

# Training Needs Analysis Report

DEPARTMENTS OF SOCIAL DEVELOPMENT



**General Administration Function: Provincial DSDs**

Compiled by: Research Directorate

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## **1. INTRODUCTION**

The purpose of this report is to present the training needs of employees in the General Administration function of the provincial Departments of Social Development (DSDs) during the last quarter of the 2020/21 and the first quarter of the 2021/22 financial year. This summative report provides aggregated training needs analysis (TNA) data for forty-eight (48) employees as well as a valuable overview of training and development needs for this group of employees.

This report provides the background to the TNA, a description of the data source as well as the data analysis process. It also provides an analysis of the personal and employment information provided by the employees as well as a detailed analysis of the reported relevance of each competency to individual employees and the level of training required on the relevant competencies. This report should be read in conjunction with the TNA instrument in Annexure 1. The complete dataset is attached as an electronic MS Excel spreadsheet.

## **2. BACKGROUND**

The need for the TNA in the provincial DSDs was registered during the 2020/2021 financial year. This TNA process emanated from a series of consultation meetings held between the National School of Government (NSG), the Human Sciences Research Council (HSRC) on behalf of PSETA, and the national DSD. This TNA project was preceded by a TNA project conducted and concluded in the national DSD during the 2020/21 financial year. The TNA Questionnaire for the General Administration function, as well as questionnaires for other functions, utilized for collecting information for this project had been used in the preceding TNA project. This questionnaire, together with questionnaires for the other functions, was amended for use in the current TNA project in collaboration with the national DSD and the HSRC to ensure that the instrument accurately reflected the needs of the provincial DSD departments. Development of customized TNA instruments has always been part of a service offering by the NSG to client departments.

The questionnaire was finalised following feedback from testing, from 10 to 11 March 2021, through an online survey link. Thereafter, the final online link together with an electronic copy of the questionnaire was shared with the Skills Development facilitators in the 9 provincial DSDs for distribution and completion by the employees from 15 March 2021.

### **3. DATA SOURCE AND DATA CAPTURING**

The data source for this report is the self-administered General Administration TNA questionnaire (Annexure 1). The questionnaire was developed electronically using the lime-survey platform that is hosted by the NSG and accessed through an online link by the provincial DSD employees. The instrument covers the following areas:

- Section A: Personal Particulars
- Section B: Employment Particulars
- Section C: Learning Audit
- Section D: Learning and Skills Development Requirements
- Section D1: Generic management competencies;
- Section D2: Occupation-specific competencies
- Section D3: Foundational competencies
- Section D4: Behavioural competencies
- Section E: Career Development

A total of forty-eight (48) employees in the provincial DSDs had completed the online survey questionnaire by the 9<sup>th</sup> of June 2021. The data was exported from lime-survey to Microsoft Excel to enable analysis.

The data analysis process is explained in Section 4 below.

### **4. DATA ANALYSIS AND PRESENTATION**

In June 2021, the NSG engaged in a systematic process to clean and analyse the data utilising Microsoft Excel. Descriptive analyses were done to describe the personal and employment information as well as to identify the training needs of the 48 employees. The descriptive analysis entailed using the MS Excel “COUNTIF” function to determine the totals per question category after which these scores were converted to percentages (see Table 1 below). The results of the following personal and employment characteristics are presented graphically in the report:

- Gender and racial profiles of respondents
- Highest qualification obtained
- Salary levels of respondents
- Length of service in current position
- Provincial distribution

The analysed data regarding learning audit and the knowledge and skills development requirements (Section C and D of the questionnaire) are presented in tabular formats in sections 6 and 7 of this report. More details regarding the analysis involved in the knowledge and skills development requirements data are provided in Annexure 2. Each of the tables per competency, in Annexure 2, are divided into two sections namely the first section which highlights the summative data regarding the **relevance/training requirement** and the second section which describes the **level at which training is required** as required by the instrument. Table 1 below explains the details of the descriptive data analysis.

**Table 1: Data analysis and description**

Two levels at which each competency was measured	Data analysis and description
<p><b>Relevance/Training requirement</b></p> <p><i>(the questionnaire provided the following options:</i></p> <ul style="list-style-type: none"> <li>• <i>Competent - no training required</i></li> <li>• <i>Training Required</i></li> <li>• <i>Urgent training required</i></li> <li>• <i>Competency not relevant to my current job)</i></li> </ul>	<p>The <b>count</b> of the number of respondents who selected a specific response category e.g. “training required” is provided per competency. The analysis directly below this section deals with the number of respondents who rated the competency as <b>not</b> important (highlighted in <b>orange</b>) followed by the number of respondents who require training on the competency (highlighted in <b>green</b>).</p> <p>The counts above were converted to <b>percentage</b> scores and these were subsequently further analysed and categorised into:</p> <p>a) Total percentage of respondents who do <b>not</b> require training (% Competent + % No response) and this score is highlighted in <b>orange</b>.</p> <p>b) Total percentage of those who require training (% Training required + % Urgent training required). This score is highlighted in <b>green</b>.</p>

