TRAINING NEEDS ANALYSIS REPORT ©

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Aid Co-ordination and Effectiveness (ACE) project

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ABBREVIATIONS AND ACRONYMS

ACE	Aid Co-ordination and Effectiveness
BCIA	Board for Coordination of International Aid
BIH	Bosnia and Hezegovina
DEI	Directorate for European Integration
EU	European Union
FBIH	Federation of Bosnia and Herzegovina
GRMS	Grants resource Management System
HRD	Human Resource Development
MOFT	Ministry of Finance and Treasury
PIP	Public Investment Programme
RS	Republika Srpska
SCIA	Sector for Coordination of International Aid
TNA	Training Needs Analysis

1 EXECUTIVE SUMMARY

In order to prioritise the training and development needs for the beneficiary participants were divided into two groups. Participants are drawn from the relevant ministries in BiH (state level), RS, FBiH & District Brcko

- The 'Core' group – of eight people - consists of senior officials, Assistant Ministers, and senior staff in the Sector for Coordination of International Aid (SCIA).
- The 'Secondary Executive' group is made up of Unit Heads and senior specialists, from the same institutions. 21 responses were received from this group.

Five clusters of priority training needs have been identified, namely:

- Strategic planning, resourcing and implementation
- Project management
- Aid coordination
- Public financial management
- Management and personal skills

Each of these five clusters is common to both the Core group of participants and the Secondary Executive group, although in some aspects the particular focus of interest and emphasis is different. In addition a specific need for English language improvement for the Secondary Executive group is evident.

In a little more detail, the needs are as follows:

1.1 Core group

Strategic planning and resourcing

- Strategic planning
- Strategy implementation to include matching, evaluating, prioritising and monitoring appropriate projects
- Mobilising resources

Aid coordination,

- Global trends
- Approaches taken by other aid-receiving countries
- Paris Declaration Principles
- Accra Agenda for Action

Project management

- Project cycle management, project costing, preparing terms of reference, cost benefit analysis, monitoring and evaluation, and investment appraisal methods
- Undertaking feasibility studies

Public financial management

- Budget preparation and management
- Linkages with the Medium Term Budget Framework
- Getting the best out of GRMS (and other information systems), at the right level
- Contract management

Management and personal skills.

- Leadership.
- Managing staff performance
- Conflict management
- Negotiation skills
- Management for development results.

1.2 Secondary Executive Group

Once again, several clusters of training needs have been identified. Many are similar to those of the Core group. Others reflect the more operational responsibilities of those surveyed.

Strategic planning, resourcing and implementation

- Strategic planning
- Strategy implementation to include matching, evaluating, prioritising and monitoring appropriate projects.
- Direction setting
- Objective setting
- Management for development results

Project management

- Project cycle management, project costing, preparing terms of reference, cost benefit analysis, monitoring and evaluation, and investment appraisal methods

Aid coordination

- Approaches taken by other aid-receiving countries.
- Using IT, databases and information systems more effectively to record and aid decision making

Public financial management.

- Budget preparation and management
- Variance analysis
- Getting the best out of GRMS (and other information systems), at the right
- Contract management

Management and personal skills.

- Influencing skills, meeting management, presentation skills, negotiation skills
- Staff motivation, team building, leadership, delegation and communication skills

English language

1.3 Next steps

Now that the broad training priorities have been identified, work can begin on the training planning process. This will include the following activities:

- Deciding the most appropriate training method for each cluster of training. Such methods may include:
    - participative workshops held in-country (with either local or international trainers – or both)
    - attendance at training courses abroad
    - attendance at relevant conferences and seminars

  - international study tours
  - one-to-one or small group coaching sessions
  - mentoring
  - self-study
  - distance learning or internet based training programmes
  - peer assisted learning
- Scheduling, sequencing and phasing of training activities
- Development of Personal Development Plans for all members of the Core group
- Sourcing of training providers and consultants – in country and internationally.

2 INTRODUCTION

This training needs analysis (TNA) was conducted during June 2009 as the first activity of the Human Resource Development (HRD) component of the Aid Co-ordination and Effectiveness (ACE) project.

The results and conclusions of this analysis will form the basis upon which the training programme and HRD activities of the project will be planned and scheduled.

3 SURVEY METHODOLOGY

In order to prioritise the training and development needs for the beneficiary participants – drawn from State, Entities and District Brcko - were divided into two groups.

- The 'Core' group – of eight people - consists of senior officials, Assistant Ministers, and senior staff in the Sector for Coordination of International Aid (SCIA).
- The 'Secondary Executive' group is made up of Department Heads and senior specialists, from the same institutions. Twenty-one responses were received from this group.

In both groups, the respondents hold responsibility either for aid coordination or planning of the Public Investment Programmes (PIP), or both.

