REPUBLIC OF KENYA

MINISTRY OF PUBLIC SERVICE
HUMAN CAPITAL DEVELOPMENT AND SPECIAL PROGRAMMES

STATE DEPARTMENT FOR PUBLIC SERVICE
AND HUMAN CAPITAL DEVELOPMENT

Training Needs Assessment Guidelines for the Public Service

September, 2025

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HARAMBEE

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TABLE OF CONTENTS

FOREWORD v
ACKNOWLEDGMENT vii
DEFINITION OF TERMS viii
ABBREVIATIONS AND ACRONYMS ix
CHAPTER ONE 1
INTRODUCTION 1
1.0 Background 1
1.1 Objectives 2
1.2 Scope of Guidelines 2
1.3 Structure of the Guidelines 2
CHAPTER TWO 3
TRAINING NEEDS ASSESSMENT PROCESS 3
2.0 Purpose for Training Needs Assessment 3
2.1 Objectives of Training Needs Assessment 3
2.1.1 Specific Objectives of TNA 3
2.2 Levels of Training Needs Assessment 4
2.2.1 Organizational Level 4
2.2.2 Occupational/Cadre Level 4
2.2.3 Individual Level 4
2.3 Data Collection Instruments 5
2.3.1 Observation checklist 5
2.4 Overview of the Organization 6
2.4.1 Background of the Organization 6
2.4.2 Establish the Expected Performance 7

2.4.3 Determine Actual Performance 8
2.5 Data Analysis 10
2.6 Establish Performance Gaps 11
2.7 Determine Training Needs 11
2.8 Prioritize Training Needs 12
2.9 Structure of a Training Needs Assessment Report 12
CHAPTER THREE 13
IMPLEMENTATION FRAMEWORK OF THE GUIDELINES 13
3.0 State Department for Public Service and Human Capital Development 13
3.1 Authorized/ Accounting Officer 13
3.2 Head of Human Resource Development 13
CHAPTER FOUR 15
MONITORING, EVALUATION AND REPORTING ON THE IMPLEMENTATION OF THE FRAMEWORK 15
4.0. Monitoring 15
4.1. Evaluation 16
4.2. Reporting 16
4.3 APPENDICES 17
4.3.1 Appendix I: Sample Training Needs Assessment Questionnaire 17
4.3.2 Appendix II: Sample Training Needs Assessment Interview Guide/Focused Group Discussions 27
4.3.3 Appendix III: Sample Training Needs Assessment– Observation Checklist 30

FOREWORD

The Training Needs Assessment Guidelines in the Public Service have been developed in line with the emerging developments and changes taking place in Human Resource Development and particularly in the training function. The guidelines have been informed by the desire to improve service delivery in the Public Service. The Government is committed to building a highly agile and responsive public sector workforce with the appropriate knowledge, skills, competencies and attitudes to perform their duties at the expected levels. This has been exacerbated by the desire to design new human capital systems consistent with merit principles including keeping pace with the fast changing global trends, policies and practices of human resource training and development. These guidelines will be geared towards the sharpening of capabilities that are required to deliver public services.

In this regard, there has been deliberate efforts to ensure that public organizations are equipped with human resource that possesses the right knowledge, skills, competencies and attitudes to enable them perform efficiently and effectively. One of the best ways to achieve this is through conducting a Training Needs Assessment (TNA) to establish performance gaps and also propose new and innovative ways of addressing them.

The purpose of this document is to provide a standard format for carrying out a TNA in the Public Service. This will ensure uniformity in undertaking the exercise across the Service by providing clear steps and approach to the exercise.

It is expected that the stakeholders will find these guidelines useful and that the TNA exercise will be undertaken regularly in the service with a view to address emerging Performance challenges that relate to training and development.

Accounting officers/Authorized Officers and County Secretaries are encouraged to make use of these guidelines while undertaking training needs assessment exercise.

HON. GEOFFREY KIRINGA RUKU
Cabinet Secretary
Ministry of Public Service
Human Capital Development and Special Programmes

ACKNOWLEDGMENT

The successful development of the Training Needs Assessment Guidlines(TNA) for the Public Service was undertaken through a consultative process that involved various stakeholders in the Public Service.

First and foremost, I wish to thank the Cabinet Secretary, Ministry of Public Service, Human Capital Development and Special Programmes, Hon. Geoffrey K. Ruku for spearheading and providing leadership in the development of these guidelines.