Two levels at which each competency was measured	Data analysis and description
	This analysis provides a clear separation of those respondents who do not need training and those who require training on the competency. The relevant individuals can easily be identified by using the “filter” and “sort” functions in MS Excel.
<p><b>Level at which training is required</b></p> <p><i>(the questionnaire provided the following options:</i></p> <ul style="list-style-type: none"> <li>• <i>Basic</i></li> <li>• <i>Intermediate</i></li> <li>• <i>Advanced</i></li> <li>• <i>Expert</i></li> <li>• <i>Not applicable)</i></li> </ul>	<p>The <b>count</b> of the number of respondents who selected a specific response e.g. “Basic” is provided. The analysis of this data results in a count of respondents who require training on this competency (highlighted in <b>green</b>) as well as the <b>count</b> of those who do not require training on the competency (highlighted in <b>orange</b>).</p> <p>Directly below the count, the scores in the same category (level of training required) appears expressed as a <b>percentage</b>. The analysis once again separates those who require training on the specific competency (highlighted in <b>green</b>) from the respondents who regard the competency as applicable or those who did not respond (highlighted in <b>orange</b>).</p>

Within each table in Annexure 2 the relevant percentages have been augmented with conditional formatting which creates a **colour coded visual representation** of percentages which assists with data interpretation.

The next section provides an overview of the personal and employment particulars of respondents.

## 5. PERSONAL AND EMPLOYMENT PARTICULARS

The personal data of respondents included the following profiles:

- Gender and racial profiles of respondents
- Salary levels of the respondents
- Highest qualification of the respondents
- Length of service in current position



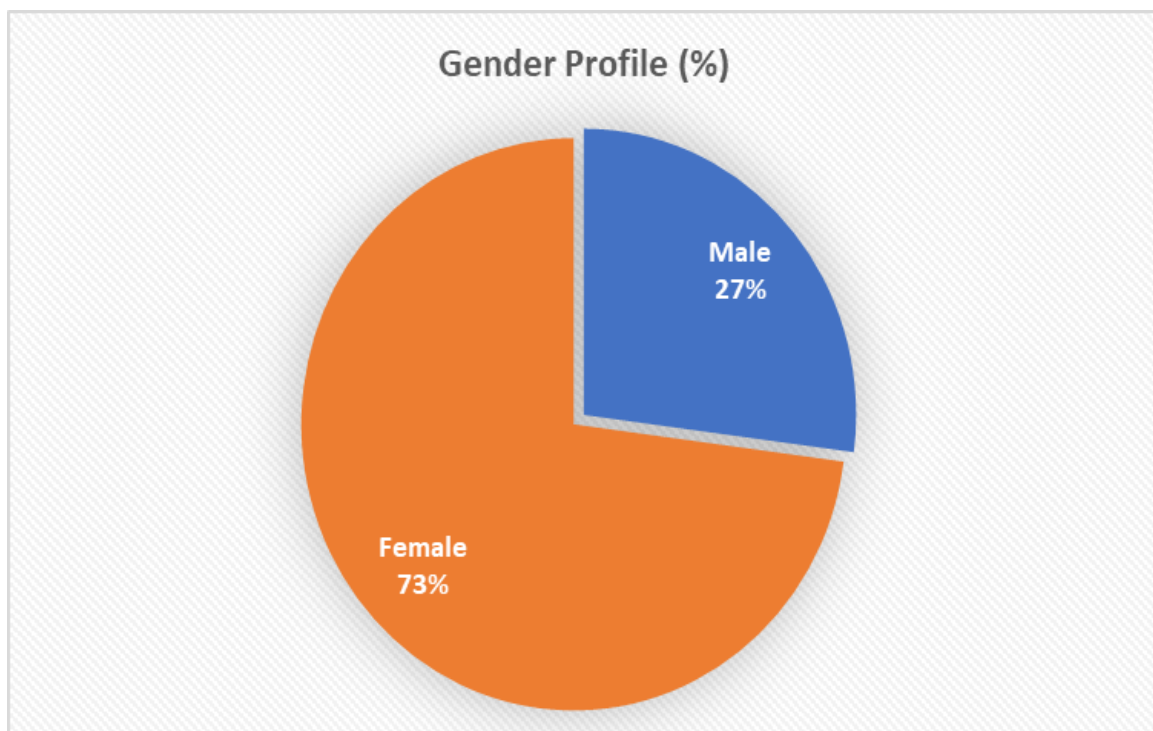
- Provincial distribution

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

### 5.1 Gender Profile of the Respondents

Figure 1 below depicts the gender profile of the 48 provincial DSD employees who responded to the online survey questionnaire.

**Figure 1: Gender profile**



Most of the provincial DSD respondents who completed the questionnaire were female (n = 35; 73%) while 27% (n = 13) were male.

## 5.2 Racial Profile of the Respondents

Figure 2 below represents the racial profile of the provincial DSD employees who completed the online survey questionnaire.