The TNA process is illustrated on the left-hand side of the flow chart overleaf, to which the following notes are relevant.

Step 1. A draft Competence Framework was drawn up as a basis for comparison. This is available in this report, on pages 7 – 9.

Step 2. All participants completed a self-analysis training needs questionnaire. The aggregation of these results enabled a statistical and quantitative analysis of training and competence priorities.

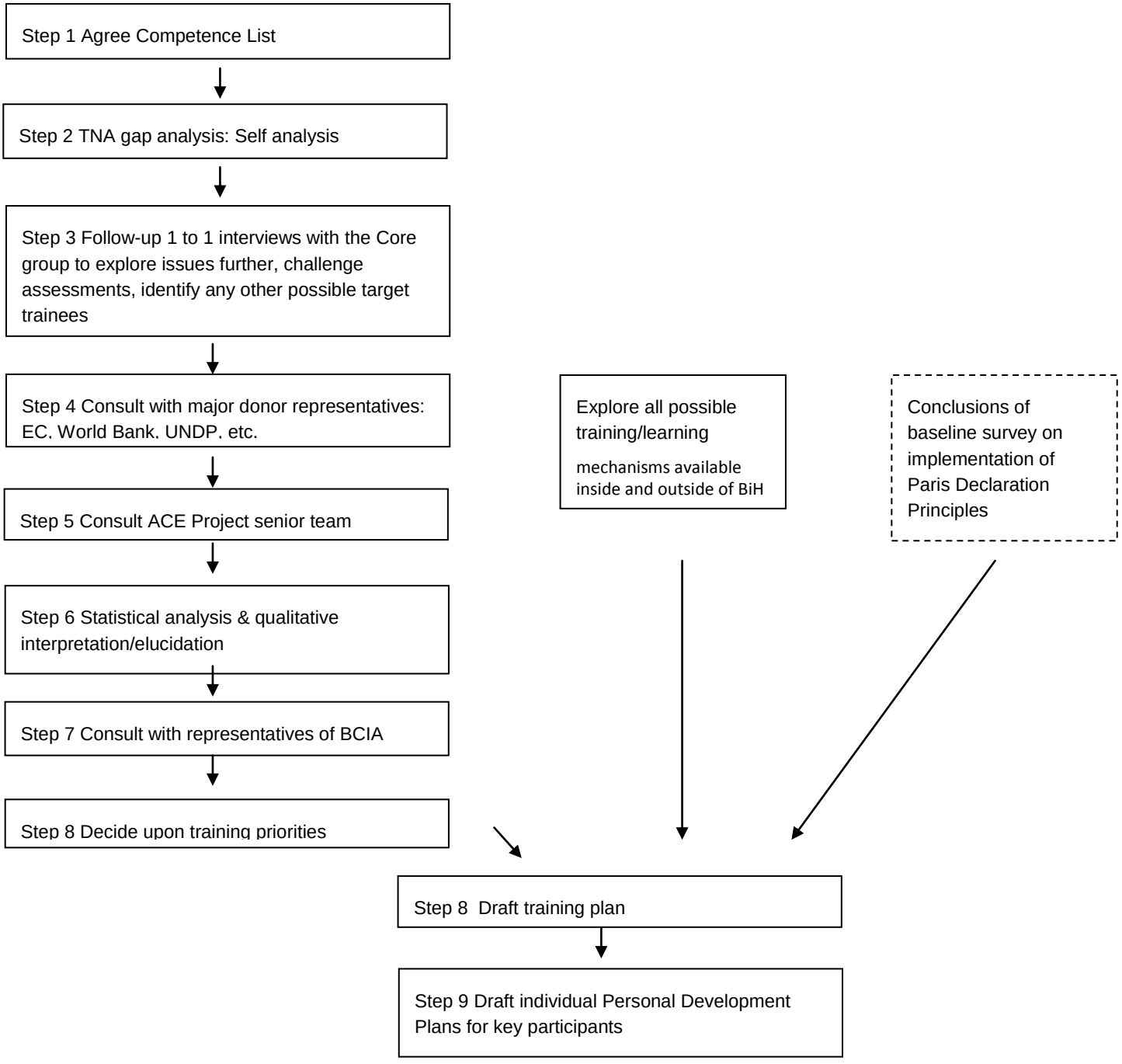
Step 3. Follow up interviews were held with all respondents in the Core group. This allowed further explanation and qualitative interpretation of the questionnaire responses.

Step 4. During the inception phase of the project, meetings were held with representatives of the EU Delegation and UNDP, and views sought upon the training and development priorities for the project beneficiaries.

Step 5. The views of two members of the Board for Coordination of International Aid (Assistant Minister Dusanka Basta (MOFT) and Assistant Minister Radmila Mihic (MOF, RS)) were sought, on the overall priority training and competence issues for the project. It is anticipated that the views of other members of the BCIA will be obtained in due course.

