

Training Needs Analysis Report

National Department of Basic Education



Competencies: Salary Levels 3 - 8

Compiled by:
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Table of Contents

1.	INTRODUCTION	2
2.	BACKGROUND	2
3.	DATA SOURCE AND DATA CAPTURING	2
4.	DATA ANALYSIS AND PRESENTATION	3
5.	BIOGRAPHICAL INFORMATION	4
5.1	GENDER PROFILE	4
5.2	RACIAL PROFILE OF RESPONDENTS	5
5.3	AGE PROFILE OF RESPONDENTS	5
5.4	LENGTH OF SERVICE	6
5.5	HIGHEST QUALIFICATION	7
5.6	PREVIOUS TRAINING	7
6.	SKILLS AUDIT RESULTS	8
6.1	COMPETENCIES/COURSES NEEDED	8
6.2	ADDITIONAL SUPPORT NEEDED FROM THE DEPARTMENT	12
7.	FINDINGS	12
8.	RECOMMENDATIONS	13
9.	GENERAL REMARKS	13
10.	CONCLUSION	13

1. INTRODUCTION

The purpose of this report is to present the findings of the skills audit that was completed for staff on salary levels 3 - 8 in the National Department of Basic Education. This report provides the background to the skills audit, a description of the data sources as well as the data analysis process, an analysis of the personal information provided by respondents as well as a detailed analysis of the reported training needs of each competency relevant to the jobs of individual respondents.

2. BACKGROUND

The National School of Government responded to a need for a skills audit by the National Department of Basic Education. The skills audit tool for salary levels 3 - 8 was developed in close collaboration with the National Department of Basic Education during 2017 (**Annexure 1**).

This approach is in line with the customised skills audit service that the NSG provides to client Departments. The National School of Government would also like to extend its gratitude to the management and staff of the National Department of Basic Education for their ongoing support during this entire process.

3. DATA SOURCE AND DATA CAPTURING

The data source for this training needs analysis report is the comprehensive skills audit questionnaire which was administered for staff on salary levels 3 – 8 in the National Department of Basic Education (**Annexure 1**). The questionnaire covered the following three areas:

Section A – Biographical Information and previously completed training interventions

Section B – Future training needs

Section C – Additional information

The skills audit questionnaire was placed on an electronic platform (Limesurvey) which is hosted by the NSG and it was tested prior to commencing with the data gathering. The National Department of Basic Education distributed the skills audit questionnaire link to all

relevant officials. Respondents completed the questionnaire online and technical support was provided by the National School of Government in cases where officials experienced difficulties with the online completion process.

The questionnaire completion rate was managed by the National Department of Basic Education who requested regular progress reports from the NSG. A total of one hundred and twenty two (122) staff members completed the skills audit questionnaire. The Limesurvey data was exported to a Microsoft Excel spreadsheet for descriptive data analysis which is described below.

4. DATA ANALYSIS AND PRESENTATION

The NSG engaged in a systematic process to clean and analyse the skills audit data in MS Excel. Duplications in the data were removed by first identifying cases where a staff member completed the questionnaire more than once. In these cases, the most complete record was retained.

Biographical data as well as data related to the skills needs were analysed using descriptive statistics. This entailed using the MS Excel “countif” function to determine the total counts of each question per response category, after which these scores were converted to percentage. The results of the following biographical variables are presented graphically (tables and graphs) in the report:

- Gender profile of respondents
- Racial profile of respondents
- Age profile of respondents
- Length of service
- Highest qualification
- Previous training

This composite training needs analysis report contains the **aggregated data** for staff working on salary levels 3 - 8 and it provides an overview of training and development needs for this group of staff. This is a valuable source of information to determine which type of training/development interventions are required. This report is augmented with a skills audit report for each individual which enables the skills development facilitator to drill down to the detail level to verify these reported training needs and to procure the relevant training/development interventions. The MS Excel spreadsheet is also provided to enable

the department to update the data of existing respondents as well as to add data for new respondents if required (**Annexure 2**).

The annexures to this report are numbered as follows:

- Skills audit questionnaire – Annexure 1
- MS Excel Spreadsheet – Annexure 2

The next section provides an overview of the personal data of respondents.