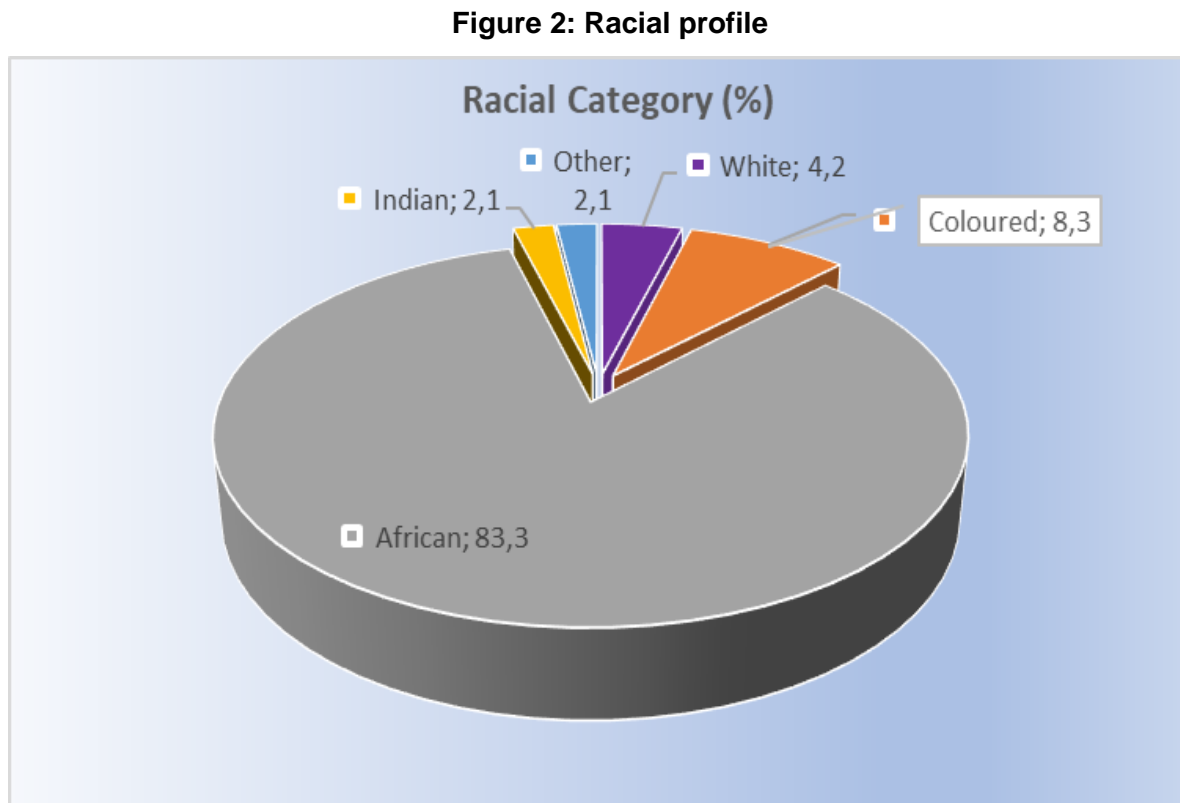
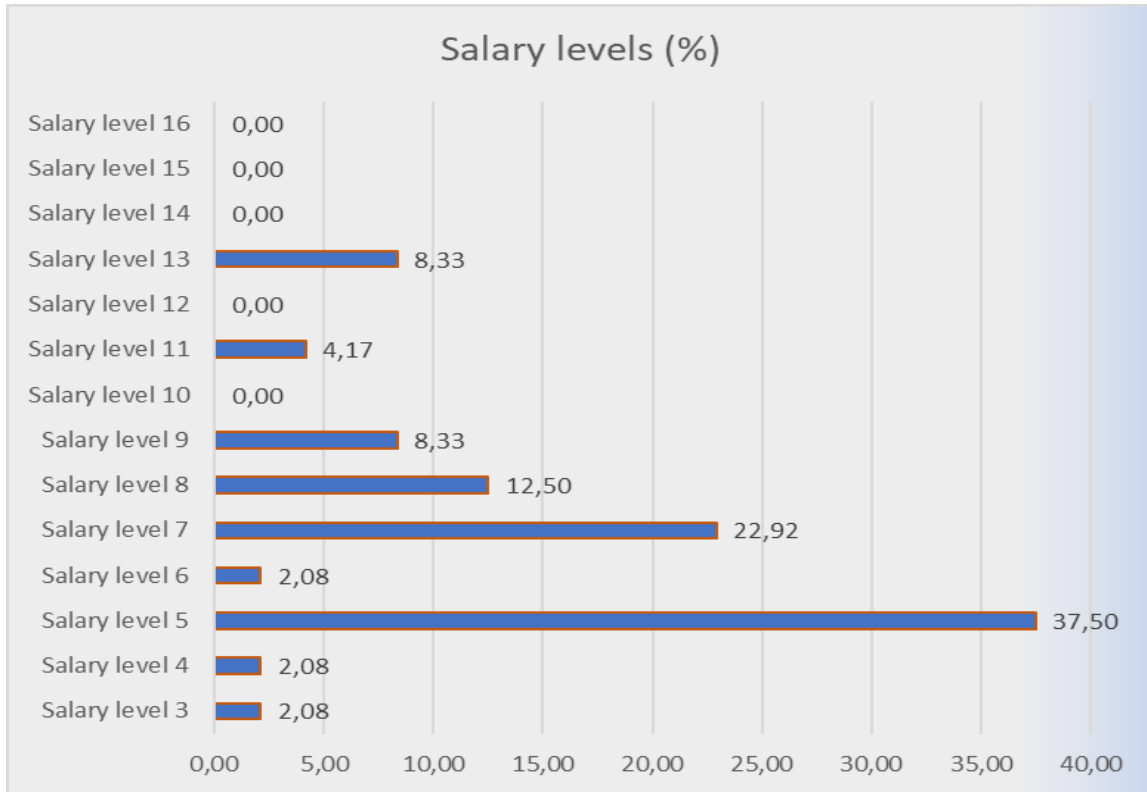


Figure 2 above indicates that an overwhelming majority of the participants indicated that they were African ( $n = 40$ ; 83.3%). About 8.3% ( $n = 4$ ) indicated that they were Coloured while 4.2% ( $n = 2$ ) indicated that they were White. About 2.1% ( $n = 1$ ) of the participants indicated that they were Indian and one participant ( $n = 1$ ; 2.1%) indicated 'Other'.

