PSC HRD
TRAININGS
TRACER STUDY
REPORT
for July to December
2018 Trainings

1. Customer Service Training
2. Workforce Planning Training
3. Report Writing Training
4. Finance and Administration Training

Submitted: November, 2019
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<th>Definition</th>
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<tr>
<td>HRC</td>
<td>Human Resource Committee</td>
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<td>KRA</td>
<td>Key Result Area(s)</td>
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<td>KSA</td>
<td>Knowledge, Skills and Attributes</td>
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<td>PSC</td>
<td>Public Service Commission</td>
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<td>SMART</td>
<td>Specific, Measurable, Achievable, Realistic and Timely Goals</td>
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EXECUTIVE SUMMARY

The Samoa government’s emphasis on trainings for its Ministries and State-owned Enterprises (SOEs) through the Public Service Commission (PSC) drives the vision of delivering good services to the people of Samoa. It is a collective effort to ensure that the workforce has the right set of Knowledge, Skills and Attributes (KSAs) to carry out their duties and responsibilities.

The PSC Human Resource Development Division (HRD) is responsible for ensuring that the appropriate trainings are developed and available to the right public service providers throughout the year. As this is an ongoing activity, the PSC HRD Trainings Tracer Study is being activated as a measure to provide advice on the impact of trainings every 6 months to the stakeholders, and a way forward for trainings in the Public Service. This study may not be the first of its nature however this is the first Trainings Tracer Study Report.

This particular study and Report is for the trainings in July – December, 2018. The 6 months after this period is allowed the participants to utilize the training in their normal daily work. The focus of this activity is on three (3) areas:

1. The Knowledge, Skills and Attributes (KSAs) developed or enhanced during the training
2. The applicability of these KSAs to the trainee’s line of work since the training, and how they are shared within the workplace
3. The impact of this training on the professional and career development of the trainee.

There are four (4) Training Tracer Study Reports within this compilation, focusing on the areas stated. Analysis has generated intriguing results which contribute to the direction of future trainings. The following are overall results highlighting in particular the common findings:

- A rather high satisfaction rate, the highest being 97% and lowest 42%. There is no dissatisfaction rating for all trainings
- Majority of the Recommendations given were in regards to the Training Specifications which refer to details such as who should be involved in the
training. The Training Duration and Activities also received a number of recommendations.

- There is a high, even spread of KSAs developed or enhanced through the trainings across all four (4) trainings.
- Majority of the training participants found that the KSAs they developed during training were helpful, relevant, supportive, practical and motivating, in this order.
- The participants must share the KSAs from the trainings, and the majority indicated that they are given many opportunities to share the KSAs. The mediums mostly used are casual exchange, on the job training, formal presentation and the usual report about the training.
- The trainings have contributed immensely to the Professional Development of participants. Trainings have equipped the participants with the KSAs to have more confidence in carrying out their duties and responsibilities, in meeting their key deliverables and working with minimum supervision.
- In terms of Career Development, the participants have indicated that the trainings have improved their performance, and hence some have had increases in their salaries.
- Comments highlight that the most necessary trainings are Skills oriented
- Trainings identified are mostly Specific Skills trainings such as Time Management, developing Databases, how to answer and transfer calls and the like. Other popular training categories are Policies and Procedure trainings, Problem-solving trainings, and Management-oriented trainings

This report details these findings under each training report, and overall provides a basis for way-forward decisions on trainings.
INTRODUCTION

This report contributes to the progressive effort towards trainings in the Public Service, which have been prioritized as a strategic direction in capacity building for all employees in the Government Ministries and State-Owned Enterprises (SOEs). Public Service Commission (PSC) trainings provide a platform that not only supports employees in their duties and responsibilities, but also aims to expand their capacities as professionals in their areas and for Samoa. It is important to ensure such a platform is available, as it is equally important to ensure that it is of high quality. Two (2) main documents are used to measure the quality of this platform, and are considered simultaneously:

1. the PSC Training Evaluation forms completed by the participants at the end of a training and
2. the PSC Trainings Tracer Study which requires the participants’ feedback six (6) months after their training, to gauge the impact of the training on their professional and career development.

The Trainings Tracer Study generally collects relevant information to understand the impacts of the training a participant attended, on his/her line of work. A questionnaire was chosen as the tool for collecting information, and customized to reflect each training and their respective objectives. The optimistic approach of this study presents to the participants / trainees positive response choices without limiting their responses, and after much deliberation over its composition, it could be completed in less than fifteen (15) minutes. The questionnaire (refer to Appendix 1) was disseminated directly to the participants, including the Human Resource Committee (HRC) member for that particular Ministry or SOE with a four (4) weeks’ time frame to submit their completed questionnaire. The analysis of the data was carried out by the PSC HRD Training and Development Consultants, putting both quantitative and qualitative data through a database analysis which includes a thematic analysis of the comments made.

This process created most of the challenges of this activity namely, no or delayed response to the questionnaire. There may be several reasons for this thus the assistance of the HRC member is encouraged from the first stage of disseminating the questionnaire, to collecting and following-up participants from their respective offices. Theirs is an important role which is acknowledged
in this report, especially the HRC members that were responsive throughout this activity. However there are a number of opportunities this study can provide, aside from determining the influence of the training on the participant and his/her duties and responsibilities. Opportunities afforded through this study include identifying training needs, developing more accurate training programs and courses, and may sample an informative database of the KSAs available in the workforce to name a few.

This document is a compilation of four (4) Trainings Tracer Study Reports, which are chronologically arranged in the order they took place during July to December, 2018. The Training and Development Consultants in the PSC HRD Division were allocated trainings to carry out the study on and produce a report for. Confidentiality is held over the details of the respondents and their responses, and used only for this study and report purpose.
1. PSC181901 CUSTOMER SERVICE TRAINING
6th – 10th August 2018

Trainer: Faafetai Vaevaina
Co-trainer: Declan Faalavaau

Introduction
The Customer Service training was designed as a response to the growing need to improve Customer Service across the Public Sector. Target participants were staff from Government Ministries and State-Owned Enterprises. The overall aim of the training was to further develop skills of staff in improving the efficiency and effectiveness of service delivery to both internal and external customers with key themes including:

a) Define the key concepts of good Customer Service as applicable to a Public-Sector Environment;

b) Apply key concepts and principles to practice good communication and listening skills to satisfy customers;

c) Demonstrate quality of communication relationships with internal and external customers;

d) Discuss and demonstrate strategies to handle customer complaints;

e) Identify and discuss solutions to challenges on Customer Service faced by the Public Sector

Out of the thirty-nine (39) employees from SOE’s and Ministries who participated in the five (5) half day training, thirty-three (33) were females and six (6) were males. Only thirty-four (34) participants responded to the tracer study, one has moved to American Samoa and four (4) have not responded after many follow up emails and phone calls. 97% of the 34 who responded to the tracer were highly satisfied with the overall preparation and delivery of the training while 3% were satisfied as reflected in the chart.
Further to the high satisfaction rating for this training, the participants were also asked what they ‘liked’ and ‘disliked’ about the training. There were three main areas highlighted by participants as what they liked most about the training. In Chart 2, 60% pointed to the training content which includes topics and their relevance to the participants, which co-relates to the 11% positive rating given for the trainer and the third is the 29% rating for training activities. These training activities however could have been more practical Customer Service activities, according to the 67% rating given for areas participants did not like (Chart 3). Aside from this is the 33% rating referring to the training duration, which most commented on as being too short.