5. BIOGRAPHICAL INFORMATION

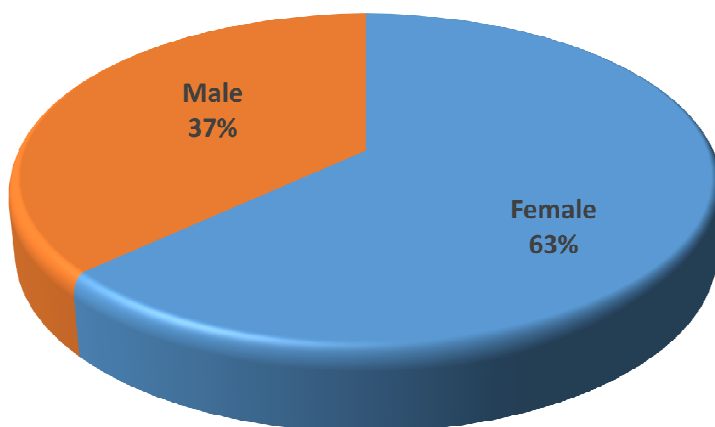
The personal data of respondents include the following profiles:

- Gender profile of respondents
- Racial profile of respondents
- Age profile of respondents
- Length of service
- Highest qualification
- Previous training

The graph/table is presented first after which a description of the data follows.

5.1 GENDER PROFILE

The following graph represents the gender profile of respondents.



The data profile indicates that majority of the respondents were females (63%) compared to males that represent 37% of the respondents.

5.2 RACIAL PROFILE OF RESPONDENTS

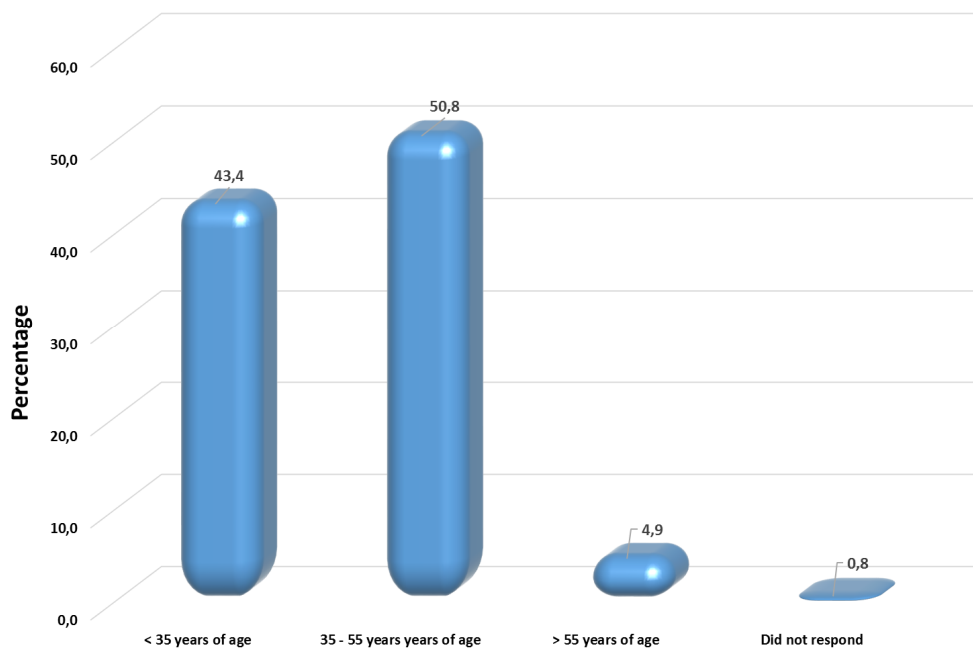
The following table depicts the racial profile of respondents.

Race	Percentage
Asian	0%
Did not respond	2,5%
Coloured	4,1%
White	5,7%
Black	87,7%

Most of the respondents were black (87,7%) followed by whites (5,7%) and coloureds (4,1%). A small percentage (2,5%) did not indicate their race.

5.3 AGE PROFILE OF RESPONDENTS

The following graph indicates the age profile of respondents.



Most respondents (50,8%) are in the age category 35 – 55 years of age followed by the age category smaller than 35 years of age (43,4%). Only 4,9% of respondents are above 55 years of age while 0,8% did not indicate their age.