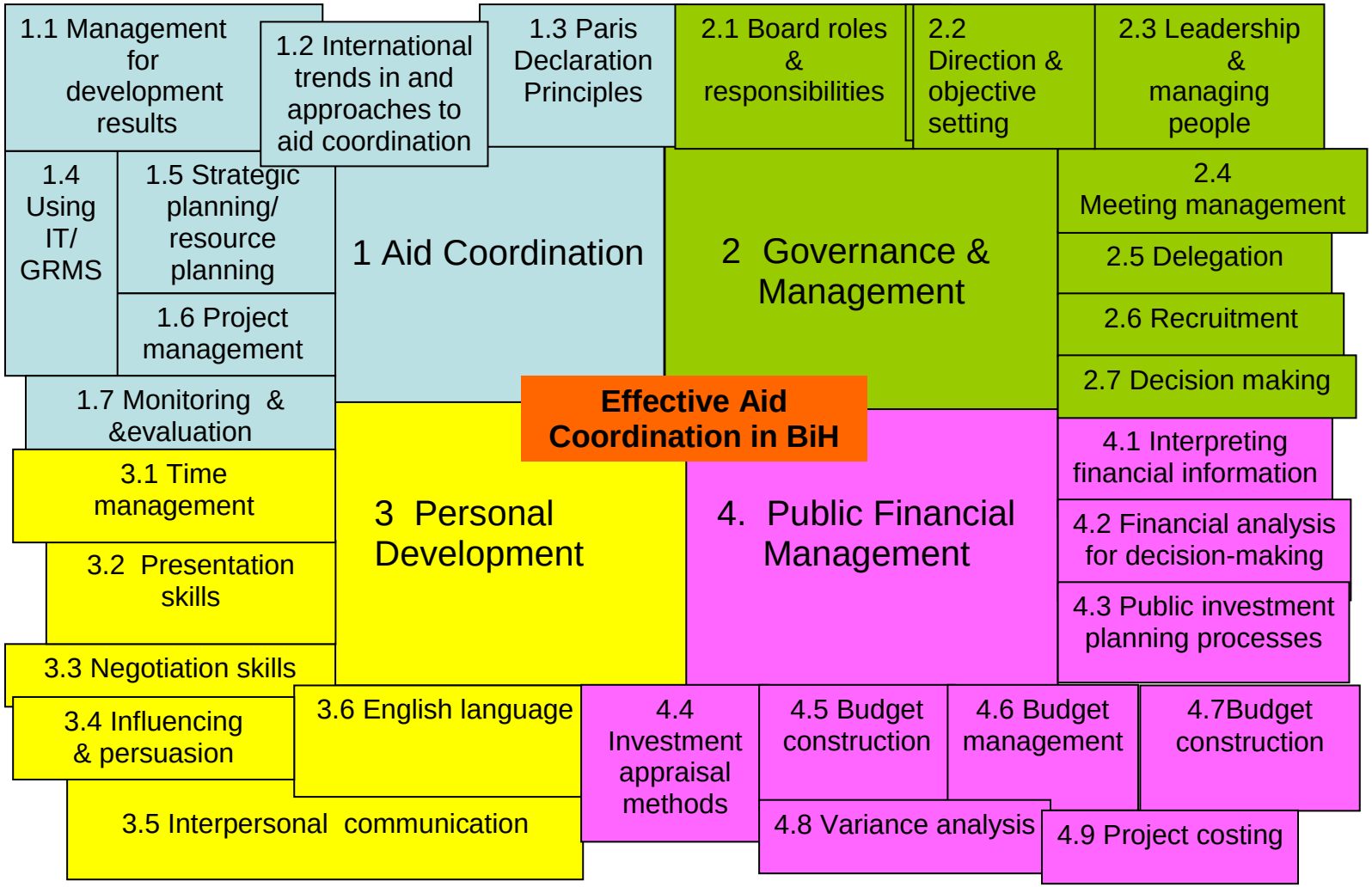
Whilst self-assessment by participants was an important input to the TNA, in order to achieve a balanced report it was considered equally important to consider the views of other key stakeholders, including the immediate line managers of respondents; representatives of the BCIA, donor representatives, and the senior ACE project team consultants. These were gathered by means of one-to-one interviews.

3.1 ACE Training Needs Analysis Methodology and Training Planning Process



3.2 Competence Framework

The following competence framework underpins the TNA and training planning process. It is further elaborated overleaf.