The participants were also asked to recommend ways to improve the Customer Service Training. 51% of recommendations (Chart 4) refer to training specifications which includes more training opportunities offered to capacity build the public servants in this area, and opportunities to practice or share what is learnt in the workplace. 26% recommended more practical training activities

Refer to Appendix 2 for the full list of Comments made in the questionnaire and used in this analysis.
Tracer Results Analysis

This section presents collated results, each with a brief results analysis. It will also describe the details given to the participants, upon which their responses were based on.

A. Developed KSAs through the training

The KSAs proposed to be learnt or improved through this training are specified in the following table. Participants were asked to identify as many KSAs that were learnt, improved or even developed through this training.

<table>
<thead>
<tr>
<th>Knowledge (K)</th>
<th>Skills (S)</th>
<th>Attributes (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. of understanding customers</td>
<td>1. in using communication tools</td>
<td>1. Integrity in carrying out tasks</td>
</tr>
<tr>
<td>2. of Awesome customer service experience</td>
<td>2. ability to exercise empathy</td>
<td>2. Willingness to help people</td>
</tr>
<tr>
<td>3. of the 4 Pillars of Service</td>
<td>3. in creating positive Public relations</td>
<td>3. Confident in providing information about the Ministry</td>
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<tr>
<td>4. of the Greeting Standards</td>
<td>4. Effective listening</td>
<td>4. Flexible to adapt to the situation or environment</td>
</tr>
<tr>
<td>5. of growing customer positive relationships</td>
<td>5. in problem solving</td>
<td>5. Positive attitude in serving internal and external customers</td>
</tr>
<tr>
<td>6. of the 3Cs in Customer Service</td>
<td>6. Time Management</td>
<td>6. Relay courtesy and respect to all customers</td>
</tr>
<tr>
<td>7. of approaches to handling customer complaints</td>
<td>7. ability to use positive language</td>
<td></td>
</tr>
<tr>
<td>8. of the 3F approach used to deal with difficult customer(s)</td>
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Note: the numbering in this table is reflected on the diagram, which illustrates how the participants responded to this section e.g. K1 of understanding customers
Analysis

The most developed knowledge through this training is, *understanding customers regarding the type of service and assistance they need from line ministries and corporations*. Communication is important in understanding customers and it is notable that ‘Communication tools’ is ranked as the most developed skill. The most developed attribute is in line with the most developed knowledge and skills which is the integrity in carrying out tasks which reflects the Public Service Values. The lowest knowledge and skill developed both relates to handling customers complaints and having the ability to express empathy towards unsatisfied customers while the last three attributes are evenly ranked as shown in Chart 5.

B. Application of Training KSAs

The KSAs learned or enhanced through the training by participants must be apply in accordance to their line of work and to share with their work colleagues. Application of KSAs could be practice through their daily routine at work. Chart 6 reflects the participants responses regarding the applicability of the training KSAs in performing their assigned roles and responsibilities.
Analysis

The study reflects that the KSAs learned during the training course was helpful and supportive in performing their assigned tasks consisting of 89% for both. Out of the 34 participants who responded to the tracer study, three areas in application of the KSAs were evenly ranked at 86% which were relevant, motivation and practical compare to 3% who find the training somewhat helpful while 66% find the KSAs strategic. The supportive and helpful categories been highly ranked does reflect that Non – Formal learning does play a role in improving service delivery and individual performance.

In addition, Chart 7 below shows various ways trainees share the KSAs acquired from the Customer Service Training within their workplaces. The highest avenue used by participants to share the KSAs learned from the training course is through casual exchange with colleagues (54%) on a daily basis compare to 49% who chooses to share through formal presentation. The on the job training consists of 40% while 23% have use written reports to share the KSAs learned from the training course.
However, the ways each participant chooses to share the KSAs learned from the training also depends on the opportunities provided by their respective workplaces. Chart 8 highlights opportunities offered to trainees in workplaces to share, apply and practice what they have learned from the training course. The responses show that all participants were given many if not some opportunities to share the KSAs from the Customer Service Training.

C. Impact of Training on Professional and Career Development

The tracer study was able to capture how the Customer Service training course helps the professional and career development of each participant. Professional development focuses on the skills that one acquires to be effective in the workplace, and the career development refers to how individuals progress in their chosen career. Participants were given various choices in regards to professional development (Chart 9), and career development (Chart 10) since this
training. These choices came through discussions that considered the training objectives as well as the KSAs for this training. Chart 11 reflects on the specific areas (Table 2) that participants identified as having improved in their performance as a result of attending the training.

**Analysis**

As reflected above, 31% of the participants are more confident in carrying out their work due to KSAs learned from the training. 28% said they have been more enabled to perform their work with minimum supervision, consequently 21% agree that they are now entrusted with more work because of the KSAs developed through the training. 20% of this group agreed that this training,
has allowed them to have the confidence in meeting their key deliverables. Others were entrusted with more work which consists of 21%. In relation to career development, 57% have improved their performance in meeting their key deliverables, 15% of the participants have had their salaries raised, 11% have been promoted to other positions within their divisions, 6% have secured new jobs within the same ministry or corporation and 9% of have taken a job opportunity elsewhere.

**Table 2: Specific Areas that have improved in work since training**

| I can provide an AWESOME customer service experience for customers | I apply communication tools when handling customers’ requests/complaints |
| I apply the 3C’s when serving and greeting customers | I apply the greeting standards when answering incoming telephone calls |
| I use the 3F approach when dealing with difficult customers | I practice listening while the customer explains his/her problem/request |

**Analysis**

21% have indicated that applying the principles for creating an ‘awesome’ customer service experience for customers have improved since the Customer Service training. Moreover, the application of 3Cs as well as communication tools when serving customers have been noted to improve, with 18% rating for each. The analysis also showed that listening to customers (16%) and the practice of greeting customers (16%) have also improved. Noted also is the improvement in handling difficult customers using the 3F Approach with an 11% rating.
D. Career Development Plan

The Tracer study also focused on the individuals’ career development plan, as such the participants were asked to identify their training needs and what they hope to achieve or how they would develop if they were to go through a particular training. The trainings they identified varied according to the work they do and are appropriately categorized under themes for analysis. These themes resulted from discussions that considered the objectives and KSAs of the training. Appendix 3 provides a list of these identified training needs, collected from all the trainings that took place during this tracer study period.

Analysis

The analysis shows that the type of trainings mostly needed are skills trainings, as 74% of the participants have agreed on. The nature of trainings offered are normally generic skills, however when analyzing the comments at hand, 74% of the participants agreed that there is a need to get into trainings on specific skills as reflected in the Chart 13 categories of trainings needed. These skills are specific to areas such as Customer Service, Report Writing, Time Management, Records Management and Communication. 3% identified the need for management-oriented type of training such as, Human Resource processes like Recruitment and Selection. Unfortunately there is 23% of non-response, which may be because participants do not understand that they are free to identify trainings they see fit for their own career development, or unsure of what they can suggest as training needs.
**Tracer Results Summary**

In summary, the participants were highly satisfied with the overall preparation and content of the training course delivered. The majority liked the content of the training, and activities held added value to their learning while others wanted to include more training practical activities. The knowledge, skills and attributes developed by the participants during and after the training has supported and helped them effectively performed their duties related to customer service.

Analysis showed that the top avenues used by the participants to share KSAs learned during the training were casual exchanges which could possibly be within and outside of workplace, and Formal Presentations which are likely internal exchanges. This study also established that there are many opportunities given to training participants by their respective offices, to practice and share the KSAs learned from the Customer Service Training.

