

REPUBLIC OF KENYA



**MINISTRY OF PUBLIC SERVICE, GENDER AND AFFIRMATIVE ACTION
STATE DEPARTMENT FOR PUBLIC SERVICE**

TRAINING NEEDS ASSESSMENT GUIDELINES

FOR

THE PUBLIC SERVICE

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DEFINITIONS OF TERMS

Norms - Refers to guidelines that prescribe acceptable conduct for the management of human resources in the public service.

Skilled human capital - Specific subset human capital specific to a particular task and are obtained through specialized education.

Performance gaps - Is the difference between an employee's current performance and their desired performance.

Performance audit - An independent assessment of an entity's operations to determine if specific programs or functions are working as intended to achieve stated goals.

Competency - Ability to do something successfully or efficiently.

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

Surveillance - Refers to techniques used which are hidden or disguised so that the subject Does not know they are being monitored.

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

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

Training Needs Assessment (TNA) - Is a performance audit measure or the process of gathering information on performance gaps that exist in an organization

ABBREVIATIONS AND ACYRONMS

CCTV: Close circuit Television

COVID: Corona virus Disease

MoH: Ministry of Health

MHRMAC: Ministerial Human Resource Management Advisory Committee

MAC: Ministerial Advisory Committee

MDAs: Ministries, Departments and Agencies

M&E: Monitoring and Evaluation

TNA: Training Needs Assessment

CHAPTER ONE

1.0 INTRODUCTION

1.1 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 with well trained and competent Public Service at all levels of Government.

Ministries, Departments and Agencies are set up to deliver on specific mandates. By doing so, they set their mission, goals and objectives in line with 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 people, are mobilized towards realization of the agreed targets. As organizations pursue their goals however, their performance gets influenced by both internal and external factors. This necessitates the identification of performance gaps, causes of these performance gaps and thereby determine and propose mitigation interventions.

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

1.2 Objectives of the Guidelines

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 in inculcating and acceptable ethical and moral principles of public service as guided by the provisions of Article 232 of the Constitution in the training administration;
- (iv) Ensure optimal utilization of training and development resources by prioritizing on training programs that are demand driven for officers in the Public Service;
- (v) Facilitate monitoring ,evaluation and reporting on training activities in the in the Public Service;
- (vi) Enhance attraction and retention of competent talent locally and from the Diaspora

1.3 Scope of Guidelines

These Guidelines shall apply to all Ministries and Departments in the National Government however; other Public Institutions including County Governments may utilize them and where need be seek for guidance from the department responsible for public service on how to customize the same for application in their institutions.

Structure of the guideline for Training Needs Assessment

This guideline is divided into four (4) chapters. Chapter one contains background information, rationale, objectives and scope of the guidelines. Chapter two (2) outlines the framework of the guidelines. Chapter (3) highlights the institutional framework while chapter four (4) is on Monitoring, Evaluation and Reporting.

CHAPTER TWO

2.0 CONDUCTING TRAINING NEEDS ASSESSMENT

This chapter outlines the purpose for carrying out Training Needs Assessment, levels of Training Needs Assessment, data collection and analysis, and report writing.

2.1 Purpose for Training Needs Assessment (TNA)

Training Needs Assessment generates and provides management with data for comparing actual performance with what is required to successfully meet the set strategic goals of the organization. It gives information on whether the skills and resources available are adequate to close the performance gap and therefore, is a basis for decision making. It redefines organizational targets and adopts relevant training interventions that equip employees with the capacity to handle current and planned objectives.

2.2 Objectives of Training Needs Assessment

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

Specifically the objectives of TNA are to:

- (i) Establish organizational, occupational/cadre and individual expected performance levels;
- (ii) Establish current performance levels;
- (iii) Establish Performance gaps;
- (iv) Identify training and non-training needs from the performance gaps;
- (v) Prioritize the identified training needs; and
- (vi) Propose training interventions

2.2.1 Levels of Training Needs Assessment

There are three levels of a Training Needs Assessment

2.2.2 Organizational Level

Organizational Assessment evaluates the level of organizational performance. An assessment of this type will determine the skills, knowledge, 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 to enhance strengths and competencies. Organizational assessment takes into consideration factors such as changing demographics, political trend, legislation, technology, and economic fluctuations.

2.2.3 Occupational/Cadre level

Occupational assessment examines the skills, knowledge, and abilities required for the affected cadre. It identifies how and which occupation has discrepancies or existing gaps, as well as examining new ways of assessing the skills needed to create an effective team.

