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TRAINING NEEDS ANALYSIS

EDC PILOT GROUP PHASE 1

Prepared for

His Majesty's Government of Nepal
Ministry of Water Resources
Electricity Development Center

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Executive Summary

The purpose of this report is to outline a Human Resource Development (HRD) process for Electricity Development Center (EDC), and to present results of a training needs analysis conducted for the selected pilot group, the Privatization Directorate, within the EDC professional staff

The HRD process provides a logical framework for relating training activities to the enhancement of on-job performance. The process has an annual cycle of activities interrelated to work plan preparation and execution. Maintenance of the HRD process may be considered to be a routine management responsibility, and a resource to achieve organizational objectives.

The training needs analysis considers the types of knowledge and skills required in EDC for the organization to implement its mandate, and more specifically, identifies the areas where job-related knowledge and skills need to be enhanced through formal and non-formal training. The core aspect of the training needs analysis is the identification of individual training priorities and learning objectives.

The results of the analysis are intended as an input to design the training program for the PEP Project extension, scheduled to run from January 1, 1996 through January 31, 1997.

E1 Human Resource Development

Job performance in any organization and at a personal level is related to an interplay between

- ▶ Knowledge
- ▶ Skills
- ▶ Incentive
- ▶ Work environment

Human Resources practice is broadly concerned with steps to maintain and progressively improve all these factors. HRD is mainly concerned with the development and implementation of an organized system of enhancing the knowledge and skill of staff required for the current job. Other components of HRD which include personal development and education are concerned with enhancing the potential and capabilities of staff for future job assignments and promotion.

E2 Training Priorities

EDC is involved in a broad range of activities in electricity development. These activities include project promotion and project survey/investigation and feasibility studies, and project inspection. EDC management and staff interact with all levels of public, private and NGO organizations in Nepal and with representatives of counterpart organizations, financial institutions, Donor representatives, and project developers.

The study approaches and analytical procedures used within EDC are inter-disciplinary in nature and incorporate technical, economic, financial, social, environment, legal and institutional arrangement criteria.

To reflect this range of work, the needs analysis employs ten skill modules in evaluating the mix of knowledge and skills that EDC as an organization requires to meet its mandate, and that individual staff will require to develop in training to enhance on-job performance.

These skill modules were

(a) **Technical**

- engineering
- legal
- economic analysis
- financial analysis
- environment planning and assessment
- social assessment
- computers and computer systems
- database development and management

(b) **Non-Technical**

- management
- professional competencies

Training priorities which emerged from the needs analysis are summarized in three categories as follows

- ▶ Technical Competency
- ▶ Computer Competency
- ▶ Management and General Professional Competency

E2 1 Technical Competency

The primary requirement for training in the EDC pilot group relates to the aim of strengthening the technical capacity of the organization to support the EDC mandate. The EDC management team is relatively new. All officers have only two years experience in EDC.

Training needs in technical areas are highly varied, specific and individual based. Individual needs are reported as individual training priorities and learning objectives in the HRD forms which are presented in the report Appendices.

Thus in addition to ongoing enhancement of the core technical expertise of EDC privatization staff in their primary area of responsibility, training needs that are projected to be common to all three Directorates are to

- (i) Enhance the capability to build upon existing technical and analytical skills and regularly apply these skills to project development
- (ii) Enhance basic economic and financial analysis capabilities which are applied in project review activities
- (iii) Enhance environment and social assessment capabilities to apply in project review work
- (iv) Enhance capabilities and understanding of resource management approaches and techniques more generally

For senior officers with ongoing responsibility to support high-level electricity development activities of the EDC, the priorities include

- (i) Enhancement of skills dealing with private project developers including analysis and negotiation skills

- (ii) Development of expertise in the policy and regulatory aspects of private sector development
- (iii) Development of expertise to advise on institutional arrangements in energy sectors to respond to the strategies, and more specifically to update the EDC organizational structure

E2 2 Computer Competency

Fundamental to developing computer competency in EDC is the need to provide computer work stations (PC's) for all senior officers (G-2 and up) and several units for junior staff utilization and training

Computers and analytical models are primary tools to be used in EDC analytical work. The needs analysis points to a need to strengthen computer skills capacity in four areas, also recognizing that new staff expected to be introduced in EDC may have little prior computer experience, and will need training on the models developed and used

These are

- (i) **Introductory**
Basic computer orientation for senior managers and for new staff entering EDC
- (ii) **Standard Application Programs**
Training to update skills of existing staff on new versions of standard application software is needed. This is as an ongoing process where training is required as new software is acquired
- (iii) **Specialty Programs Overview**
For the senior officers, a review of all software available to EDC, and their capabilities and applications is needed
- (iv) **Specialty Programs and Model Applications**
Training for the staff designated to use the specialty models and programs is needed for existing staff and will be required for new staff

EDC must utilize local computer training institutes for basic training. Training in specialized model applications requires a mix of course, workshop, self-directed and on-job training

E2 3 Management Competency

An effective management team is necessary to achieve organizational goals. Chapter 3 recommends a program for management training based on two needs: (1) to strengthen routine "supervisor-staff" interactions within Directorates for work planning, task definition, delegation and supervision and enhancement of staff development skills, and, (2) to provide broader management team building

Apart from on-job activities, the training methods may consist of

- (i) **Internal Workshops**
 - for the senior management group to help establish and update management practices and standard procedures within EDC
 - for new staff who are allocated supervisory responsibilities to provide exposure to basic management and supervisory techniques

(ii) **Management Courses**

- supplemental management courses such as at the Asia Institute of Management (AIM) or the Management Training Center of the Asian Institute of Technology (AIT) for selected managers
- advanced management training in strategic management and issue management for selected senior managers, such as the BANFF Program of Advanced Management in Canada, or Harvard extension programs at Boston, Massachusetts

E3 Training Methods

The training methods considered in the needs analysis included non-formal and formal training approaches

▶ **Non-Formal Training**

Emphasizing learning by doing, with the acquisition of experience and behavior modification through collegial interactions in a job performance context. Training methods recognized by EDC staff and considered most relevant include

- on-job training (via demonstrating, coaching, advising, etc.)
- job-related talk programs and seminars
- task-related workshops
- task-related field or site visits
- task-related self directed studies

▶ **Formal Training**

Providing learning in a more structured teaching environment with a student-to-instructor relationship. Alternatively, there is a specific agenda for information or skills exchange. Training methods include

- formal workshops with a study curriculum
- short courses and correspondence programs
- conferences
- study tours
- attachment training
- university degree programs

These training methods have been primarily utilized by the pilot group prior to joining EDC. The needs assessment indicated a preference for on-job training methods supplemented by exposure to electricity privatization models which are utilized in other countries and in the Asia region.

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1 Introduction

The Human Resource Development (HRD) process outlined in this report is recommended for adoption by EDC. HRD can be an effective and powerful management tool. The use of HRD procedures will help in achieving broader organizational objectives by maintaining and improving staff capabilities related to job performance. The capacity of an organization to initiate change, or to respond to changing external circumstances is also heavily dependent on its human resource capacity (ie, the sum of the knowledge, skills and attitudes existing within the organization). EDC itself is an organization with a complex, pro-active mandate operating in a dynamic field.

HRD nevertheless has to be organized in a systematic and effective manner. The methods of upgrading skills related to job performance should be simple, efficient and cost effective.

1.1 Report Objectives

The three main objectives of this report are

- ▶ **Elaboration of an HRD Process**
To outline an HRD process for EDC
- ▶ **Preparation of a Training Needs Analysis**
To prepare a training needs analysis of a pilot group and present the results as an integral part of the HRD process

The analysis considers the range of knowledge and skills required at the following levels

- **Directorate** (task oriented)
Knowledge and skills needed in the pilot group to carry out the approved work plan
- **Individual** (person oriented)
Requirements for staff to enhance their personal knowledge and skills in areas for which work is assigned, to enhance current on-job performance
- ▶ **Training Program Recommendations**
To provide individual training plan recommendations for the pilot group which can be used for the design of the PEP supported training program to be implemented over the period January 1, 1996 through January 31, 1997

Secondary objectives of the report relate to the development and documentation of tools to implement the HRD process. These included

- ▶ **HRD Process Forms**
To update, develop, and recommend the development of forms to be used in the HRD process
- ▶ **Training Data Base**
To provide and document an updated training data base for the pilot group incorporating the needs analysis data and HRD process forms

1 2 Approach

The needs analysis was prepared within a framework that considers the human resources (HR) practice generally as indicated in academic literature

1 2 1 HRD Process Description

The approach used in setting out the HRD process included the following steps

- review of literature on the HR and HRD practice
- outline of a HRD process recommended for EDC recognizing the roles and responsibilities for maintaining the process within EDC

Chapter 2 of this report outlines the recommended HRD process

1 2 2 Training Needs Analysis

The approach for preparing the training needs analysis was based on the premise that the purpose of a training needs analysis is primarily to

- identify knowledge and skills required within the pilot group to achieve functional results, and more specifically to carry out work programs and tasks
- identify deficiencies in knowledge and skills needed to perform assigned work
- identify the type and method of training appropriate for each individual or logical grouping of staff, to close the gap in skill needed to enhance on-job performance

Within the framework of the HRD process outlined in Chapter 2, the steps taken in performing the training needs analysis to move from theory to practice were

- review of the current EDC mandate and EDC organization structure
- development of skill modules to organize the identification of knowledge and skill requirements in EDC
- development of questionnaires and surveys to collect the information for the needs analysis

Five forms were used in structured interviews with individual staff members and were common to all staff (approximately 2 Hours)

- HRD 2-4 Experience Profile
- HRD 2-5 Value Analysis
- HRD 2-6 Computer Skills
- HRD 2-8 Skill Requirement/Gap
- HRD 2-9 Individual Training Plan

Review of the compiled results with individual staff and adjustment

Individual training priorities, learning objectives and training methods were identified according to the 10 skill modules. These skill modules then effectively become "training modules" around which to arrange individual and group training activities.