I am grateful to the Principal Secretaries, Chief Executive Officers and all other stakeholders that took their time to give input to this document.

Finally, I wish to acknowledge all the heads of Directorates, technical teams and all other officers from the State Department for Public Service and Human Capital Development who participated in the development of the guidelines.

DR. JANE KERE IMBUNYA (PhD.)
Principal Secretary
State Department for Public Service
and Human Capital Development

DEFINITION OF TERMS

Competency–Ability to apply a set of related Knowledge, skills, and behaviors required to successfully perform a task in a defined working setting.

Evaluation – A systematic way of determining how effectively a programme was implemented and whether there are gaps between the planned and achieved results.

Job description – A written narrative that describes the general tasks or other related duties and responsibilities of a position.

Monitoring– A process to periodically collect, analyze and use information to actively manage performance maximize positive impacts and minimize the risk of adverse impact.

Norms–Refer to standards and practices acceptable for the management of human resource development in the Public Service.

Performance Audit–An independent assessment of an entity's operations to determine the efficiency, effectiveness and economy with which resources are utilized in achieving its objectives.

Performance Gap– Is the difference between the current performance and the desired performance.

Skilled Human Capital–Specific subset of human capital to a particular task and obtained through specialized training.

Training Needs Assessment (TNA) – Is a performance audit measure or the process of gathering information on performance gaps that exist in an organization in terms of knowledge, skills, competencies, attitudes and non-training needs.

ABBREVIATIONS AND ACRONYMS

CCTV:	Closed Circuit Television
COVID:	Corona Virus Disease
MoH:	Ministry of Health
MDAs:	Ministries, Departments and Agencies
M&E:	Monitoring and Evaluation
SDPS&HCD:	State Department for Public Service & Human Capital Development
TNA:	Training Needs Assessment

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CHAPTER ONE
INTRODUCTION

1.0 Background

The Constitution of Kenya, Vision 2030 and the current Government's focus is to have a highly-skilled, agile and responsive Public Service that ensures long-term institutional knowledge capacity of skilled human capital for spearheading national development priorities. The priorities provide for a systemic approach to performance management, where an all-inclusive shared vision operational and standardized feedback process that demands for results. This can only be achieved by a well-trained and competent Public Service at all levels of Government.

Ministries, Departments and Agencies are set up to deliver on specific mandates. They set their mission, goals and objectives in line with the prevailing national development agenda as well as existing legislations and government policies. In addition, public organizations develop strategic plans, work-plans and performance contracts indicating targets to be met within a given time frame. A range of resources, including human resources, are mobilized towards realization of the agreed targets. As organizations pursue their goals, their performance gets influenced by both internal and external factors. This necessitates the identification of performance gaps, causes of these performance gaps and thereby determines and proposes interventions.

Training Needs Assessment (TNA) is a Performance Audit measure that brings out performance gaps in an organization. It focuses specifically on those that relate to deficiency in knowledge, skills, competencies and appropriate attitudes.

1.1 Objectives

The objectives of these guidelines are to:

(i) Harmonize and standardize the procedure of undertaking TNA in the Public Service;

(ii) Provide a step-by-step guide for conducting TNA;

(iii) Guide and inculcate acceptable ethical and moral principles of Public Service as guided by the provisions of Articles 10 and 232 of the Constitution;

(iv) Ensure optimal utilization of training and development resources by prioritizing on training programs that are demand driven;

(v) Facilitate monitoring, evaluation and reporting on training activities; and

(vi) Enhance attraction and retention of competent talent locally and from the diaspora.

1.2 Scope

These Guidelines shall apply to all Government Ministries, Departments and Agencies. Other public institutions may utilize them and where necessary seek for guidance from the State Department responsible for Public Service.

1.3 Structure of the Guidelines

These Guidelines are organized into four chapters. Chapter one: contains background information, rationale, objectives and scope of the guidelines. chapter two: outlines the framework of the guidelines. chapter three: highlights the institutional framework. chapter four: is on monitoring, evaluation and reporting.

CHAPTERTWO

TRAINING NEEDS ASSESSMENT PROCESS

This chapter outlines the TNA purpose, objectives, levels, data collection, analysis and reporting.

2.0 Purpose for Training Needs Assessment

Training Needs Assessment (TNA) is done to provide the management of an organization with reliable information that facilitates decision making for improved performance.