5.4 LENGTH OF SERVICE

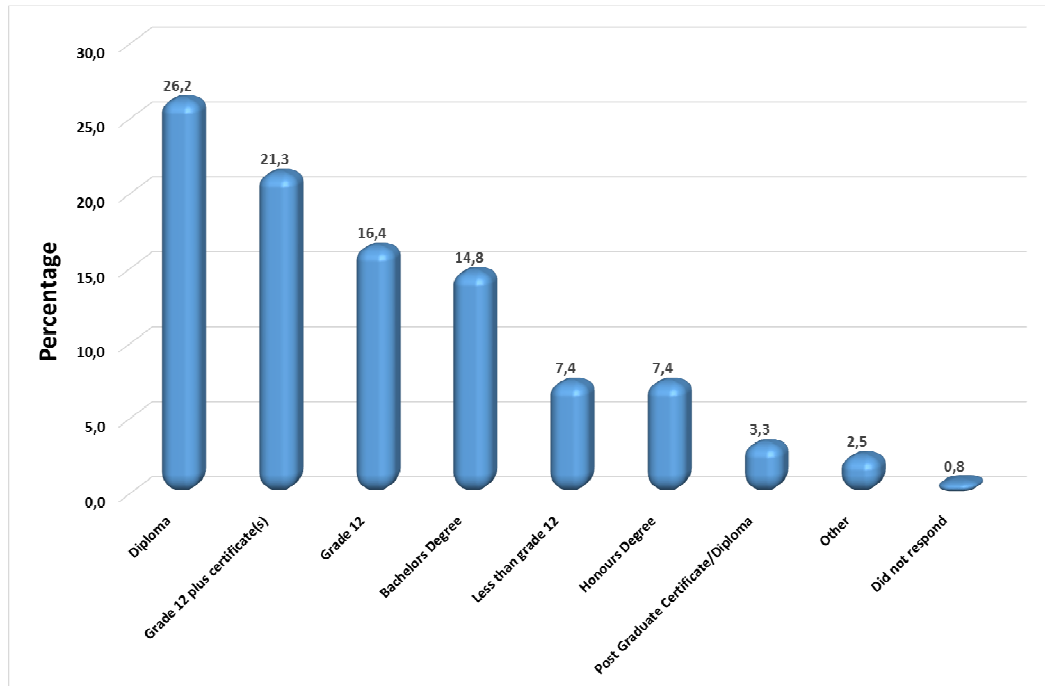
The following table indicates the length of service of respondents as it relates to their careers in the Public Service, previous position as well as length of service in their current position.

	How long have you worked for the Public Service?	How long have you worked in the previous position?	How long have you worked in your current unit/Directorate?
Less than one year	2%	43%	5%
One year or more but less than three years	5%	7%	6%
Three years or more but less than five years	30%	19%	45%
Six years or more	63%	22%	43%
Did not respond	0%	8%	1%

Several trends emerge when looking at the data in this table. With regard to total length of service in the Public Service, most respondents (63%) have six years or more service while 30% of respondents have between 3 years and 5 years of service. In terms of how long respondents occupied their previous positions, a different picture emerges. Most respondents (43%) spent less than one year in their previous position followed by 22% who spent six years or more in that position and 19% with between three and five years. With reference to length of service in their current posts, most respondents (45%) have three years or more but less than five years closely followed by the 43% of staff who have six years or more.

5.5 HIGHEST QUALIFICATION

The graph below depicts the highest qualifications of respondents.



Most respondents (26,2%) possess a diploma, 21,3% hold a grade 12 plus certificate(s), 16,4% hold grade 12 while 14,8% possess a bachelor's degree. An equal number of respondents (7,4%) have less than grade 12 and an honours degree respectively. Only 3,3% hold a post graduate certificate/diploma.

5.6 PREVIOUS TRAINING

The table below depicts the percentage of staff who previously completed the programmes listed in the first column.

	0 - 3 years ago (%)	3 - 5 years ago (%)	5 - 8 years ago (%)	Did not complete this programme in the past (%)
Service delivery	18,9	0,8	1,6	78,7
Values / ethos	5,7	0,0	0,0	94,3
Financial management	10,7	4,9	1,6	82,8
Human Resource Management	4,9	1,6	0,8	92,6

	0 - 3 years ago (%)	3 - 5 years ago (%)	5 - 8 years ago (%)	Did not complete this programme in the past (%)
Programme and project management	10,7	3,3	2,5	83,6
Governance and accountability	3,3	1,6	0,0	95,1
Monitoring and evaluation	4,1	1,6	0,0	94,3
Policy Management	4,9	0,8	0,0	94,3
Emotional Intelligence	1,6	0,0	0,0	98,4
Creative thinking	2,5	0,0	0,0	97,5
Decision making	1,6	0,0	0,0	98,4
Diversity citizenship	1,6	0,0	0,0	98,4
Communication	9,0	1,6	3,3	86,1
Problem solving	2,5	0,8	0,0	96,7
Self-management	3,3	0,0	0,0	96,7

The table above indicates that the vast majority of respondents did not complete any of the listed programmes (between 78,7% and 98,4%). The table further indicates when the completed programmes were attended i.e. 0 – 3 years ago, 3 – 5 years ago as well as 5 – 8 years ago. This provides valuable insight when these individuals apply for the listed courses. The individual skills audit reports as well as the MS Excel spreadsheet will provide further details.