The Customer Service Training delivered by PSC also impacted the individual’s professional and career development in many aspects. Most of the participants have noted that since the training, they have gained more confidence in performing their roles, allowing them to effectively achieve their key deliverables, become entrusted with more work and working with minimum supervision. The impact of the training on the participants’ career development was also quite significant. A few participants affirmed the value of KSAs from the training as contributing factors to the improvement of their performance as well as to their success in securing employment opportunities elsewhere. The specific areas which have improved the most across the participants were, awesome customer service and effective use of communication tools in greeting and serving customers. The analysis also outlines the type of trainings identified by participants needed which mainly falls under skills. These skills are mostly soft skills which are vital in performing daily routine in the office, such as report writing, customer service and time management.

Overall, as reflected in the analysis of participants responses majority were satisfied with the designing, delivering and organization of the training course. There are a few recommended ways forward for this course in terms of duration and more practical activities to be included, which are noted for the progress of this training. This analysis reflected the usefulness and relevance of this training to Government Ministries and SOEs staff who participated.
Introduction

Workforce Planning is one of the key deliverables of Human Resource Divisions for all Ministries in the Public Service. This Plan tells the organisation of what type of skills are needed to get the job done and ensures that the organisation has the right people, with the right skills, in the right job, at the right time. This training was designed for three half days covering both theory and practical exercises. The calibre of those that attended include Officers, Senior and Principal Level staff in the Public Service. Developing every Ministry’s workforce is highly crucial in achieving strategic goals of the organisation. In doing so, the Workforce Plan looks at retaining good employees with needed skills, recruiting good employees with the needed skills, developing existing and new employees, retaining organisational knowledge, and reducing overstaffing.

The training focused on the following objectives

(a) Understanding of each Ministry’s current Workforce Plan status
(b) Analysis of Workforce Planning Monitoring and Evaluation Reviews for each Ministry;
(c) Application of principles, approaches and tools for effective Workforce Planning development;
(d) Application of principles, approaches and tools for effective Workforce Planning projections;
(e) Analysis of gaps, development of SMART gap-closing strategies and identification of professional development needs;
(f) Exploring a way forward for effective Workforce Planning in the Public Service.

This report will bring out valuable information about this training, and the impact it has had on the participants. There was a total of 16 participants of this training and 13 responded to this
tracer study, which is 81% and is sufficient as reliable information, as their responses and comments is a way forward for this particular training.

The participants’ overall satisfaction rating is a preview of the impact of this training. Chart 1 shows that 60% of participants were highly satisfied with the knowledge, skills and training activities while 40% were satisfied with the outcome of what they have learned from this training. In addition to the satisfaction rate, participants were also given the opportunity to put forward recommendations. Chart 2 indicates that most of the recommendations refer to the training specifications such as who should be included as participants in this training, and training activities.

To support these perspectives, it was important to understand what the participants ‘Liked’ and ‘Did not Like’ about the training. Chart 3 shows that 60% of the participants liked the training activities and while 30% said the content was relevant, 33% did not like the training content (Chart 4) mainly because of the large amount of information given at one time. The other 33% did not like the small space for the training. These comments are detailed in Appendix 4.
Tracer Results Analysis

The satisfaction rate indicates a positive training. This section presents gathered results, each with a brief results analysis. It will also describe the details given to the participants / trainees, upon which their responses were based on, and provide a deeper understanding of the positive response given for this training.

A. Developed KSAs through the training

The KSAs offered to be acquired within this training are identified in the following table. The participants were asked to identify as many KSAs that were learnt, enhanced or even developed through this training, which is shown in Chart 5.

Table 1: Knowledge, Skills and Attributes from the Training Objectives

<table>
<thead>
<tr>
<th>Knowledge (K)</th>
<th>Skills (S)</th>
<th>Attributes (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. of the PSC Act 2001</td>
<td>1. in strategic planning of tasks</td>
<td>1. Integrity in carrying out tasks</td>
</tr>
<tr>
<td>2. of the Employment Instruction No.20</td>
<td>2. in communicating correctly</td>
<td>2. Confident in providing information about the Ministry</td>
</tr>
<tr>
<td>3. of the Ministry’s Workforce Plan</td>
<td>3. in problem solving</td>
<td>3. Positive attitude in serving internal and external customers</td>
</tr>
<tr>
<td>5. of the Workforce Planning Model</td>
<td>5. identifying necessary research</td>
<td>5. Flexible to adapt to the situation or environment</td>
</tr>
<tr>
<td>6. of the Gap Closing Strategies</td>
<td>6. Effective Listening</td>
<td>6. Relay courtesy and respect to all customers</td>
</tr>
<tr>
<td>7. of the SMART approach</td>
<td>7. Time Management</td>
<td></td>
</tr>
<tr>
<td>8. of Monitoring and Evaluation</td>
<td>8. Strategic Thinking</td>
<td></td>
</tr>
<tr>
<td>9. of Training Needs Analysis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: the numbering in this table is reflected on the diagram, which illustrates how the participants responded to this section e.g. K1 is knowledge of what a workforce planning is.
Analysis

The Knowledge most developed through this training is that of the workforce Planning Model. Low knowledge developed is shown in K2 which is of the Employment Instruction No.20. The Skills developed highly from this training is S2 which is communicating correctly with the right people in terms of workforce planning whereas Time Management which is S7 considered the least developed. The Attribute / attitude most developed since the training is integrity in carrying out tasks.

B. Application of Training KSAs

This section is focused on KSAs a participant/trainee can apply in his/her day-to-day line of work, and can share with their associates to enhance productivity. Information collated from this section helps to improve the direction of future trainings, and consider ways of sharing the KSAs from the training for a collective benefit.

Chart 6 provides insight on how applicable this training was to those who attended the training in their everyway work. Chart 7 and Chart 8 reflects the opportunities given to training participants, to share what they have learned from the training, and how they shared this. These are important because it refines the relationship between the training, individual and the workplace.
Participants agreed that the training was 100% relevant and practical to their daily line of work, 80% agreed it was indeed helpful and supportive, while 10% thought the training was somewhat practical and not applicable to their line of work. 60% of the participants said many opportunities were given to them to share this training, which the majority represented by 60% did through on-the-job interaction and casual exchanges. Otherwise the KSAs for this training were shared through presentations and written reports.
C. Impact of Training on Professional & Career Development

The impact of the training on an employees’ professional development are shown in Chart 9 and career development in Chart 10. Professional development includes skills that enhance an employees’ performance in the workplace, while career development refers to how a person’s career is advanced because of his/her performance. Chart 11 shows specific areas employees have identified to have improved because of the training, as relative to Chart 9 and Chart 10.

**Chart 9: Impact of Training on Professional Development**

- Entrusted with more: 40%
- Meet key deliverables: 90%
- Minimum Supervision: 50%
- More Confident: 70%

**Chart 10: Impact of Training on Career Development**

- New job elsewhere: 10%
- Promoted within Organisation: 10%
- Promoted within Division: 10%
- Increase in salary: 10%
- Improved performance: 90%

**Analysis**

90% of the participants agree that since the training, they have been enabled to meet their key deliverables, and 70% of this group indicate they are more confident in carrying out their work, 50% said they can work without or with minimum supervision and 40% of trainees say they have been entrusted with more work by their supervisors.

In terms of Career development, 90% of the participants say that their performances have been improved in meeting key deliverables at their work stations after this training. There is a 10% indication across the other possible impacts of the training on participants’ careers, including some finding new jobs elsewhere.
Two specific areas improved from their line of work was evident in 90% claiming confident in their knowledge of workforce plan and 70% know how to formulate closing gap strategies. Applying principles, approaches and tools to conduct workforce plan projections is 60%, 50% trainees said they have the knowledge of each step of the workforce plan model and 40% each for developing SMART goals and, analyzing and interpreting data.