The information compares the actual performance of an organization to the projected performance in order to successfully meet the strategic goal of the organization.

It gives information on the knowledge skills and competency gaps that require the attention and action of the management.

It also provides the management with information that helps them to plan for resources and investments that will close the identified performance gaps.

It redefines organizational targets and adopts relevant training interventions that equip employees with the capacity to handle current and planned objectives.

2.1 Objectives of Training Needs Assessment

The general objective is to carry out a Training Needs Assessments to enable the management to identify and come up with prioritized performance gaps and design interventions that can assist in bridging the gaps in an organization.

2.1.1 Specific objectives of TNA

(i) To establish organizational, occupational/cadre and individual expected performance levels;

(ii) To identify current performance levels;

(iii) To determine performance gaps;

(iv) To identify training and non-training needs from the performance gaps;

(v) To prioritize the identified training needs; and

(vi) To propose training interventions.

2.2 Levels of Training Needs Assessment

There are three levels of a Training Needs Assessment (TNA); namely:

2.2.1 Organizational Level

This evaluates the performance at organizational level. An assessment of this type will determine the knowledge, skill, competencies and ability needs of an organization. It begins with an examination of the short and long-term objectives of the organization and the trend that are likely to affect these objectives. It also identifies what is required to alleviate the problems and weaknesses of the organization as well as enhance strengths and competencies. Organizational assessment takes into consideration factors such as changing demographics, political trend, legislation, technology, and economic fluctuations.

2.2.2 Occupational or Cadre Level

Occupational or cadre assessment examines the knowledge, skills, competencies and ability needs required for a particular occupations or cadres. It identifies occupations or cadres that have performance gaps, as well as knowledge, skills and competencies required.

2.2.3 Individual Level

The assessment analyzes how well an individual employee is

performing in a job and determines individual's capacity to do a new or different task. It provides information on an employee's needs for training and the kind of training required.

This addresses skills gaps identified during individual appraisal sessions and recognizing skills already acquired. It sets out what the Ministries/Departments/Agencies require of individual staff members now and in the future.

2.3 Data Collection Instruments

There are different tools to gather information during a TNA exercise which work best in different circumstances. They include:

2.3.1 Observation checklist: This refers to first hand observation and analysis in a setting in which the observer is not interfering with normal work processes. This is used to gather first hand data about an organization's strengths and weaknesses.

2.3.2 Interview: This entails use of a series of pre-determined questions outlined in an interview instrument. The method is used to gauge opinions and perceptions from key informants. This instrument allows the employee to comment on their performance and allows the interviewer to probe about performance and encourages direct involvement and participation.

2.3.3 Questionnaire: This instrument allows the interviewer to probe the respondent about the bigger picture of the environment by asking identical questions. The instrument covers more respondents than individual interviews, and takes less time.

2.3.4 Job Description: This involves a study of all responsibilities of a certain job to define an employee's expectations and responsibilities, as well as those of the organization.

2.3.5 Appraisal Review: This is conducted for a specific performance period. The approach seeks to review the performance to determine whether goals and objectives were met during the appraisal period. It may also reveal the reasons for underperformance.

2.3.6 Analysis of Organizational Strategic Documents: This involves reviewing an organization's structure and other strategic documents. These strategic documents may include the organization's enabling legislation, policies and regulations, strategic plans, work plans, previous TNA reports, skills inventory, performance contracts and performance evaluation reports. The review of these strategic documents is aimed at establishing the organization's mandate, goals, objectives and strategic focus.

In undertaking a TNA, it is advised that a variety of the methods outlined above be applied.

2.4 Overview of the Organization

TNA process involves the following steps:

2.4.1 Background of the Organization

This step involves a review of available information in order to get a broad picture of the current situation of an organization. Perceived areas of challenges are surveyed by assessing various parameters that may include; attitudes of employees, performance targets, standards relating to work performance, organizational objectives, policies, performance appraisal records, rates of labor turnover, disciplinary action, wastage, customer complaints, relationships among staff as well as costs.

On the basis of the identified challenges a proposal is developed stating the rationale of undertaking a TNA. The proposal comprises of background of the study, problem statement,

rationale of the study, terms of reference, scope of the study, methodology and data collection instruments, time frame of the study, persons to undertake the exercise, resource requirements, work plan and necessary top management approval to undertake the study.

During this stage, methods used in data collection may include; desktop review of the critical organization document and initial discussion with the key leadership in the organization who will be driving the TNA process.