2.2.4 Individual level

Individual assessment analyzes how well an individual employee is doing a job and determines the individual's capacity to do a new or different work. It provides information on employees needs for training and the kind of training required.

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

2.2 Data Collection Instruments

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

- i. **Observation checklist** – This refers to first hand observation and analysis in a setting in which the observer is not interfering with normal productivity. This is used to gather first hand data about an organization's strengths and weaknesses.
- ii. **Interviews** – This entails use of a series of pre-determined questions to gauge opinions and perceptions. Interview tool allows the employee to comment on their

- performance and allows the interviewer to probe about performance and encourages direct involvement and participation.
- iii. **Questionnaires** – This tool allows the interviewer to probe the respondent about the bigger picture of the environment by asking identical questions. The tool covers more respondents than individual interviews, and takes less time.
 - iv. **Job Descriptions** – This involves a study of all responsibilities of a certain job to define an employee's expectations and responsibilities, allowing for more thorough training and supervision.
 - v. **Appraisal Reviews** – This is conducted within a performance review, when the supervisor questions the employee about their duties and training and is able to uncover reasons for poor performance.
 - vi. **Analysis of Organizational Strategic Documents.** This involves reviewing the organization's documents on training and the type of training offered to employees. It also makes reference to the training budget. These strategic documents may include strategic plans, work plans, reports, performance contracts and their evaluation.

When using any of these methods, three things should be taken into account namely:

- i. Never rely on one instrument.
- ii. They may be used to identify training needs in different groups or types of employees.
- iii. They should be applied to individual employees because of variation in training between employees.

2.3 Steps in Undertaking Training Needs Assessment

TNA process involves the following steps:

(i) Surveillance/Investigation

This step involves the review of data 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 labour 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 why undertaking a TNA is necessary. The proposal comprises of background to 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; observation, focused group discussion/group dynamics, questionnaires, checklists, rating scales, performance appraisal, work samples (analysis of the activity), analysis of the equipment, behavioral analysis and the Ministerial Advisory Committee Members (MAC) resolutions.

Relevant instruments will need to be developed and used in collecting data/information. These may include; questionnaires, interview guides, literature/records checklist, observation checklist and group interview guide.

(ii) Determine Expected Performance

It is important to determine purpose for which the Agency exists in order to determine its expected performance. The main sources of information on performance are domiciled in the following offices:

- i. Authorized Officer;
- ii. Heads of Departments/Supervisors;
- iii. Chairperson of Training Committee;

To determine the expected performance, it is also important to study the following:

- i. Mandate, Strategic Plans, vision, mission and strategic objectives of the organization;
- ii. National development prioritizes that may be outlined in Kenya Vision 2030, Medium Term plans, and

- iii. Performance targets of the agency as derived from performance contracts signed by Cabinet Secretary, Principal Secretary and Heads of Departments;
- iv. Policy documents such as Circulars, Schemes of Service, Schedule of duties;
- v. Staff establishment , types/cadres and levels of human resource as derived from the complement control;
- vi. Employee and Customer satisfaction survey reports; and
- vii. Service Charter.

Thereafter compile the findings, verify the information obtained from discussions and documents and single out the expected performance

(iii) Determine Actual Performance

Actual performance refers to the Job/Tasks that the Agency is undertaking at the time of the study. In order to determine the actual performance, discussion and interviews should be held with authorized officer, heads of departments, and chairpersons of training committees, ministerial human resource advisory committees, performance management committees and supervisors. Some of the issues to be interrogated during the discussion include:

- i. Are the objectives, Mission and Vision of the organization clear to all?
- ii. Are there problems hindering their realization?
- iii. Is the organization making the kind of impact expected of it?
- iv. Its meeting it is objectives and targets within agreed time frame?
- v. Is the agency meeting its objectives and targets within agreed time frame?
- vi. Are the resources available and adequate?
- vii. Is the organization performing as well as it should?
- viii. Performance evaluation and performance contracting reports

The main sources of information on the actual performance are:

- i. Appraisal reports
- ii. Project reports
- iii. Client complaints records
- iv. Rate and reasons for staff turnover

- v. Organization Structure
 - i. Budgetary reports
 - ii. Training Programmes/Projections
 - iii. Performance Evaluation and performance contract Reports

Observation should be made on the following:

- i. Rate of absenteeism and lateness
- ii. Workplace cleanliness and general organization
- iii. Employee turnover
- iv. Customer complaints
- v. Speed of service delivery
- vi. Safety measures in place
- vii. Wastage
- viii. Maintenance costs
- ix. Management systems

Focus group discussions should also be held with staff members to obtain information on:

- i. Levels of performance
- ii. Challenges experienced
- iii. Attitude

(iv) Data Analysis

Analysis involves examination, grouping and summarizing of the collected data, drawing of logical conclusions, and preparation of a report.