### D. Career Development Plan

This section provides useful information for identifying training needs, for the continuous human resource development. The following charts presents the type of trainings most required and categories of trainings needed. These categories were established through discussions over the nature of trainings that have been conducted and the training needs put forward. So in these categories, the information has been thematically analysed. This data can inform in-house trainings if not PSC trainings. Appendix 3 lists the identified training needs and goals, from this training and others during this Tracer Study period.
Analysis

In the career development plan section, the trainees were given questions on the types of trainings they wanted for the future as well as the trainings needed and the results are given in chart 12 and chart 13. Chart 12 clearly shows that 73% of trainees opted for skills-based training rather than knowledge-based which is 27%. Chart 13 on the other hand, shows the same figures but this one is on categories of trainings needed by participants. On the chart 73% rooted for specific skills that are work and career related and 27% insisted that they wanted to have trainings based on policies and procedures in the future.
Tracer Results Summary

The Workforce Plan Training delivery was based on five major objectives mentioned in the beginning of this report and this tracer study is put in place to analyse the training. Invitation for this training was sent to all Government Ministries and 16 trainees attended ranging from Officers, Senior and Principal Levels. From the 16 participants 13 managed to take part and respond to our tracer study.

The overall satisfaction rate for this training was completely positive. Training specifications and training activities stood out from the many elements given to the trainees to weigh their positive responses of the training. Many participants liked the training activities conducted as well as the training content and recommendation was drawn from what the trainees least liked about the training which was the venue, it was too small for them to have their activities and needed a bigger venue.

The Knowledge, Skills and Attributes (KSAs) from the training were well obtained by the trainees as reflected in their responses. Knowledge mostly developed in this training was the use of the workforce planning model and developed skills was for them to communicate correctly with the right people who are working on workforce plan and developed attitude was integrity in carrying out their tasks at work.

This is evident in the reaction shown by most of the trainees, that the training provided them with relevant information and practical activities related to their line of duty in their workplaces hence why their employer has given them many opportunities to share KSA’s learned from this training. Some of the opportunities were on-the-job training or presentation and casual exchange with colleagues over a cup of coffee or lunch.

The final section of this study, showed that trainings must be geared towards being more skills-oriented. Most of the trainings currently carried out focus on soft skills while these participants have opted for more opportunities to practical skills. These are practical skills pertaining to the work that they do daily. The perspectives shared by the participants are valuable because these facilitate human resource development activities.
Introduction

This interactive training included participants from both Government Ministries and State-Owned Enterprises. The overall aim for this training is to build capacity in Report Writing through the following objectives for each trainee to be able to:

(a) Demonstrate understanding of the different types of audience for different reports
(b) Demonstrate understanding of the report writing process
(c) Demonstrate understanding of the different report structures
(d) Demonstrate ability to produce a written report

The high demand for the skills set offered in this training was reflected in the full participation of forty (40) officer and senior officer level staff. To cater for this high demand, the training was conducted over two weeks for two participant groups. Of the total number of participants, twenty nine (29) were able to complete this training’s tracer study and have been taken as the majority in the responses as 73% of the total number of participants. These responses have been vital in determining the quality of the training scope, content and delivery. More importantly, through this study the trainees indicated areas which the training has impacted their capacity in report writing. It also captured areas to focus training improvement. The success of this training is reflected in the 86% overall satisfaction rating depicted in the chart.

This report will be results-focused using charts and brief analyses to describe the professional relevance of this training to the participants, and gage their perspective as trainees on how this training could be improved. The next section highlights the individual results and
analyses of this particular tracer, followed by a summary discussion of the results. In particular, results, analyses and discussions will be focused on three (3) main areas of the tracer:

A. Knowledge, Skills and Attributes (KSAs) of Report Writing that were developed during the training
B. How these KSAs have since been applied in the trainee’s line of work, and shared within the workplace
C. The impact of this training on the professional and career development of the trainee.

Also important to this study are the comments made by the trainees at different points in the questionnaire. These have also been analyzed thematically, for meaningful results which can be used for decisions.

**Tracer Results Analysis**

This section presents collated results, each with a brief results analysis. It will also describe the details given to the participants / trainees, upon which their responses were based on.

**A. Developed KSAs through the training**

The KSAs proposed to be learnt or enhanced through this training are specified in the following table. Participants were asked to identify as many KSAs that were learnt, enhanced or even developed through this training.

**Table 1: Knowledge, Skills and Attributes from the Training Objectives**

<table>
<thead>
<tr>
<th>Knowledge (K)</th>
<th>Skills (S)</th>
<th>Attributes (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. of what a report is</td>
<td>8. write clearly</td>
<td>7. integrity in reporting accurate information</td>
</tr>
<tr>
<td>10. of the report writing process</td>
<td>9. write precisely</td>
<td>8. diligence in collecting information</td>
</tr>
<tr>
<td>11. of the different types of report structures</td>
<td>10. write according to the audience</td>
<td>9. complete reports on time</td>
</tr>
<tr>
<td>12. of the different audiences in report writing</td>
<td>11. structure the report correctly</td>
<td>10. attentive to details of tasks</td>
</tr>
<tr>
<td>13. of the most suitable language to use in report writing</td>
<td>12. format the report accordingly (eg. type of font, font size etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. insert tables, figures, graphs and images</td>
<td></td>
</tr>
</tbody>
</table>

*Note: the numbering in this table is reflected on the diagram, which illustrates how the participants responded to this section eg. K1 is knowledge ‘of what a report is’.*
Analysis

The Knowledge most developed through this training as indicated by 93% is that of the different types of structures a report can be in. In terms of the most developed Skill from this training there is an equal high rating of 90% for the skill of writing clearly, writing with the audience in mind and the skill of writing the report in a correct structure. There is a notable lower rating of 69% for the skill in formatting the report according to specific requirements. The Attribute / attitude most developed as shown with a 93% rating, is diligence in collecting the information needed to construct a report.

B. Application of Training KSAs

KSAs delivered through trainings should be easy for the trainee to apply in his/her daily line of work, and share with their co-workers to increase productivity. Thus the focus of this particular section of questions is to collect relevant information that could be used to improve this training.

Chart 3 reflects trainee responses regarding the applicability of the training KSAs to their line of work. It was indicated in this study that 7% of the trainees did not have any opportunity to share these KSAs in the workplace, one commenting that they “Have not been asked to”. However,
Chart 4 shows that 93% of the trainees have had at least some opportunity to share the KSAs from the training. In line with this positive response, Chart 5 shows the different ways that the trainees were able to share the KSAs in their workplaces.

Analysis

97% of the trainees agreed that the KSAs were very Helpful to their line of work, 86% said it was relevant, and still agreed that the KRAs were also Practical and Motivating. The otherwise 10%, points out room for improvement. Trainees mostly share about the KRAs they have gained through the training in the form of Written Reports and Casual Exchange with Colleagues as in conversations and/or sharing notes/thoughts. 24% share this information using on-the-job-trainings in their offices.
C. Impact of the Training on Professional & Career Development

Trainings are conducted because they ensure steady steps forward in work performance. Professional development focuses on having the right set of KSAs to be current and productive in the workforce, whereas Career development is about utilizing KSAs to progress in your chosen career path.

Chart 6 and Chart 7 show the response rates trainees have given for the impact of this training on their professional and career development. These are snapshots of the main areas the trainees have collectively identified as having improved in their performance of Report Writing. It is important to note that these main areas are:

Chart 6: Impact of Training on Professional Development

- Entrusted with more: 59%
- Meet key deliverables: 72%
- Minimum Supervision: 69%
- More Confident: 90%

Chart 7: Impact of Training on Career Development

- New job elsewhere: 7%
- Promoted within Organisation: 14%
- Promoted within Division: 14%
- Increase in salary: 10%
- Improved performance: 97%
Analysis

90% of the trainees have said their confidence level in report writing has developed since this training, and 72% said that they have been enabled to better meet their key deliverables at work. It is also significant that 97% of the trainees have indicated that their work performance have improved, 28% have been promoted respectively within their division or within the organization, while 7% have successfully secured employment elsewhere because their skills in report writing have improve. 10% have pointed out that this training has contributed to a salary increase. In terms of specific areas report writing that have been impacted since this training, 72% say that it is their ability to write specifically, 62% point to their engagement of the report process while 55% agree that they are now able to submit reports on time.