Relevant instruments will be used in data and information collection. These may include: questionnaires, interview guides, literature review, observation checklist and focus group discussion.

2.4.2 Establish the Expected Performance

It is important to establish the purpose for which the organization exists in order to establish its expected performance. The team undertaking the TNA should establish where the expected performance information will be domiciled. To establish the expected performance, it is also important to study the following:

(i) Legal framework, policy documents, mandate, vision, mission, strategic plans, and strategic objectives of the organization;

(ii) Existing Government development priorities that may include the Kenya Vision 2030, Medium Term plans and sector plans;

(iii) Performance targets of the organization as derived from performance contracts signed by Cabinet Secretary, Principal Secretary and heads of Department;

(iv) Organizational structure, staff establishment, work processes, types/cadres and career guidelines;

(v) Employee and customer satisfaction survey reports.

Compile the findings, verify the information obtained from discussions and documents, then single out the expected performance.

2.4.3 Determine Actual Performance

Actual performance refers to what has been achieved from the programmes/activities that the organization has been undertaking. In order to determine the actual performance, review of performance records and discussion, with top leadership, functional heads, managers and staff should be carried out. Some of the issues to be interrogated during the review of records and the discussions will include:

(i) Are the objectives, mission and vision of the organization clear to all?

(ii) What challenges are hindering their realization?

(iii) Is the organization realizing the expected results and within the time frame?

(iv) Are the required resources available and adequate?

The main references on the actual performance will include the following:

(i) Organizational structure;

(ii) Performance evaluation reports;

(iii) Appraisal reports;

(iv) Project reports;

(v) Client complaints records;

(vi) Rate and reasons for staff turnover;

(vii) Budgetary reports;

(viii) Training plans and projections; and

(ix) Training programmes.

2.4.4 Observation of parameters:

The following parameters should be observed and established:

(i) Work place cleanliness and general organization;

(ii) Employee turnover;

(iii) Customer complaints;

(iv) Speed of service delivery;

(v) Safety measures in place;

(vi) Wastage;

(vii) Management systems;

(viii) Staff behavior;

(ix) Punctuality; and

(x) Relationship with clients and between colleagues.

2.4.5 Focus group discussion

Focus groups may be held based on cadre, occupation, seniority, gender and disability. Discussions should be held with staff members to obtain some of the following information;

(i) Career progression;

(ii) Training;

(iii) Facilitation with resources;

(iv) Deployment;

(v) Discrimination (e.g. disability, gender, ethnicity);

(vi) Levels of performance;

(vii) Attitude towards work; and

(viii) Proposals and recommendation on improved performance.

2.5 Data Analysis

Analysis involves classification of data, coding, filtering, grouping and summarizing of the collected data and making deductions and logical conclusions.

Data may be analyzed using the available software applications such as Statistical Package for Social Sciences (SPSS), Excel and Google questionnaires. The data may be presented using percentages, fractions, graphs, pie charts and tables.

The data is analyzed under three major headings:

(i) **Organizational Assessment:** This includes statements of objectives and policies at organizational, departmental and sectional level, as well as Assessment of the human and non-human resources such as equipment, finances, management structure and work environment.

(ii) **Operational (Job) Analysis**: This involves assessing the job that requires to be performed, knowledge, skills and competencies needed to perform the job and what is available. This will also include analyzing the resources inputs required such as work processes, systems, tools and equipments among others.

(iii) **Individual Analysis**: Analyze the job holder being assessed; establish the current level of performance and

requirements to bring performance to the expected standards. This involves analyzing knowledge, skills, competencies and attitudes of individual job holder in relationship to the required job level.

The analysis will thus result in defining the training need, the training objectives, the training content and the target population as well as developing training activities appropriate to the needs.

2.6 Establish Performance Gaps

A performance gap exists when there is a difference between the expected and the actual levels of performance.

After establishing performance gaps, the causes can be classified as follows:

(i) Knowledge, skills and competencies;

(ii) Work related systems and processes; and

(iii) Gaps occasioned by other factors.

2.7 Determine Training Needs

A training need is a performance gap due to inadequate knowledge, skills, attitude and values that requires training intervention.

To identify a training need, it is prudent to;

(i) Establish the nature and types of performance gaps identified;

(ii) Determine the possible cause and reasons for each performance gap; and

(iii) Isolate those performance gaps caused by inadequate knowledge, skills or appropriate attitude.