1 2 3 The Pilot Group

The Pilot Group was composed of personnel from the Privatization Directorate plus an Administrative Officer and a Lawyer

The group was composed of the following job functions

- Deputy Director General (one person)
- Senior Divisional Engineer - Civil (one person)
- Senior Divisional Engineers - Electrical (two people)
- Hydropower Engineers - Civil (two people)
- Administration Officer (one person)
- Lawyer (one person)

No attempt was made in this study to determine the adequacy of the job function content of the Privatization Directorate. One glaring omission is the lack of analytical capability in financial and economic matters. This was highlighted and fully appreciated by the personnel interviewed. EDC must either recruit personnel with this capability or train engineers to cover this inadequacy. The individual training plan recommendations in this report recommends the enhancement of existing personnel (engineers) to acquire the required skills. EDC management must decide whether this is the appropriate approach that meets the long term goals of EDC.

The HRD system described in this report and recommended for adoption by EDC contains five distinct stages. Due to the time constraints in the PEP Phase 1, the Human Resource Specialist was limited to completing Stages 1 and 2 for the pilot group. With this part of the HRD process completed, the training program design, a Phase 2 deliverable, may proceed as scheduled.

2 HRD System In EDC

2.1 HMG's Human Resources Policies

In public and corporate sector organizations, Human Resources (HR) practice is broadly concerned with nine categories of activity. These are shown in Figure 2-1 in the form of the classic human resource wheel, and indicated below as

- ▶ Organization Development
- ▶ Organization Design
- ▶ Human Resources Planning
- ▶ Selection and Staffing
- ▶ Personnel and Research Information Systems
- ▶ Compensation and Benefits
- ▶ Employee Assistance
- ▶ Labor Relations
- ▶ Training and Development

As EDC is a government body, it must conform to processes and rules on human resource matters prescribed for the civil service. The Ministry of General Administration determines regulations and practices governing Activities 4 through 8 above, which EDC must follow. Administrative training required for promotion is centrally delivered through the Nepal Administrative Staff College (NASC).

HRD is the last item in the activity categorization shown above. At present there are no published policy guidelines or standards for the establishment of HRD programs within government Ministries or Public Corporations.

2.2 HRD System in EDC

In the absence of HMG guidelines, EDC management has latitude in developing its own HRD process and training programs. Support extended by USAID through the PEP program and other forms of direct and in-direct Donor support for professional development and training, which EDC may have access to from time-to-time

2.2.1 Scope of HRD Activity

Within the broader human resources field, human resource development (HRD) is defined as ¹

- organizing the learning experiences to be provided by employers
- within a specified period of time
- to bring about the possibility of performance improvement and/or personal development

¹Dr. N.C. Austraco, Framework for HRD Asia Institute of Technology Management Training Center, Continuing Education Center, August 1991

HRD is generally considered to have three differentiated sub-activities

- **Training** focusing on skills to do the present job assignments
- **Education** focusing on skills needed for a future job
- **Development** focused on attitudes and behavior, not job related

The analysis presented in this report is primarily concerned with the training component of HRD, involving the identification of skills and capabilities needed to do the present job, and their enhancement through both formal and non-formal training mechanisms, defined as

- **Non-Formal Training**

Learning by doing, with the acquisition of experience and behavior modification through collegial interactions in a job performance context and setting Training methods include

- on-job training (via demonstrating, coaching, advising, etc)
- job-related talk programs and seminars
- task-related workshops
- task-related field or site visits
- task-related self directed studies

- **Formal Training**

Learning in a more structured teaching environment with a student-to-instructor relationship Alternatively, there is a specific agenda for information or skills exchange Training methods include

- formal workshops with a study curriculum
- short courses and correspondence programs
- conferences
- study tours
- attachment training
- university degree programs

- **Education**

Education aspects of HRD are taken into account in EDC's hiring practice The academic qualifications of staff are considered in the employee selection process, matched to the position requirements There are limitations faced by EDC to the extent that HMG personnel with education and practical experience in the areas EDC needs, such as economics, financial analysis and environment and social assessment, are not readily available within the Civil Service or otherwise accessible Masters programs which develop the knowledge needed for improving the level of performance in the current job, or for promotion to a higher level within an existing job stream could be considered as either training or education initiatives under HRD

- **Development**

Development aspects of HRD are more complex Development meaning a change in personal attitudes and behavior is affected by many factors such as learned behavior, and is shaped by the current work environment and exposures Personal attitudes and behavior which affect job performance are generally addressed by Nepali managers in the Nepali cultural context Specific training for senior managers can enhance skills to understand and deal with personal development issues, to the extent they affect current job performance or promotion potential

2 2 2 HRD Process

Figure 2-2 illustrates the main elements of the HRD process proposed for EDC. This process is specifically concerned with training as a means to improve on job performance, and is based on a conceptual model recommended for the design of training monitoring and evaluation systems.²

The HRD process itself may be viewed as activities undertaken by management and staff to meet the organization's HRD objectives. The process is linked to normal work planning cycle. HRD activities would proceed in parallel to the work program design and implementation. Figure 2-3 illustrates a simplified version of the steps involved in training.

The text in block Figure 2-4 describes the HRD process adapted to the EDC pilot group in more detail.

This is in terms of five stages (the pilot group process consisted of Stages 1-2)

- **Objective Setting**
 - review of organization mandate and outputs
 - formulation of HRD objectives
 - update and job descriptions
 - staffing and recruitment
- **Analysis**
 - of knowledge and skill requirements related to
 - organization mandate
 - directorate work programs
 - individual value analysis
 - individual knowledge and skill enhancement requirements to enhance on-job performance and specification of learning objectives and training methods
- **Design**
 - overall training program design, budgeting and approvals
 - formal training (course curriculum design and pre-testing as required)
- **Implementation**
 - job assignment and provision of resources
 - implementation of non-formal and formal training
 - in-training evaluations as training is delivered
- **Monitoring and Adjustment**
 - on-job performance assessment related to skill enhancement objectives
 - training program measurements
 - analysis and specification of corrective measures
 - recycling through the process

²Dugan Laird, *Approaches to Training and Development*, Revised 2nd Edition, 1985

It must be recognized that processes are adapted by an organization to suit its needs and necessarily undergo revision and update

2 2 3 HRD Process Forms

The types of forms and their uses in the HRD pilot process adapted for EDC are set out in Table 2-1. The table provides a brief description of the forms, the frequency of update and responsibility for update and review.

In the time frame available for preparing this report, which was to focus on the needs analysis component of the HRD system, it was not possible to develop all the process instruments or forms recommended for Stages 3 through 5 in the process.

2 2 4 Responsibilities

The HRD process and training will involve interaction between many people in different roles. Among these include:

- EDC management
- EDC staff (trainees) and outside participants attending the EDC training
- advisors (for non-formal training activities) and advisors and trainers (for formal training activities)
- training institutions involved in formal training
- HMG and donors financing the training programs

Broader responsibilities for the HRD process include the following for management, staff and the HRD officers:

- **EDC Management** (ie, Director General and Deputy Director Generals)
 - endorsement of a HRD process
 - establishment of HRD policies
 - establishment of HRD procedures
 - participation in HRD stages
- **Directorate Management**
 - update directorate skill modules based on the work plan update
 - review and approval of individual training priorities and learning objectives
 - staff performance evaluation
- **Staff** (all management and technical staff involved in training)
 - provide and update material in personal training files
 - participation in update of the individual training priorities and learning objectives
 - participation in pre-, during-, post-training evaluations as required by EDC or the instructor
 - participation in the completion of the required reports when returning from training
 - preparation of performance evaluation

2 3 Internal Monitoring and Evaluation

Measurement, monitoring and evaluation are interrelated activities in the HRD process. The latter, evaluation is more subjective.

Monitoring is undertaken to generate feedback to guide and adjust the training program. Evaluation is more thorough and is generally undertaken for the following purposes

- ▶ To assess that the training program has met the assigned organizational objectives
- ▶ To assess whether individuals have achieved their learning objectives and improved on-job performance
- ▶ To assess the strengths and weaknesses of the training program
- ▶ To consider the cost/benefit of the training

A common element is measurement. In the academic literature the types of measurement of training fall in categories as follows

- ▶ **Reaction**
What the participants think of a particular training event or method of training in terms of the facilities, methodology, and course material, and in the case of a formal training program the instructors
- ▶ **Learning**
The amount of learning achieved with reference to the knowledge of the principles, skills, analytical procedures and techniques that staff enhance or acquire during training. This is linked to the learning objectives in form HRD 2-9
- ▶ **Enhancement of Job Performance**
The extent to which skills and knowledge have been applied in on-job activities generally focusing on how frequently and how well the skill has been applied. The assessment is made both by the manager and the employee
- ▶ **Implementation Efficiency**
Concerned with the statistics on the training program including the numbers of persons trained, the type of training, duration and cost break down of training activities
- ▶ **Contribution to Organization Output**
Measurement at this level relates the results of the training to the organizational objectives such as contribution to the quantity and quality of organizational outputs