### 5.3 Number of Respondents per Salary Level

The percentage of respondents per salary level is represented in Figure 3 below.

Figure 3: Salary levels

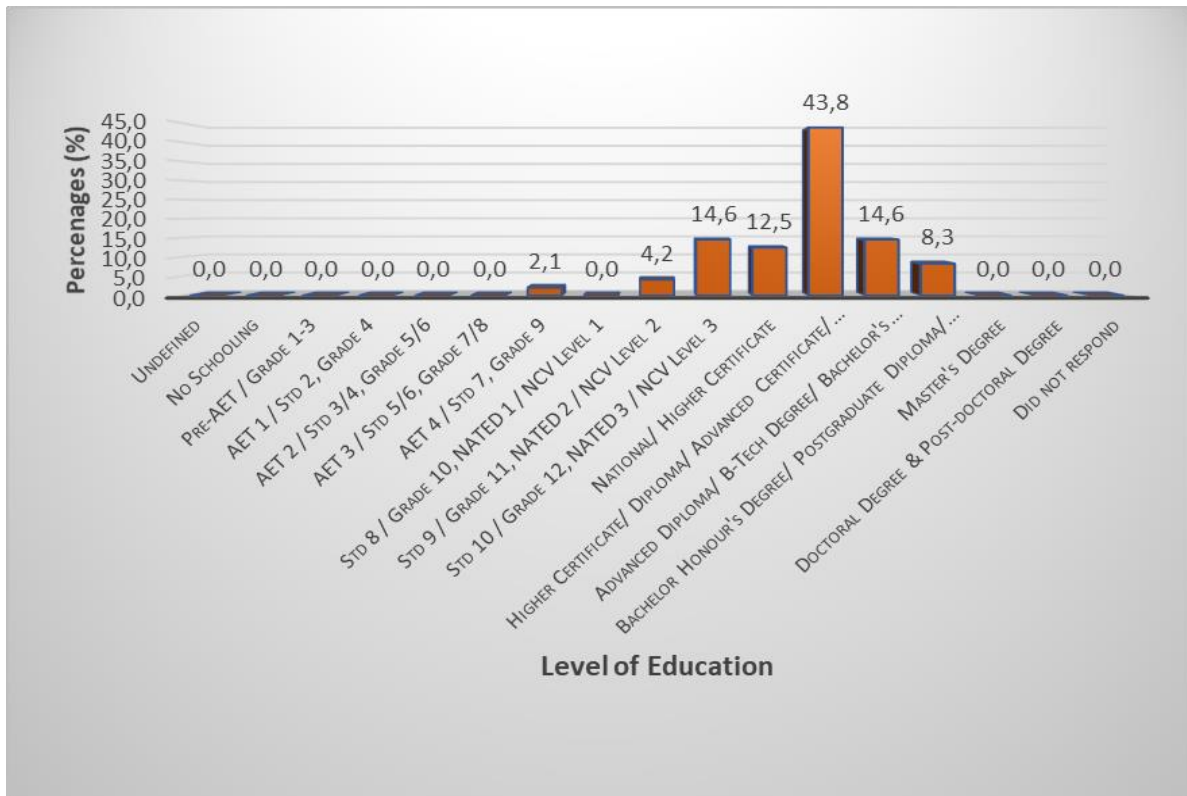


The chart in Figure 3 above indicates that most of the respondents were on salary level 5 (n = 18; 37.5%), followed by those on salary level 7 (n = 11; 22.92%) and those on salary level 8 (n = 6; 12.5%). Eight-point-three percent (8.33%; n = 4) indicated being on salary level 9 and salary level 13 separately while 4.2% (n = 2) indicated being on salary level 11. The least number of the respondents were on and salary level 3 (n= 1; 2.1%), salary level 4 (n = 1; 2.1%), and salary level 6 (n = 1; 2.1%).

## 5.4 Highest Qualifications of the Respondents

Figure 4 below indicates a summary of the highest qualification obtained by the 48 employees.