D. Comments on Training Satisfaction

Throughout the questionnaire the participants were given the opportunity to respond to open-ended questions. These responses have been analyzed using a thematic and coding approach, to ensure that all responses are included. The following results express in percentages what participants liked and did not like about the training. Participants were also asked to put forward recommendations on how to improve this training, which will also be useful across all trainings. Refer to Appendix 5 for the full list of Comments made in the questionnaire and used in this analysis.
Analysis

The 43% majority pointed to the Training Content as the most liked component of the training, followed by the 30% rating for the Trainer and 25% for the Activities. Of this same group, 33% were sure the venue was not sufficient for the training, while the other significant count is the 25% saying the course duration was a problem. These are reflected in the recommendations with 28% giving feedback on the training Activities, 21% on the training Duration and 18% respectively for training Content and Specifications.

Note:

Training Duration refers to how long the training was, including the sessions. On this note, participants were commenting/recommending that the training or sessions were too long or too short. However, Training Specifications refers to the details of the training, for example, some comments/recommendations were on the frequency of the training, who should be attending and even when to have the training.
E. Career Development Plan

This section contributes to determining Training Needs for both Government and State-Owned Enterprises employees. It is a future-oriented approach not only for employees but also for the ministry, organization or workplace development. The participants’ indicated training needs were analysed, and Chart 12 highlights the types of trainings needed based on this analysis. To be consistent with the rest of the questionnaire, the three (3) types of trainings identified this analysis were Knowledge-type, Skill-type and Attributes-type trainings. While Appendix 3 is the list of the identified trainings which participants anticipate as the part of their Career Development, these have been categorized in themes as shown in Chart 13.

Analysis

82% of trainings needed are Skills trainings, with an equal distribution between Knowledge and Attributes type of trainings. 61% of the trainings needed are on Specific Skills necessary for the workplace. The majority of these Specific Skills is Customer Service, Time Management Skills and Communication Skills. Other recurring themes for trainings were Management-oriented trainings such as Project Management, Problem solving trainings such as Analytical Thinking, HR trainings such as Recruitment processes and also trainings on Policies and Procedures, such as understanding the various Acts governing daily work.
Tracer Results Summary

The Report Writing training had four (4) main objectives, which the delivery as well as this tracer study utilized for analysis of the training. The invitation to Government Ministries and State-Owned-Enterprises for participation in this training, was met with enthusiasm as forty (40) applications to attend were received. To ensure equal opportunities were given, this large group was divided into two (2) groups each attending a one (1) training on Report Writing. These same participants were approached for feedback on their experience of the training, as well as progress since the training. The response rate was quite high, with twenty-nine (29) participants taking the time to comply.

The overall satisfaction rate for this training was fully positive. There were many elements to weigh this positive response, however the top two (2) were satisfaction of the training content as well as the capacity of the trainer. The recommendations put forward reflected a balance of what was liked and least enjoyed about the training which were, the training venue being too small and the duration of the training being too short.

The Knowledge, Skills and Attributes (KSAs) built into this training were well received by the participants, and this was shown in the affirmative responses across all training KSAs that participants believed they had developed since the training. The Knowledge that was developed the most was the understanding of the different types of report structures; the Skills obtained and equally valued were the skills in writing clearly and writing according to the audience of the report; the Attribute most developed from this training was diligence in collecting the necessary and most relevant information to construct a report.

This is reflected in the response by the majority of the participants, that their level of confidence in carrying out allocated work has escalated and their performance has improved in meeting key deliverables, because of this training. According to the respondents, the specific areas that the training has encouraged improvement in, are the timely submission of reports because of a clearer understanding of what is expected in a report, to write according to the particular audience of a report and to write following the report writing process. These support the participants’ response that the training has been tremendously helpful, as well as relevant, practical and motivating in their line of work. The benefits trainings impact the individual as well as corporate setting or workplace, not only when the KSAs are practiced but more when they are
shared. The majority of the participants have the opportunity to share these KSAs, and mostly through a written report about the training which is the usual requirement otherwise there are other mediums of sharing about the training, for instance, a presentation or on-the-job training.

In moving forward, the participant perceptions captured the need for trainings that are more Skills-oriented. Further to this, the most popular category of training needs was the Specific Skills category which includes trainings in areas such as time management, customer service were and communication skills. Other significant categories were Management related trainings such as such as Human Resource Management, and Problem-Solving trainings which may be about Analytical thinking. These comments are the basis of progressing this training to be more facilitating to an employees’ career development.
Introduction
The Office of the Public Service Commission is mandated to provide professional development programs to meet the needs of employees in the Public Sector. Finance and Administration was one of the areas identified and a training is therefore currently undertaken to accommodate and to enable Public Servants to learn new methods & techniques in order for them to better handle Finance and Administration work within the Ministries.

The training is designed that upon its completion, participants are expected to:

(a) Explain what Finance and Administration in the Public Service;
(b) Describe the processes and apply key principles involved in Finance and Administration;
(c) Understand different areas which cover the role in Finance and Administration;
(d) Identify the challenges faced in the work of Finance and Administration;
(e) How better Finance and Administration service contributes to the success of the Public Service.

Procedures and processes change over time and thus the need for our people to be well equipped with the knowledge and skills to efficiently carry out their roles and responsibilities. The Office of the Commission welcomes opportunities to assist the Public Service and the expertise in certain areas are sought to ensure that the content is designed and delivered successfully and positively impacts the work of participants.

The interactive and participatory program approach of five (5) half days was adopted for this training program. Targeted participants for the program were Officers working in the Finance and Administration Divisions. Ministries were encouraged to take advantage of this opportunity. A total of 21 participants attended the training; all were focused and engaged. However, only 12 participants or 57% managed to participate in our tracer study. All the gathered results, each with detailed analysis will present in this section with details given to the participants/trainees based on their responses. Chart 1 shows the results of the overall satisfaction for the finance and administration training by the participants that took part in the tracer study.
The majority of the participants find the training very useful to them and were highly satisfied with all aspects of the training given the 58% rating. 42% were just satisfied. To verify this positive 100% Satisfaction rating, Chart 2 reflects what the participants liked about this training. The results show that 50% of participants liked the activities conducted in the training, 22% liked the training content, 14% rating for the setting and another 14% for the trainer.

It is important also to consider what the participants may not have liked about the training, to have a fuller perspective of the training. Chart 3 exhibits the results about this knowledge, and it shows that 72% did not like the training duration, in particular the half days allocated being too short. Two other factors participants identified they did not like were the trainer and the training content.

Consequently recommendations have been about these areas, mostly on the training duration and also the training specification, which participants thought the invitation should have allowed more people from Ministries to attend the training. Details of these comments are in Appendix 6.
Tracer Results Analysis

This section incorporates the study results, describing its contents and requirements in each section and with each section is a brief results analysis.

A. Developed KSAs through the training

The KSAs offered to be acquired within this training are identified in the following table. Participants were asked to identify as many KSAs that were learnt, enhanced or even developed through this training.