Table 2-1

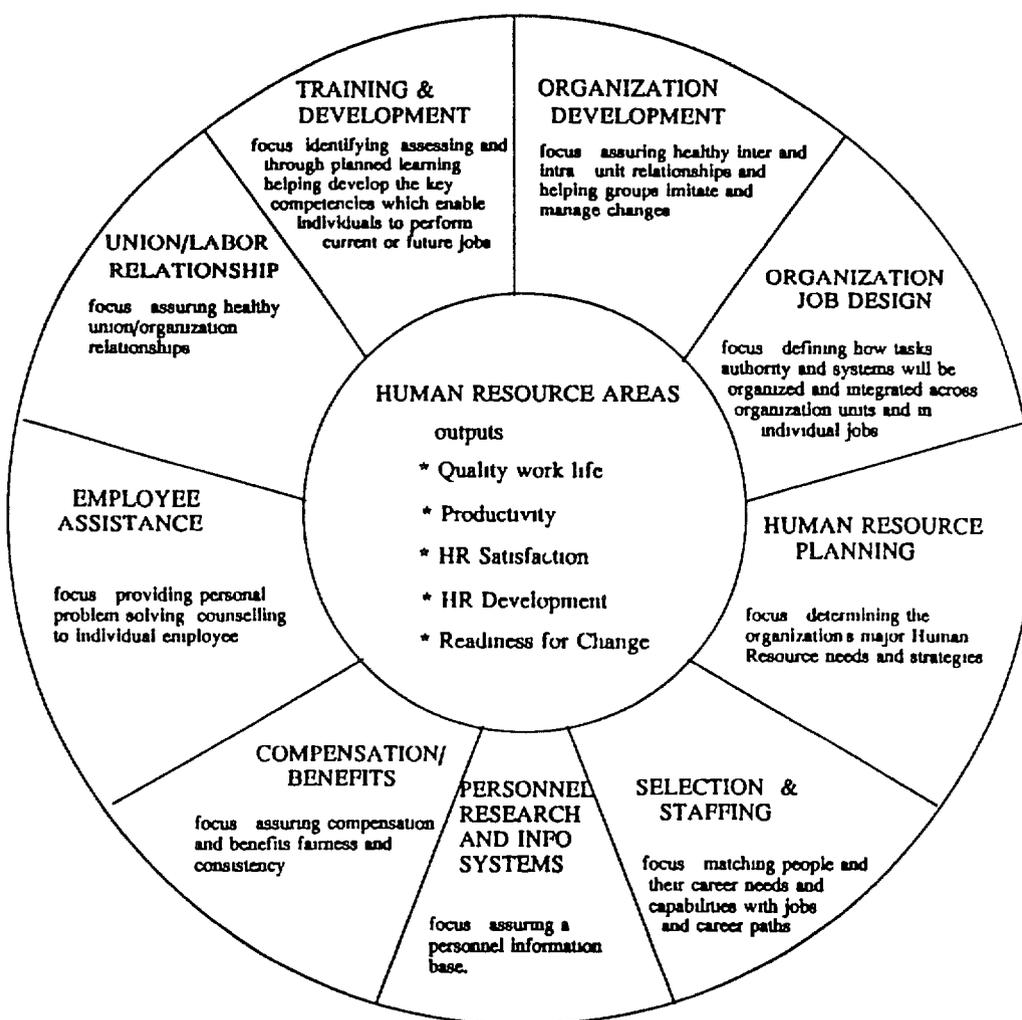
HRD Process Forms

HRD Forms and Uses	Description and Use of Forms	Frequency of Update	Responsibility	
			Prepare	Check
1 Staff Resources and Policy HRD Job Descriptions HRD Bio Data HRD Training Objectives/ Policy	Standardized Job Descriptions Standardized Format Setting Basic HRD Policy	Reviewed Annually Update as Required Reviewed Annually	Staff Staff DG/DDGs	DDG Sec
2 Analysis HRD 2-4 Experience Profile (Individual) HRD 2 5 Value Analysis (Individual) HD 2 6 Computer Skills (Individual) HD 2 8 Skills Required (Individual) HD 2-9 Training Plan (Individual)	EDC Staff Individual Profile (Education training work experience) Value Analysis Individual (Indicates individual preferences and attitudes to training) Computer Skills (Use of computers and software) Skills Required (Indicates skill level required for the position to do work plan tasks and provides staff assessment of present skills) Individual Training Plan/ Learning Objectives (indicates subjects to enhance skills learning objectives work plan application whether new or enhancement of skills and expected frequency)	Update training component Upon recruitment Update annually Update annually Update annually Add to as required	Staff - HRD Staff - HRD Staff Staff HRD Interviews Staff - HRD Interviews	HRD DG DG

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Figure 2-1

The Human Resource Wheel³



³ 1983 Models for Excellence: The Conclusions and Recommendation of the ASTD Training and Development Competency Study. ASTD

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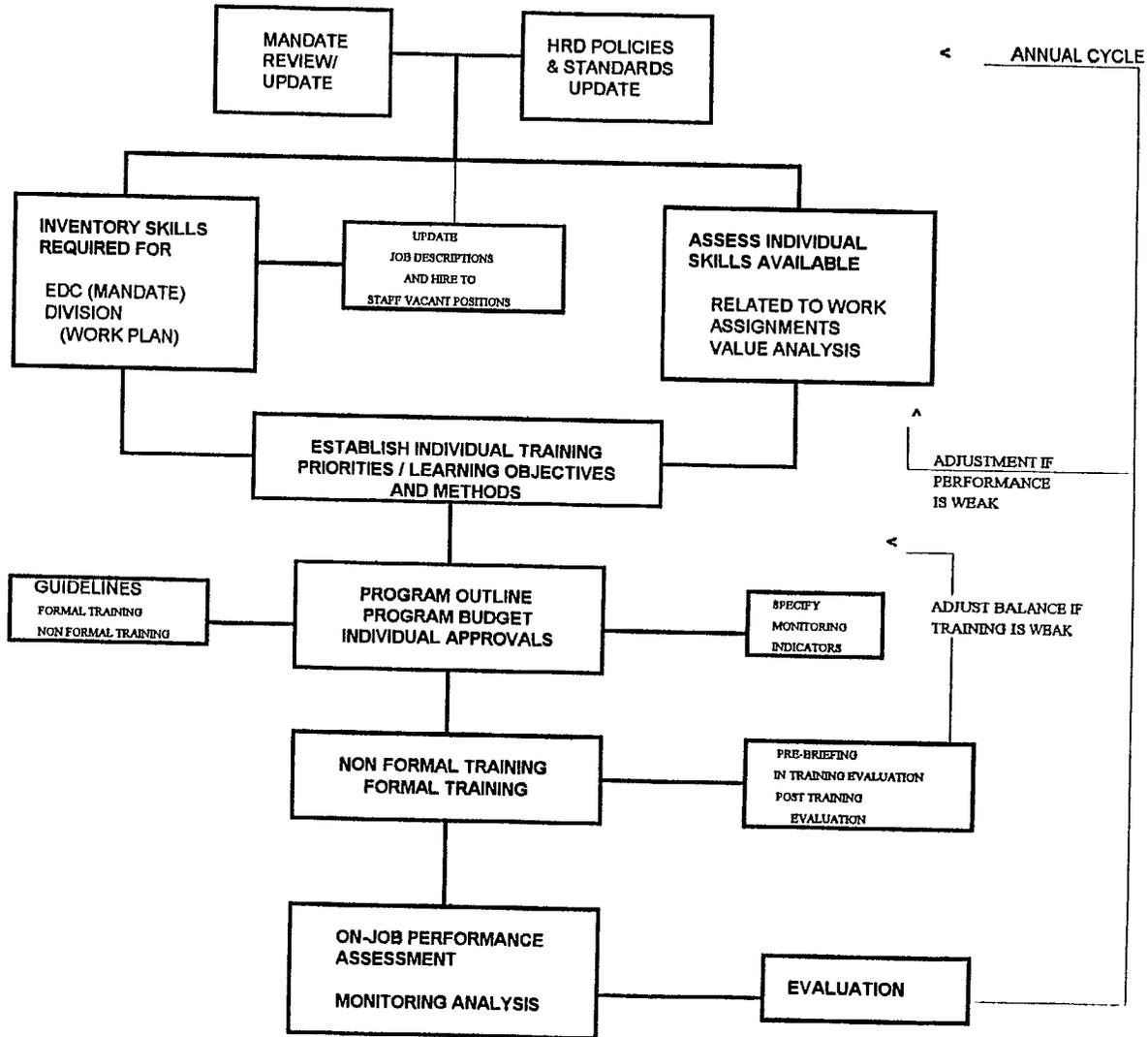
OBJECTIVE SETTING
STAGE 1

ANALYSIS
STAGE 2

DESIGN
STAGE 3

IMPLEMENTATION
STAGE 4

MONITORING AND
EVALUATION
STAGE 5



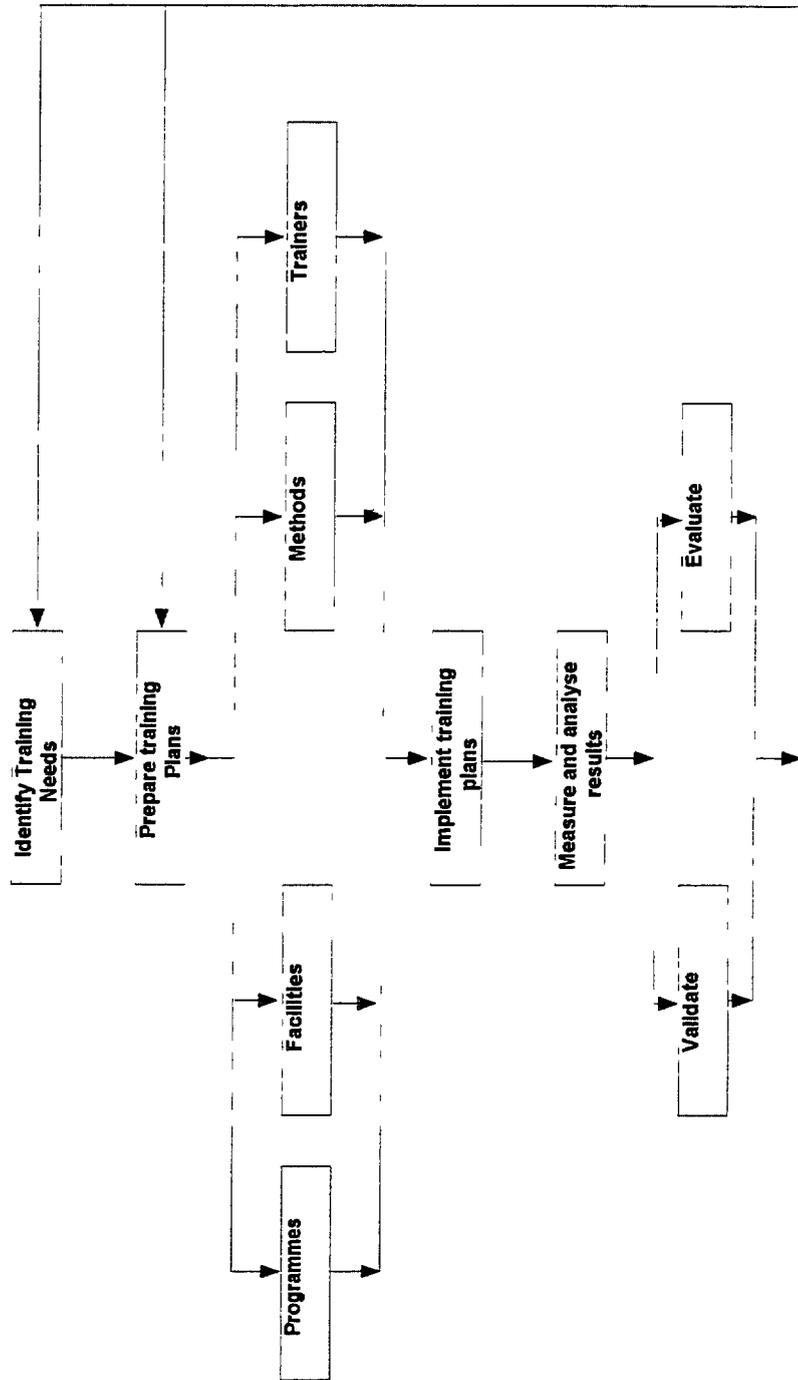
HRD Process Model

Figure 2-2

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Figure 2-3

The Components of Systematic Training⁴



⁴Planning and Identification of Training Needs for the Energy Sector, ILO

Figure 2-4

Description of Stages in the HRD Process

Stage 1 Objective Setting

The aim is to review where the organization is headed in terms of its mandate, institutional linkages and HRD policy. Activities are