2.8 Prioritize Training Needs

Training needs may be prioritized as follows:

(i) Short, medium and long-term needs;

(ii) Cost and affordability;

(iii) Training modality such as individual, group, in-house, work-place;

(iv) Foreign and local; and

(v) Emerging issues.

2.9 Structure of a Training Needs Assessment Report

The final stage in undertaking a TNA is development of a report. Besides the preliminary sections like the foreward, acknowledgement, list of abbreviations and acronyms; the report should be organized as follows:

Chapter one: Introduction, chapter two: overview of the Organization, chapter three: methodology, chapter four: data analysis, chapter five: conclusions and recommendations, and annexure should include: implementation matrix with resources/budget requirements and sample tools.

CHAPTER THREE

IMPLEMENTATION FRAMEWORK OF THE GUIDELINES

This chapter highlights the roles and responsibilities of the institutions charged with the mandate of implementing the guidelines.

3.0 State Department responsible for Public Service

The State Department responsible for Public Service will:

(i) Co-ordinate the implementation of the guidelines.

(ii) Ensure compliance with the guidelines.

(iii) Sensitize the MDAs in undertaking TNA.

(iv) Provide technical support in conducting TNA.

(v) Monitor, evaluate and report on the implementation of the guidelines.

(vi) Review the guidelines as need may arise.

3.1 Authorized/Accounting Officer

The Authorized/Accounting Officer will be responsible for the following:

(i) Ensure that the guidelines are implemented accordingly.

(ii) Liaise with the State Department for Public Service for technical support in undertaking TNA.

(iii) Ensure compliance within their State Department.

3.2 Head of Human Resource Development

The Head of Human Resource Development will be responsible for the implementation of the guidelines in their respective

organizations for the following:

(i) Co-ordinate TNA in the irrespective organizations.

(ii) Ensure compliance with the guidelines.

(iii) Liaise with Authorized/Accounting Officer for mobilization of resources.

CHAPTER FOUR

MONITORING, EVALUATION AND REPORTING ON THE IMPLEMENTATION OF THE FRAMEWORK

This chapter presents the monitoring, evaluation and reporting framework that will be adopted by MDAs to ensure compliance. The responsibility of monitoring and evaluation of the guidelines will be vested on the State Department responsible for Public Service.

4.0. Monitoring

Monitoring will be undertaken continuously to ensure compliance with the guidelines. The following implementation indicators shall be shared with the state department responsible for Public Service on a quarterly basis:

(i) Training plans;

(ii) Minutes of the training committees;

(iii) Annual training projections;

(iv) Implementation plans indicating performance gaps being addressed;

(v) Participants in training programmes;

(vi) Venue or institution where the training took place;

(vii) Compliance to articles 10 and 232 of the Constitution of Kenya 2010 and other legal and policy instruments;

(viii) Reports on level of implementation;

(ix) Challenges of implementation;

(x) Proposed interventions; and

(xi) Planned interventions.

4.1. Evaluation

Evaluation will be undertaken at least once a year to assess the implementation of the guidelines. The process shall systematically and objectively assess all the elements of the implementation of the framework (for example, design, implementation and results achieved) to determine its overall worth or significance.

The objective is to provide credible information for decision-making to identify ways to improve towards desired results.

4.2. Reporting

Appropriate monitoring and evaluation reports will be prepared and disseminated accordingly. The reporting shall also facilitate taking corrective action on any deviation from the implementation of the guidelines.

4.3 APPENDICES

4.3.1 Appendix I

Sample Training Needs Assessment Questionnaire

(***To be completed by Individual Staff***)

The purpose of this Questionnaire is to establish your training needs in order to develop performance improvement programmes in your Department/Section/Unit. The information you provide will be confidential and will be used only for improving your job performance.

1. Personal Data

a) Cadre ..... Designation ..... Job Group/CSG .....

Gender: ☐ Male ☐ Female

b) Are you a person with disability? ☐ Yes ☐ No

If **YES**, specify……

c) (i)Years of Service

5 or below ☐ 6–10 ☐ 11–15 ☐ 16 –20 ☐ Over 21 ☐

(ii)Years in Current Job Group

Below 5 ☐ 6-10 ☐ 11-15 ☐ Over16

(iii) Age Bracket: ☐ 18–25 ☐ 26–35 ☐ 36–45 ☐ 46-55 ☐ 56 and above

Department.....