Table 1: Knowledge, Skills and Attributes from the Training Objectives

<table>
<thead>
<tr>
<th>Knowledge (K)</th>
<th>Skills (S)</th>
<th>Attributes (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. of the PS Act 2001</td>
<td>1. Preparing estimates</td>
<td>1. Integrity in carrying out tasks</td>
</tr>
<tr>
<td>2. of the Public Finance Management Act 2001</td>
<td>2. Audit querying/investigating</td>
<td>2. Impartiality in processes and decision-making</td>
</tr>
<tr>
<td>3. of the Payment Policy</td>
<td>3. Audit reporting</td>
<td>3. Diligence to complete tasks</td>
</tr>
<tr>
<td>4. of the Treasury Instructions</td>
<td>4. Use tools to record expenditures</td>
<td>4. Attentive to details of tasks</td>
</tr>
<tr>
<td>5. of Asset Management</td>
<td>5. Use tools to monitor expenditures</td>
<td></td>
</tr>
<tr>
<td>7. of the Guideline for Government Procurement and Contracting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. of the Budget Manual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. of the Budget Cycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. of Budgetary Controls</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: the numbering in this table is reflected on the diagram, which illustrates how the participants responded to this section e.g. K1 is knowledge of what a workforce planning is.
**Analysis:**

Trainees developed 100% of their Knowledge on K1 which is the Public Service Act 2001 from this training, 92% on K3 which is the payment policy, 83% for K4 which is Treasury instructions and K8 the budget manual. The participants also gained their knowledge on K7 (75%) which is the guideline for government procurement and contracting, 67% on K5 of asset management, 58% on K2 of the Public Finance Management Act 2001, 50% for K9 of the budget cycle and K10 of budget controls and the lowest is K6 on working conditions and entitlements manual. The Skills developed highly from this training are documented in S2 Audit querying/investigating and S6 Insert budgetary controls, S3 which is Audit reporting scored 92% on the skills chart and the lowest skill developed is S1 Preparing estimates which is 67%. The Attribute / attitude according to the data collected, everyone developed 100% in this section.

**B. Application of Training KSAs**

This section is focused on KSAs a participant/trainee can apply in his/her day-to-day line of work, and able to share with their associates to enhance productivity. Information collated from this section helps to improve future trainings.
As reflected in the training KSAs to trainee’s line of work, 100% of the trainees find the training helpful and motivating in their line of work. Chart 6 shows 83% of the participants find the training relevant to their line of work and practical as well. 75% of the trainees think that the training was indeed supportive in their career and 67% opted for strategic and this is the lowest number according to the chart. Chart 7 highlights opportunities to share KSAs and 67% of the trainees were given many opportunities for them to share whatever they have learnt from the training to others and 33% were given some opportunities by their ministries to share this training’s KSAs to others as required. Chart 8 shows different ways participants used to share Finance and Administration KSAs in their workplace. 67% of the trainees shared the KSAs through casual exchange with colleagues, 50% were able to share the information through on the job training, 8% through written report and 3% did it via formal presentation.
C. Impact of Training on Professional & Career Development

Professional and Career development reflect the quality of the training. It is important to understand the impacts the training has had on the employee’s performance in the workplace (refers to acquired KSAs) and his/her progress in their career as a whole. Charts 9 and 10 captures these impacts, while Chart 11 shows the specific areas of finance and administration that have improved, since the training.

**Analysis:**

100% of trainees agreed that this training built their confidence in meeting key deliverables in terms of professional development and 92% believed they have met their key deliverables, 75% is entrusted with more work by their supervisors and 67% need minimum supervision after this training. Chart 10 on the Impact of training on career development shows that 92% of trainees
have improved their performance immensely after the training and 8% have been promoted to other new posts within their workplace. Chart 11 which is based on the impact of the training on specific areas of finance and administration for employees, shows that 67% of the trainees gained knowledge on how to explain finance and administration to people, 58% knows how to describe finance and administration processes to people if they want to know about this topic, 42% were able to identify finance and administration challenges and 33% understands the application of finance and administration principals in their line of work.

**D. Career Development**

This last section of the study focuses on the feedback of participants on training needs. The analysis of these responses involved identifying which type each training need is, whether a knowledge-based, skills-based or attributes-based training before categorising them into themes, which are consistent across other trainings in this review period. **Appendix 3** provides a full list of these training needs.

![Chart 12: Type of Trainings Needed](image)

![Chart 13: Categories of Trainings needed](image)

**Analysis**

Participants have opted that they needed skills-based training more than knowledge-based training as shown in Chart 12. The majority which is 86% feels that having these much-needed skills they will also have no problems in performing their assigned duties within their workplaces compared to 14% of the participants that opted for a knowledge-based training. Trainees were also given questions on areas they think its much needed for their careers and 72% stated on Chart 13 that specific skills are much needed while 14% chose to do more of problem-solving trainings. HR training and Policies and Procedures training got 7% each.
**Tracer Results Summary**

The Finance and Administration training had five (5) main objectives and the training was conducted and delivered based on these objectives. The Government Ministries were given the opportunity to attend this training and twenty-one (21) managed to take part and targeted employees were Officers working in the Finance and Administration divisions. From the twenty-one that attended the training twelve (12) responded to our tracer study.

The overall satisfaction rate for this training was totally positive as reflected in their responses about the activities conducted in the training as well as the training content. The recommendations from the training was reflected in what the trainees liked and dislike about the training which were, the training venue being too small and training specifications.

The Knowledge, Skills and Attributes (KSAs) developed into this training were well obtained by the trainees, and this was reflected in their positive responses across all training KSAs they understood have been developed ever since the training. The knowledge that was developed the most from this training was understanding of the Public Service Act 2001 followed by the knowledge of the payment policy, a process of finance and administration in doing work for the government and its employees, the Skills taken from the training were doing audit, querying and investigating of audit reports as well as inserting of budgetary control and the attitude developed were all four as shown in Chart 5. This is reflected in the response by the majority of the trainees, that the training was indeed helpful to them in their line of work and motivating.

In order for the participants to share what they have learned from the training was up to them and the majority opted that it was more appropriate to get the message across by casual exchange with colleagues and on the job training by conducting presentations for their staff. This training has impacted the participants by gaining more confidence in their line of work as well as meeting key deliverables based on their given tasks.

The data collected from this particular training tracer study, has also contributed to the list of training needs which will be used as a way-forward for trainings. It was noted that the type of trainings most requested are skills-type/based trainings which focus on specific skills, like this Finance and Administration training.
This Report is a collective effort of the PSC HRD Principal Training and Development Consultants.

It may not be a bi-annual report document, but it will be periodical to review all trainings within each Financial Year, allowing time for the participant to review the impact of the training on his/her line of work.
This Tracer Study assists the Commission in evaluating both the effectiveness and efficiency of PSC Trainings conducted in the previous 6 months, as well as develop a database of workforce professional competencies and skills. The information from this Study will not only pave a way forward for PSC trainings but also validate changes to the PSC Training platform. Please respond according to the training(s)/course(s) you have attended. All information collected is confidential and for this purpose only.

### Details of Participant

<table>
<thead>
<tr>
<th>Name of Participant:</th>
<th>Rose Mamae</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Employment during training</th>
<th>Rose Mamae</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Designation</th>
<th>Ministry of ...</th>
</tr>
</thead>
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<tr>
<td>Research Officer</td>
<td>Employer</td>
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<table>
<thead>
<tr>
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<th>Designation</th>
<th>Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please state even if it is the same employment as above)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training / Course Attended:</th>
<th>Date</th>
<th>Code</th>
<th>Name</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-19 Sept, 2018</td>
<td>PSC181903</td>
<td>Report Writing</td>
<td>PSC Conference Room</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trainer</th>
<th>Co-trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faafetai Vaevaina</td>
<td>Pereyos Lauano</td>
</tr>
</tbody>
</table>

### Overall Satisfaction Rating of Training(s) / Course(s) Attended

- [ ] Highly Satisfied
- [ ] Satisfied
- [ ] Dissatisfied

Please tick your overall rating of the training(s) / course(s) you attended.