- (i) **Mission/Mandate** Review and restate the EDC mission, mandate and main organization outputs. These generally remain constant, but the mandate may be modified from time-to-time and new priorities or interpretations may be given to the existing mandate. Institutional linkages are also considered.
- (ii) **HRD Policies** Review and update HRD objectives and policies in EDC. The training and HRD objectives initially formulated for EDC may stay relatively consistent over time, the policies will be gradually adapted, based on the training program monitoring results provided each year.

Stage 2 Analysis

The analysis stage is critical in determining what skills EDC needs to carry out its work, the gap in knowledge, skills and competencies, who needs to be trained and what type of training is required. The areas of analysis are

- (i) **Skills Required to deliver on EDC Mandate** Identification of the range of skills needed to respond to the EDC mandate, assuming the organization is mature and functioning to its full capability.

This is done once initially in matrix form and by skill modules, but it is reviewed and updated each year, and overhauled particularly if the EDC mandate is changed. The analysis is used to identify the (a) the number and qualifications of positions in EDC, (b) to prepare and update the job descriptions for all positions, and (c) to recruit staff for vacant positions.
- (ii) **Skills Required for Work Plan** Identify the range of skills needed to implement the work plan approved for each Directorate. In this respect the training needs identified for HRD will relate to job requirements and enhancement of on-job performance.
- (iii) **Profile of Current Knowledge and Skills of Staff** Identify the existing capabilities of the staff and the extent to which knowledge and capabilities are deficient in respect to the assigned tasks and the skills identified in (ii) above (i.e. do individual staff have skills to do the work assigned to them that year).

Figure 2-4 (Cont'd)

- (iv) **Individual Value Analysis** Identify the main values and important behavior around training and job-performance, and to elicit individual perspectives on
 - learning conditions that affect the individual
 - methods of training preferred
 - satisfaction with training feedback
 - professional development priorities
- (v) **Learning Objectives** Translate the skill enhancement requirements identified in (iii) above to specific learning objectives and identify the method of non-formal or formal training recommended

Stage 3 Design

This stage concerns the design of the training program to reflect the analysis in Stage 2 and budget decisions to determine the balance of non-formal and formal training to be provided, the selection personnel for formal training, and, the design of the curriculum for formal training activities. The main activities are

- (i) **Training Program Design and Approval** Fixing and approving the mix of non-formal and formal training recommended for each staff member within the available budget
- (ii) **Formal Course/Activity Design** Design of the course or curriculum for formal training events, incorporating feedback from target participants
- (iii) **Tryout and Testing** In some formal training cases, it may be appropriate to pre-test the training method and the feedback and evaluation procedures surrounding the training. Non-formal training activities would generally proceed according to the work plan

Stage 4 Implementation

This stage involves job assignment and delivery of training through non-formal and formal mechanisms

- (i) **Assignment and Resourcing** Job assignment is made by Directorate and is based on the work plan. Assignment includes the provision of materials, schedules, task assignment descriptions and time to do the work
- (ii) **Non-Formal Training** Delivery of non-formal types of training integrated with the work plan activities. This incorporates on-job coaching, counseling and direction, as well as talk programs and seminars, workshop, field visits and self directed study associated with work programs

Figure 2-4 (Cont'd)

- (iii) **Formal Training** Delivery of formal training which is not on-job but intended to enhance skills for on-job work. Each formal training activity would be accompanied by a sub-set of actions including
 - pre-training briefings
 - in-training evaluation
 - post-training evaluation

Stage 5 Monitoring and Adjustment

This final stage in the process provides the means to consider the effectiveness training through the mechanism of performance evaluation and making internal adjustments to improve design and delivery of training if corrections are warranted. The activities are

- (i) **On-Job Performance Assessment** Measuring the on-job performance of staff to verify performance. In terms of the training, the assessment is made of how well or and how often skills identified in Stage 2 (iv) are applied in work. Good performance is reinforced through available incentive mechanisms.
- (ii) **Analysis** Identify the probable reasons for good performance and any deficiency in performance, and consider solutions, eg
 - redo the training needs analysis
 - improving training feedback
 - redefine the job or task description
 - reassigning staff, etc
- (iii) **Recycling** Repeat the HRD cycle taking into account the new work program, the possibility of new staff or internal promotions and the results of the performance evaluation and analysis in Stage 5.

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3 Training Program Recommendations

This section provides recommendations to be utilized for the design of the EDC supported training program for the period January 1, 1996, through January 31, 1997. The basis of the recommendations is the results of the needs analysis, primarily the individual training priorities and learning objectives identified for the existing pilot group and reported in their individual HRD 2-9 forms.

To ensure that the recommended HRD process is implemented and administered in accordance with its intent, EDC must invest in appropriate Human Resource expertise to manage the process.

3.1 Resources

Training material, financial, human and physical resources available to EDC to implement the training programs are varied and are summarized under:

- ▶ Programs
- ▶ Facilities
- ▶ Advisors/Trainers

The bulk of the resources available to EDC are supplied through USAID. There are nevertheless some HMG facilities and resources available for administrative training, which EDC can access and use in its HRD program. Similarly USAID has some access to funding for formal training and information exchange programs sponsored by other Donors through HMG. These are mostly from the UNDP and occasionally from bilateral Donors. Funds are generally for conference or workshop attendance associated with regional-based technical cooperation programs.

The overall training program EDC develops should consider the effective and optimal use of all potential resources.

3.1.1 Programs

EDC has the following internal resources to manage and implement training programs:

- **EDC Management**
To plan, coordinate and monitor training programs
- **EDC Staff**
 - as the primary audience to participate in training and information exchange programs
 - as a training resource to provide supervisory support for non-formal job related training within EDC, or to lead workshops or seminars where they have demonstrated skills and expertise

In addition:

- EDC calls upon other Ministry and HMG staff with policy, planning, program or project responsibilities in the water and energy sector to participate in seminars, workshops and joint study teams, etc.

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- **Non-Formal Training**

Non-formal training programs are structured around completion of tasks. Training materials used are therefore task specific and generally developed in the course of work, with the participation of all members of the study team and the PEP advisors involved.

Supporting material includes, for example

- previous EDC reports and reports by other agencies collected by EDC
- computer program manuals and documentation

- **Formal Training**

Formal training programs generally require the development of a specific training curriculum and course material. There are prepared programs both within and outside EDC that are available for EDC to draw on such as existing workshop, seminar or course material. Otherwise, resources are needed to develop or adapt new materials.

Among the existing programs which can be utilized include

- HMG administrative training programs with curriculum and course material previously developed
- commercially available courses offered by local consultants, such as for computer skills and training on standard computer software
- courses at Tribhuvan University
- workshop, courses and seminar programs funded by other donor agencies such as the UNDP. Such programs are delivered either in Nepal or at regional training institutions and centers
- courses and programs offered at regional and international education and training institutions
- conferences offered at various local, regional and international venues
- long distance or correspondence courses offered by USA and other universities and training centers
- self-teaching courses such as software-based or manual-based tutorials available with most standard application software

UNDP, ESMAP, ADB, World Bank and other Donor funded projects or studies operating in Nepal also provide the opportunity for EDC staff to participate in formal training programs in the form of courses and training workshops which they deliver at local venues.

3.1.2 Facilities

Facilities and locations for training of EDC staff include the following

- EDC offices including conference and meeting rooms
- commercial (hotel meeting rooms) and Government (eg, NASC Meeting rooms) in Kathmandu
- regional training institutions primarily
 - Asia Institute of Management, Manila
 - Asia Institute of Technology, Bangkok
 - Economic and Social Commission for Asia and the Pacific (ESCAP)
 - Asia and Pacific Center (APDC), Malaysia
 - India Institute of Technology (IIT)
 - Tata Energy Research Institute (TERI)
- regional and international venues of various types ranging from universities to public utilities, consultant offices and government departments

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The above institutions provide courses in their own facilities and, in some instances, will develop courses for delivery in client facilities

3 1 3 Advisors and Trainers

Personnel to support non-formal training activities in EDC include

- PEP long-term and short-term advisors
- experienced EDC staff
- local consultants
- recognized Nepali experts and visiting professionals (eg , for seminar and talk programs)

Personnel to support the delivery of formal training activities in EDC include

- PEP long-term and short-term advisors
- experienced EDC Staff
- advisors associated with Donor supported studies that may be undertaken by EDC
- local consultants (i e computer trainers)

and

- NASC staff (eg administrative training)
- professional and academic staff in regional training institutions
- professional and academic staff in regional and American universities and training centers

3 2 Formulation of the Training Program

Specific recommendations for the EDC supported program are presented in the Individual Training Plan Forms. These tables provide module-based recommendations for non-formal and formal training under categories

It is suggested the modules be combined as follows

- ▶ Engineering Design and Review (Module 1)
- ▶ Legal (Module 2)
- ▶ Social, Economics, Finance and Environment (Modules 3, 4, 5 and 6)
- ▶ Computer Systems and Data Base (Modules 7 and 8)
- ▶ Management and Professional Competencies (Modules 9 and 10)