Competence Descriptions. ACE Project, HRD Component.		
Aid Coordination		
1.1	Management for development results	Concentrates upon project outcomes rather than inputs.
1.2	International trends in aid coordination	Demonstrates an up-to-date familiarity with 'best practice' approaches to aid coordination that are adopted by other aid-receiving countries and by international donors.
1.3	Paris Declaration Principles	Is familiar with, promotes and operates in accordance with the Paris Declaration Principles and the associated targets. Establishes and communicates local targets and is clear about how to contribute to them.
1.4	Using I.T./GRMS	Is able to interact with and effectively utilise relevant IT systems and databases at the level appropriate for role.
1.5	Strategic planning/strategy based resource planning	Applies both analytical and lateral thinking to the strategic planning process, resulting in clear goals and strategic objectives, in the interests of key stakeholders. Planning the allocation and deployment of resources in accordance with key strategies.
1.6	Project management	Able to plan and implement projects, coordinating project team activities to achieve project objectives within deadline and budget at the expected quality.
1.7	Monitoring & evaluation methods	Is familiar with, and effectively deploys a range of monitoring methods and evaluation frameworks to assess project progress and performance
Governance & Management		
2.1	Board roles & responsibilities	To be clear about the roles and responsibilities of a board member and standards for collective board conduct, acting in accordance with them, and applying the key principles of good governance.
2.2	Direction setting & objective setting	The ability to contribute to, develop and articulate an overall vision and to set and agree measurable objectives in line with the vision and key strategies.
2.3	Leadership & managing people	Sets challenging goals and secures the commitment of others to them, creating a motivating environment, getting the best out of both individuals and teams. Sets high standards for self and others, holding all accountable. Develops and coaches others, managing their performance.
2.4	Meeting management	Achieves the purpose of every meeting at all levels, by effective preparation, organisation, and deployment of appropriate interpersonal skills. Capable of reasoned argument, drawing conclusions and gaining consensus.
2.5	Delegation	Undertakes work of an appropriate level, by effectively allocating work, projects and tasks to others, specifying expected results and providing the necessary authority, training, support and report-back process.
2.6	Recruitment & selection	Uses a structured and systematic process to attract and select suitable job candidates, deploying effective interviewing skills.
2.7	Decision making	The ability to objectively analyse situations, integrating information from a variety of sources, seeing connections and establishing relationships. Applies insight and balance to understand the various factors influencing each decision. Thinks

		through the implications of various courses of action, considering consistency and claims on resources. The capacity to balance prudence with risk-taking.
Personal Skills		
3.1	Time management	Keeps in control, prioritising workload with other commitments and plans effectively. Manages a balance of activities and applies sufficient energy and action. Having a stable temperament, capable of operating under varying conditions of constraint or stress. Mature and resilient under pressure.
3.2	Presentation skills	Able to prepare and deliver fluent, structured and coherent presentations to groups of various sizes and levels, holding the audiences' interest and achieving the purpose of the event.
3.3	Negotiation skills	Demonstrates thorough preparation and research. Goal oriented but flexible. Capable of constructing strongly reasoned arguments, in pursuit of win/win outcomes.
3.4	Influencing & persuading	Able to identify the personal style of others and adopt an appropriate influencing approach. Strong personal impact, generally acceptable at all levels, purposeful and enthusiastic. Prepared to change and adapt behaviours to create more effective results.
3.5	Interpersonal communication	Deploys strong social skills, the ability to relate to and understand the feelings, motives and behaviour of others. The ability to communicate, to be a good listener, The ability to assess one's own performance and impact upon others.
3.6	English language	Able to converse in English with understanding, making oneself clearly understood.
Public Financial Management		
4.1	Interpreting financial information	Understanding the meaning and significance of key financial reports.
4.2	Financial analysis for decision making	Able to use a range of financial analysis techniques to draw conclusions about financial performance.
4.3	Public investment planning (PIP) process.	Demonstrates an understanding of current PIP processes and intended improvements to the process.
4.4	Investment appraisal methods	Able to appropriately use a range of investment appraisal techniques including NPV, IRR, payback, and sensitivity analysis in order to assess investment/project opportunities.
4.5	Budget construction	Constructs valid and realistic budgets, by conducting relevant research, gathering and synthesising information from all relevant sources, consulting with all key stakeholders, considering a range of future scenarios and integrating the financial implications of the above activities into a useable budget framework.
4.6	Budget management	Monitors activities and costs against budget and uses it to aid management decision making and to allocate resources appropriately
4.7	Variance analysis	Sets variance parameters for budget and takes appropriate corrective action as required.

4 PARTICIPANTS

In total, 29 people – detailed in the table below - were surveyed by means of the TNA questionnaire, 8 of whom comprise the core group of beneficiaries – identified in bold italics. A follow-up one-to-one interview was undertaken with each member of this core group.