Duty Station.....

d) Terms of Service: Permanent ☐ Contract ☐

2. Academic and Professional Qualifications

a) Indicate your highest academic qualification

PhD☐ Masters ☐ Bachelors ☐ Diploma ☐

Certificate☐ 'A' level☐ 'O' Level☐ Others ☐

b) What are your area(s) of specialization?

.....

c) Indicate your professional qualifications

.....

.....

.....

Are you a member of a professional body? Yes ☐ No ☐

If **YES** specify

d) What are your other qualifications?

.....

.....

.....

3. Skills

i) What are your key duties and responsibilities?

.....

.....

.....

ii) What skills do you possess to perform your duties?

.....

.....

.....

iii) Do you experience any knowledge/skills related challenges in carrying out any of your duties and responsibilities?

Yes ☐ No ☐

If **YES,** please specify

.....

.....

iv) From the options listed below, please tick one that **best** explains how you acquired the skills that enable you perform your duties and responsibilities.

Experience ☐

Attachment ☐

Training ☐

Mentoring ☐

Induction ☐

Research ☐

v) State the challenges (if any) that you face in the course of performing your duties.

.....

.....

.....

vi) Suggest ways of addressing the challenges in (v) above

.....

.....

.....

4. Competencies (Knowledge Skills Abilities and Behaviors)

a. Identify the competencies that you consider necessary for the performance of your job?

.....

.....

.....

b. Do you possess the competencies identified in 4(a) above?

Yes☐ No☐

If **YES,** please list any **three** (3) such competencies

……

……

……

From the following core competencies, please **tick** the ones you have been trained on?

Competencies	**Tick [√]**
Research Methods	
Training Needs Assessment	
Presentations	
Proposal and Report Writing	
Human Relations	
Financial Management	
Monitoring and Evaluation	
Leadership and Management	
Communication	

Competencies	Tick [√]
Networking	
Policy Formulation and Implementation	
Financial Reporting	
Minute Writing	
Speech Writing	
Time Management	
Negotiation	
Guidance and Counseling	
Conflict resolution	
Project Management	
Risk Management	

c. Suggest ways to improve the competencies

.....

.....

5. Performance Measures

a. Does your Unit/Division/Sub division/department have targets? Yes ☐ No ☐

If **NO**, explain

.....

.....

b. Do you set your individual targets?

Yes. ☐ No. ☐

If **NO,** explain .....

.....

a. Do you perform duties which you consider unrelated to your job?

Yes. ☐ No ☐

If **YES,** please specify

.....

.....

.....

b. Do you possess the skills necessary to perform the above duties?

Yes ☐ No. ☐

Explain.....

.....

c. Is your performance evaluated annually? Yes ☐ No ☐

If **NO** explain?

.....

d. During the evaluation, what performance gaps were identified?

.....

.....

e. Suggest **three** (3) ways of improving your performance

.....

.....

6. Interpersonal Relations

a. Is the relationship with your colleagues harmonious?

Yes☐ NO☐

If **NO** explain .....

.....

.....

b. Suggest possible ways of addressing issues raised in **(a)** above

.....

.....

c. Do you encounter challenges when interacting with the other departments?

Yes ☐No☐

If **YES** specify

.....

.....

.....

d. Suggest **three** (3) ways of addressing the challenges identified in 6(c) above.

.....

.....

.....

e. Do you consider your Department well integrated in to the core functions of your organization?

Yes☐ No☐

f. Do you consider your individual roles well integrated in to the core functions of your organization?

Yes☐ No☐

7. Management of the Training Function

a. Is there a functional Departmental Training Committee (DTC) in your Department?

Yes ☐ No ☐ Do not know ☐

b. In your opinion, is the selection by Departmental Training Committee fair? Yes ☐ No ☐

If **NO** explain

.....

.....

c. In your view, is the nomination process for training fair?

Yes ☐ No ☐

If **NO** explain

.....

.....

d. Are you aware of your training needs?

Yes ☐ No ☐

If yes, in order of priority indicate two (2) areas of training that you require for career progression in respect to your Scheme of Service.

(i) .....

(ii) .....

e. Have you attended any training in the last three years?

Yes ☐ No ☐

If **NO** give reasons:

.....

.....

