DISCUSSION PAPER

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MANUAL FOR ASSESSING TRAINING NEEDS FOR LOCAL AUTHORITIES:
METHODOLOGY DEVELOPED FOR ANGLOPHONE AFRICA

by

Jane E. Kozlowski

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Water Supply and Urban Development Department
Operations Policy Staff
The World Bank

The views presented herein are those of the author(s), and they should not be
interpreted as reflecting those of the World Bank.

Acknowledgement

ABSTRACT

     Local governments in anglophone Africa, faced with rapidly growing urban
populations, are frequently ill-equipped in terms of financial and human
resources to provide and maintain services. The success or failure of
development projects depends mainly on the ability of these local authorities
to efficiently run the municipality. One cause of poor urban management is
untrained staff. Central government ministries need to pinpoint what
deficiencies exist and at what level. Only then can local authorities
systematically prepare large-scale training programs. The following training
needs' assessment methodology is a three-step survey to arrive at a
quantitative inventory of training needs in the sector. These data can then
be used as a basis to design specific training programs.

     The three-step process guides the implementor to determine what
deficiencies exist and where training can help remedy them. When this
exercise is complete, training institutions must be brought into the picture
to design the actual training. The assessment process is designed to help
with the entire personnel management system and as such can be done in
increments over a phased time period.

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INTRODUCTION

The World Bank, together with other donor agencies, has made improving urban efficiency in municipalities one of its principal concerns in sub-Saharan Africa. The success or failure of Bank financed urban development projects (such as the Kenya Secondary Towns Project) depends largely on the management and technical skills of local government administrators. Several donors are involved in various ways in urban sector. While there are several causes of inefficient local authorities, the lack of appropriate skills, attitudes, and knowledge has been singled out as the one that might impede development projects but that can be changed. The Bank has, therefore, undertaken to collaborate with other donor agencies to identify and develop approaches to improve skill training deficiencies.

Local governments are faced with a public that has come to demand more and better urban services and must attempt to perform their tasks with unprepared staffs that include many "paper-qualified" personnel who lack training for assigned tasks. Recognizing the danger this situation poses to their institutional development projects in developing countries, donor agencies have given a high priority to designing training programs for improving the management and technical skills of local officials. Likewise, governments of LDCs also perceive this situation and want to remedy it. For these training programs to succeed, however, ways must be developed to assess gaps in the performance of technical and financial skills by local governments

so that training programs can be designed to respond to specific needs. This manual provides a systematic means for collecting data on performance problems and determining the scope and type of training programs needed to deal with a local government's deficiencies.

The manual consists of a three-stage survey for determining training needs within a local government authority. It is based on field work conducted by a team composed of USAID/RHUDO, UNCHS and World Bank staff and consultants in several Kenyan municipalities. It includes samples of the assessment process which were designed by a joint team working in a field situation. The field tests provided data for revising the initial methodology, and these revisions have been incorporated in the manual. Further adaptations may be required when the manual is applied to municipalities in countries, other than Kenya, in anglophone Africa. The basic methodology may also apply elsewhere if tailored to the country's local government structure. The manual is intended to be used in the context of an overall diagnosis of local government conditions, including finance and management needs. After identifying the key weaknesses in a set of authorities, the towns can be selected which are best suited for the training needs' assessment as well as which subject areas need to be focussed on.

Given the vast number of local municipalities in anglophone Africa, and the severity of their administrative problems, the absence of a systematic assessment methodology which does not require great amounts of staff time has hampered large-scale delivery of short-term

training. (For example, it is estimated that in the 42 councils in Kenya there are about 5,200 staff members whose needs should be assessed to design training for them.) Local governments in the past have usually filed requests for training (mostly for overseas scholarships) using their own terminology and categories, or those of the degree program they wished to enter. The central government and, in turn, donor agencies did not recognize the full scope of the need that existed and had therefore failed to achieve economies of scale. A standard method of self-reporting is needed so that the needs of different local administrations may be collected and correlated. Training programs can then be designed that will apply to different municipalities with similar problems. Visits by trainers can then be scheduled to utilize their limited resources in the most efficient manner possible to address and potentially correct the problems. A major consideration in the design of this manual has been the intention to ensure that training will benefit local institutions as a whole and improve their performances, rather than simply improving the career possibilities of individuals.

The manual features of a series of worksheets, forms and questionnaires and instructions for completing them. Part I consists of a manpower survey to determine the adequacy of staffing. Part II collects data on the overriding management problems faced by the urban council that in their view can be solved through training. Part III ascertains, from the viewpoint of individual staff members, the skills they think they need to accomplish their assigned tasks; this stage also

includes interviews of staff supervisors to obtain their evaluation of the assessment made by employees of their own training needs.

Upon completing the assessment survey described in this manual, the local government will possess a statement of its training needs in quantitative terms, as well as some indication of the type of training programs needed to improve its level of competence. When several municipalities are surveyed in one country, a priority ranking of the towns will be possible. This is the final step of the process, as outlined here, to arrive at a national needs' assessment profile. Each local government can then use the results of this assessment survey in communication with central government, and they in turn with donor agencies when discussing setting up training programs. Economies of scale will be achieved if courses are designed to include staff of several towns who require similar training.

A survey director (for want of a better term) will presumably implement the manual. He or she should have some experience in data collection practices and <u>in a position to make judgements on some subjective aspects of training</u> needs and staffing for the good of the municipality -- some knowledge of any form of training is desirable. In practice, the survey director will usually be a central government official or consultant familiar with local government conditions in the country. Usually a several towns should be interviewed to make this process efficient. To extract the maximum value from the surveys, the director should supervise the process since he or she will then be able to make relative assessments about the training problems of the towns

surveyed and the relative likelihood of each to benefit from training programs. After following the procedures of the manual, the director should rank the towns, based on their potential for improvement with appropriate training for select staff. Priority selection may also take into account other factors such as a request by a town for a program of investments, which may require prior training. Some towns will be found to require other administrative changes such as recruitment to fill vacant posts, before the benefits of training can be best utilized.

Even if the survey director modifies worksheets, a careful application of the principles of this manual will provide a local government with a concise statement of the training needs that it can use as a basis for communicating with the central government in discussions of training programs. Properly applied, therefore, this manual can make a vital contribution to the success of effective training design and thereby to the effectiveness of authorities in the fast-growing sector.

In the beginning of the manual, the reader is instructed in procedures to follow based upon field tests in four towns in Kenya. The reader should follow the samples through. The procedures are presented in a straightforward mechanical way, allowing for the survey director to make adaptations as seen fit. These adaptations can be reflected in revisions to the blank worksheets provided in the annex.

USER'S GUIDE

This manual is divided in three parts, each of which is a successive step in the overall process. In short, the sequence of activities is as follows: Step one consists of conducting a manpower survey to obtain an inventory of existing posts and whether they are filled with appropriate candidates. Also, these data serve as an indicator of whether performance problems within the organization may be due to inadequate staffing levels, and are also availa le for step two: the management review. At the management review, the heads of departments of the town council meet to discuss performance problems related to personnel. They have an opportunity to distinguish these type of problems from those due to causes not corrected by training; for example, an inadequate financial resource base, or poor relationship with central government. This step will bring out the department heads' views on which departments warrant immediate training to improve performance of the town in critical functions. Step three is then the actual interviews with those employees identified on step two. After the data are collected, the analysis consists of aggregating them into types and levels of training across departments and onto a matrix of training needs for the town council. Also, at this point the survey director may incorporate training needs raised by recent management/performance studies in particular towns. The results from other towns are combined into one master matrix for the set of towns

involved in the assessment. As a result, a quantitative profile or inventory of the training needs has been aggregated. This process can be done periodically to keep the assessment current and to monitor progress on addressing the problem.