SCIA	Brcko	MEARC RS	MOF RS	MOF FBiH
Dusanka Basta Assistant Minister	**Sanja Alatovic** Assistant Coordinator for Political & Civil Issues	**Zoran Stjepanovic** Assistant Minister	**Radmila Mihic** Assistant Minister	**Samir Bakic** Acting Assistant Minister
Edina Topcagic Head of Unit for Coordination and Mobilisation of International Aid	Ilija Stojanovic Head of Unit for EU Integration	**Slobodanka Dubravic** Head of Unit: Coordination of Development Projects	Zorica Mrdja Head of Unit: Public Investment Coordination	Vedad Neziric Expert Associate: Unit for the Management & Coordination of Development Funds
Zeljka Boljanovic Head of Unit for PIP Preparation and Realisation	Mujo Hadic Expert Assoc: EU Assistance & Coordination	Branislav Rakic Sen. Exp. Assoc: Development Projects	Zeljko Dragic Head of Unit for Consulting & Analysis	
Ibrahim Oberbasic Expert Associate: PIP Coordination & Preparation	Zoran Simeunovic Sen. Exp. Assoc: IT & Analytical Tasks	Jelena Knezic Sen. Exp. Assoc: EU Development Aid	Ivana Grgic Sen. Exp. Assoc: Project Monitoring	
Ivica Mestrovic Expert Associate: PIP Coordination & Realisation	Jusufovic Hajkudic Expert Assoc: Organisation of Business Activities and Reporting		Gordana Matijasovic Sen. Exp. Assoc: for Users' Education: P.I. Sector	
	Osman Osmanovic Treasury Director		Bojan Macura Sen. Exp. Assoc: Project Monitoring	
	Miodrag Trifkovic Director: Tax Administration		Snjezana Atlagic Sen. Exp. Assoc: PI Coordination	
			Ognjen Lukic Sen. Exp. Assoc: PI Coordination.	

			Biljana Boskovic Sen. Expert Associate: PI Coordination.	
			Jarmila Branovic Sen. Expert Associate: Analysis & Strengthening of Institutional Capacity.	
			Radmila Bjelica Sen. Expert Associate: PI Coordination.	

5 STATISTICAL ANALYSIS

The statistical analysis emerged from the combined results of the self analysis questionnaire which asked respondents to rate the importance of each competence (on a 1 to 5 scale) to their job role, and then to rate their current level of competence, subtracting this second factor from the first. On an individual basis this provides a foundation for a Personal Development Plan.

When these results are aggregated with others, a 'raw' collective competence gap is established. To refine this further, depending upon the extent of the gap and the collective importance rating of the competence, a weighting factor was applied. The eventual priority ranking which emerged therefore takes into consideration the following three factors: the collective importance of each competence; the extent of the overall competence gap; and the number of respondents expressing each need. For reference the TNA form may be found in the Annex at the end of this report.

The following three tables (for Core Group, Secondary Executive Group, and All Participants) show the ranking of each of the training needs, along with the number of people expressing each need. The 'top ten' for each group are shaded. The darker shading identifies those needs which have achieved a high ranking despite being expressed by relatively few respondents, indicating a significant competence gap by those who expressed the need.

5.1 Core Groups

Priority	Competence Area	No expressing need (out of 8)
1	Strategic planning	6
2	Strategy-based resource planning	6
3	Approaches in aid coordination from other countries	6
4	Global trends in aid coordination	6
5	Monitoring and evaluation methods & tools.	6
6	Project management methods (e.g. Prince 2)	6
7	Project cycle management	6
8	Investment appraisal methods	4
9	Cost / benefit analysis	4
10	Preparing project terms of reference	4
11	Medium term budget framework	3
12	GRMS: management & interrogation.	3
13	Contract management	4
14	Leadership/People management skills	3
15	Coaching of staff	3
16	Managing staff performance	3
17	Conflict management	3

18	Project costing	3
19	Accra Agenda for Action	4
20	Recruitment & selection	3
21	Management for development results	2
22	Effective staff communication	2
23	Budget construction	2
24	Budget management	2
25	Variance analysis	2
26	English language	2
27	Paris Declaration Principles and associated targets	2
28	Using information systems for analysis & report presentation	2
29	Direction setting	2
30	Objective setting	2
31	Staff Motivation	2
32	Team/sector Building	2
33	Delegation	2
34	Decision making	2
35	Interpreting financial information	2
36	Financial analysis to aid decision-making	2
37	Report writing	2
38	Time management	2
39	Networking & relationship building	2
40	Influencing & persuading	2
41	Presentation skills	2
42	Negotiation skills	2
43	Meeting management	1

From the statistical analysis above, five key topic 'clusters' can be identified, as follows:

Strategic planning and resourcing. Based upon follow-up interviews, this need is not just about the classical strategic planning process, but is as much about implementing strategies once these have been determined, by matching, evaluating, prioritising and monitoring appropriate projects. The mobilisation of resources thereafter was specifically mentioned.