Data may be analyzed using computer software applications such as Statistical Package for social sciences (SPSS), excel, spread sheet, access google questionnaire. The data may be presented using percentages, fractions, graphs, pie charts and tables.

The data is analyzed under three major headings:

- i. Organizational Analysis:** These includes a statement of objectives and policies at organizational, departmental and section level, as well as analysis of the Human resources available and the organizational climate. The purpose is to ensure that the Ministry/Department's Training Needs are directed to the Strategic Plans.
- ii. Operational (Job) Analysis:** Analyze job by breaking it into tasks and investigate ways of improving the performance of those tasks. Identify Skills, Knowledge Attitudes and Values that workers required to do the various tasks.
- iii. Individual Analysis:** Analyze the job holder being assessed, establish the current level of performance and establish requirements to bring performance to standard. 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 need.

iv. Establish Performance Gaps

A Performance gap is the difference between the expected and the actual levels of performance.

- i) Compare step two (ii) and three (iii) findings which include:
- Delays in meeting timelines
 - Rate of repeat jobs and breakages
 - Neglect of some functions of the organization
 - Change of objectives or are of focus
- Concentration on only a few objectives and neglect of others
- ii) Develop a comprehensive list of the performance gaps.

(v) Determine Training Needs

A Training Need is a performance deficiency due to inadequate skills, knowledge, attitude and values that requires training intervention.

To identify a training need, it is prudent to:

- i. Diagnose the nature and types of performance gaps identified;
- ii. Examine and allocate possible cause and reasons for each performance gap; and
- iii. Isolate those performance gaps caused by inadequate skills, knowledge or lack of proper attitude.

(vi) Prioritize Training Needs

Prioritized Training Needs refers to the needs that require urgent training intervention. Training needs can be prioritized under the categories given below:

- i. Immediate and future needs;
- ii. Needs that affect performance of individual officer/employee;
- iii. Needs that affect a small section of the organization;
- iv. Needs that affect the whole organization; and
- v. Needs that affect the core functions of the organization

The prioritized needs should guide in making conclusions and proposed solutions in consultation with Heads of Departments, Units and immediate supervisors.

2.4 Structure of a TNA Report

The final stage in conducting a Training Needs Assessment is the development of a TNA report. The report will be organized in the following format:

- Chapter One – Introduction and Background
- Chapter Two – Overview of the Ministry/Department/Organization
- Chapter Three – Methodology
- Chapter Four - Data Analysis
- Chapter Five – Conclusions and Recommendation
 - Implementation Matrix with resources/ budget requirements

CHAPTER THREE

3.0 IMPLEMENTATION OF TRAINING NEEDS ASSESSMENT GUIDELINES

This section highlights the roles and responsibilities of the institutions involved in the implementation of these guidelines.

3.1 State Department for Public Service

The State Department for Public Service will be responsible for the overall coordination, implementation and compliance of these guidelines in all the MDAs. Further the State Department for Public Service will

- (i) Sensitizing the MDAs in undertaking TNA
- (ii) Providing technical support in conducting TNA
- (iii) Monitoring , evaluating and reporting on the implementation of the guidelines
- (iv) Reviewing the guidelines as need may arise

3.2 Authorized Officer

The Authorized Officer will be responsible for ensuring that these guidelines are implemented as expected in their respective agencies.

Specifically the authorized officer will be responsible for the following:

- (i) Ensuring implementation of the guidelines
- (ii) Liaising with State Department for Public Service for technical support in undertaking TNA

3.3 Heads of Human Resource Management and Development

The Head of Human Resource Management and Development will be responsible for the implementation of these guidelines in their respective agencies. Specifically the Head of Human Resource Management and Development will be responsible for the following:

- (i) Coordinating TNA in their respective agencies
- (ii) Ensuring compliance with the guidelines

- (iii) Liaising with accounting officer for the provision of the required resources/ budget.
- (iv) Reporting on the implementation status of the guidelines.

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CHAPTER FOUR

4.0 MONITORING, EVALUATION AND REPORTING FRAMEWORK

4.1 Preamble

This chapter presents the Monitoring, evaluation and reporting framework that will be adopted by MDAs to ensure compliance and reporting on the levels of success, challenges, solutions to the challenges experienced and best practices for benchmarking.