The manual is organized for the reader to follow the procedures that were used in Kenya. Samples of filled-in worksheets illustrate what is to be learned at each step. Blank worksheets are included in the annex. The recommended approach is to read through the manual as a model. The survey director should then use his knowledge of the context into which he is to implement the methodology to adapt the worksheets. In the heading of each part of the manual, are names of the samples to be followed. The instruments used for data collection are called <u>worksheets</u>; those for compilation and analysis, <u>forms</u>; and those for summarizing results, narrative <u>summaries or charts</u>.

Stage I: Manpower Inventory

Example forms included: <u>Sample Worksheet 1</u>

<u>What is the manpower inventory?</u>

1.   The manpower inventory is a worksheet to count how many
persons are employed in various categories within a town council's
staffing. It will give a profile of how many posts are established in
each job title, how many of those posts are staffed or vacant, and an
estimate of of staff actually needed in each job title.

2.   It provides a local authority with data for a starting point
of a comprehensive and rational training needs' assessment of its
employees. These data will aid the organization's efforts to work with
training agencies to design training programs based on observed needs.
The data we used in doing Stage II of the survey and will aid in
determining whether performance problems are due to insufficient numbers
of staff, inadequately prepared staff, weak time management, lack of
external inputs, or all of these. 1/ The data also will be presented to
the town's management to help them to decide which departments will be
interviewed in the third stage of this process.

_____

1/ There are several approaches to a manpower survey varying in amount
    of detail and planning information included in the computations.
    Two versions of instruments were field tested -- a longer, more
    thorough one and the one we have chosen. It was determined that the
    longer versions which projects probable changes in personnel,
    complicates the process of data collection and thus may discourage
    the accomplishment of this task altogether. Therefore, an
    abbreviated approach is recommended here.

What is the purpose of the manpower inventory?

3.   The results of this part of the survey will permit a sorting
out of those problems caused by inadequate staffing levels or time and
resources management from those which may not be solved solely by
training incumbent staff. For problems which can be addressed by
training, the manpower survey allows training programs to be planned on
a suitable scale to accommodate the numbers needing training. Finally,
the manpower survey allows the survey director to predict how many
interviews that will be necessary in Stage III of this survey, the
Employee Training Needs' Assessment.

Who should conduct this survey?

4.   The person, here called the "survey director," can be an
official of the central government (for example, from the Department of
Personnel Management in Kenya), a staff member from a local training
institute, or an in-country consultant who has a firm understanding of
the municipal structure of the country and how it relates to the central
government. In any event, the survey director must understand how
municipal governments modelled upon the British pattern operate and what
posts, functions, and tasks are autonomous at the local level compared
with those that are controlled at the central level. Usually he will
have the assistance of three or four interviewers (often university
students) who can perform many of the collection tasks for the survey
directors' analysis.

Who must participate in this survey?

5.   The survey director must work closely with the person who
keeps the Establishment Register, a document prepared by the central
government which lists the town's posts, the incumbent, salary grade,

length of tenure of and his salary for each position. This person is normally the Establishment Officer in the anglophone municipality. If there is no post of Establishment Officer, as is sometimes the case in smaller municipalities, the town clerk should have the Establishment Register. In either case the survey director or his assistant must fill out the worksheet for this part of the survey in consultation with the mean estalishment officer.

6.   As part of the manpower inventory, the survey director must make a judgment on the number of persons in each title the is actually needed to perform the tasks assigned to that title. To obtain assistance in making this judgment, the survey director will have to consult the administrator who has this information, for example, in some instances, the department head or project manager and in others, the town clerk. Little written guidance normally exists so the implementor must ask enough questions about workloads to make an assessment.

7.   Caution is required in recommending persons who should be recruited to augment the department. Often inefficiencies among the current staff can be corrected so that productivity is increased. Redundancies can inhibit high levels of output or good service delivery. Before suggesting problems that may be alleviated by adding staff, consideration must be given to the current workload in relation to present staff. One way to do this would be to have the results of an indepth analysis of the time/management organization in one or two representative municipalities in the country. These results could serve as a benchmark for use when observing the workplace and consulting wtih

the managers for the manpower survey. Guidance on how to go about these time/mangement studies is available from other sources.

What must be done?

8.   The survey director must complete Worksheet 1. It lists each job by title, followed by salary grade, the number of currently established positions, and the number of incumbents in positions with that title. This serves as baseline data. When problems emerge during Parts II and III of this manual, the information on Worksheet 1 will permit the survey director to identify problems stemming from inadequate staffing and on this basis to recommend either the remedy of hiring up to authorized levels, or requesting an increase in the number of authorized positions, as the case may be.

Completing Worksheet 1

9.   Before completing Worksheet 1, refer to the Sample Worksheet 1. There are three sample entries which convey what is required. Line 14 is for the job title "accountant" and the salary grade is "10". No computation is performed with this information. From the roster of posts established at that title through the central government the number of positions is six. The number currently employed is three. From consultation with the town Clerk it is learned that an estimated eight accountants are actually needed to handle the current work load. This allows a calculation to be made of current needs for additional employees by subtracting col. 6 from col. 4 which results in a figure of five (column 7). In addition, column 5 is the difference between columns 4 and 3 -- the vacancy. There will rarely be a surplus since permanent employees should not be hired except according to established posts.

10.   The calculaton in col. 7 will be used at later stages during the survey for Part II (Management Training Assessment) and Part III (Employees Training Needs Assessment). It will be used to isolate problems that are caused by staffing deficiencies which are not suscep- tible to training solutions. In this case, it will allow the survey director to recommend that staffing levels be increased either by hiring up to the full amount of established levels, seeking an increase in established levels, or recommending other organizational changes. It will also be used to estimate the number of interviews and time required during Part III of the survey.

11.   As explained in para. 5, the survey director must obtain a copy of the Establishment Roster. Using this document, he can proceed to complete the Manpower Inventory Worksheet.

Col. 1 Give the job title.

Col. 2. Indicate the salary grade.

Col. 3. List the number of established personnel for each job title.

Col. 4. Record the number of personnel employed in this category.

Col. 5. Compute the difference between columns 3 and 4. This can be 0 - no discrepancies; positive number-surplus; or negative number-vacancy.

Col. 6. Record the number optimally needed (obtained from knowledgeable supervisor) to perform responsibilities of this job.

Col. 7. Number of staff needed to deal with current responsi-

bilities or in rare cases number of surplus staff.

(col. 6 minus col. 4; overstaffing indicated by plus

sign (+), deficiency by negative sign (-).

Results

12.   The result of this part of the survey provides an overview of

the current staffing levels within the main departments of the local

authority. There will also be a completed worksheet for each

department. It will highlight areas in which serious staffing problems

to enable management of the council to identify those for which training

programs clearly cannot solve. Finally, it will establish the scope of

the potential training needs. These data will be given to each

department head to use in completing management's assesssment of

training, Part 2.

SAMPLE

MANPOWER INVENTORY WORKSHEET 1

NYERI Council

Prepared by: A. TURNER

Department: TREASURER   Date: 24-5-54

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
JOB TITLE	SALARY GRADE:	NUMBER OF CURRENTLY ESTABLISHED POSTS	NUMBER CURRENTLY EMPLOYED	SURPLUS (+) VACANCIES(−) (COL4−COL3)	ESTIMATE OF NUMBER REQUIRED TO OPERATE	DEFICIENCY (−) REDUNDANCY (+) (COL4−COL6)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14. ACCOUNTANT	10	6	3	−3	5	−5
15.						
16.						
17.						
18.						
19.						
20.						

Stage II: Management Training Assessment

Sample Worksheets 2A, 2B, 2C, 2D

Sample Forms 2E, 2F (Narrative Descriptions)

13.   In second part of this survey managers identify management problems that they feel can be remedied by training programs. This ensures that those programs are not expected to directly rectify problems that stem from such causes as inadequate finances or organizational problems. It also indicates which are the training priorities training.

14.   The result of this stage will be completed Forms 2E and 2F with the Manpower Survey Worksheet, indicate which departments should be surveyed in Part III in the event that a survey of the entire town government is not feasible.