Aid coordination, which would include global trends as well as experiences and approaches taken by other aid-receiving countries. Trends in the changing behaviour of donors, and their likely areas of future areas of interest were specifically mentioned. Also included would be increasing familiarity with the Paris Declaration Principles and Accra Agenda for Action, in particular how to translate these into local level targets and implementation actions to engage both BiH institutions and donors.

Project management, including project cycle management, project costing, preparing terms of reference, cost benefit analysis, monitoring and evaluation, and investment appraisal methods. Undertaking feasibility studies was also raised.

Public financial management. Although not highly ranked in the statistical analysis, for some of those respondents involved in PIP preparation and management, all those topics associated with budget preparation and management are important, including the linkages with the Medium Term Budget Framework (MTBF). Getting the best out of GRMS (and other information systems), at the right level is also a priority for several respondents, as is contract management.

Management and personal skills. Whilst acknowledging that there is always something to learn, the most senior respondents in this core group did not rate this area as a significant need. However, for the few that did, this was a crucial training requirement. In particular, leadership, managing staff performance, conflict management, negotiation skills and management for development results were emphasised. It is worth noting that during consultation discussions which took place with UNDP, the EU Delegation, and within the senior ACE project team, the view was expressed that significant benefit could nevertheless be gained by all management level respondents in both the Core and Secondary group participating in at least some management and personal skills training. Significantly, several senior respondents emphasised how crucial it is that the ACE project should build and strengthen relations between all of the players in aid coordination (entity and state ministries, the EU Delegation, DEI, UNDP, donors etc as well as the SPEM 3 project) at both a personal and institutional level. It is interesting therefore to note that the personal skills that would be essential to achieve this are not highly rated, and are therefore presumably considered by respondents as fully satisfactory.

5.2 Secondary Level Executive Group

Priority	Competence Area	No. Expressing Need (out of 21)
1	Strategic planning	19
2	Approaches in aid coordination from other countries	18
3	Strategy-based resource planning	18
4	English language	19
5	Project management methods (e.g. Prince 2)	17
6	Investment appraisal methods	15
7	Direction setting	16
8	Management for development results	15
9	Objective setting	17
10	Project cycle management	16
11	Cost / benefit analysis	15
12	Preparing project terms of reference	15

13	Project costing	17
14	Financial analysis to aid decision-making	17
15	Monitoring and evaluation methods & tools.	7
16	Global trends in aid coordination	15
17	Variance analysis	17
18	Budget management	12
19	Staff motivation	13
20	Influencing & persuading	14
21	Meeting management	15
22	Contract management	16
23	Presentation skills	12
24	Team/sector Building	15
25	Using information systems for analysis & report presentation	15
26	Negotiation skills	15
27	Leadership/People management skills	14
28	Report writing	10
29	Interpreting financial information	8
30	Networking & relationship building	9
31	Medium term budget framework	12
32	Accra Agenda for Action	12
33	Conflict management	10
34	Coaching of staff	7
35	GRMS: management & interrogation.	12
36	Managing staff performance	15
37	Budget construction	13
38	Time management	7
39	Recruitment & selection	11
40	Paris Declaration Principles and associated targets	6
41	Effective staff communication	19
42	Decision making	18

43	Delegation	18

Once again, several clusters of training needs can be identified from the above statistical summary for the Secondary Executive group. Some of these are similar to those of the Core group. Others reflect the more operational responsibilities of those surveyed. It should also be noted that because, at this level, many of the respondents have somewhat disparate and more specialised responsibilities, the collective ranking does not always reflect the extent of the need expressed by specific individuals. This has been balanced by taking into account the views expressed by the immediate line managers of such individuals.

Strategic planning, resourcing and implementation. As with the Core group, this need is about both the classical strategic planning process as well as implementing strategies once these have been determined by matching, evaluating, prioritising and monitoring appropriate projects. The emphasis on implementation is reflected in the high need level expressed for direction setting, objective setting and management for results..

Project management, including project cycle management, project costing, preparing terms of reference, cost benefit analysis, monitoring and evaluation, and investment appraisal methods

Aid coordination, in particular approaches taken by other aid-receiving countries. Interestingly improving familiarity with Paris Declaration and Accra Agenda were not seen as a high priority, and only moderately important. Using IT, databases and information systems more effectively to record and aid decision making was seen by some respondents as a key training need in support of better aid coordination.

Public financial management. For those respondents involved in PIP preparation and management all those topics associated with financial decision making, budget preparation and management and specific tools such as variance analysis are very important. Getting the best out of GRMS (and other information systems), at the right level is also a priority for several respondents, as is contract management.

Management and personal skills. This group has placed greater emphasis on this cluster of needs than the Core group, particularly related to personal skills such as influencing skills, meeting management, presentation skills and negotiating. Management skills include staff motivation, team building, leadership, delegation and communication skills. Several of these areas were also emphasised by respondents' immediate line managers.