6. SKILLS AUDIT RESULTS

6.1 COMPETENCIES/COURSES NEEDED

The summary of the skills needs as determined by the skills audit, follows below. Please note that a detailed description of how the data analysis was conducted, is contained in paragraph 4 above. Respondents had to indicate whether they needed training for each of the listed competencies. The results are tabulated below:

Competency	% Yes	% No
Service delivery	32,8	67,2
Programme and project management	32,8	67,2

Competency	% Yes	% No
Financial management	27,0	73,0
Communication	24,6	75,4
Monitoring and evaluation	23,8	76,2
Creative thinking	23,0	77,0
Problem solving	23,0	77,0
Human Resource Management	22,1	77,9
Decision making	20,5	79,5
Self-management	20,5	79,5
Technical proficiency	19,7	80,3
Governance and accountability	18,9	81,1
Values / ethos	10,7	89,3
Emotional intelligence	9,8	90,2
Team membership	9,0	91,0
Diversity citizenship	6,6	93,4

The competencies in the table above with the **highest** training need (those between 20% and 32,8%) were highlighted in blue. These are:

- Service delivery
- Programme and project management
- Financial management
- Communication
- Monitoring and evaluation
- Creative thinking
- Problem solving
- Human Resource Management
- Decision making
- Self-management

The details regarding the individuals who need training in each listed competency can be obtained from the MS Excel spreadsheet or the individual skills audit report.

In addition to these training needs, staff were also invited to list additional training programmes that they need. The listed programmes include:

Course/programme name
• Business Writting
• Additional Languages
• Administration Training Course
• Advance Excell
• Advance Powerpoint
• Advanced Computer Course
• Advanced Data Collection, Capturing And Processing.
• Advanced Project Management
• Assessor And Moderator
• Budget Capturing
• Budget Control
• CCTV
• Certificate In Project Management
• Communication Skills
• Computer Skills
• Contract Management
• Creative Thinking
• Customer Service
• Cyber Security
• Data Analysis
• Decision Making
• Demand And Acquisition Management
• Dot Net Nuke Programming
• Emerging Management Development Programme
• Emotional Intelligence

Course/programme name

- Executive Secretariat
- Finance Management For Non-Financial Managers
- Financial Management
- Governance And Accountability
- Grant Management
- Human Resource Management
- Information Security
- Mentorship And Coaching
- Microsoft Access
- Minute Taking
- Monitoring And Evaluation
- Ms Project
- Office Management
- People Management
- Persal
- Planning
- Policy Management
- Presenting
- Problem Solving
- Problem Solving Skills
- Programme And Project Management
- Public Relations
- Report Writing
- Risk Management
- Samtrac Training
- Service Delivery
- Skills Development Facilitation
- Staff Establishment

Course/programme name

- Supply Chain Management
- Technical Proficiency

The listed development needs cover a wide array of competencies and courses/programmes. It is an indication of the huge ongoing need for staff development in the Department for staff on salary levels 3 – 8.

6.2 ADDITIONAL SUPPORT NEEDED FROM THE DEPARTMENT

In addition to the training needs ascertained thus far, the skills audit questionnaire also elicited the following needs for support from respondents:

Support needed	% Yes	% No
Training	58,2*	41,8
Mentorship	25,4	74,6
Coaching	15,6	84,4
E-learning support	14,8	85,2
Research assistance	13,1	86,9
All of the above	18,9	81,1
*This is a confirmation of the large percentage of staff that needs training as also indicated in paragraph 6.1 above.		

This table indicates the overall need for training (58,2%) as well organisational support in terms of mentorship (25,4%), coaching (15,6%), E-learning support (14,8%) and staff needing all of the listed support (18,9%).

7. FINDINGS

Significant training needs were identified in paragraph 6.1 above. These needs were prioritised and highlighted in this report. In addition to these needs, respondents mentioned a variety of courses/programmes which they need. Paragraph 6.2 listed additional support which staff require from the Department

8. RECOMMENDATIONS

It is recommended that:

- The Department takes note of the individual skills needs as expressed by every respondent as contained in the MS Excel spreadsheet and in the individual skills audit report and that these needs are verified by way of existing organisational processes before resources are committed to address these needs.
- The summative training needs in paragraph 6.1 as well as the listed training courses/programmes as are used for skills planning.
- The Department considers the additional support which staff indicated in paragraph 6.2.

9. GENERAL REMARKS

The information contained in this report contains the views of the individual respondents. Other sources of information such as performance reviews, audit outcomes etc. will also be useful in confirming/expanding the training needs highlighted by this report. The spreadsheet containing the individual skills audit data can further be used to update the skills of respondents.

10. CONCLUSION

This report provided an introduction, background to the skills audit and it explained the data sources. Data capturing and analysis was explained. The aggregated skills audit data was presented and individual skills audit results are attached in the form of the MS Excel spreadsheet and the individual skills audit report. Conclusions and recommendations were also provided. This report should not be seen as a rigid guideline for skills development in the Department but as an additional input for consideration during skills development planning.

You are welcome to contact the National School of Government if you need any further information or clarity regarding this report.