Who should conduct this survey?

15.   The survey director should be the same person who conducted Stage I. In any event he/she must have a firm understanding of how municipal governments operate in the anglophone tradition. He should have an official status that will facilitate cooperation with local authorities, but at the same time he should have some independence from the governments personnel decision-making structure for the council concerned.

Who must participate in this part of the survey?

16.   The town clerk and the departmental managers of the principal departments should be included (i.e., the town engineer, the town treasurer, and the heads of departments of social and community services

and the establishment officer). Head of any other major town
departments should also participate, an overall group of five will
usually suffice. The survey director should introduce the work of the
group to them, It must be made clear that their efforts and views will
strongly influence the type of training later provided to the town's
staff. All department heads who participate will be able to comment on
all aspects of the town's functions.

What must be done?

17.   The survey director will hold meeting to explain the process
and its objective. He will share the findings of the manpower survey
with groups, distribute the set of worksheets for the manager's to fill
out, and schedule a follow-up meeting in a few days to discuss the
worksheets. Department heads will complete four worksheets, pinpointing
problems they perceive in the areas of financial management, personnel
management, administrative practices and procedures, and on specific
ongoing projects and activities (Worksheets 2A, 2B, 2C, 2D). The
department heads will be asked:

   (a)   to rate the urgency of these problems in a long range of low
         or high priority (from 5 "low" to 1 "high");

   (b)   to indicate which problems can be addressed by training
         programs; and

   (c)   to recommend, if possible, the type of training needed or to
         state how the performance problem manifests itself.

18.   The survey director will analyze the information provided by
these worksheets and will then complete summaries on Form 2E. On this
form, four paragraphs call attention to patterns of high priority

problems within each of the four areas. Included here will be a
recommendation as to which employees will be intereviewed in Stage III.

Sample Management Training Assessment

19.   Refer to completed sample Worksheets 2A, 2B, 2C, 2D. They
have the same format but address each of four major areas of local
government. The survey director has provided each department head with
these worksheets.

20.   The sample illustrates of Financial Management Worksheet 2A,
filled out by the town treasurer during an actual field test in Kenya.

21.   Since the town treasurer filled out this form on matters of
financial management, he is commenting on problems in his own
department. It is important to understand that he will also have filled
out the other three worksheets -- personnel management, administrative
practices, an procedures -- on specific town projects commentary on
problems in other departments. This same pattern applies to each
department head: one worksheet will tend to apply his own department,
the other three to aspects of the town administration not within his
purview. This process permits the survey director to discern problems
so critical that they are evident both inside and outside particular
departments.

22.   In this sample the official has indicated that his highest
priority problem is staff competence, specifically clarity of roles and
responsibilities. He has also indicated that improvement is needed in
skills and attitudes. He has also stated that a training program in
administrative skills, procedures and public relations would be helpful
in dealing with this problem.

23.   This official has also indicated that he has few problems with auditing practices, budget processes and overall systems. He has likewise graded as either medium- or low-priority problems in the other areas indicated on the form.

24.   The survey director should stress that department heads make an effort to indicate their single highest and lowest priorities, and to make an additional effort to rate other problems between these extremes.

25.   Sample Form 2E contains four sections. In each section a paragraph written by the survey director first compares each of the four worksheets from each department. He then consulted with the town clerk to obtain an indication of the town clerk's agreement or disagreement. Each paragraph contains the survey director's conclusions and the town clerk's views about the most pressing problems in each area and the type of training programs needed to deal with them. The form also indicates whether, on the basis of the results of the manpower survey, problems seem to be due to inadequate staffing.

Procedure for Management Review

26.   The survey director is ready to proceed with the actual assessment, which consists of the following steps:

(a)   An initial meeting at which he explains the purpose of the survey and how each department head should fill out his four worksheets. The survey director should emphasize that the purpose of this process is to identify those management problems solved by training. He will share the findings of the manpower survey verbally or in writing as he sees fit. The assessment does not attempt to address all the local

government's organizational difficulties. Before the meeting the topics on the Worksheets 2A, 2B, 2C, 2D, can be adjusted to suit the particular local situations. The survey director will distribute copies. Finally, he should also set a deadline of two to three days for department heads to submit worksheets.

(b) After collecting the completed worksheets, the survey director will collate the financial worksheets of each department head and decide which are the highest priority problems in area; he will also, to the extent possible, try to determine if a consensus exists on the appropriateness of training. This conclusion should be entered in Section B on Form 2E. He should follow the same procedure with the other worksheets, entering his conclusions in the appropriate spaces on Form 2E.

(c) The survey director should next meet with the town clerk, who, because of his ultimate accountability, will be given the opportunity to indicate whether he agrees or disagrees with the survey director's conclusions. The clerk's views should be entered in the appropriate space before each paragraph on Form 2E. The survey director should also refer to the results of the Manpower Survey Worksheet and indicate in the appropriate box whether problems appear to be due to inadequate staffing.

(d) Finally, the survey director should write a concise narrative summary of his conclusions about (i) the town's management skills problems and the appropriate training programs, and (ii) the extent to which a consensus exists, the identity of

MANAGEMENT TRAINING ASSESSMENT

SAMPLE
FINANCIAL MANGEMENT WORKSHEET 2A

COMPLETED BY: A TURNER

DATE: 29 - 5 - 84

1. WHICH ARE THE SPECIAL FINANCIAL MANAGEMENT PROBLEM AREAS THAT ARE ADVERSELY AFFECTING THE OPERATION OF OUR LOCAL AUTHORITY?	2. RANK BY URGENCY PRIORITY 1 = VERY HIGH 2 = HIGH 3 = MED 4 = LOW 5 = VERY LOW	3. CHECK THOSE AREAS WHERE A TRAINING RESPONSE IS REQUIRED TO IMPROVE PERFORMANCE			4. IF TRAINING IS REQUIRED, BE AS SPECIFIC AS POSSIBLE ABOUT THE TYPE OF TRAINING: WHAT KIND OF INFORMATION? WHAT KIND OF SKILLS?
		NEW KNOWLEDGE OR INFORMATION	NEW OR IMPROVED SKILLS	ATTITUDE/ BEHAVIOR CHANGES	
A. OVERALL SYSTEMS & PRO-PROCEDURE					
B. LEVEL & COMPETENCE OF STAFF	1		✓	✓	PUBLIC RELATIONS- ADMIN. PROCEDURES
C. THE BUDGET PROCESS					
D. BORROWING/DEBT MANAGEMENT	3				
E. REVENUE SOURCES/COLLECTION	2	✓			TAX BASE TRAINING
F. CONTROL OF EXPENDITURE	2	✓			TRAINING IN REPORTING FUNCTIONS
G. LONG RANGE PROGRAMMING					
H. AUDITING PRACTICES					
I. OTHERS (BE SPECIFIC)					
J. USE OF NEW TECHNOLOGY					

MANAGEMENT NEEDS ASSESSMENT

COMPLETED BY: _____

SAMPLE
PERSONNEL MANAGEMENT WORKSHEET 2B

DATE: _____

1. WHICH ARE THE SPECIAL PERSONNEL MANAGEMENT PROBLEM AREAS THAT ARE ADVERSELY AFFECTING THE OPERATION OF OUR LOCAL AUTHORITY?	2. RANK BY URGENCY PRIORITY 1 = VERY HIGH 2 = HIGH 3 = MED 4 = LOW 5 = VERY LOW	3. CHECK THOSE AREAS WHERE TRAINING IS REQUIRED TO IMPROVE PERFORMANCE			4. IF TRAINING IS REQUIRED, BE AS SPECIFIC AS POSSIBLE ABOUT THE TYPE OF TRAINING: WHAT KIND OF INFORMATION AND SKILLS. NEED TO BE IMPARTED? WHAT ATTITUDE/OR BEHAVIOR NEED TO BE DEVELOPED OR CHANGED
		NEW KNOWLEDGE OR INFORMATION	NEW OR IMPROVED SKILLS	ATTITUDE/ BEHAVIOR CHANGES	
A. OVERALL SYSTEMS & PROCEDURES	____	____	____		____
B. LEVELS AND COMPETENCE OF STAFF	____	____	____		____
C. RECRUITMENT & SELECTION	2	✓	✓		need to define skills for tasks
D. SALARIES/BENEFITS	3	✓			
E. EMPLOYEE TURNOVER/ RETENTION	2		✓		need to learn about career
F. CAREER DEVELOPMENT OPPORTUNITIES	3	✓			need to know what is needed to advance
G. ACCESS TO TRAINING	____	____	____		____
H. EMPLOYEE MOTIVATION	1		✓		need to learn about public service
I. EMPLOYEE DISCIPLINE	____	____	____		____
J. EMPLOYEE PERFORMANCE AND EVALUATION	3	✓	✓		____
K. OTHERS (BE SPECIFIC)	____	____	____		____