English language. In contrast with the Core group, the level of collective competence in English was seen as unsatisfactory by this group, most of whom do not speak the language.

5.3 Combined analysis: All respondents.

Priority	Competence Area	No. Expressing Need (out of 29)
1	Strategic planning	25
2	Approaches in aid coordination from other countries	24
3	Strategy-based resource planning	24
4	Project management methods (e.g. Prince 2)	23
5	Investment appraisal methods	21
6	English language	21

7	Project cycle management	21
8	Cost / benefit analysis	20
9	Global trends in aid coordination	23
10	Monitoring and evaluation methods & tools.	23
11	Preparing project terms of reference	20
12	Management for development results	19
13	Direction setting	19
14	Objective setting	18
15	Project costing	17
16	Financial analysis to aid decision-making	17
17	Variance analysis	17
18	Budget management	17
19	Contract management	19
20	Staff motivation	17
21	Leadership/People management skills	16
22	Medium term budget framework	15
23	Influencing & persuading	17
24	Presentation skills	17
25	Team/sector building	16
26	Using information systems for analysis & report presentation	16
27	Negotiation skills	15
28	Accra Agenda for Action	16
29	Meeting management	17
30	Report writing	14
31	Conflict management	15
32	Interpreting financial information	17
33	GRMS: management & interrogation.	13
34	Coaching of staff	10
35	Networking & relationship building	15

36	Managing staff performance	17
37	Budget construction	13
38	Recruitment & selection	9
39	Time management	13
40	Effective staff communication	11
41	Paris Declaration Principles and associated targets	10
42	Decision making	8
43	Delegation	9

The most useful conclusion that can be drawn from the combined analysis above is that for all of the priority training needs there are significant numbers of people expressing interest, which should enable many of these needs to be met on a collective 'workshop' type approach, or by group study tours.

6 CONCLUSIONS

Five clusters of priority training needs have been identified, namely:

1. **Strategic planning, resourcing and implementation**
2. **Project management**
3. **Aid coordination**
4. **Public financial management**
5. **Management and personal skills**

Each of these five clusters is common to both the Core group of participants and the Secondary Executive group, although in some aspects the particular focus of interest and emphasis is different. In addition a specific need for English language improvement for the Secondary Executive group is evident.

The response rate to the training needs survey was 100 percent and all members of the Core group made themselves readily available for a follow up interview (or in one case made alternative arrangements). All counterparts and participants expressed a positive and committed attitude to the project and its HRD programme, which bodes well for involvement in future training activities.

7 NEXT STEPS

Now that the broad training priorities have been identified, work can begin on the training planning process. This will include the following activities:

- Deciding the most appropriate training method for each cluster of training. Such methods may include:
  - Participative workshops held in-country (with either local or international trainers – or both)
  - attendance at training courses abroad
  - attendance at relevant conferences and seminars
  - international study tours
  - one-to-one or small group coaching sessions
  - mentoring
  - self-study
  - distance learning or internet based training programmes
  - peer assisted learning
- Scheduling, sequencing and phasing of training activities
- Development of Personal Development Plans for all members of the Core group
- Sourcing of training providers and consultants – in country and international.

A TNA QUESTIONNAIRE

TRAINING NEEDS ANALYSIS

STRICTLY CONFIDENTIAL

By completing this questionnaire, you are contributing to a project which aims to meet the training needs of key decision makers and target sectors in the MOFT BiH, and the administrations of The Federation of Bosnia and Herzegovina, Republika Srpska and District Brcko, with the overall aim of improving international aid coordination in the country. The questionnaire will take approximately 15 – 20 minutes to complete. Please ensure that the information you provide is as accurate as possible. if you have any additional comments, please record them at the end of this document.

Please return this questionnaire by email directly to Steve Williams at steve.williamslangley@btinternet.com by Wednesday 10 June 2009.

Once the information from the questionnaire has been collated, it will be used to produce an overall training plan, and personal development plans for each of the key participants.

If you have any queries regarding the completion of this questionnaire, please contact Steve Williams (HRD Specialist) at the ACE Project office. He can be contacted at steve.williamslangley@btinternet.com and 033 215 438

Section 1: Your Job

Please complete this section with the relevant details concerning your area of work.

Name

Job Title

Organisation & Sector

To whom do you report? (name & position)

Main Purpose of your job:

Key tasks/areas of responsibility:

Section 2: Key skills

This section aims to highlight the areas where you feel training and development is needed and where it would improve your performance. The table below gives a list of skills. In columns 2 and 3, please assign a number from 1 to 5 to each skill. **Please complete all the boxes in all the sections**. If you are sure that a particular skill is not at all relevant to your job please put '1' in column 2 and 'N/A' (not applicable) in column 3.

