DELPHI SURVEY OF OCCUPATIONAL CHANGES IN THE INSURANCE SECTOR

ROUND TWO (FINAL)

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| INSETA STAKEHOLDERS  The DUT, in partnership with the INSETA, is conducting a research study on occupations undergoing significant changes within the insurance sector. Rapid technological advancements are a major disruptor that is reshaping the insurance sector. Therefore, an understanding of how insurance occupations are changing is crucial in order to implement appropriate supply-side interventions. This will facilitate employers to hire the people with appropriate skills.  We administered the Survey (Round one) in July 2020 and received 23 responses from companies. The feedback report from Round one accompanies this survey. We would appreciate it if you participate in this Survey (Round two) , regardless of whether you submitted a return in Round one. Your input is vital to ensure that the INSETA makes the right skills investment decisions.  Please send your responses by no later than the **15 September 2020** to **SudhikaP@dut.ac.za** If you have any queries, Sudhika Palhad, our Project Manager, should be contacted at **072 4285 386**. As this is the final round in the consultations, we appeal to you to send us your response before the above date.  We look forward to working with you on this exciting research study.  **Dr Surendra Thakur**  **Director: KZN e-Skills CoLab**  **INSETA Research Chair in Digitalisation** |

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| DEFINITIONS  **Skill:** The ability to carry out work tasks competently. For example, replace a tap.  **Job:** It is a set of work tasks carried out by a person, e.g., replace a tap; change a washer,  calibrate the tap mixer and fit a drainpipe.  **Occupation:** It is a set of jobs with a high degree of similarity (skill specialisation). For example, a plumber.  **Occupational change:** It is characterised by the following:   * Work tasks added to, or eliminated from, an occupation from the same or different field. * A substantial change in the job content of that occupation. * The need to acquire new skills to occupationally competent. * A change in the number and skills intensities of work tasks in an occupation. |

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| **SECTION A: BACKGROUND INFORMATION** | | | |
| **Company name** |  | | |
| **Respondent name** |  | | |
| **Employee size of company**  *Insert* ***(X)*** *in appropriate box* | **1-49 employees** | **50-149 employees** | **150+ employees** |
|  |  |  |
| **NOTES TO COMPLETE THIS SURVEY** | | | |
| Keep in mind that there are **four directions** in which occupations are changing:   1. **UP:**  You need **more** knowledge and skills to perform competently in the occupation. For example, a “claims administrator” needs computer and data skills to communicate with claimants and track claim types. This is referred to as “upskilling”. 2. **DOWN:** Occupations, jobs, skills and knowledge tend to become obsolete with technological advancements and require **less** skills. For example, the “claims administrator” may require less writing skills, since they have access to preformatted templates that saves writing. This is referred to as “deskilling”. 3. **OUT:** Automation will **compete** with humans for jobs. For example, call centre workers are being replaced by automated voice recorders to support clients with queries. Automation may also take a part of a client centre workers job rather than the whole one. 4. **APART:** The skilled parts of a job will require **more** skills and knowledge, while the unskilled parts will require even **less.** The “claims administrator” needs more skills to operate a computer, but less skills to write. | | | |

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| **INSTRUCTIONS TO RESPONDENTS** | | | | |
| 1. Please encourage employees in your company to complete the templates of occupations for which they have expertise. 2. An actuary can complete a template for the actuary occupational title, and so on. 3. You are encouraged to complete templates for some, or all the occupations listed below. 4. You can copy and paste a blank template to fill more occupations, if required. 5. It is not necessary to complete every part of the template (upskilling, deskilling, apart, out) per occupation. Complete what you deem is important. 6. We have provided an example of the occupation of a school principal to give you an idea of how to fill the template. | | | | |
| **TOP 10 SECTOR PRIORITY OCCUPATIONS IN INSETA SECTOR SKILLS PLAN** | | | | |
| **Insurance**  **Agent** | **Actuary** | **Software**  **Developer** | **Insurance**  **Broker** | **Developer Programmer** |
| **Insurance Loss Adjuster** | **Claims**  **Administrator** | **Financial Investment Advisor** | **Compliance Officer** | **Sales and Marketing Manager** |
| **OTHER SECTOR PRIORITY OCCUPATIONS** | | | | |
| **Financial Planner** | | **Any other insurance occupation that you deem important** | | |

EXAMPLE: TITLE OF OCCUPATION: **SCHOOL PRINCIPAL**

* More knowledge and skills are needed for financial management and ICT
* Less skills are needed for working manually with spreadsheets

The following skills are obsolete or automated for school principals:

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* Working on hard copy spreadsheets manually
* Filing
* Producing hand-written letters
* Posting letters by snail mail

School principals require the following skills today:

* Strong financial management of the school
* Interpersonal skills to manage stakeholder relationships – parents, students, teachers, local community and the state
* Fund-raising skills
* Knowledge of health and safety protocols
* Computer skills
* Strategic thinking

The following skills are obsolete for school principals:

* Neat handwriting
* Use of the typewriter
* Use of an “adding machine”

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Need **LESS** skills to perform the same job

**Automation**

is performing

parts OR whole job

Some parts of job need **MORE** skills and others **LESS**

**UPSKILLING**

**DESKILLING**

**OUT**

**APART**

STATE OCCUPATION TITLE: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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