MANAGEMENT TRAINING ASSESSMENT

COMPLETED BY: _____

SAMPLE
•ADMINISTRATIVE PRACTICES AND PROCEDURES WORKSHEET 2C

DATE: _____

.1. WHICH ARE THE SPECIAL PROCEDURAL PROBLEMS THAT ARE ADVERSELY AFFECTING THE OPERATION OF OUR LOCAL AUTHORITY?	2. RANK BY URGENCY PRIORITY 1 = VERY HIGH 2 = HIGH 3 = MED 4 = LOW 5 = VERY LOW	3. CHECK THOSE AREAS WHERE A TRAINING RESPONSE IS REQUIRED TO IMPROVE PERFORMANCE			4. IF TRAINING IS REQUIRED, BE AS SPECIFIC AS POSSIBLE ABOUT THE TYPE OF TRAIN-ING: WHAT KIND OF INFOR-MATION? WHAT KIND OF SKILLS?
		NEW KNOW-LEDGE OR INFOR-MATION	NEW OR IMPROVED SKILLS	ATTITUDE/ BEHAVIOR CHANGES	
A. WORK SCHEDULING AND PLANNING	_____	_____	_____	_____	_____
B. ORGANIZATION STRUCTURE	_____	_____	_____	_____	_____
C. SUPERVISORY PRACTICES	_____	_____	_____	_____	_____
D. REPORTING ON ACCOMPLISHMENTS	_____	_____	_____	_____	_____
E. PUBLIC RELATIONS AND CITIZEN COMPLAINT RESPONSE	_____	_____	_____	_____	_____

MANAGEMENT NEEDS ASSESSMENT

COMPLETED BY: _____

SAMPLE
SPECIFIC TOWN PROJECTS WORKSHEET 2D

DATE: _____

1. WHICH ARE THE SPECIAL "MAINTENANCE" PROBLEMS THAT ARE ADVERSELY AFFECTING THE OPERATION OF OUR LOCAL AUTHORITY?	2. RANK BY URGENCY PRIORITY 1 = VERY HIGH 2 = HIGH 3 = MED 4 = LOW 5 = VERY LOW	3. CHECK THOSE AREAS WHERE TRAINING IS REQUIRED TO IMPROVE PERFORMANCE			4. IF TRAINING IS REQUIRED, BE AS SPECIFIC AS POSSIBLE ABOUT THE TYPE OF TRAINING: WHAT KIND OF INFORMATION AND SKILLS. NEED TO BE IMPARTED? WHAT ATTITUDE/OR BEHAVIOR NEED TO BE DEVELOPED OR CHANGED
		NEW KNOW-LEDGE OR INFOR-MATION	NEW OR IMPROVED SKILLS	ATTITUDE/ BEHAVIOR CHANGES	
A. WORK SCHEDULING AND PLANNING		_____	_____	_____	_____
B. TECHNICAL COMPETENCE FOR OPERATION & MAINTENANCE		_____	_____	_____	_____
C. COMMUNICATIONS WITH THE COMMUNITY		_____	_____	_____	_____
D. COMMUNICATIONS BETWEEN STAFF & COUNCIL		_____	_____	_____	_____
E. COMMUNICATIONS WITH CENTRAL GOVERNMENT AGENCIES		_____	_____	_____	_____

SAMPLE
MANAGEMENT TRAINING ASSESSMENT FORM 2E

INADEQUATE STAFFING IN DEPT. _____ YES _____ NO

A. WORKSHEET 2A FINANCIAL Management   TOWN CLERK   AGREE ___✓___ DISAGREE _____

Top priority in worksheets was to improve the skills and attitudes
of the staff -- they need public relations which, in this case, probably
means help with dealing with the public who come to pay bills
or enquire about municipality work.

B. WORKSHEET 2B PERSONNEL   TOWN CLERK   AGREE ___✓___ DISAGREE _____
INADEQUATE STAFFING IN DEPT. ___✓___ YES _____ NO

Three of the four department heads responding to the
management training assessment have indicated that training
in procedures and in public relations are needed by staff --
there is inadequate collection of fees and recording of this
information to ensure reliable records and adequate revenues
for recurrent costs.

C. WORKSHEET 2C ADMINISTRATIVE   TOWN CLERK   AGREE _____ DISAGREE _____
PRACTICES AND PROCEDURES   INADEQUATE STAFFING IN DEPT. _____ YES _____ NO

D. WORKSHEET 2D SPECIFIC PROJECTS   TOWN CLERK   AGREE _____ DISAGREE _____
"MAINTENANCE"   INADEQUATE STAFFING IN DEPT. _____ YES _____ NO

SAMPLE
NARRATIVE SUMMARY FORM 2F

In my judgement, the town is undertaking a large maintenance project for which it needs to introduce the participating community and recover costs. These functions have not been done in the past. This was brought out at the management review. The managers felt that public relations training will be needed by both the treasurer's and engineer's departments. These two departments were the focus of the employee interviews. 75% of each department's staff will be interview and their needs will be tabulated on the Training Request Chart.

the problems and the appropriateness of a training or staffing

solution, considering the data yielded by the manpower

survey. This account should be one page on Form 2F.

27.   This concludes Part II, the Management's Training Assessment;

the survey director may now proceed to Part III.

Stage III: Employee Training Needs' Assessment

Sample Questionnaire (2 pages), Forms 3A, 3B, 3C, 3D

Training Request Chart,   Narrative Summary

28.   After completing the first two parts of this survey, the third
and most essential step is the assessment of individual employee
training needs. It can proceed on the basis of information gathered in
the previous steps. The Employee Training Needs' Assessment, the most
time-consuming of the three needs' assessment tasks, will produce
information about the quantity of training needed, the type and the
extent to which training programs can be expected to solve the most
pressing performance problems. Because the task appears formidable, it
is broken down into intermediate steps to arrive at a desired assess-
ment.

What is the Employee Training Needs' Assessment?

29.   The assessment is a series of interviews of individual staff
members to obtain information on their educational background, their
previous work experience, their job responsibilities, their own analysis
of the tasks they perform, and their descriptions of the training they
need to perform their jobs more effectively.

30.   The assessment also includes comments of the immediate
supervisor on training needs as perceived by the employees.

31.   This information is used to compile of the training needs of
the entire municipality, as well as a breakdown of these needs by
departments and salary grades. The data from the first page can serve
as the data base of a personnel management system.

What is the purpose of the Employee Training Needs' Assessment?

32.   The assessment produces a priority listing of the training

topics that will have the greatest effect on improving job performances

within the spectrum of graded positions of the local authority.

Who will conduct the Employee Training Needs Assessment?

33.   The survey director who conducted the first two parts of this

survey should also oversee part three. He will also need the assistance

of a team of interviewers since usually between 50 and 150 employees

must be interviewed in a secondary town in anglophone Africa.

34.   In part three, a good deal of personal judgment must be

exercised. The survey director, therefore, must select, train and

supervise the interviewers, instructing them in the proper methods of

objectively recording the responses of the municipal employees

(instructions for interviewers are included in an Appendix). Normally,

the interviewers should be as independent as possible from the decision-

making structure of the town.