What did you like the most about the training(s) / course(s)?

What did you not like about the training(s) / course(s)?

What would you recommend for future training(s) / course(s)?
SECTION A: Developed Knowledge, Skills and Attributes (KSA)

This includes KSA learnt and/or enhanced through training(s) / course(s). Please tick as many responses as applicable.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skill(s)</th>
<th>Attribute(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ of what a report is</td>
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<td>□ Integrity in reporting accurate</td>
</tr>
<tr>
<td>□ of the report writing process</td>
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<td>information</td>
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<tr>
<td>□ of the different types of report structures</td>
<td>□ write according to the audience</td>
<td>□ Diligence in collecting information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Complete reports on time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Attentive to details of tasks</td>
</tr>
</tbody>
</table>

SECTION B: Application of Training Knowledge, Skills and Attributes (KSAs)

1. The KSAs from the training/course are (Please tick as many responses as applicable)

   □ relevant   □ helpful   □ practical   □ motivating   □ supportive   □ strategic
   □ somewhat relevant   □ somewhat helpful   □ somewhat practical   □ not at all applicable
to my line of work

2. I have shared the KSAs from the training/course with colleagues in my usual workplace through (Please tick as many responses as applicable):

   □ Formal Presentation(s)   □ On-the-job training(s)   □ a Written Report   □ Casual exchange with colleagues on a daily basis
   □ Other

   □ I have not shared

3. My workplace provides (Please tick your most appropriate response)

   □ many opportunities   □ some opportunities   □ no opportunities
   for me to practice my KSAs from training(s)/course(s) I have attended
SECTION C: Impact of Training / Course on Professional & Career Development

(Please tick as many responses as applicable)

1. Professional Development
   - □ I am now more confident in carrying out my work
   - □ I can now work without or with minimum supervision
   - □ I am confident that my key deliverables will be met
   - □ I am entrusted with more work by my supervisors

2. Career Development
   - □ My performance has improved in meeting key deliverables
   - □ I am rewarded by way of increase in salary
   - □ I am promoted within the same division
   - □ I have a new job within the same organisation
   - □ I have a new job elsewhere because of training(s) and course(s)
     I have attended

3. Since the training/course, two (2) specific areas in my line of work have improved
   - □ I can write a report following the report writing process
   - □ I can write a better structured report
   - □ I can identify the type of audience I am writing the report to
   - □ I can write a report according to who the audience may be
   - □ I can compile a report including tables, figures, graphs and images
   - □ I can complete a report on time because I understand what is expected in the report

SECTION D: Career Development Plan

Think about your current work situation then (i) identify one or two training needs that you must address and (ii) identify what you achieve if these needs are addressed

<table>
<thead>
<tr>
<th>Training Need(s)</th>
<th>Development Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example of a Training Need: Using the phone board</td>
<td>Example of what is achieved: Prompt and friendly customer service on the phone</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Faafetai lava for making time to complete this tracer study, aimed at developing more encompassing capacity building programs for all public service providers
APPENDIX 2  
Customer Service Training – Training Satisfaction Comments

What trainees LIKED about the Training

- Content of the training was well delivered and each session was well articulated which makes easier for me to understand
- The training help in improving my customers services techniques
- Improved customer service skills
- Content of the training was well delivered
- Very useful training and applicable to my line of work, enjoy discussion activities
- Practical activities
- Presentations and activities
- Experience and knowledge
- Content of the training was well presented by the trainer and co-trainer and enjoy discussions which helps other participants provide solutions to their customer service issues
- Participants, trainer and co-trainer been respectable
- Gain more skills and knowledge about Customer Service
- Training delivery methods used by the trainer
- Discussion activities which capacity-built participants
- Well prepared presentations and was clearly presented by the trainer and activities were fun and easily understood
- Participation and interaction were encouraged
- Well-presented and activities provided were relevant and easy to understand
- Content of the training was well presented
- Content and delivery of the training was very clear
- Enjoy the training and all learning activities
- Refreshments and the used of delivery methods by the trainer
- Enjoys the training
- Delivery methods used by the trainer
- Enjoy the training
- Learned new knowledge and skills in greeting internal and external customers
- Group Activities
- New knowledge and skills learned
- Group discussions
- Training content was well presented
- Training activities which helps her understand more about the content of the training
- Enjoy the training
- Learning new knowledge and skills which helps improve performance
- Trainer engagement with participants
- Content of the presentation was well presented and easy to understand. Very helpful in building her career path and have learned new skills and knowledge in improving serving customers
- Delivery methods used by the trainer
What trainees DID NOT LIKE about the Training

- Not enough activities for demonstration
- All participants to be prompt
- Other participants were not participating in discussions
- Duration of training course
- Duration of training course
- Benefits for salary
- Some participants dominated discussions

Recommendations

- More time for role play scenarios
- Provide more training opportunities
- More training opportunities in Customer Service
- Knowledge sharing
- Invite Senior Officers
- More training activities
- More training opportunities for SIFA staff to attend
- More training activities
- Need more training facilities
- Conduct 2 customer service training in a year
- Training was well prepared and delivered
- More time for group discussions
- More role plays for shy participants to participate
- Provide more customer service-related examples
- More training opportunities
- Overseas trainings for public servants to participate to improve performance
- Provide more training resources
- Provide trainings on Teams in Workplace
- Provide trainings on HR
- Knowledge sharing
- Continue to use both English and Samoan language when delivering trainings
- All staff to participate in Customer Service Training
- Continue providing training on Customer Service
- More training activities
- Full five days training
- All staff to participate in Customer Service Training
- Senior staff to attend
- Keep it up
**APPENDIX 3**

Training Needs identified through four (4) Training Tracer studies (July – December 2018)