The technical programs may be delivered with non-formal and formal training methods as indicated on the tables in this section. Computer and database training may be delivered by on-job training, self-directed study and course methods

Management training, focusing on individual managers, would involve strengthening of routine management-staff interactions within EDC for work planning, task definition, delegation and supervision and enhancement of staff development skills. Secondly, training directed toward management team building may be considered

Similarly the professional competencies training programs may include preparing and making presentations and technical report writing skills and language skills

As indicated in the tables, methods for the management and professional competencies training may include

▶ **Internal Workshops**

- on communications skills including preparing and delivery techniques for presentations and report writing
- for the senior management group to establish and update management practices and procedures within EDC
- to provide basic management and supervisory techniques as required for new staff

▶ **Courses**

- language training including English comprehension
- supplemental management courses at regional training at AIT or AIM management centers for selected managers
- advanced management training in strategic management and issue management

Consideration may be given to contracting NASC to provide internal workshops on supervision methods and communications skills English proficiency courses are available locally through the British Council, American English Language Center and local language training centers Similarly the Management Training Centers of AIM or AIT may be considered for deliver a "management team building" program, including supporting input for the review and establishment of management procedures to apply in EDC

3 2 1 Existing Staff

HRD 2-9 forms which indicate the individual training priorities and needs would be approved item by item to finalize the program for each person The emphasis is on on-job training where learning objectives are related to task assignments

There are a number of training methods that will meet the requirements of more than one individual Seminars and lecture/workshops may be delivered by PEP advisors in connection with the non-formal training inputs

3.3 Ongoing Implementation of the HRD Process

The HRD process outlined in Chapter 2 requires the participation of all EDC staff, if it is to contribute to organizational and personal development objectives

3 3 1 Process

The HRD process was describe in terms of five stages

- Objective Setting
- Analysis
- Design
- Implementation
- Monitoring and Adjustment

(a) **Next Steps**

The next steps in the HRD process relate to the design stage They are interactive and include

- approval of each individual training program as set out in Forms HRD 2-9
- finalization of the list of training methods involving more than one individual including seminars and workshops
- development of the individual performance evaluation forms based on the final approved training methods in HRD 2-9
- finalization of implementation arrangements

(b) **Follow On**

As this report was prepared within short time frame and focused on the needs assessment component of a pilot group, the complete elaboration of all the HRD forms and elements such as for design, implementation and monitoring phases was not feasible at this time

The follow-on activities for implementing the HRD process include

- **Procedures**

An HRD officer should develop and maintain a set of procedures in each stage of the process which updates modifications introduced as the system is implemented

- **Forms**

The forms used in the process will have to be updated Guidelines for the formal training programs will have to be developed and introduced in the system These exist in the resource materials but would be adapted for use in EDC

- **Personal Binders**

Personal binders on staff should be kept up-to date and kept with the HRD officer Background profiles on individuals should be made available to trainers and individuals involved in the design or delivery of formal training programs

3 3 2 Training Data Base

The database for the training needs assessment was prepared in Word Perfect and in Lotus formats These files are maintained on hard disk with backups and represent the training data base of the pilot group

Appendix A

HRD Forms

FORM HRD 2-4	EDC STAFF - INDIVIDUAL PROFILE		Page 1 of 4
NAME _____	DATE _____		
DIRECTORATE _____	UNIT _____	No _____	
POSITION TITLE _____			LEVEL _____
IMMEDIATE SUPERVISOR _____	TITLE _____		
AGE _____	YEARS OF PROFESSIONAL WORK _____		
YEARS TO RETIREMENT _____	YEARS WITH EDC _____		
PART A ACADEMIC HISTORY			
	DEGREE / YEAR	SUBJECT AREA	INSTITUTION ATTENDED
UNDERGRADUATE DEGREE	_____	_____	_____
GRADUATE DEGREE	_____	_____	_____
POST GRADUATE DEGREE	_____	_____	_____
OTHER FORMAL QUALIFICATION	_____	_____	_____
PART B WORK EXPERIENCE			
YEAR FROM TO	EMPLOYER	POSITION	MAIN DUTIES
19 NOW _____	EDC _____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
PART C EDC EXPERIENCE			
HAVE YOU SEEN YOUR JOB DESCRIPTION ?	YES 1	NO 2	
HAVE YOU SEEN THE DIRECTORATE WORK PROGRAM ?	<input type="checkbox"/>	<input type="checkbox"/>	
ARE YOU ON SECONDMENT TO EDC ?	<input type="checkbox"/>	<input type="checkbox"/>	
IF ON SECONDMENT HOME DEPT	YEARS _____		
MAIN DUTIES AT EDC	_____		
SUPERVISORY RESPONSIBILITIES	_____		

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EDC STAFF - INDIVIDUAL PROFILE (CONT)

PERCENT OF WORK TIME SPENT (AVERAGE WEEK)	EXISTING (6)	DESIRE D MORE	D LESS	OK AS IS	COMMENT
1 IN OFFICE AT DESK	10				
2 IN COMPUTER ROOM					
3 IN LIBRARY					
4 IN MEETINGS AT EDC					
5 IN MEETINGS OUTSIDE EDC					
6 ON THE TELEPHONE					
7 OUTSIDE EDC COLLECTING DATA					
8 IN FIELD / SITE VISITS					
9 IN FORMAL TRAINING					
10 DISCUSSING WITH COLLEAGUES					
	10	< SUM			

PERCENTAGE OF WORK TIME AT DESK OR IN COMPUTER ROOM SPENT (AVERAGE WEEK)		COMMENT
1 PREPARING MEMOS		
2 PREPARING TECHNICAL BRIEFS		
3 WRITING REPORTS		
4 RUNNING COMPUTER MODELS		
5 REVIEWING / COORDINATING EDC STAFF		
6 REVIEWING / COORDINATING CONSULTANTS		
	10	< SUM

IN WORK YOU MAINLY INTERACT WITH	OFTEN	SOME TIMES	SELDOM	INTERACTION SHOULD BE D MORE D LESS	OK AS IS
1 MEMBERS OF OWN DIRECTORATE					
2 MEMBERS OF OTHER DIRECTORATES					
3 LOCAL CONSULTANTS					
4 OTHER GOVERNMENT DEPARTMENTS					
5 DONOR AGENCIES					
6 NGOS					
OTHER 7 _____					
8 _____					

WHO SPECIFICALLY DO YOU INTERACT WITH MOST FEQUENTLY IN WORK

IN EDC			
1 DIRECTORATE	_____	POSITION	_____
2 DIRECTORATE	_____	POSITION	_____
3 DIRECTORATE	_____	POSITION	_____
4 DIRECTORATE	_____	POSITION	_____
5 DIRECTORATE	_____	POSITION	_____
6 DIRECTORATE	_____	POSITION	_____
7 DIRECTORATE	_____	POSITION	_____
8 DIRECTORATE	_____	POSITION	_____
9 DIRECTORATE	_____	POSITION	_____
10 DIRECTORATE	_____	POSITION	_____

OUTSIDE OF EDC			
1 ORGANIZATION	_____	POSITION	_____
2 ORGANIZATION	_____	POSITION	_____
3 ORGANIZATION	_____	POSITION	_____
4 ORGANIZATION	_____	POSITION	_____
5 ORGANIZATION	_____	POSITION	_____
6 ORGANIZATION	_____	POSITION	_____
7 ORGANIZATION	_____	POSITION	_____
8 ORGANIZATION	_____	POSITION	_____
9 ORGANIZATION	_____	POSITION	_____
10 ORGANIZATION	_____	POSITION	_____

EDC STAFF - INDIVIDUAL PROFILE (CONT)

Page 3 of 4

PART D COMPUTER EXPERIENCE

WHICH OF THE FOLLOWING COMPUTER CAPABILITES / EXPERIENCE DO YOU HAVE AND HOW OFTEN DO YOU USE THEM IN WORK

1 HIGH 2 MODERATE 3-NONE/SELDOM

KNOWLEDGE LEVEL FREQUENCY OF USE

1	COMPUTER USE AND ORIENTATION	□	
2	USER KEY BOARD SKILLS	□	
3	USER KNOWLEDGE OF OPERATING SYSTEMS	□	
4	USER KNOWLEDGE OF PRINTERS	□	
USER KNOWLEDGE AND USE OF APPLICATION SOFTWARE			
5	WORD PROCESSING (WP)	□	□
6	SPREAD SHEET (LOTUS)	□	□
7	DATA BASE (D-BASE)	□	□
8	GRAPHICS (EG HARVARD GRAPHICS)	□	□
9	UTILITY PROGRAMS	□	□
SPECIALIZED PROGRAMS			
10	_____	□	□
11	_____	□	□
12	_____	□	□
13	_____	□	□
14	_____	□	□

PART E PREVIOUS FORMAL TRAINING

	A BEFORE EDC				CURRENT USE OF SKILLS LEARNED IN ON JOB SITUATIONS
	TYPE	WHERE	WHEN	TIME SUBJECT	OFTEN (1) SOME TIME (2) NEVER (3)
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____
5	_____	_____	_____	_____	_____
6	_____	_____	_____	_____	_____
7	_____	_____	_____	_____	_____
8	_____	_____	_____	_____	_____
9	_____	_____	_____	_____	_____
11	_____	_____	_____	_____	_____
12	_____	_____	_____	_____	_____
13	_____	_____	_____	_____	_____
14	_____	_____	_____	_____	_____
15	_____	_____	_____	_____	_____
16	_____	_____	_____	_____	_____
17	_____	_____	_____	_____	_____
18	_____	_____	_____	_____	_____
19	_____	_____	_____	_____	_____
20	_____	_____	_____	_____	_____
21	_____	_____	_____	_____	_____
22	_____	_____	_____	_____	_____
23	_____	_____	_____	_____	_____
24	_____	_____	_____	_____	_____
25	_____	_____	_____	_____	_____
26	_____	_____	_____	_____	_____
27	_____	_____	_____	_____	_____

NO OF ENTRIES > < AVERAGE

EDC STAFF - INDIVIDUAL PROFILE (CONT)