35.   The survey director must also translate the employees'

perceptions of their training needs into standardized categories capable

of being analyzed as systematically as possible without losing

specificity. The information recorded should avoid identifying

particular established diploma courses but, rather, should try to

specify the precise topics needed for job performance.

Who must participate in this survey?

36.   Ideally, all municipal employees except for of manual workers

should be interviewed, both for reasons of morale and for

comprehensiveness of data. However, in most cases, constraints of time,

personnel, and financial resources will permit only the highest priority

groups of employees to be interviewed. This selection should be made on the basis of information provided by Part II, the Management Assessment Survey, evaluated in light of Part I, the Manpower Inventory.

How long will the Employee Needs Assessment take?

37.   As many as 100 staff members may have to be interviewed. An interview will take from 20 to 30 minutes. One interviewer can interview about eight employees in a day if they are located in nearby work areas. Usually a team of four or five interviewers is required so that interruptions in the work place can be confined to a two-week period.

Sample Employee Training Needs Assessment

(Questionnaire, Forms 3A, 3B, 3C, 3D)

38.   Refer to the completed sample questionnaire, which is based on a field test of the method in Kenya.

39.   In the upper right corner of the questionnaire, a code for the local authority has been entered. These codes, determined by the survey director, indicate the town (NY), the department (TT), and the number of the individuals interviewed (23). They are used to ensure confidentiality yet enable the respondent to be identified later if selected for training.

40.   In item 7 the employee has stated that the entry requirement for his position was relevant experience or a diploma in purchase and supply from the polytechnic institute.

41.   In item 8 he has indicated that his immediate supervisor is the town treasurer.

42.   In item 9 he has listed his non-personnel responsibilities, and in item 10 his personnel responsibilities, in his case supervising four clerks.

43.   Item 11 records whatever comments the employee makes about his work environment.

44.   The items shown on the second page of the interview questionnaire are most important. The employee is asked to list the most important tasks he performs and the training he needs to perform his job more effectively. The third column on page 2 provides space for the employee's supervisor to indicate agreement or disagreement with the employee's assessment of his training needs.

45.   The survey director should now refer to Sample Form 3A and Sample 7, Form 3B. On these forms the survey director has separated the requests for management and supervision training from these for technical training.

46.   In sample Form 3A the line marked "*" shows that the same person as interviewed earlier needs training in supervisory management.

47.   The line marked "*" in Sample Form 3B shows that the same person has requested training in stores management.

48.   The survey director has reviewed all the interview questionnaires from the town treasury and has placed all training requests on either Form 3A or 3B, depending on whether it in the category of technical or supervisory training.

49.   Note that at this stage, a lot of data has been been collected and compiled. They must now be transferred to Forms 3C and 3D. The survey director should work closely with an assistant and approach the

process of transferring data as systematically as possible to ensure minimal misreading and misrecording.

50.   A set of Forms 3C and 3D is then completed for each department. Thus, if four departments were interviewed, the survey director will complete two forms for each department, making a total of eight forms.

51.   On Form 3C the survey director has rearranged the information from Form 3A, which lists the requests for management and supervisory training. On Form 3D each type of training requested is placed in the first column, then the job title and salary grade is placed in column 2, and finally the number of employees at that job title and salary grade requesting that type of training is tallied in column 3. The line marked "*" shows the information about the chief storekeeper who figured in the previous Samples.

52.   Form 3D is a similar tally of requests for technical training.

53.   The final product of these calculations, the Training Request Chart, is a tabulation for all the departments in the town that list the type of course requested in the first column, and then the number of requests for that type of training by salary grade, department by department. The extreme right column shows the total number of requests for each type of training throughout the entire town government, while the bottom line shows the number of requests for all kinds of training at each grade level. The total number of training requests throughout the entire town government is shown at the bottom line in the extreme right column.

54.   Note that the survey director has first listed the requests for managerial training on the Training Request Chart, and then those for technical training.

55.   Finally, Sample 11 shows the survey director's narrative description of the town's requests for training courses in which he has pointed out those types of courses most frequently requested.

What must be done? Directions for procedures follow:

56.   PROCEDURE ONE: Performed by Interviewers.

All items on the questionnaire should be completed even though an interviewee might not answer questions in order. In this case the interviewer should return to unanswered items before the interview is completed. Some points to consider before interviewing are in annex material.

> Item 4. Personnel Data: Enter employees' full name and underline surname of family or family name. Enter employee's year of birth (this information will be useful in deciding about any extensive training, e.g. if the employee is near retirement age). List the employee's job title and grade; if possible, obtain this information from the personnel roster before the interview and then check it with the employee for accuracy.
>
> Item 5. Education and Training. Record the employee's education experience, including certificates achieved at primary and secondary school, diplomas or degrees from college, polytechnics, or universities and training courses attended.

Item 6. Work Experience: Record employee's work experience, both current and previous jobs; include employer, job title and dates.

Item 7. Job Entry Requirements: Record in this space information on requirement for entry into the job. This information can be obtained from the personnel officers, from job advertisements or from schemes of service.

Item 8. Immediate Supervisor by Job Title: List the employee's immediate supervisor (or supervisors in case the employee reports to more than one person).

Item 9. Persons Supervised: List numbers and types of employees supervised by this employee.

Item 10. Responsibilities: This column records the employee's non-personnel duties. If it is possible to define the financial responsibilities of the employee, they should be listed; e.g., the authority to sign vouchers up to a certain amount. The intent is to determine the level of responsibility that the organization has given the employee.

Item 11. Additional Comments: Enter any other comments made by the employee that might help identify training needs.

57. PROCEDURE TWO: Performed by the survey director.
As described in the discussion of the sample forms, the survey director must complete four forms for each department, and then use the data to create a chart that permits analysis of the employees' requests for training.

(a) The survey director will need one Form 3A, for each department. The job title of every interviewee is placed in the left column, his salary grade in the second column, and the employee's requests for management training in the third.

(b) When this is done for all employees in a department, the process is repeated, this time using Form 3B, which collects requests for technical training.

(c) The survey director performs the above process for each department that is covered by the assessment. The results of Parts I and II, particularly Worksheet 1 and Form 2E, will guide this decision.

(d) Next, the survey director transfers the information from Form 3A to Form 3C, rearranging the information so that the training requested is placed in the first column, the title and salary grade in the second, and then the number of requests for that training by persons in that job title and at that salary grade in the last column.

(e) The same process is performed on the information from Form 3B, which is transferred to Form 3B.

(f) This is done for each department.

(g) Finally, the information from Forms 3C and 3D for all departments is transferred to the Training Request Chart, so that the number of training requests at each salary grade in each department is clearly described. This should be done by referring to the sample Training Request Chart shown in Sample 10.

    (h) When all information has been transferred to the chart,
each column and row should be added, with the sum of the
rows equalling the sum of the columns.

    (i) Narrative Summary:

58.   After completing the Training Request Chart, the survey
director should also complete the Narrative Summary, in which he
describes the employees' training requests, calling particular attention
to types of training most frequently requested. This is the result that
will be collected from several towns to form a training need for each
department that is covered by the assessment. The results of Parts I
and II particularly Worksheet 1 and Form 2E, will guide this decision.