4.2 Monitoring, Evaluation and Reporting on Implementation of the TNA guidelines

The responsibility of Monitoring, Evaluation and Reporting on these guidelines will be vested on the department responsible for human resource development in the public service.

4.2.1 Monitoring

To undertake monitoring, each MDA will collect data on quarterly basis indicating the successes and challenges being experienced by the implementing departments and agencies.

4.2.2 Evaluation

Each MDAs will set annual targets for purposes of mainstreaming adaption of the guidelines after three years to gauge the successes and take requisite measures where challenges are experienced including consultation for guidance. These guidelines will be reviewed every five (5) years or as need may arise.

4.2.3 Reporting

The continuous monitoring and evaluation of the implementation of the TNA guidelines will be recorded and reports made annually. To ensure the intended actions are implemented as per the plan. The reporting shall also facilitate taking of corrective action on any deviation from the initial plan.

Appendix I

Sample Training Needs Assessment Questionnaire for Staff

(To be completed by Individual Member 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 provided will be confidential and will be used only for improving your job performance.

1.0 Personal data

- 1.1 Name.....
- 1.2 P/No.
- 1.3 Date of Birth
- 1.4 Gender (Male/Female)
- 1.5 Job Group
- 1.6 Terms of Service
- 1.7 Job Title
- 1.8 Ministry
- 1.9 Division/Department
- 1.10 Section/Unit
- 1.11 Duty Station

2.0 Academic Qualifications and Professional Experience

2.1 List academic and professional qualifications and experience that you possess.

a) Academic Qualifications

.....
.....
.....

b) Professional Qualifications

.....
.....
.....

c) Experiences/Abilities and Skills

.....
.....
.....

3.0 Job Description and Job Requirements

a) List your major duties and responsibilities.

i)
ii)
iii)

b) List the major activities that you perform outside your job description

i)
ii)
iv)

c) Indicate recent changes that have been introduced into your job that require new skills.

i)
ii)
iii)

d) List the difficulties that you experience in performing your duties.

i)
ii)
iii)

e) Suggest how the difficulties mentioned in (d) above can be addressed.

i)
ii)
iii)
iv)

f) Indicate the skills that you require to perform the tasks mentioned in (a) above.

- i)
- ii)
- iii)
- iv)

3.1 Have you attended any course in the last two year? Yes/No.

If yes, Course attended:

Venue:

3.2 How relevant were the course(s) to your work?

- i)
- ii)
- iii)
- iv)

3.3 Who nominated you for the course (s)?

.....

3.4 Comment on how officers are selected for training in your Ministry/Department/County.

Appendix II
Sample Training Needs Assessment Interview Schedule for Key Informants

Interview Guide/Focused Group Discussions

Introduction

Training Needs Assessment (TNA) to identify performance gaps and other critical issues affecting its employees. This exercise aims to identify such gaps and make recommendations to address the same through training or other administrative interventions. Your input in this discussion will help improve the training functions in the agency.

a) What is your Directorate/Departmental/Unit mandate?

.....
.....

(b) How well are the Directorate/Departmental/Unit objectives aligned to the Strategic Plan?

.....

2. (a) To what extent has your Directorate/Department/Unit achieved the yearly set targets? (Probe why)

.....

(b) What performance challenges does the directorate/department/unit 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 directorate/department/unit?.....

.....

4. Does your directorate/department/unit personnel possess the necessary skills and competencies to achieve your mandate effectively? (Probe for the Skills – Current and Expected)

.....

5. Comment on the relevance of training offered to the staff in your directorate/department/unit?

.....

6. What impact has past training had on staff performance?

.....

7. What measures have been implemented to ensure staff acquire the necessary skills?

.....

8. (a) How do you nominate/select staff in your directorate/department/unit for training?

.....

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

.....

9. Does your directorate/department/unit have a training budget?

.....

10. How can budgeting for training and utilization be improved?

.....

11. Any other suggestions to improve training functions?

.....

Appendix III

Sample Training Needs Assessment Observation Check-list

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 KMA)	
v.	Time Management (time taken to complete a task)	
vi.	Etiquette (mannerism and grooming of staff, politeness)	
2.	Office equipment & transport	
i.	Computers	
ii.	Photocopying 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-19 protocols		
i.	Thermo guns		
ii.	Sanitisers		
iii.	Hand washing Points		
iv.	Masks		
v.	Social distancing (sitting arrangements)		