B FORMAL TRAINING AT EDC

CURRENT USE OF SKILLS
LEARNED IN ON JOB
SITUATIONS

	TYPE	WHERE	WHEN	TIME SUBJECT (MTHS)	OFTEN (1) SOME TIME (2) NEVER (3)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

NO OF ENTRIES > < AVERAGE

OTHER GENERAL REMARKS

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FORM HRD 2 5

VALUE ANALYSIS - INDIVIDUAL

NAME _____ DATE _____
 Pos No _____
 GENERAL CAREER GOAL _____

PART A LEARNING CONDITIONS

IN MY SITUATION I AGREE / DISAGREE THAT THE FOLLOWING FACTORS WILL CONTRIBUTE TO MY EFFECTIVE LEARNING (TRAINING) AND THAT IN MY CASE THE SITUATION IS OK AS IS OR SHOULD IMPROVE

	CONTRIBUTE TO EFFECTIVE LEARNING			IN MY CASE THE SITUATION IS	
	AGREE STRONGLY	AGREE	DIS AGREE	OK AS IS	SHOULD IMPROVE
1 MY MOTIVATION LEVEL TO LEARN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 MY AWARENESS OF MY PRESENT WORK PERFORMANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 MY UNDERSTANDING OF STATED LEARNING OBJECTIVES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 MY OPPORTUNITY TO PRACTICE SKILLS ACQUIRED IN TRAINING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 REINFORCEMENT / FEEDBACK ON MY PERFORMANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 MY ACCESS TO RESOURCES NEEDED TO PERFORM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 OTHER _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS TO MAKE
 1 _____
 2 _____
 3 _____
 4 _____

PART B PREFERRED METHOD OF TRAINING

WHAT GENERAL STYLE OF PROFESSIONAL LEARNING /TRAINING INTERACTION DO YOU PERSONALLY FIND MOST EFFECTIVE

	VERY EFFECTIVE 1	MODERATE 2	LIMITED 3	ANY REMARKS TO MAKE
1 ON JOB LEARNING INDEPENDENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2 ON JOB LEARNING AS PART OF TEAM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3 SEMINAR / WORKSHOP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4 STUDY TOUR / TECHNICAL VISIT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5 FORMAL LECTURE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6 FORMAL COURSE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
7 FORMAL DEGREE PROGRAM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
8 SELF DIRECTED STUDY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
9 OTHER _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
10 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
COMMENTS				
1 _____				
2 _____				

FORM HRD 2 5

VALUE ANALYSIS - INDIVIDUAL (CONT)

DO YOU FEEL THE FOLLOWING TRAINING METHODS WOULD BE OF (1 HIGH BENEFIT 2 MODERATE BENEFIT 3 LOW BENEFIT) TO IMPROVING YOUR WORK PERFORMANCE -- AT EDC -- NOW AND IN THE SHORT TERM (IE 2 YEARS)

IN NEPAL		IN YOUR TECHNICAL SPECIALTY	FOR YOUR MANAGEMENT SKILLS	REGIONAL/OVERSEAS	
		1 2 3	1 2 3		
1	On job training	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1	Study Tour/Site Visits
2	Seminar/ workshop	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	Formal Short Courses
3	Formal Lectures	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	Attachment Training
4	Short course (in house)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	University Courses
5	Short course (external)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Other	
6	Site visits	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	
7	Self-directed study program	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	
8	Attachment / Exchange Program	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	
9	Degree Study Selected Courses	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	
Other					
10	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
11	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

COMMENTS

1 _____
 2 _____
 3 _____
 4 _____

DO YOU HAVE SPECIFIC LONGER TERM FORMAL TRAINING OR FORMAL EDUCATION GOALS

1 _____
 2 _____

PART C TRAINING FEEDBACK

IS CURRENT FEEDBACK ON HOW WELL YOU ARE DOING IN TRAINING ADEQUATE

- 1 OK AS IS
 - 2 CAN BE STRENGTHENED SOMEWHAT
 - 3 NEEDS SIGNIFICANT IMPROVEMENT
- WHAT (IF ANY THING) DO YOU WANT TO SEE STRENGTHENED

NON FORMAL TRAINING

	1 2 3	
1 ON JOB TRAINING ASSIGNMENTS	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
2 SEMINAR / WORKSHOP PARTICIPATION	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
3 ON JOB APPLICATION OF LEARNED SKILLS	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____

FORMAL TRAINING

	1 2 3	
3 PRE TRAINING BRIEFING / INFORMATION	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
4 IN COURSE (DURING TRAINING) FEEDBACK	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
5 IMMEDIATE POST TRAINING EVALUATION	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
6 ON JOB APPLICATION OF LEARNED SKILLS	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____

LIST THE TYPES OF TRAINING FEEDBACK YOU WOULD PREFER IN ORDER OF PRIORITY

TYPE OF FEEDBACK	FREQUENCY	BY WHOM
1 _____	_____	_____
2 _____	_____	_____
COMMENT	_____	

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FORM HRD 2 5

VALUE ANALYSIS - INDIVIDUAL (CONT)

PART D PROFESSIONAL DEVELOPMENT PRIORITIES

WHICH OF THE FOLLOWING DO YOU FEEL SHOULD BE A PRIORITY FOR ONGOING IMPROVEMENT IN YOUR GENERAL PROFESSIONAL CAPABILITIES TO HELP YOU BE MORE EFFECTIVE AT EDC (SKILLS MARKED WITH AN ARE IN THE HMG PERFORMANCE EVALUATION)

- 1 IS A HIGH PRIORITY FOR ME
- 2 WOULD BE HELPFUL FOR ME
- 3 IS NOT A PRIORITY (OK AS IS)

REMARKS

FIRST CLASS OFFICERS

- 1 Capability for Policy Analysis
- 2 Knowledge in Technical Area
- 3 Capability to Discuss and Negotiate
- 4 Leadership and Organization Skills
- 5 Delegation Skills
- 6 Decision Making Skills
- 7 Performance Evaluation Skills
- 8 _____
- 9 _____
- 10 _____

	1	2	3

SECOND CLASS OFFICERS

- 1 Knowledge in Technical Area
- 2 Decision making skills
- 3 Performance Evaluation Skills
- 4 Leadership and organizing capability
- 5 Capability to develop subordinates
- 6 Time and resource management
- 7 _____
- 8 _____
- 9 _____
- 10 _____

	1	2	3

THIRD CLASS OFFICERS

- 1 Knowledge in Technical Area
- 2 Quality of technical output
- 3 Quality and standard of work planning
- 4 Work organization skills
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

	1	2	3

GENERAL PROFESSIONAL COMPETENCIES (ALL CLASSES)

- 1 Communications Skills
- 2 Verbal Presentation Skills
- 3 Overhead Preparation and Presentation
- 4 Techniques for running Effective Meetings
- 5 Technical Writing Skills
- 6 Graphics Preparation Skills
- 7 Language Proficiency
- 8 Computer Keyboard skills
- 9 _____
- 10 _____

	1	2	3

OTHER REMARKS

1 _____

2 _____

3 _____

4 _____

5 _____

3

FORM HRD 2-8 COMPUTER SKILLS	NAME _____	DIRECTORATE _____ POSITION _____	DATE <u>25 JULY 1994</u> POS NO _____
---	------------	-------------------------------------	--

WHICH OF THE FOLLOWING COMPUTER PROGRAMS DO YOU USE IN YOUR WORK WHAT SKILLS DO YOU FEEL YOU NEED TO STRENGTHEN

	HOW OFTEN DO YOU USE NOW IN WORK			DO YOU NEED TO IMPROVE YOUR CAPABILITY					
	O F T E N	S O M E T I M E S	N E V E R	IF YES HOW					
				N O	Y E S	UNDER STANDING OF ALGORITHM	DATA ENTRY	MODEL RUN NING	OUTPUT
A STANDARD APPLICATION SOFTWARE									
(INDICATE CHOICE WITH 1 IN APPROPRIATE BOX)									
TYPE	DESCRIPTION								
1	☐	☐	☐	☐	☐	☐	☐	☐	☐
2	☐	☐	☐	☐	☐	☐	☐	☐	☐
3	☐	☐	☐	☐	☐	☐	☐	☐	☐
4	☐	☐	☐	☐	☐	☐	☐	☐	☐
5	☐	☐	☐	☐	☐	☐	☐	☐	☐
6	☐	☐	☐	☐	☐	☐	☐	☐	☐
7	☐	☐	☐	☐	☐	☐	☐	☐	☐
8	☐	☐	☐	☐	☐	☐	☐	☐	☐
9	☐	☐	☐	☐	☐	☐	☐	☐	☐
10	☐	☐	☐	☐	☐	☐	☐	☐	☐
11	☐	☐	☐	☐	☐	☐	☐	☐	☐
12	☐	☐	☐	☐	☐	☐	☐	☐	☐
13	☐	☐	☐	☐	☐	☐	☐	☐	☐
14	☐	☐	☐	☐	☐	☐	☐	☐	☐
15	☐	☐	☐	☐	☐	☐	☐	☐	☐
16	☐	☐	☐	☐	☐	☐	☐	☐	☐
17	☐	☐	☐	☐	☐	☐	☐	☐	☐
18	☐	☐	☐	☐	☐	☐	☐	☐	☐
19	☐	☐	☐	☐	☐	☐	☐	☐	☐
20	☐	☐	☐	☐	☐	☐	☐	☐	☐
21	☐	☐	☐	☐	☐	☐	☐	☐	☐
22	☐	☐	☐	☐	☐	☐	☐	☐	☐
23	☐	☐	☐	☐	☐	☐	☐	☐	☐
24	☐	☐	☐	☐	☐	☐	☐	☐	☐
25	☐	☐	☐	☐	☐	☐	☐	☐	☐
26	☐	☐	☐	☐	☐	☐	☐	☐	☐
27	☐	☐	☐	☐	☐	☐	☐	☐	☐
28	☐	☐	☐	☐	☐	☐	☐	☐	☐
29	☐	☐	☐	☐	☐	☐	☐	☐	☐
30	☐	☐	☐	☐	☐	☐	☐	☐	☐