SAMPLE
EMPLOYEE ASSESSMENT QUESTIONNAIRE

LOCAL AUTHORITY: _NV/TT/23_   DATE: _MAY 24, 1984_
DEPARTMENT: _Treasurer_
REFERENCE NO: _____
COMPLETED BY: _____

1. NAME: _Joseph Njogy_   2. YEAR OF BIRTH: _1944_

3. JOB TITLE: _Chief Store-Keeper_   4. GRADE: _7_

5. EDUCATION AND TRAINING: (LIST CERTIFICATES, DIPLOMAS, DEGREES)

    A. PRIMARY SCHOOL: _K. P. E._

    B. SECONDARY SCHOOL: _School Certificate "A" Level - 2 principals - 2 subsidiaries_

    C. POST SECONDARY (COLLEGE, UNIVERSITY, POLYTECHNIC) _Diploma From Institute of Purchasing & Supply - Kenya Polytechnic_

    D. TRAINING PROGRAMS (PRE-SERVICE/IN-SERVICE): _Training - Diploma From Institute of Purchasing & Supply_

6. WORK EXPERIENCE: (LIST JOB/POSITION & YEARS OF EXPERIENCE)

    PRESENT JOB: _____ YEARS OF EXPERIENCE: _____

    PREVIOUS JOBS: A. _Chief Store-Keeper_ YEARS OF EXPERIENCE: _Oct. 1983 - Dec._

              B. _Supply Assistant (A.T.B) & Wild Life_ YEARS OF EXPERIENCE: _1981 - 1983_

              C. _Store man (Ministry of Tours)_ YEARS OF EXPERIENCE: _1969 - 1981_

              D. _Accounts Clerk (Private Co.)_ _July 1969 - Nov._

7. ENTRY JOB REQUIREMENTS: (LIST EDUCATION, TRAINING, EXPERIENCE REQUIRED TO GET HIRED IN THIS POSITION)
Should be Form IV with at least Division II or above with relevant experience; diploma from Institute of Purchasing Supply

8. IMMEDIATE SUPERVISORS (BY JOB TITLE): _Town Treasurer_

9. RESPONSIBLE FOR: (LIST SPECIFIC ITEMS): _____
    A. BUILDINGS: _1 Store building_
    B. VEHICLE/EQUIPMENT: _—_
    C. STORES/SUPPLIES: _2 cabinet, 3 chains, & 3 Tables_
    D. OTHER (INC. FINANCIAL RESPONSIBILITIES IF ANY): _____

10. NUMBER OF PERSONS SUPERVISED AND JOB TITLES
Store clerk, purchasing clerk, store control clerk, office messenger

11. ADDITIONAL COMMENTS: _Most staff store-buildings offices, furniture and vehicles for transport are new._

SAMPLE
EMPLOYEE ASSESSMENT QUESTIONNAIRE

A. WHAT ARE THE MOST IMPORTANT TASKS YOU PERFORM?	WHAT TRAINING IS REQUIRED TO HELP YOU DO THESE TASKS BETTER?	SUPERVISORY COMMENTS REGARDING TRAINING NEEDS
1. PROCUREMENT OF STORES & SERVICES	STORES MANAGEMENT	AGREED
2. STORAGE OF STORES	" "	"
3. ISSUES OF STORES	" "	"
4. SUPERVISION OF STAFF	*SUPERVISORY MANAGEMENT OF CLERICAL STAFF IN PROCEDURES	"
5.		
6.		
7.		
8.		

OTHER COMMENTS:

The training in the above should be short, say for a period of 3 months.

SAMPLE
INDIVIDUAL TRAINING NEEDS FORM 3A

MANAGEMENT AND SUPERVISION COURSES

DEPARTMENT: TOWN TREASURER

JOB TITLE	GRADE LEVEL	TRAINING NEEDS FORMAL & NON-FORMAL
CLERICAL OFFICER	7	PUBLIC RELATIONS
COPY TYPIST	1A	
CLERICAL OFFICER	8	INTERNAL DEPARTMENTAL COMMUNI- CATIONS
CLERICAL OFFICER	15	" " "
AUDIT CLERK	15	RELATIONS WITH CENTRAL GOVT.
ACCOUNTANT ASST. III	8	
STORES CLERK	1A	TIME MANAGEMENT
STORES CLERK	1A	
CLERICAL OFFICER	15	SUPERVISING LOWER LEVEL STAFF
*CHIEF STORE KEEPER	7	SUPERVISORY MANAGEMENT

SAMPLE
INDIVIDUAL TRAINING NEEDS FORM 3B

TECHNICAL COURSES

DEPARTMENT: TOWN TREASURER

JOB TITLE	GRADE LEVEL	TRAINING NEEDS
CLERICAL OFFICER	7	CPA II
COPY TYPIST	14	GRADE II TYPING
CLERICAL OFFICER	8	CPA II
CLERICAL OFFICER	15	USE OF COMPUTER
AUDIT CLERK	15	CPA I, AUDITING
ACCOUNTANT ASST. III	8	CPA II
STORES CLERK	14	ACCOUNTING
STORES CLERK	14	INSTITUTE OF PURCHASING + SUPPLY
CLERICAL OFFICER	15	" " "
CHIEF STORE KEEPER	7	

SAMPLE
AGGREGATED TRAINING NEEDS FORM 3C (MANAGEMENT)

DEPARTMENT: TREASURER

LIST OF TRAINING NEEDS BY SUBJECT CATEGORY	JOB TITLE & GRADE	(NUMBERS TO BE TRAINED IN EACH TRAINING CATEGORY BY DEPARTMENT AND GRADE LEVEL
COMMUNICATION SKILLS	ACCOUNTANT – 6	1
REVENUE COLLECTION	ACCOUNTANT – 6 PRINCIPAL REVENUE OFF – 6 CLERICAL OFFICER – 9	1 1 1
FINANCIAL CONTROL (MGMT)	ACCOUNTANT – 6 CHIEF INTERNAL AUDITOR – 4	2 1
CPA I	PRINCIPAL REV OFF – 6 CLERICAL OFFICER – 9 AUDIT CLERK – 15	1 1 1
CPA II	CLERICAL OFFICER – 8 ACCOUNTANCY ASST III – 8 ACCOUNTANT ASST I – 7	1 1 1
CPA III	CHIEF ACCOUNTANT – 4	1
PUBLIC HUMAN RELATIONS	PRINCIPAL REV OFF – 6 METER READER – 16	1 2
	MACHINE OPERATOR – 13	1
	CLERICAL OFFICER – 7	1
AUDITING	CHIEF INTERNAL AUDITOR – 4 ACCOUNTANT I – 6 AUDIT CLERK – 15	1 1 1
BASIC ACCT PROCEDURES	ACCOUNTANT – 6 MACHINE OPERATOR – 13 METER READER – 16	1 1 2
	STORE CLERK – 14 CLERICAL OFFICER – 5	1 1
STORES MANAGEMENT	CLERICAL OFFICER – 5 STORE CLERK – 14 CHIEF STORE KEEPER – 7	1 1 1
OFFICER MANAGEMENT	SECRETARY – 7	1
SUPERVISORY (MGT)	CHIEF STOREKEEPER – 7	1

SAMPLE
AGGREGATED TRAINING NEEDS FORM 3D (TECHNICAL)

DEPARTMENT: TOWN TREASURER'S

LIST OF TRAINING NEEDS BY SUBJECT CATEGORY	JOB TITLE & GRADE	(NUMBERS TO BE TRAINED IN EACH TRAINING CATEGORY BY DEPARTMENT AND GRADE LEVEL
CHIEF ACCOUNTANT	4	
ACCOUNTANT I		REVENUE COLLECTION
PRINCIPAL REV. OFFICER	6	REVENUE COLLECTION LICENSING
CHIEF INTERNAL AUDITOR	4	
ACCOUNTING ASST. II	7	
ACCOUNTANT I	6	
CLERICAL OFFICER	5	
SENIOR METER READER	15	
SECRETARY	7	USE OF NEW MACHINES
MACHINE OPERATOR	14	
CLERICAL OFFICER II	9	REVENUE COLLECTION
METER READER	16	
MACHINE OPERATOR	13	MACHINE OPERATIONS
METER READER	16	
CLERICAL OFFICER	7	
COPY TYPIST	14	GRADE II - TYPING
CLERICAL OFFICER	8	
CLERICAL OFFICER	15	USE OF COMPUTER
AUDIT CLERK	15	AUDITING
ACCOUNTANT ASST. III	8	ATTACHMENT
STORES CLERK	14	STORE - KEEPING
STORES OFFICER	15	PURCHASING & SUPPLIES
*CHIEF STORE-KEEPER	7	STORES MANAGEMENT

