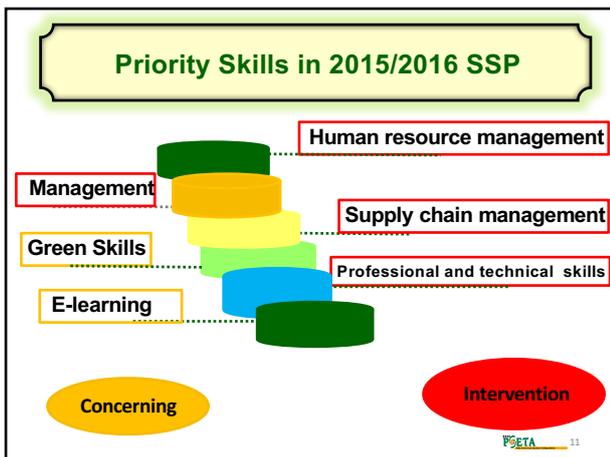


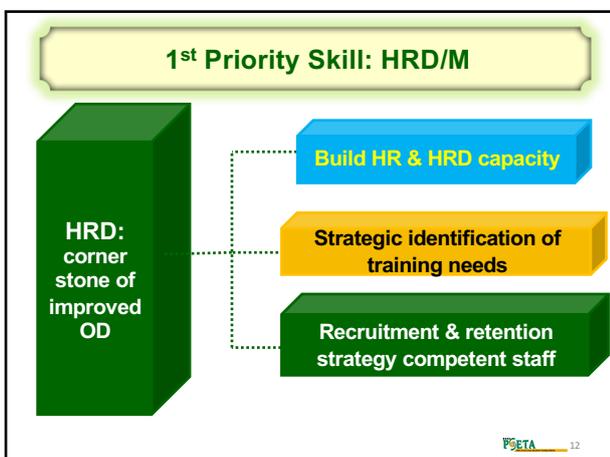


Priority Skills in 2015/2016 SSP

- HRM/D
- Management
- Supply Chain Management (SCM)
- Professional and technical skills
- Green skills
- E-learning

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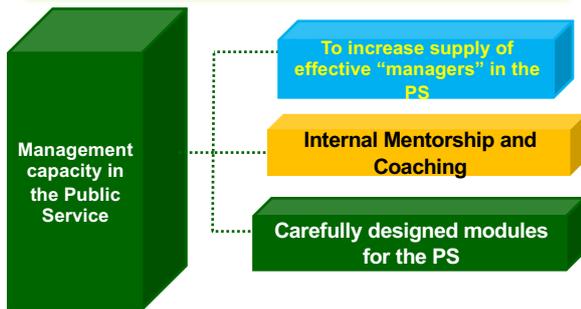


1st Priority Skill: HRD &HRM

- Latest MPAT data from the Department of Performance Monitoring and Evaluation (DPME), shows that of the four management areas (HR, finance, strategic management, governance and accountability) HR has the largest influence on departments receiving higher performance ratings, including the Auditor –General's findings
- Departments that have instituted successful turnaround strategies have seen HR as a vital strategic function rather than just as administrative function (DHA/ SARS)
- Successful approaches to training (partnerships with education institutions) and recruitment in departments with improved performance

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2nd Priority Skill: Management skills

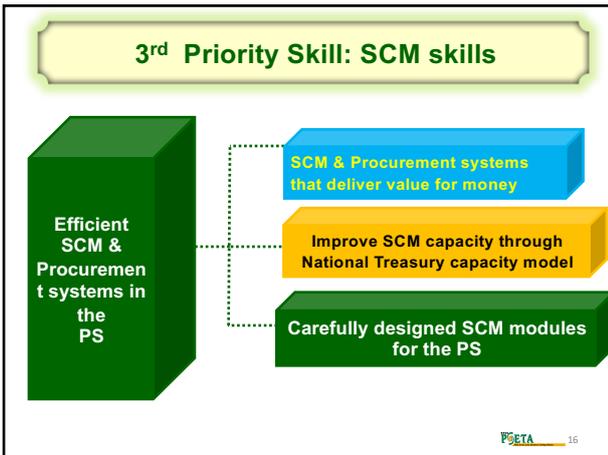


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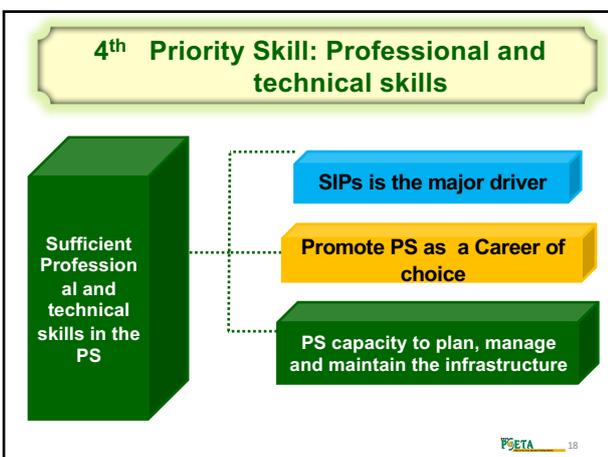
2nd Priority Skill: Management skills