COMPUTER SKILLS (CONT)		HOW OFTEN DO YOU									
NAME											
B SPECIALIZED PROGRAMS AND MODELS											
31	AG MODEL (AGRICULTURE)	Agricultural energy end use	<input type="checkbox"/>								
32	ARSP	Multipurpose & Multireservoir Simulation	<input type="checkbox"/>								
33	BOSS DAMBRK	Dam break (GLOF) simulation	<input type="checkbox"/>								
34	BWATER	Dackwater surface profiles for flows	<input type="checkbox"/>								
35	CFA88	Consolidated frequency analysis	<input type="checkbox"/>								
		Flood flow data & frequency distribution	<input type="checkbox"/>								
36	COST	Cost/Benefit analysis of Hydro Projects	<input type="checkbox"/>								
37	CROP	Reference Crop Evaporation	<input type="checkbox"/>								
38	DAMBRK	Simplified Dambreak Flood Forecasting	<input type="checkbox"/>								
39	DAMVOL	Quantity estimation of Dam Materials	<input type="checkbox"/>								
40	DBA VOID	Data Base program for Energy Base	<input type="checkbox"/>								
41	ENERGY C	Commercial Energy Supply/Demand	<input type="checkbox"/>								
42	ENERGY D	Domestic Energy Supply/Demand	<input type="checkbox"/>								
43	ENERGY I	Industrial Energy Supply/Demand	<input type="checkbox"/>								
44	ENERGY T	Transport Energy Supply/Demand	<input type="checkbox"/>								
45	FLOWDUR	Flow duration curve analysis	<input type="checkbox"/>								
46	GODWLE1	Economic/Financial analysis of irrigation projects	<input type="checkbox"/>								
47	HEC 1	Simulation surface run off response of Basin hydrologic & hydraulics	<input type="checkbox"/>								
48	HEC 2	USACE's Water surplus profiles	<input type="checkbox"/>								
49	HYDRO 170/180/200/201/210	Single reservoir power & energy simulation	<input type="checkbox"/>								
		Monthly hydrological summary Long term Hydrology statistics Flood Frequency	<input type="checkbox"/>								
50	IRRI	IRR analysis of (large) irrigation projects	<input type="checkbox"/>								
51	Kashpak	Financial/Economic Analysis of Projects	<input type="checkbox"/>								
52	LOWFLOW	Low flow frequency analysis	<input type="checkbox"/>								
53	MACRO ECONOMIC	Multi variable macro-economic projection	<input type="checkbox"/>								
54	MEDEES	Energy Demand forecast model	<input type="checkbox"/>								
55	POWSIM	Simulation of power system	<input type="checkbox"/>								
56	RIVERBASIN	River basin simulation model	<input type="checkbox"/>								
57	INPUT/OUTPUT FOR ENERGY	input/output analysis of energy projects	<input type="checkbox"/>								
58	SHYDRO	Costing model for Micro hydropower	<input type="checkbox"/>								
59	WUAM	Water use Analysis by basin	<input type="checkbox"/>								
60	HYDROPOWER RANKING V 5	Hydropower ranking model	<input type="checkbox"/>								
61	GENSIM	Generation expansion plan model	<input type="checkbox"/>								
62	SYSIM	Power system simulation	<input type="checkbox"/>								
63	_____		<input type="checkbox"/>								
64	_____		<input type="checkbox"/>								
65	_____		<input type="checkbox"/>								

FORM HRD 2-8 SKILLS REQUIRED Page 1 of 2	NAME _____ POSITION _____ Pos No _____ Class _____	DIRECTORATE _____ DATE _____
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	STAFF ASSESSMENT		
SKILL LEVEL (MINIMUM) 1 WORKING SKILLS 2 GENERAL COMPETENCE 3 AWARENESS ONLY 4 NOT REQUIRED	SKILLS REQUIRED FOR THIS POSITION SHOWN IN EDC ORGANIZATION CHART	FOR WORK PLAN TASKS ASSIGNED TO YOU	YOUR PERSONAL ASSESSMENT OF YOUR CURRENT MIX OF SKILLS
	SKILL LEVEL REQUIRED	SKILL LEVEL DESIRED	SKILL LEVEL
	1 2 3 4	1 2 3 4	1 2 3 4
1 ENGINEERING			
1 1 Civil / Hydropower / Water Resources	4x4 grid	4x4 grid	4x4 grid
1 2 Irrigation Engineering / Agronomy	4x4 grid	4x4 grid	4x4 grid
1 3 Electrical Engineering	4x4 grid	4x4 grid	4x4 grid
1 4 Mechanical Engineering	4x4 grid	4x4 grid	4x4 grid
1 5 Chemical Engineering	4x4 grid	4x4 grid	4x4 grid
1 6 Geotechnical Engineering	4x4 grid	4x4 grid	4x4 grid
1 7 Environmental Engineering	4x4 grid	4x4 grid	4x4 grid
2 LEGAL			
2 1 International Arrangements	4x4 grid	4x4 grid	4x4 grid
2 2 Legislation / Regulation Development	4x4 grid	4x4 grid	4x4 grid
2 3 Contract Development / Advisory	4x4 grid	4x4 grid	4x4 grid
3 ECONOMICS			
3 1 Basic Macro Economics	4x4 grid	4x4 grid	4x4 grid
3 2 Basic Micro Economics	4x4 grid	4x4 grid	4x4 grid
3 3 Engineering Economics	4x4 grid	4x4 grid	4x4 grid
3 4 Resource / Environmental Economics	4x4 grid	4x4 grid	4x4 grid
3 5 Energy Economics	4x4 grid	4x4 grid	4x4 grid
3 6 Water Resource Economics	4x4 grid	4x4 grid	4x4 grid
3 7 Socio Economics	4x4 grid	4x4 grid	4x4 grid
3 8 Statistical Analysis	4x4 grid	4x4 grid	4x4 grid
4 FINANCIAL ANALYSIS			
4 1 Financial Analysis in Program Planning	4x4 grid	4x4 grid	4x4 grid
4 2 Project Financial Analysis	4x4 grid	4x4 grid	4x4 grid
4 3 Project / Business Plan Analysis	4x4 grid	4x4 grid	4x4 grid
4 4 Contract Preparation and Analysis	4x4 grid	4x4 grid	4x4 grid
5 ENVIRONMENT ASSESSMENT			
5 1 Environment Standards and Guidelines	4x4 grid	4x4 grid	4x4 grid
5 2 Environment Assessment	4x4 grid	4x4 grid	4x4 grid

FORM HRD 2-8		NAME					
SKILLS REQUIRED		SKILL REQUIRED FOR THIS POSITION SHOWN IN EDC ORGANIZATION CHART		STAFF ASSESMENT			
SKILL LEVEL (MINIMUM)				FOR WORK PLAN TASKS ASSIGNED TO YOU		YOUR PERSONAL ASSESSMENT OF YOUR CURRENT SKILLS	
1	WORKING SKILLS						
2	BASIC COMPETENCE						
3	AWARENESS ONLY						
4	NOT REQUIRED						
		SKILL LEVEL REQUIRED	SKILL LEVEL DESIRED	SKILL LEVEL			
		1 2 3 4	1 2 3 4	1 2 3 4			
6	SOCIAL ASSESSMENT						
6 1	Gender Issues and Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 2	Social Quality / Impact Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 3	Resettlement / Relocation Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	COMPUTER						
7 1	Basic Computer Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 2	Standard Application Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 3	Specialty Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 4	Computer Maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	DATA BASE						
8 1	Information Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 2	Data Collection and Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 3	Library Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	MANAGEMENT						
9 1	General Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 2	Coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 3	Staff Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	PROFESSIONAL COMPETENCIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS							
1	_____						
2	_____						
3	_____						
4	_____						
5	_____						

HRD 2 B

INDIVIDUAL TRAINING PLAN / LEARNING OBJECTIVES

NAME _____ DEGREE _____ DIRECTORATE EDC Privatization
 PERIOD _____ DEGREE _____ DATE Sept 1995

MODULE / SKILL	O F F R E Q U E N C Y	LEARNING OBJECTIVE (s)	SKILL E N H A N C E (N) C (E) E	WORK PLAN USE	TYPE OF TRAINING			
					IN FORMAL		FORMAL	
					TYPE	DATE APPROVED	TYPE	DATE APPROVED
MODULE No 1 ENGINEERING								
1 1 Civil/Hydropower/Water Resources								
1 2 Irrigation Engineering / Agronomy								
1 3 Electrical Engineering								
1 4 Mechanical Engineering								
1 5 Chemical Engineering								
1 6 Geotechnical Engineering								
1 7 Environmental Engineering								
MODULE No 2 LEGAL								
2 1 International Arrangements								
2 2 Legislation / Regulation Development								
2 3 Contract Development / Advisory								
MODULE No 3 ECONOMICS								
3 1 Basic Macro Economics (skills)								
3 1 1 National Accounts								
3 1 2 Fiscal Policy and Monetary Tools								
3 2 Engineering Economics (skills)								
3 2 1 Time Value of Money								
3 2 2 Discounting of Economic Costs								
3 2 3 Simple Payback Analysis								
3 2 4 Project Benefit Cost Analysis								
3 2 5 Project Internal Rate of Return Analysis								
3 2 6 Net Present Value Analysis								

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<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px;">HRD 2 9</div> <h2 style="margin: 0;">INDIVIDUAL TRAINING PLAN / LEARNING OBJECTIVES</h2> </div>								
NAME		DEGREE		DIRECTORATE	EDC Privatization			
PERIOD		DEGREE		DATE	Sept 1995			
MODULE / SKILL	O F F R E E Q U E	LEARNING OBJECTIVE (s)	S K I L L N E A R N E E E	W O R K P L A N U S E	TYPE OF TRAINING			
					IN FORMAL		FORMAL	
					TYPE	DATE APPROVED	TYPE	DATE APPROVED
3 3 Resource / Environmental Economics (skills) <ul style="list-style-type: none"> 3 3 1 Resource Economic Theory 3 3 2 Opportunity cost of Resources 3 3 3 Value of Depleting Resources 3 3 4 Quantification of externalities 3 3 5 Royalty Analysis 								
3 4 Energy Economics (skills) <ul style="list-style-type: none"> 3 4 1 Conventional Energy Tariff Analysis 3 4 2 Tariff Structures 3 4 3 Marginal Cost Analysis 3 4 4 Buy Back Rate Setting 3 4 5 Export Pricing 3 4 6 Economic Criteria for Project Evaluation 								
3 5 Water Resources Economics								
3 6 Socio Economics								
3 7 Statistical Analysis (skills)								
<ul style="list-style-type: none"> 3 5 1 Basic Statistics 3 5 2 Descriptive Statistics Techniques 3 5 3 Time Series Analysis and Forecasts 3 5 4 Frequency Distribution 3 5 5 Probability Techniques 3 5 6 Sampling Theory and Application 3 5 7 Hypothesis Testing 3 5 8 Multiple Regression and Correlation Analysis 								
MODULE No 4								
FINANCIAL ANALYSIS								
4 1 Financial Analysis in Program Planning (skills)								
<ul style="list-style-type: none"> 4 1 1 Basic Finance Principles 4 1 2 National Affordability 4 1 3 Household Affordability and Willingness to Pay 								