**Figure 4: Highest qualification obtained**

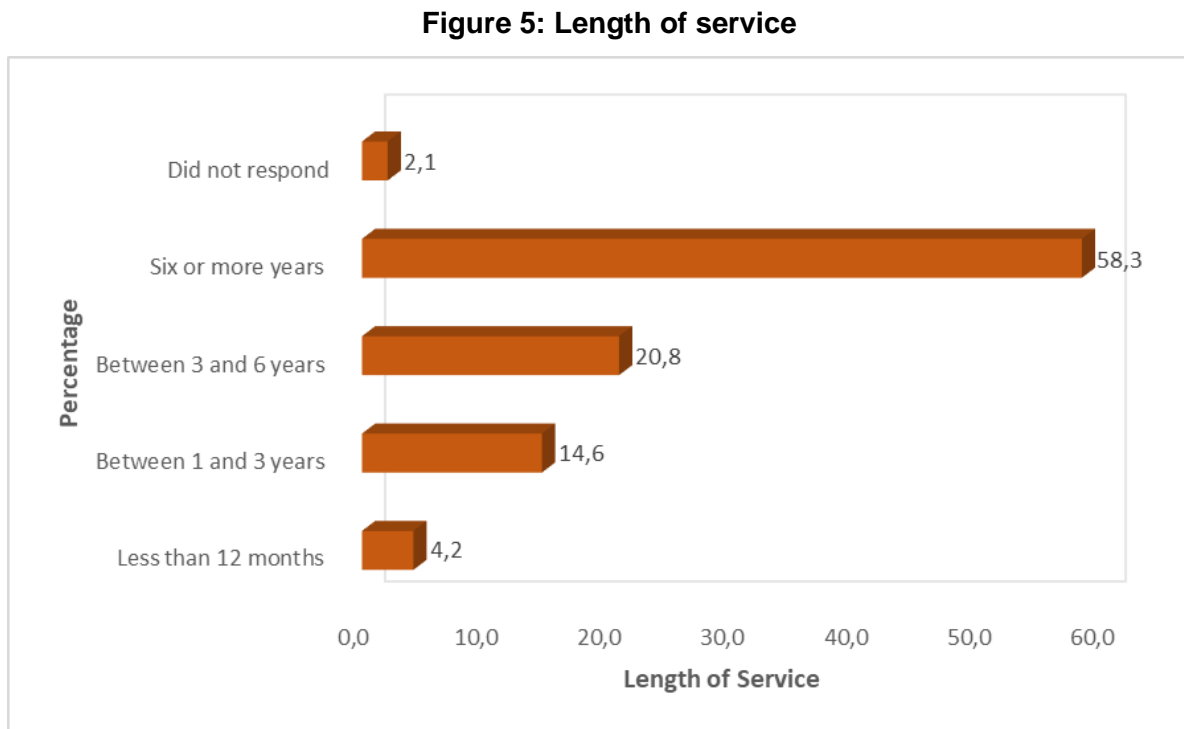


Most respondents 43.8% (n = 21) indicated having obtained a Higher Certificate/Diploma/Advanced Certificate/NATED 4-6. About 14.6% (n = 7) indicated having obtained an Advanced Diploma/B-Tech Degree/Bachelor's Degree. Similarly, 14.6% (n = 7) of the respondents indicated having obtained a Std 10/Grade 12, NATED 3/NCV Level 3. Finally, 12.5% (n = 6) of the respondents indicated having obtained a National/ Higher Certificate as their highest qualification, followed by those who obtained a Bachelor Honour's Degree/Post Graduate Diploma (n = 4; 8.3%), Std 9/Grade 11, NATED 2/NCV Level 2 (n = 2; 4.2%), and AET 4/Std 7, Grade 9 (2.1%).

None (n = 0; 0%) of the respondents indicated having obtained a Master's Degree and a Doctoral Degree & Post-doctoral Degree. Similarly, none (n = 0; 0%) of the respondents indicated having obtained qualifications lower than AET 4/Std 7, Grade 9.

## 5.5 Length of Service in Current Position

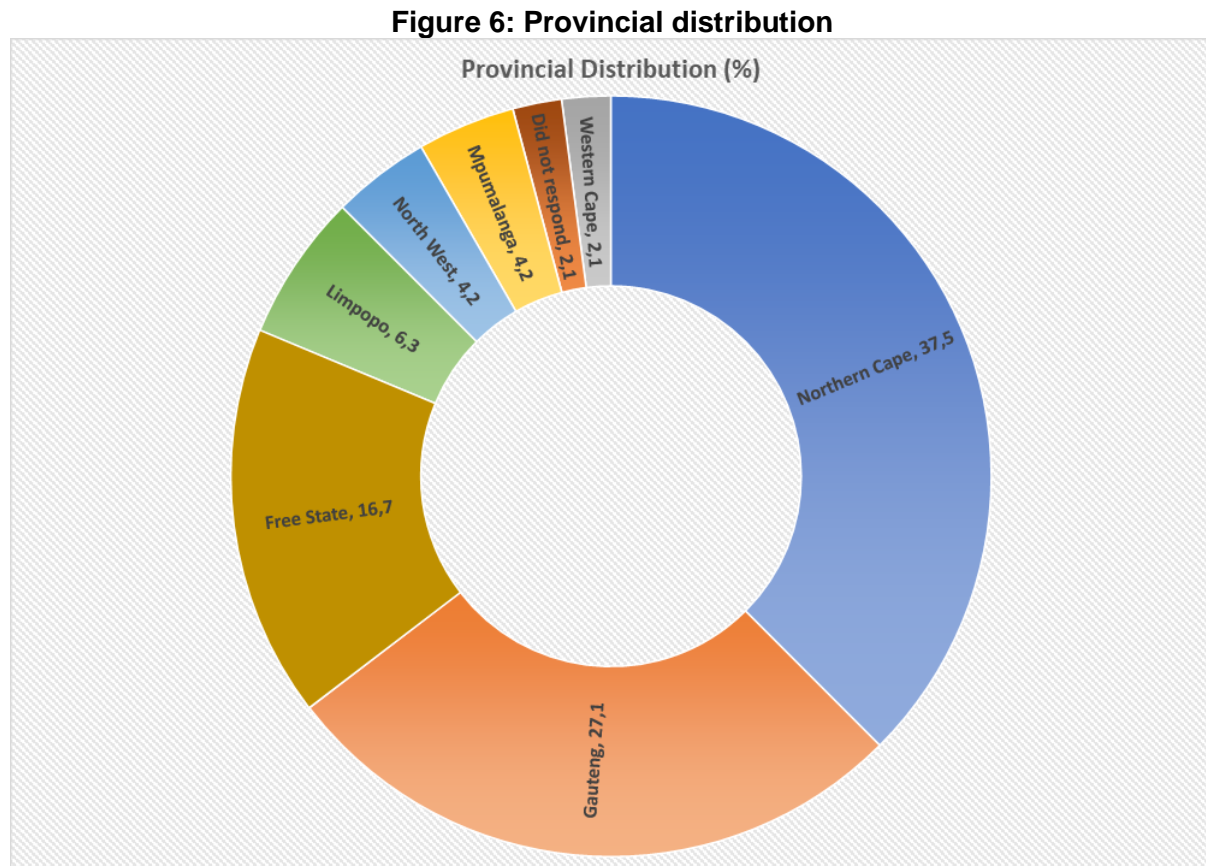
Figure 5 depicts the number of years that respondents have spent in their current positions.