If **YES** complete the following table below:

Training (program) attended	Institution offering the training	Venue	Duration (State No. of weeks, months or years)	Sponsor/ Financier

f. Has the knowledge and skills acquired in the training program(s) listed in the table above assisted in—

i. Improving your job performance? Yes ☐ No ☐

Explain .....

.....

.....

ii. Improving your career progression?

Yes ☐ No ☐

Explain .....

.....

.....

iii. How have your training needs been identified in the past?

Explain .....

.....

.....

iv. Give suggestions on how management of training can be improved

.....

.....

8. Work Environment

a. What are the key work environment related challenges that affect your performance?

.....

.....

b. Suggest ways of addressing the challenges identified in (a) above

.....

.....

4.3.2 Appendix II — Sample Training Needs Assessment Interview Guide/Focus Group Discussions

(Director Generals/Heads of Departments/Units)

Introduction

The Organization is undertaking Training Needs Assessment to identify performance gaps and other critical issues affecting its employees. The purpose of this exercise is to identify such gaps and make recommendations to address the same through training or other administrative interventions.

Your input in this discussion will be useful in improving the training functions in the organization.

1. **(a)** What is your Ministry/State Department's/organization's mandate?

   .....

   .....

   .....

   (b) How well are the Ministry/State Department's/organization's objectives aligned to it's Strategic Plan?

   .....

   .....

   .....

2. **(a)** To what extent has your Ministry/State Department's/organization been able to achieve the yearly set targets? **(Probe why)**

   .....

   .....

   .....

   (b) What performance challenges does the Ministry/State

Department's/organization's experience? (Probe on interventions that have or/should be put in place to address the challenges)

.....

.....

.....

3. What do you consider to be critical skills and competencies for staff in your Ministry/State Department/organization?

.....

.....

.....

4. (a) Do the human capital in your Ministry/State Departmental/organization possess the necessary skills and competencies to effectively achieve your mandate? **(Probe for the skills – current and expected)**

.....

.....

.....

(b) Comment on the relevance of training offered to the staff in your Ministry/State

Department/organization

.....

.....

.....

(c) What impact has past training had on staff performance?

.....

.....

(d) What measures have been put in place to ensure that staffs acquire the necessary skills?

.....

.....

.....

5. (a) How do you nominate/select staff in your Ministry/State Department/organization for training?

.....

.....

(b) How do you ensure fairness in nominating staff or training?

.....

(c) Does your Ministry/State Department/organization have a training budget?

.....

(d) How can budgeting for training and utilization be improved?

.....

.....

(e) Any other suggestions to improve training functions?

.....

.....

4.3.3 Appendix III—Sample Training Needs Assessment–Observation Checklist

	Department/directorate	***Status***	*Indicators*
1	**Staff Behavioral attributes**		
i.	Punctuality (reporting time)-do the officers report to work on time		
ii.	Departure time-The time officers leave the office in the evening		
iii.	Public Relations (external clients)-how you interact with customers		
iv.	Interpersonal Relations (internal clients in the organization)		
v.	Time Management (time taken in completing a task)		
vi.	Etiquette (mannerism and grooming of staff, politeness)		
2.	**Office equipment & transport**		
i.	Computers		
ii.	Photo copying machines, printers, scanners, telephones		
iii.	Furniture and Fittings		
iv.	Internet		
v.	Vehicles–availability and usage		
vi.	First Aid boxes		
3.	**Work Environment**		
i.	Office cleanliness		

ii.	Office accommodation		
iii.	Reception outlook		
iv.	Suggestion boxes		
v.	Lighting		
vi.	Ventilation		
vii.	Tea and drinking water		
viii	Sanitation		
ix.	Boardrooms/meeting rooms		
x.	Lifts/Ramps		
xi.	Wastage (lighting, running taps, misuse of printing paper)		
xii.	Noise		
4.	**Safety and Security**		
i.	Security personnel		
ii.	Staff badge/ID		
iii.	Security scanners		
iv.	Cameras(CCTV)		
v.	Emergency exits		
vi.	Fire extinguishers		
vii.	Assembly points		
viii	Fire Alarm		
ix.	Smoke detectors		
5.	**MOH Covid-19protocols**		
i.	Thermo guns		

ii.	Sanitizers		
iii.	Hand washing Points		
iv.	Masks		
v.	Social distancing (sitting arrangements)		

HARAMBEE

The Presidency
Ministry of Public Service Human Capital Development and Special Programmes
State Department for Public Service and Human Capital Development