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<div style="display: flex; justify-content: space-between; align-items: center;"> HRD 2-9 <h2 style="margin: 0;">INDIVIDUAL TRAINING PLAN / LEARNING OBJECTIVES</h2> </div>								
NAME _____ PERIOD _____	DEGREE _____ DEGREE _____	DIRECTORATE _____ DATE _____	EDC Privatization Sept 1995					
MODULE / SKILL	O F F R E Q U E N C Y	LEARNING OBJECTIVE (s)	S K I L L N E E A W N (N) C (E) E	W O R K P L A N U S E	TYPE OF TRAINING			
					IN FORMAL		FORMAL	
					TYPE	DATE APPROVED	TYPE	DATE APPROVED
4 2 Project Financial Analysis (skills) 4 2 1 Unit Costing 4 2 2 Duties and Taxes 4 2 3 Cash Flow Analysis 4 3 Project / Business Plan Analysis 4 4 Contract Preparation and Analysis MODULE No 5 ENVIRONMENT ASSESSMENT 5 1 Environment Standards and Guidelines (skills) 5 1 1 Environment Standards 5 1 2 Environment Guidelines 5 2 Environment Assessment (skills) 5 2 1 Sectoral Environment Assessments 5 2 2 Initial Environment Assessment (IEA) 5 2 3 Environment Impact Assessment 5 2 4 Environment Monitoring MODULE No 6 SOCIAL ASSESSMENT 6 1 Gender issues and analysis 6 2 Social Quality 6 2 1 Impact Analysis 6 3 Resettlement 6 3 1 Relocation Planning MODULE No 7 COMPUTER 7 1 Basic Computer Literacy (skills) 7 1 1 Basic Computer Use Skills 7 1 2 Key Board Skills								

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<div style="display: flex; justify-content: space-between; align-items: center;"> HRD 2 9 <h2 style="margin: 0;">INDIVIDUAL TRAINING PLAN / LEARNING OBJECTIVES</h2> </div>								
NAME _____	DEGREE _____	DIRECTORATE _____	EDC Privatization _____					
PERIOD _____	DEGREE _____	DATE _____	Sept 1995					
MODULE / SKILL	O F F R U S E Q E	LEARNING OBJECTIVE (s)	S K I L L N E N H E A W N (N) C (E) E	W O R K P L A N U S E	TYPE OF TRAINING			
					IN FORMAL		FORMAL	
					TYPE	DATE APPROVED	TYPE	DATE APPROVED
7 1 3 Operating Systems 7 1 4 Use of Penfensals								
7 2 Standard Application Program (skills)								
7 2 1 Spread Sheet Programs 7 2 2 Word Processing Programs 7 2 3 Graphics Programs 7 2 4 Data Base Programs 7 2 5 Utility Programs								
7 3 Specialty Program (skills)								
7 3 1 Theory and Algorithms 7 3 2 Set up and data entry 7 3 3 Parameters Operation and Simulation 7 3 4 Printing and Output 7 3 5 Analysis and Interpretation								
7 4 Computer Maintenance								
MODULE No 8 DATA BASE MANAGEMENT								
8 1 Information System / Conceptualization (skills)								
8 1 1 GIS and Image Processing								
8 2 Data Base Collection and Processing (skills)								
8 2 1 Survey and Questionnaire Design 8 2 2 Data Base Development 8 2 3 Design & preparation of data forms 8 2 4 Data Compiling Verifying and Processing 8 2 5 Graphical Presentation of Data								
8 3 Library Science								
MODULE No 9 MANAGEMENT								
9 1 General Management (skills)								
9 1 1 Leadership and Organizational Skills 9 1 2 Negotration Techniques 9 1 3 Problem Definition and Decision making								

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INDIVIDUAL TRAINING PLAN / LEARNING OBJECTIVES								
<div style="border: 1px solid black; display: inline-block; padding: 2px;">HRD 2-9</div>								
NAME _____		DEGREE _____		DIRECTORATE _____		EDC Privatization _____		
PERIOD _____		DEGREE _____		DATE _____		Sept 1995 _____		
MODULE / SKILL	O F F R E E Q	LEARNING OBJECTIVE (s)	S K I L L N E E D S (N) C (E) E	WORK PLAN USE	TYPE OF TRAINING			
					IN FORMAL		FORMAL	
					TYPE	DATE APPROVED	TYPE	DATE APPROVED
914 Delegation 915 Time Management 916 Management by Objectives 917 Work Plan Formulation 918 Budget Preparation 919 Financial Control 9110 Work Procedures Development 9111 Quality Assurance 9112 Office Administration 9113 Organizational Assessment 9114 Staff Recruitment 92 Coordination (skills) 921 Stake Holder Analysis 922 Preparing Meeting Agenda 923 Organizing Task Forces 924 Running Committees 925 Maintaining Professional Contact Networks 926 Conflict resolution Techniques 927 Preparing Consultant Terms of Reference 928 Evaluation and Selection of Consultants 929 Supervision of Consultants 93 Staff Development (skills) 931 Preparing Descriptions and Scheduling Tasks 932 Task Supervision 933 Counselling 934 Job Descriptions 935 Performance Appraisal 936 Human Resource Policy and Planning 937 Training Needs Identification 938 Training Program Design 939 Career Development 9310 Internal Monitoring of Training MODULE No 10 <u>PROFESSIONAL COMPETENCIES</u> 1011 Oral Communication Skills 1012 Preparing Presentations 1013 Making Presentations 1014 Conducting interviews visits to offices								

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<div style="display: inline-block; border: 1px solid black; padding: 2px;">HRD 2 9</div> INDIVIDUAL TRAINING PLAN / LEARNING OBJECTIVES										
NAME PERIOD		DEGREE DEGREE		DIRECTORATE DATE	EDC Privatization Sept 1995					
MODULE / SKILL	O F F R E Q U E N C Y	LEARNING OBJECTIVE (s)	S K I L L N E E D S (N) C (E) F	W O R K P L A N U S E	TYPE OF TRAINING					
					IN FORMAL		FORMAL			
				T Y P E	D A T E A P P R O V E D	T Y P E	D A T E A P P R O V E D			
10 1 5 Running of Meetings 10 1 6 Writing field reports 10 1 7 Writing minutes of meetings 10 1 8 Writing Correspondance with other offices 10 1 9 Preparing technical memos / documentation 10 1 10 Technical Report Writing Skills 10 1 11 Problem conceptualization skills 10 1 12 Strategy Formulation 10 1 13 Study methodology development 10 1 14 Research Skills 10 1 15 Language Proficiency 10 1 16 Inter Personal Skills										
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%; vertical-align: top;"> NOTES NON FORMAL TRAINING (OJ) ON JOB TRAINING (W) IN HOUSE/LOCAL WORKSHOP (S) IN HOUSE/LOCAL SEMINAR (SD) SELF DIRECTED STUDY (SV) SITE VISIT </td> <td style="width: 30%; vertical-align: top;"> FORMAL TRAINING (AT) ATTACHMENT TRAINING (L) LECTURE (SC) SHORT COURSE/FORMAL WORKSHOP (C) CONFERENCE/EXPERT GATHERING (ST) STUDY TOUR (M) MASTERS OR FORMAL DEGREE PROGRAM (LW) LECTURE AND COMBINED WORKSHOP </td> <td style="width: 40%; vertical-align: top;"> (PD1) PROFESSIONAL DEVELOPMENT (SHORT TERM) (PD2) PROFESSIONAL DEVELOPMENT (LONG TERM) FREQUENCY 1 OFTEN 2 SOMETIMES 3 SELDOM </td> </tr> </table>								NOTES NON FORMAL TRAINING (OJ) ON JOB TRAINING (W) IN HOUSE/LOCAL WORKSHOP (S) IN HOUSE/LOCAL SEMINAR (SD) SELF DIRECTED STUDY (SV) SITE VISIT	FORMAL TRAINING (AT) ATTACHMENT TRAINING (L) LECTURE (SC) SHORT COURSE/FORMAL WORKSHOP (C) CONFERENCE/EXPERT GATHERING (ST) STUDY TOUR (M) MASTERS OR FORMAL DEGREE PROGRAM (LW) LECTURE AND COMBINED WORKSHOP	(PD1) PROFESSIONAL DEVELOPMENT (SHORT TERM) (PD2) PROFESSIONAL DEVELOPMENT (LONG TERM) FREQUENCY 1 OFTEN 2 SOMETIMES 3 SELDOM
NOTES NON FORMAL TRAINING (OJ) ON JOB TRAINING (W) IN HOUSE/LOCAL WORKSHOP (S) IN HOUSE/LOCAL SEMINAR (SD) SELF DIRECTED STUDY (SV) SITE VISIT	FORMAL TRAINING (AT) ATTACHMENT TRAINING (L) LECTURE (SC) SHORT COURSE/FORMAL WORKSHOP (C) CONFERENCE/EXPERT GATHERING (ST) STUDY TOUR (M) MASTERS OR FORMAL DEGREE PROGRAM (LW) LECTURE AND COMBINED WORKSHOP	(PD1) PROFESSIONAL DEVELOPMENT (SHORT TERM) (PD2) PROFESSIONAL DEVELOPMENT (LONG TERM) FREQUENCY 1 OFTEN 2 SOMETIMES 3 SELDOM								