Most of the respondents ( $n = 28$ ; 58.3%) indicated that they had spent six or more years in their current positions. About 20.8% ( $n = 10$ ) of the respondents indicated that they had spent between three and six years in their current positions followed by those who had spent between one and three years ( $n = 7$ ; 14.6%). The least number of respondents ( $n = 2$ ; 4.2%) indicated that they had spent less than twelve months in their current positions. One respondent ( $n = 1$ ; 2.1%) did not respond in this regard.

## 5.6 Provincial distribution of the Respondents

Figure 6 below shows the provincial distribution of the 48 respondents.



Most of the respondents were based in the Northern Cape ( $n = 18$ ; 37.5%) province, followed by those based in Gauteng ( $n = 13$ ; 27.1%), and Free State ( $n = 8$ ; 16.7%). About 6.3% ( $n = 3$ ) were based in Limpopo, 4.2% in Mpumalanga ( $n = 2$ ;) and 4.2% in North West ( $n = 2$ ).

The least number of respondents were based in Western Cape ( $n = 1$ ; 2.1%). One ( $n = 1$ ) respondent did not indicate their province while none of the respondents indicated that they were from the Eastern Cape province. The DSD in the Kwa-Zulu Natal province had formally opted out this TNA survey due to their participation in a province-wide skills audit. As such, none of the respondents in this TNA survey were from Kwa-Zulu Natal province.

## 6. LEARNING AUDIT

The information relating to this section of the questionnaire reflects both the formal (accredited skills programmes) and informal (non-accredited skills programmes) learning that respondents have previously acquired and provides valuable information to gauge the level of development support that has already been received by the respondents. This information therefore serves as a valuable reference point when considering applications for future development by individual staff members.

The data for this section is contained in the MS Excel spreadsheet which has been provided, and may be presented through the individual reports which are normally compiled per respondent where it is feasible.

## 7. TRAINING NEEDS ANALYSIS

The training needs analysis section comprises out of three aspects, namely, the generic management competencies as well as the behavioural and foundational competencies. This refers to Section D on 'Knowledge and Skills Development Requirements' in Annexure 1. Analyses were conducted to determine the training needs in relation to these competencies. The summaries provided are based on the current training needs skills as per the self-assessments.

The details relating to the analysis of the identified training needs are provided in **Annexure 2**. In addition, a detailed description of how the data analysis was conducted and how it is presented in **Annexure 2**, is contained in section 4 above.

The following sub-section provides a summary of the identified training needs.

### 7.1 Summary of Identified Training Needs

The summary of training needs relating to Generic Management Competencies (Section D1 in **Annexure 1**) is expressed in Table 4 below. The training needs have been sorted from the highest to the lowest percentage in the table.

**Table 2: Generic Management Competencies**

<b>Generic Competencies</b>	<b>Percentage (%) of Staff who needs training</b>
Problem Solving and Analysis (Analytical thinking)	68,8
Risk Management	66,7
Strategic Capability and Leadership (Planning/Lead People)	64,6
Knowledge Management	62,5
Financial Management (Budgeting/SCM/Risk Management)	62,5
People Management and Empowerment (Strategic HRM/Performance Management/Labour Relations)	60,4
Service Delivery Innovation	60,4
Communication	60,4
Change Management (Change vision, change planning and strategy)	58,3
Problem Solving and Analysis (Conceptual thinking)	58,3
Lead Knowledge and learning in change management (Able to lead and inspire others)	58,3
Programme and Project Management	56,3
Problem Solving and Analysis (Use systems thinking)	56,3
Strategic Human Resource Management	56,3
Lead Knowledge and learning in change management (Influencing others)	56,3
Monitoring and Evaluation	56,3
Problem Solving and Analysis (Reasoning)	54,2
Performance Management	54,2
Problem Solving and Analysis (Professionalism)	52,1
Lead Knowledge and learning in change management (Creating learning environment)	52,1
Policy Implementation and Management	52,1
Emotional Intelligence	52,1
Public Speaking	52,1
Change Management (Organisational design, structural changes and change management)	50
Knowledge Management Client Orientation and Customer Focusment	50
Lead Knowledge and learning in change management (Change catalyst: Guide, navigate, and accelerate the people side of change)	50
Change Management (Change results/ impact monitoring and evaluation)	47,9
Lead Knowledge and learning in change management (Coaching)	47,9
Diversity Management	47,9
Mainstream & Implement Batho Pele Principles (Knowledge and understanding of the application of the Batho-Pele Principles)	45,8
Chair Meetings	45,8
Mentoring and Coaching	41,7