SAMPLE
TRAINING REQUEST CHART
NYERI MUNICIPAL COUNCIL

COURSE CATEGORY	TOWN CLERK					TOWN TREASURER					TOWN ENGINEERING					TOTAL				
	GRADES					GRADES					GRADES					GRADES				
	1-3	4-10	11-12	14-	T	1-3	4-10	11-13	14-	T	1-3	4-10	11-13	14-	T	1-3	4-10	11-13	14-	T
PUBLIC/HUMAN RELATIONS	—	2	—	—	2	—	2	1	1	4	—	4	—	1	5	—	8	1	2	11
PERSONNEL MGT. SUPERVISION	—	2	—	—	2	—	1	—	—	1	—	3	3	5	11	—	6	3	5	14
FINANCIAL MGT.	1	—	—	—	1	—	5	—	—	5	—	1	—	—	1	1	6	—	—	7
ACCOUNTING	—	—	—	—	—	—	3	1	2	6	—	—	—	—	—	—	3	1	2	6
AUDITING	—	—	—	—	—	—	2	—	1	3	—	—	—	—	—	—	2	—	1	3
PROFESSIONAL STUDIES	—	—	—	1	1	—	6	—	1	7	—	—	—	—	—	—	6	—	2	8
SECRETARIAL/ STORES MGT.	—	2	—	3	5	—	3	—	1	4	—	1	—	1	2	—	6	—	5	11
GENERAL MGT SKILLS	1	2	—	—	3	—	—	—	—	—	—	2	—	—	2	1	4	—	—	5
PURCHASING	—	—	—	—	—	—	—	—	2	2	—	—	—	—	—	—	—	—	2	2
RECORD KEEPING	—	1	—	1	2	—	—	—	—	—	—	—	—	—	—	—	1	—	1	2
COMMUNITY DEVELOPMENT	—	—	—	6	6	—	—	—	—	—	—	—	—	—	—	—	—	—	6	6
COMMUNI- CATIONS	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	1	—	—	1
PROJECT DEVELOPMENT	1	—	—	—	1	—	—	—	—	—	—	—	—	—	—	1	—	—	—	1
LOCAL GOVERN- MENT ADM.	—	2	—	—	2	—	—	—	—	—	—	—	—	—	—	—	2	—	—	2
BY-LAW ENFORCEMENT	—	1	—	—	1	—	—	—	—	—	—	—	—	3	3	—	1	—	3	4
E D P	—	—	—	—	—	—	1	—	2	3	—	—	—	—	—	—	1	—	2	3
TOTAL	3	12	—	11	26	—	24	2	10	36	—	11	3	10	24	3	47	5	31	86

SAMPLE
NARRATIVE SUMMARY

In Nyeri, most of the training needs are in the Town Treasurer's department. They cluster around the lower end of technical staff who need more training in the financial functions they perform, i.e: accounting, auditing. The nature of these courses is short-term -- can investigate local resources to bring training to the job. Second priority, is Town Engineering Technical training.

ANNEX

The following contains a set of forms identical to those
discussed in the text. These forms are blank, however,
so that they might be adapted or duplicated for actual use.

MANPOWER INVENTORY WORKSHEET 1

_____ Council

Prepared by: _____

Department: _____   Date: _____

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
JOB TITLE	SALARY GRADE:	NUMBER OF CURRENTLY ESTABLISHED POSTS	NUMBER CURRENTLY EMPLOYED	SURPLUS (+) VACANCIES(-) (COL4-COL3)	ESTIMATE OF NUMBER REQUIRED TO OPERATE	DEFICIENCY (-) REDUNDANCY (+) (COL4-COL6)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

MANAGEMENT TRAINING ASSESSMENT

COMPLETED BY: _____

FINANCIAL MANGEMENT WORKSHEET 2A

DATE: _____

1. WHICH ARE THE SPECIAL FINANCIAL MANAGEMENT PROBLEM AREAS THAT ARE ADVERSELY AFFECTING THE OPERATION OF OUR LOCAL AUTHORITY?	2. RANK BY URGENCY PRIORITY 1 = VERY HIGH 2 = HIGH 3 = MED 4 = LOW 5 = VERY LOW	3. CHECK THOSE AREAS WHERE A TRAINING RESPONSE IS REQUIRED TO IMPROVE PERFORMANCE			4. IF TRAINING IS REQUIRED, BE AS SPECIFIC AS POSSIBLE ABOUT THE TYPE OF TRAINING: WHAT KIND OF INFORMATION? WHAT KIND OF SKILLS?
		NEW KNOWLEDGE OR INFORMATION	NEW OR IMPROVED SKILLS	ATTITUDE/ BEHAVIOR CHANGES	
A. OVERALL SYSTEMS & PRO-PROCEDURE		_____	_____	_____
B. LEVEL & COMPETENCE OF STAFF		_____	_____	_____
C. THE BUDGET PROCESS		_____	_____	_____
D. BORROWING/DEBT MANAGEMENT		_____	_____	_____
E. REVENUE SOURCES/COLLECTION		_____	_____	_____
F. CONTROL OF EXPENDITURE		_____	_____	_____
G. LONG RANGE PROGRAMMING		_____	_____	_____
H. AUDITING PRACTICES		_____	_____	_____
I. OTHERS (BE SPECIFIC)		_____	_____	_____
J. USE OF NEW TECHNOLOGY		_____	_____	_____

MANAGEMENT NEEDS ASSESSMENT

COMPLETED BY: _____

PERSONNEL MANAGEMENT WORKSHEET 2B

DATE: _____

1. WHICH ARE THE SPECIAL PERSONNEL MANAGEMENT PROBLEM AREAS THAT ARE ADVERSELY AFFECTING THE OPERATION OF OUR LOCAL AUTHORITY?	2. RANK BY URGENCY PRIORITY 1 = VERY HIGH 2 = HIGH 3 = MED 4 = LOW 5 = VERY LOW	3. CHECK THOSE AREAS WHERE TRAINING IS REQUIRED TO IMPROVE PERFORMANCE			4. IF TRAINING IS REQUIRED, BE AS SPECIFIC AS POSSIBLE ABOUT THE TYPE OF TRAINING: WHAT KIND OF INFORMATION AND SKILLS NEED TO BE IMPARTED? WHAT ATTITUDE/OR BEHAVIOR NEED TO BE DEVELOPED OR CHANGED
		NEW KNOW-LEDGE OR INFOR-MATION	NEW OR IMPROVED SKILLS	ATTITUDE/ BEHAVIOR CHANGES	
A. OVERALL SYSTEMS & PROCEDURES					
B. LEVELS AND COMPETENCE OF STAFF					
C. RECRUITMENT & SELECTION					
D. SALARIES/BENEFITS					
E. EMPLOYEE TURNOVER/ RETENTION					
F. CAREER DEVELOPMENT OPPORTUNITIES					
G. ACCESS TO TRAINING					
H. EMPLOYEE MOTIVATION					
I. EMPLOYEE DISCIPLINE					
J. EMPLOYEE PERFORMANCE AND EVALUATION					
K. OTHERS (BE SPECIFIC)					