- Through SIPs PSETA has identified a number of management occupations that requires attention
- This includes project management and contract management
- This aims at improving 'operationally focused' management competencies
- IDMS training aims to strengthen operationally focused project management skills concentrated on infrastructure projects.

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- ### 3rd priority Skill: SCM skills
- Effective SCM is also central to departments being able to deliver on their mandate
 - The quality of service delivery often depends on how well contracts with service providers are negotiated and enforced
 - Effective and transparent SCM has been fundamental to organisational performance given the current model of public administration
- PSETA 17

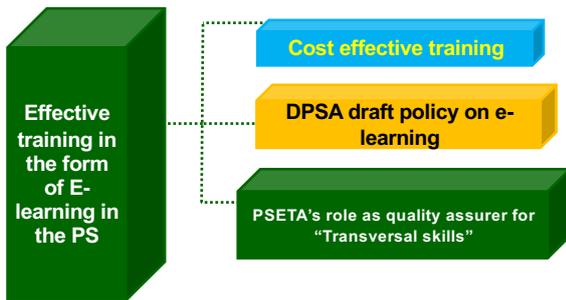


4th Priority Skill: Professional and technical skills

- The National Planning Commission mentions acute shortages of technical and administrative skills within departments and reliance on outsourcing for professional and technical services (NPC 2011/2)
- Engineers, technicians and artisans dominate DHET's list of top 100 occupations in demand (DHET, 2014)
- PERSAL data shows that vacancy rates for engineers in the Public Service sit at 31% (and higher for specific engineering occupations)
- SIPS will see the increased demand for built environment specialists and for personnel in infrastructure procurement and management (NT, 2013) and for quantity surveyors, construction project managers and land surveyors.

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5th Priority Skill: E-learning skills

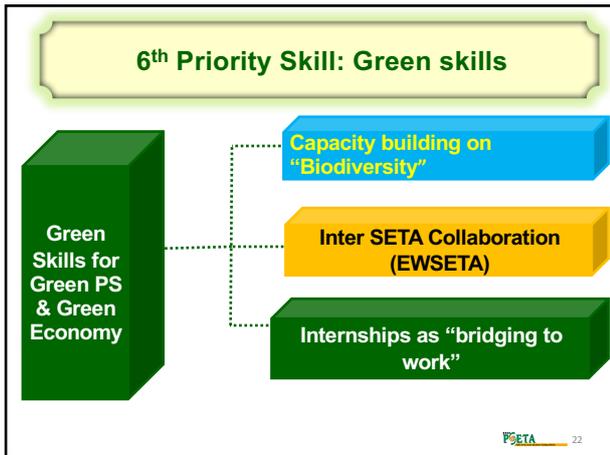


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5th Priority Skill: E-learning skills

- E-learning focus aims at building the "supply-side capacity", enabling more efficient provision at scale.
- The National School of Government will start providing e-learning at scale in 2015
- PSETA will review all policies and practices to ensure that quality assurance of e-learning is aligned to best practices for the quality assurance of e-learning and blended learning internationally.

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6th Priority Skill: Green Skills

- Most important reason for choosing green skills sector as a priority in the PS is to improve mechanisms and processes through which departments bridge unemployed graduates into work placement opportunities in the PS and train interns
- The Green Skills sector is arguably the most innovative work in this area.
- PSETA is exploring a partnership with the 'Bridging into Work' work stream led by WWF project (under the National Environmental Skills Planning Forum), with intention of sharing the resources and lessons across the PS.

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Conclusion

- The above demand side data and analysis of research on the drivers of organisational performance and priority skills areas, MUST be utilised by the sector; employers (departments) and training providers (NSG, sectoral and provincial academies, HEIs) to guide training interventions, qualification development, curriculum design and investment of training budgets
- This will ensure desired impact of improving productivity and achieving a 'skilled and capable State'.

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PSETA's 2nd Public Service Skills Colloquium

THEME: *"Towards building Skills and Capabilities to meet the Strategic Priorities of the National Development Plan"*

Date: 19 February 2015
Venue: TBC

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