From Table 4 above, it is clear that a high percentage of respondents need training on managerial competencies. The top eight training needs identified by the 48 employees as it relates to generic management competencies are:

- Problem Solving and Analysis (Analytical thinking) - (68,8)
- Risk Management - (66,7)
- Strategic Capability and Leadership (Planning/Lead People - (64,6)
- Knowledge Management - (62,5)
- Financial Management (Budgeting/SCM/Risk Management) - (62,5)
- People Management and Empowerment  
(Strategic HRM/Performance Management/Labour Relations) - (60,4)
- Service Delivery Innovation - (60,4)
- Communication - (60,4)

Please refer to the detailed descriptive data analysis per competency as contained in **Annexure 2** for more information as well as the explanation of how the data analysis was conducted in section 4 above. The MS Excel spreadsheet provided contains the details of the individuals who need training per competency.

The summary of training needs relating to Occupation Specific Competencies (Section D2 in **Annexure 1**) is expressed in the Table 5 below. The training needs have been sorted from highest to lowest percentage in Table 5 below.

**Table 3: Occupation Specific competencies**

Occupation Specific Competencies	Percentage (%) of Staff who needs training
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
Conflict Management and resolution Skills	58,3
Supervisory Skills	58,3
Budgeting Skills	58,3
Knowledge, understanding and the ability to interpret Public Service Legislation and regulations	56,3
Knowledge and understanding of the PFMA and Treasury regulations	56,3
Knowledge, understanding and the ability to interpret financial statements	56,3
Knowledge of customer care principles and processes	56,3
Knowledge of principles and techniques in effective office administration and management	56,3
Knowledge of filing and the classification and labelling of documents and files	56,3
The ability to interpret and analyse financial reports	56,3
The ability to develop expenditure plans	56,3
The ability to provide advice on the MTEF, adjustments, shifting of funds, virements and journals	56,3
Compliance Monitoring	56,3
Knowledge and understanding of SCM procedures and financial delegations	54,2
The ability to report irregularities	54,2
Complaints Handling/Management	52,1
Knowledge of Archives and its procedures as well as the disposal of files	52,1
The ability to manage expenditure in line with spending plans	50,0
Minute Taking	50,0
The ability to perform routine calculations	47,9
Database Management	47,9

Occupation Specific Competencies	Percentage (%) of Staff who needs training
Knowledge and understanding of SCOA classifications and allocations	47,9
Facilitation Skills	45,8
Records Management	45,8
The ability to facilitate the payment of invoices and claims	43,8
The ability to implement the departmental file plan	43,8
Knowledge of security clearance procedures/information security	41,7
The ability to quality assure documents/reports	41,7
Office Administration	39,6
Registry Management	39,6
The ability to render administrative support (flight/accommodation bookings, venue/catering services)	39,6
The ability to use job specific systems and databases	39,6
The ability to use and maintain the Franking machine	37,5
Driving skills	37,5
The ability to trace/track documents	35,4
Knowledge of courier and postal services	33,3
Mail Management	29,2
Equipment maintenance	29,2
The ability to retrieve and disseminate information	29,2
The ability to keep registers and statistics	29,2
The ability to interact with stakeholders and clients	27,1
The ability to use office equipment (Scan/Copy/Fax and Print)	25,0
The ability to open, sort and dispense mail and parcels	22,9
Telephone Etiquette	20,8
The ability to respond to incoming calls and enquiries	20,8
The ability to record calls and provide feedback on calls	20,8

From Table 5 above, it is clear that the top three training needs identified by staff as it relates to occupation specific competencies are:

- 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%)

The summary of training needs relating to Foundational Competencies (Section D2 in **Annexure 1**) is expressed in the Table 6 below. The training needs have been sorted from highest to lowest percentage in Table 5 below.

**Table 6: Foundational Competencies**

Foundational Competencies	Percentage (%) of Staff who needs training
Communicate effectively using visual, mathematical and/or language skills in the mode of written presentation	56,3
Writing Skills	54,2
Communicate effectively using visual, mathematical and/or language skills in the mode of oral presentation	54,2
Planning and Organising Skills	50,0
Communication (Body language awareness)	47,9
Formulate arguments in a convincing manner	47,9
Business Ethics	47,9
Collaboration (Interpersonal Relations)	43,8
Collaboration (Adaptability/Flexibility)	41,7
Time Management	35,4
Listening Skills	27,1

From Table 6 above, it is clear that the top three training needs identified by staff as it relates to foundational competencies are:

- 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%)

Please refer to the detailed descriptive data analysis per competency as contained in **Annexure 2** for more information as well as the explanation of how the data analysis was conducted in Section 4 above. The MS Excel spreadsheet contains the details of the individuals who need training per competency.

The summary of training needs relating to Behavioural Competencies (Section D3 in **Annexure 1**) is expressed in Table 7 below. The training needs have been sorted from highest to lowest in the table.