MANAGEMENT TRAINING ASSESSMENT

COMPLETED BY: _____

ADMINISTRATIVE PRACTICES AND PROCEDURES WORKSHEET 2C

DATE: _____

1. WHICH ARE THE SPECIAL PROCEDURURAL PROBLEM THAT ARE ADVERSELY AFFECTING THE OPERATION OF OUR LOCAL AUTHORITY?	2. RANK BY URGENCY PRIORITY 1 = VERY HIGH 2 = HIGH 3 = MED 4 = LOW 5 = VERY LOW	3. CHECK THOSE AREAS WHERE A TRAINING RESPONSE IS REQUIRED TO IMPROVE PERFORMANCE			4. IF TRAINING IS REQUIRED, BE AS SPECIFIC AS POSSIBLE ABOUT THE TYPE OF TRAINING: WHAT KIND OF INFORMATION? WHAT KIND OF SKILLS?
		NEW KNOW-LEDGE OR INFOR-MATION	NEW OR IMPROVED SKILLS	ATTITUDE/BEHAVIOR CHANGES	
A. WORK SCHEDULING AND PLANNING	_____	_____	_____	_____	_____
B. ORGANIZATION STRUCTURE	_____	_____	_____	_____	_____
C. SUPERVISORY PRACTICES	_____	_____	_____	_____	_____
D. REPORTING ON ACCOMPLISHMENTS	_____	_____	_____	_____	_____
E. PUBLIC RELATIONS AND CITIZEN COMPLAINT RESPONSE	_____	_____	_____	_____	_____

MANAGEMENT NEEDS ASSESSMENT

COMPLETED BY: _____

SPECIFIC TOWN PROJECTS WORKSHEET 2D

DATE: _____

1. WHICH ARE THE SPECIAL "MAINTENANCE" PROBLEMS THAT ARE ADVERSELY AFFECTING THE OPERATION OF OUR LOCAL AUTHORITY?	2. RANK BY URGENCY PRIORITY 1 = VERY HIGH 2 = HIGH 3 = MED 4 = LOW 5 = VERY LOW	3. CHECK THOSE AREAS WHERE TRAINING IS REQUIRED TO IMPROVE PERFORMANCE			4. IF TRAINING IS REQUIRED, BE AS SPECIFIC AS POSSIBLE ABOUT THE TYPE OF TRAINING: WHAT KIND OF INFORMATION AND SKILLS. NEED TO BE IMPARTED? WHAT ATTITUDE/OR BEHAVIOR NEED TO BE DEVELOPED OR CHANGED
		NEW KNOW-LEDGE OR INFOR-MATION	NEW OR IMPROVED SKILLS	ATTITUDE/ BEHAVIOR CHANGES	
A. WORK SCHEDULING AND PLANNING		_____	_____	_____	_____
B. TECHNICAL COMPETENCE FOR OPERATION & MAINTENANCE		_____	_____	_____	_____
C. COMMUNICATIONS WITH THE COMMUNITY		_____	_____	_____	_____
D. COMMUNICATIONS BETWEEN STAFF & COUNCIL		_____	_____	_____	_____
E. COMMUNICATIONS WITH CENTRAL GOVERNMENT AGENCIES		_____	_____	_____	_____

MANAGEMENT TRAINING ASSESSMENT FORM 2E

INADEQUATE STAFFING IN DEPT. _____ YES _____ NO

A. WORKSHEET 2A FINANCIAL   TOWN CLERK   AGREE _____ DISAGREE _____

B. WORKSHEET 2B PERSONNEL   TOWN CLERK   AGREE _____ DISAGREE _____
                                              INADEQUATE STAFFING IN DEPT. _____ YES _____ NO

C. WORKSHEET 2C ADMINISTRATIVE   TOWN CLERK   AGREE _____ DISAGREE _____
                 PRACTICES AND PROCEDURES   INADEQUATE STAFFING IN DEPT. _____ YES _____ NO

D. WORKSHEET 2D SPECIFIC PROJECTS   TOWN CLERK   AGREE _____ DISAGREE _____
                 "MAINTENANCE"   INADEQUATE STAFFING IN DEPT. _____ YES _____ NO

A7

EMPLOYEE ASSESSMENT QUESTIONNAIRE

LOCAL AUTHORITY: _____   DATE: _____
DEPARTMENT: _____
REFERENCE NO: _____
COMPLETED BY: _____

---

1. NAME: _____   2. YEAR OF BIRTH: _____

3. JOB TITLE: _____   4. GRADE: _____

---

5. EDUCATION AND TRAINING: (LIST CERTIFICATES, DIPLOMAS, DEGREES)

   A. PRIMARY SCHOOL: _____

   B. SECONDARY SCHOOL: _____ _____

   C. POST SECONDARY (COLLEGE, UNIVERSITY, POLYTECHNIC) _____

   D. TRAINING PROGRAMS (PRE-SERVICE/IN-SERVICE): _____
   _____

---

6. WORK EXPERIENCE: (LIST JOB/POSITION & YEARS OF EXPERIENCE)

   PRESENT JOB: _____   YEARS OF EXPERIENCE: _____

   PREVIOUS JOBS: A. _____   YEARS OF EXPERIENCE: _____

   B. _____   YEARS OF EXPERIENCE: _____

   C. _____   YEARS OF EXPERIENCE: _____

---

7. ENTRY JOB REQUIREMENTS: (LIST EDUCATION, TRAINING, EXPERIENCE REQUIRED TO GET HIRED IN THIS POSITION)

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8. IMMEDIATE SUPERVISORS (BY JOB TITLE): _____

9. RESPONSIBLE FOR: (LIST SPECIFIC ITEMS): _____
   A. BUILDINGS: _____
   B. VEHICLE/EQUIPMENT: _____
   C. STORES/SUPPLIES: _____
   D. OTHER (INC. FINANCIAL RESPONSIBILITIES IF ANY): _____

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10. NUMBER OF PERSONS SUPERVISED AND JOB TITLES

---

11. ADDITIONAL COMMENTS:

EMPLOYEE ASSESSMENT QUESTIONNAIRE

A. WHAT ARE THE MOST IMPORTANT TASKS YOU PERFORM?	WHAT TRAINING IS REQUIRED TO HELP YOU DO THESE TASKS BETTER?	SUPERVISORY COMMENTS REGARDING TRAINING NEEDS
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

OTHER COMMENTS:

INDIVIDUAL TRAINING NEEDS FORM 3A

MANAGEMENT AND SUPERVISION COURSES

DEPARTMENT: _____

JOB TITLE	GRADE LEVEL	TRAINING NEEDS

INDIVIDUAL TRAINING NEEDS FORM 3B

TECHNICAL COURSES

DEPARTMENT: _____

JOB TITLE	GRADE LEVEL	TRAINING NEEDS

AGGREGATED TRAINING NEEDS FORM 3C (MANAGEMENT)

DEPARTMENT: _____

LIST OF TRAINING NEEDS BY SUBJECT CATEGORY	JOB TITLE & GRADE	(NUMBERS TO BE TRAINED IN EACH TRAINING CATEGORY BY DEPARTMENT AND GRADE LEVEL

AGGREGATED TRAINING NEEDS FORM 3D (TECHNICAL)

DEPARTMENT: _____

LIST OF TRAINING NEEDS BY SUBJECT CATEGORY	JOB TITLE & GRADE	(NUMBERS TO BE TRAINED IN EACH TRAINING CATEGORY BY DEPARTMENT AND GRADE LEVEL

TRAINING REQUEST CHART
NYERI MUNICIPAL COUNCIL

COURSE CATEGORY	TOWN CLERK					TOWN TREASURER					TOWN ENGINEERING					TOTAL				
	GRADES					GRADES					GRADES					GRADES				
	1-3	4-10	11-12	14-	T	1-3	4-10	11-13	14-	T	1-3	4-10	11-13	14-	T	1-3	4-10	11-13	14-	T
PUBLIC/HUMAN RELATIONS																				
PERSONNEL MGT. SUPERVISION																				
FINANCIAL MGT.																				
ACCOUNTING																				
AUDITING																				
PROFESSIONAL STUDIES																				
SECRETARIAL/ STORES MGT.																				
GENERAL MGT SKILLS																				
PURCHASING																				
RECORD KEEPING																				
COMMUNITY DEVELOPMENT																				
COMMUNI- CATIONS																				
PROJECT DEVELOPMENT																				
LOCAL GOVERN- MENT ADM.																				
BY-LAW ENFORCEMENT																				
E D P																				
TOTAL																				

NARRATIVE SUMMARY