1 Skill/Area of Competence/Knowledge	**2** How important is this skill/knowledge to your job? (on a scale of 1:5) 1. not important at all 2. not very important 3. moderately important 4.important 5. essential	**3** How would you rate your current level of competence/knowledge? 1. novice 2. basic capability 3. moderate capability 4. fully competent 5. expert; able to teach others	**Gap analysis** Please subtract your scores in column 3 from your scores in column 2. (Do not record negative gaps).
Aid Coordination			
Paris Declaration Principles and associated targets			
Accra Agenda for Action			
Global trends in aid coordination			
Approaches in aid coordination from other countries			
Strategic Planning			
Medium term budget framework			
Strategy-based resource planning			
Management for Results			
Project Cycle Management			
Preparing project terms of reference			

Project management methods (e.g. Prince 2)			
Monitoring and evaluation methods & tools.			
Contract management			
Using information systems for analysis & report presentation			
GRMS: management & interrogation.			
Management Skills			
Direction setting			
Objective setting			
Leadership/People management skills			
Recruitment & selection			
Coaching of staff			
Staff Motivation			
Managing staff performance			
Effective staff communication			
Team/Sector Building			
Delegation			
Decision making			
Interpreting financial information			
Financial analysis to aid decision-making			
Meeting management			
Report writing			
Personal Skills			
Time management			
Networking & relationship			

building			
Influencing & persuading			
Presentation skills			
Negotiation skills			
Conflict management			
English language			
Public Financial Management			
Budget construction			
Budget management			
Variance analysis			
Project costing			
Investment appraisal methods			
Cost / benefit analysis			

Please indicate below any skills which you feel are important to your job and which have not been included in this questionnaire.

A TNA QUESTIONNAIRE

TRAINING NEEDS ANALYSIS

STRICTLY CONFIDENTIAL

By completing this questionnaire, you are contributing to a project which aims to meet the training needs of key decision makers and target sectors in the MOFT BiH, and the administrations of The Federation of Bosnia and Herzegovina, Republika Srpska and District Brcko, with the overall aim of improving international aid coordination in the country. The questionnaire will take approximately 15 – 20 minutes to complete. Please ensure that the information you provide is as accurate as possible. if you have any additional comments, please record them at the end of this document.

Please return this questionnaire by email directly to Steve Williams at steve.williamslangley@btinternet.com by Wednesday 10 June 2009.

Once the information from the questionnaire has been collated, it will be used to produce an overall training plan, and personal development plans for each of the key participants.

If you have any queries regarding the completion of this questionnaire, please contact Steve Williams (HRD Specialist) at the ACE Project office. He can be contacted at steve.williamslangley@btinternet.com and 033 215 438

Section 1: Your Job

Please complete this section with the relevant details concerning your area of work.

Name

Job Title

Organisation & Sector

To whom do you report? (name & position)

Main Purpose of your job:

Key tasks/areas of responsibility:

Section 2: Key skills

This section aims to highlight the areas where you feel training and development is needed and where it would improve your performance. The table below gives a list of skills. In columns 2 and 3, please assign a number from 1 to 5 to each skill. **Please complete all the boxes in all the sections**. If you are sure that a particular skill is not at all relevant to your job please put '1' in column 2 and 'N/A' (not applicable) in column 3.

1 Skill/Area of Competence/Knowledge	**2** How important is this skill/knowledge to your job? (on a scale of 1:5) 1. not important at all 2. not very important 3. moderately important 4.important 5. essential	**3** How would you rate your current level of competence/knowledge? 1. novice 2. basic capability 3. moderate capability 4. fully competent 5. expert; able to teach others	**Gap analysis** Please subtract your scores in column 3 from your scores in column 2. (Do not record negative gaps).
Aid Coordination			
Paris Declaration Principles and associated targets			
Accra Agenda for Action			
Global trends in aid coordination			
Approaches in aid coordination from other countries			
Strategic Planning			
Medium term budget framework			
Strategy-based resource planning			
Management for Results			
Project Cycle Management			
Preparing project terms of reference			

Project management methods (e.g. Prince 2)			
Monitoring and evaluation methods & tools.			
Contract management			
Using information systems for analysis & report presentation			
GRMS: management & interrogation.			
Management Skills			
Direction setting			
Objective setting			
Leadership/People management skills			
Recruitment & selection			
Coaching of staff			
Staff Motivation			
Managing staff performance			
Effective staff communication			
Team/Sector Building			
Delegation			
Decision making			
Interpreting financial information			
Financial analysis to aid decision-making			
Meeting management			
Report writing			
Personal Skills			
Time management			
Networking & relationship			

building			
Influencing & persuading			
Presentation skills			
Negotiation skills			
Conflict management			
English language			
Public Financial Management			
Budget construction			
Budget management			
Variance analysis			
Project costing			
Investment appraisal methods			
Cost / benefit analysis			

Please indicate below any skills which you feel are important to your job and which have not been included in this questionnaire.