**Table 7: Behavioural competencies**

<b>Behavioural Competencies</b>	<b>Percentage (%) of Staff who</b>
Diplomacy	43,8
Innovation and Creativity	41,7
Confidentiality	37,5
Assertiveness	37,5
Cost Consciousness	35,4
Emotional Self Awareness	35,4
Emotional Self Control	33,3
Honesty and Integrity	31,3
Ability to work under pressure	31,3
Ability to work in a team	31,3
Courtesy	29,2

The top six training needs identified by staff, indicated in Table 7 above, as it relates to behavioural competencies are:

- Diplomacy - (43.8%)
- Innovation and Creativity - (41.7%)
- Confidentiality - (37.5%)
- Assertiveness - (37.5%)
- Cost Consciousness - (35.4%)
- Emotional Self Awareness - (35.4%)

Please refer to the detailed descriptive data analysis per competency as contained in **Annexure 2** for more information as well as the explanation of how the data analysis was conducted in Section 4 above. The MS Excel spreadsheet contains the details of the individuals who need training per competency.

## 7.2 Prioritised Training Needs

In addition, the respondents were asked to indicate their first, second and third training needs respectively. These training needs are presented in Table 7 below.

**Table 8: Prioritised training needs**

Area identified for development	Objective of the development	Type of intervention
<b>Priority 1 (N = 17)</b>		
Knowledge manage		Short course
Financial management	Office finance management	PFMA
Records management		Short course
Records management		Short course
Supervisory skills	Administrative officer	Short course
Labour relations	Current job	Short course
Transport	Transport Officer	Bursary
Executive development management programme	Future career aspiration	Bursary

Area identified for development	Objective of the development	Type of intervention
Diploma	Admin Officer	Courses
Report writing	Future	Short course
Advanced monitoring and evaluation	To check progress, challenges and intervention against submitted plans	Short course
Innovation	Project Management	Bursary
Finance	Finance Manager	Bursary
Supervisor skills		Bursary
Technical skills	Future and current	No assistance
Financial management	Close knowledge gap	Training
Advocate	Advanced Law	Short Course
<b>Priority 2 (N = 8)</b>		
Information management	Confidentiality and record management	Information management
Management skills	Assistant director corporate services	Bursary
Hr management	Future job	Bursary
Presentation skills	Current	Short course
Contract law	Read, interpret and draft contracts	9 weeks online short course
	Advanced Project Management	To Complete Project Plans Successfully, Within Time, Budget and Limited Resources
Financial skills		Bursary
Policy development	Upskilling	Training
<b>Priority 3 (N = 5)</b>		
Report writing	High level reporting writing	Advanced report writing
Management skills	Deputy director corporate services	Bursary
Fraud, ethics and corruption	Identifying, investigating, mitigating and be able to report fraud	Bursary
Auditing skills		Bursary
Project management	Upskilling	Training

Both the summarised training needs per competency above as well as the expressed first, second and third priority training needs expressed by employees needs to be taken into

consideration in the planning of skills interventions for this group of employees. Worth noting, is that not all the 48 employees responded to this question as indicated by the number of respondents (N) per priority list.

## **8. CAREER DEVELOPMENT**

This section contains information related to career development and includes future career aspirations and skills interventions required, support needed from the department, and preferred mode of training delivery.

This data is contained in the MS Excel spreadsheet which has been provided.

## **9. RECOMMENDATIONS**

Based on the skills needs identified in this training needs analysis, it is recommended that the:

- DSD facilitates TNA survey completion by all staff in the provincial DSDs' General Administration function to obtain an updated and final TNA report. It is important that the provincial DSDs provides NSG with information on the number of officials targeted by the TNA survey per functional area in each of the provinces.
- DSD utilises these training needs to inform the skills development plans in its provincial offices, except for Kwa-Zulu Natal and Eastern Cape which did not participate in this 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 report.



- DSD utilizes a range of NSG's training offerings in the Administration stream such as the Service Delivery Improvement courses (Excellent Customer Care Service and Facilitator Development Programme), Good Governance courses and Good Governance Workshop (Diversity Management, Ethics and Integrity Management etc), Mandatory training, and Compulsory Training to address the relevant training needs identified in this report.
- DSD utilizes a range of NSG's training offerings in the Management streams included in the Financial Management Programme, Human Resource Management and Development Programme, and Monitoring and Evaluation Programme to address the relevant training needs identified in this report.
- DSD utilizes a range of NSG's training offerings in the Leadership stream such as the Programme and Project Management, Foundation Management Development Programme, Emerging Management Development Programme, Advanced Management Development Programme, and Senior Management Service Pre-Entry Programme to address the relevant training needs identified in this report.
- DSD consults the NSG's Course Directory and contacts the NSG Contact Centre on +27 86 100 8326 or [contactcentre@thensg.gov.za](mailto:contactcentre@thensg.gov.za), to assist DSD in this regard if the need exists.

## **10. CONCLUSION**

This report provides the aggregate training needs information in of staff in the General Administration of the provincial DSDs, except for Kwa-Zulu Natal and Eastern Cape which did not participate in this TNA survey. Other sources of information such as performance reviews and audit outcomes will also be useful in confirming/expanding the training needs highlighted by this report. This report should therefore be seen as a guide for skills development for the 48 Employees in the DSD. The NSG Course Directory outlines all training interventions offered and is available on the NSG website, [www.thensg.gov.za](http://www.thensg.gov.za). Any explanation or clarification regarding the spreadsheet and the analysis that was conducted on the data may be provided by the NSG Research Directorate if needed.