<table>
<thead>
<tr>
<th>TRAINING NEED</th>
<th>DEVELOPMENT GOAL</th>
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</thead>
<tbody>
<tr>
<td>1  Analytical Thinking</td>
<td>To have the ability to solve problems quickly and ask to come up with solution</td>
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<tr>
<td>2  Anger Management Training</td>
<td>Communicate the correct message and use positive language</td>
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<td>3  Archive / Filing system Training</td>
<td>Must understand the values of taking care of records and ensures the safe guard of records of the division</td>
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<tr>
<td>4  Archive / Filing system Training</td>
<td>Must understand the values of taking care of records and ensures the safe guard of records of the division</td>
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<tr>
<td>5  Communication</td>
<td>Friendly colleagues with a healthy working environment</td>
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<td>Cleared and being professional when communicating with internal and external customers</td>
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<td>Active listening when taking customers messages; Friendly approach and use positive tone</td>
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<td>Handling incoming phone calls</td>
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<td>Ease and improve interpersonal relationships with customers</td>
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<td>Able to listen to customers complaints and response in a timely manner</td>
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<td>Correct messages received by staff member</td>
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<td>Use greeting standards to greet customers and able to provide a prompt response to customers needing assistance</td>
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<td>Talk clearly. Explanation is very important speak clearly and make sure to give correct information.</td>
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<td>Communication tools and listening skills when serving them face to face</td>
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<td>6  Computing Skills</td>
<td>Able to perform clerical tasks</td>
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<td>Have the skills in different type of tools for report writing and how to analyse data.</td>
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<td>have skills for report writing and analysing data</td>
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<td>Be able to understand all features of Excel</td>
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<td>Creative Thinking</td>
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<td>Cybersecurity</td>
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<td>Data Analysis</td>
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<td>Filing</td>
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<td>Finance Analyst Training</td>
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</tbody>
</table>
| 13 | Finance One training | Using finance one on payroll, to be accurate, clear and timely  
Using template for accuracy formatted/calculated staff payroll and leave balances  
To familiarise and improve knowledge on how to use finance one. |
| 14 | Handling customers complaint | Able to listen to customers complaints and response in a timely manner  
Allow customers to explain their complaints before suggesting options |
| 15 | HR Policies | Develop update internal HR policies |
| 16 | HR Recruitment and Selection | Understanding of recruitment processes  
We need to train new recruits employees regard to report process; Employees has fair set of skills when dealing with reports.  
Hire the right people; review and update JDs once position is vacant  
Able to perform HR tasks in a professional and efficiency manner |
| 17 | Lands and Title's Act 1981 | I don’t know if this can be one but this is what not only me but some of my work colleagues need to know and understand. It helps a lot own Acts is what we rely on doing a work. So we really need to understand more about our own Act |
| 18 | Leadership and Management skills | Improved problem solving and decision making. Effective provision of services to the community; improved communication with the community.  
Build self-confidence and wisdom and teach how to influence people |
<p>| 19 | Looking after the attendance book | To assist and make sure the staff are signed in attendance book daily |
| 20 | Mail delivery for payment procurement | understanding where batches deliver |
| 21 | Management Trainings | Ability to use skills for management level. |
| 22 | Motion pictures e.g. roles of ministry | Public &amp; Customers will easily understood about the ministry |
| 23 | Organisation work and task analysis | Look at how this can be conducted in workplace. People they can believe in who they trust to help them achieve their goals |
| 24 | Planning and Evaluation Training | Prompt in writing up AMPs for the Ministry |
| 25 | Policy Writing Training | To contribute in the amendments and writing of Policies governing our works |
| 26 | Preparation of monthly leave and attendance report to ACEOs | I can write a better report, can compile a report including tables and figures. Complete on time because I understand what is expected in the Report |
| 27 | Project Management | Effective monitoring and evaluation of projects; understand project goals/outcomes; understand project financials |</p>
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<tbody>
<tr>
<td>28</td>
<td>Public Speaking</td>
<td>To stay calm and overcome fear of public speaking; prompt and certain; use public speaking apps eg. ORAI</td>
</tr>
<tr>
<td>29</td>
<td>Records Management</td>
<td>Improve record keeping</td>
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<td>30</td>
<td>Report Writing</td>
<td>Enhance learning and understanding of the basic principles of writing</td>
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<td>Able to draft letters</td>
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<td>Sharing different report styles from different bodies/ministries. Different ministries/individuals will know how to approach the others</td>
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<td>31</td>
<td>Respect</td>
<td>Show respect to people that call in, greet with respect and a good manner</td>
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<tr>
<td>32</td>
<td>Safety Resources</td>
<td>Staff and students will be protected from accidents and incidents (injuries)</td>
</tr>
<tr>
<td>33</td>
<td>Setting clear expectations</td>
<td>We all know what need are, things that are necessary that are required</td>
</tr>
<tr>
<td>34</td>
<td>Time Management</td>
<td>For good planning and prioritization</td>
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<td>Planning from the first priority</td>
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<td>Respect and be attentive to customers’ needs</td>
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<td>Sort our incoming and outgoing mail efficiently</td>
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<td>Enables to monitor the attendance of our staff daily</td>
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<tr>
<td>35</td>
<td>Using Legislation to solve Stamp Duty matters</td>
<td>Easy to adjust to amended acts to solve transferred matters from past years especially transfer with no written documents as evidence</td>
</tr>
</tbody>
</table>
APPENDIX 4  Workforce Planning Training – Training Satisfaction Comments

What trainees LIKED about the Training

- Targeted ministries workforce plan priorities
- The training was a refresher session for me there were some new approaches or tool showcase during the training that was helpful
- Materials provided to demonstrate answer and discussion
- Discussions and finds /activities of WFP review and M&E
- Group discussion regarding ways/ideas to collect data information
- Sharing ideas and leasson learn with other participants during activities and discussion among groups
- Training expectation and how it relates to ministry's WFP
- The group activities
- Sharing experience
- The other training were at the same level as myself in the terms of their understanding of workforce planning

What trainees DID NOT LIKE about the Training

- The processes involved in developing workforce plans
- Information overload for a short period of time
- Venue is too small
- Small space for our activities
- That the course does not start on time

Recommendations

- More practical work and less theories
- To invite all professionals to parttime in the workforce planning to external to other employee involved in the planning process of any kind of project.
- Practical activities
- Recommending more training on WFP especially on M&E and how they are well executed within ministries
- Keep track on both senior /Junior levels
- Invite specific employee's who are actually working on WFP
- I would recommend the rest of the HR team members to attend this wonderful training so it will be cooperate doing the ministry's WP
- More time
- individual exercises for everyone to participate
APPENDIX 5  Report Writing Training – Training Satisfaction Comments

What trainees LIKED about the Training

- Friendly trainers, conducive setting and process for learning
- Discussions in small groups; approachable trainers; trainers presented well
- Active trainer; clear and well presented; games and activities motivate me participate
- This training help me a lot with how to compile and what kind of template that I have to use in my report
- Relevant context to the position responsibilities at the time
- I liked working in groups to do activities, and share knowledge and ideas about the topic
- Enjoyed the content and the way it was presented. The trainer was well prepared and there was sufficient time allocated for the training delivery
- When we do our exercises and how the trainer conducted the presentation
- Interactive discussions
- Trainer was professional; KSAs of RW; Process, different types of report structure, different audiences and suitable language to use in RW
- Simple, clear and easy to understand
- Well organised, so clear and easy to understand and learn
- I liked everything about the training including ice breakers, group activities and also sharing with other participants new methods and ideas on how to write reports in a simple and easy way
- The course outline was all covered and well delivered by the trainers
- It helps me a lot with report writing and proposal submissions to management
- I know the different types of reports
- Able to gain as much as possible techniques /strategies / new learnings etc. from what was exposed / discussed within the training - including expertise import to us participants by the trainers
- I like this training, it includes all types like accounting reports, marketing, financial and the variety of other reports that take designation from the ultimate use of the report
- When we presented on different topics using the same style of delivery
- Learn more about report writing and process
- Well organised; Good time management
- Simple and easy to follow
- Reporting format, and presentations, types of reports etc.
- It was practical and very helpful to me on writing and understanding different kind of Reports.
- Well prepare in everything
- Acquire new knowledge in process of report writing
- Group Work
- Everyone participated and were also given opportunities to express opinions on the topic

What trainees DID NOT LIKE about the Training

- Short duration of the training - should be 2 weeks for delivery
- Presentation slides are long, get bored and sleepy
The venue needs to improve
A day is too long
Training room was too small and untidy
I don’t like the venue
Venue - small space for large number of participants
One week wasn’t enough
Participation of other representatives in final Group presentation
Should also provide diagrams and many examples relating to the topic

Recommendations
Suggest to include more of meaningful / complimentary examples
3 days was too short, suggest 1 week trainings, a recap/follow-up of the training to ensure participants are using the skills/knowledge in work place
To maintain this course/training so that some of us/workers can improve their/our skills and knowledge in writing reports
Extend training to 2 weeks and provide more resources to assist the participants
For the participants to take notes because the training will help us in our workplaces
Have a more concise & condensed format
Need a better place for trainings in the future and refreshments
More topics to suit our working environment
Maybe do more of these during the year, maybe twice a year. It is so useful to our report writing; look at using other tools and take the training to another level
To increase the number of participants and should not be a half day training
Change the venue; trainer to be active and deliver in an acceptable way; I recommend management topic for next training
Add more activities and ideas
Instead of having reps from ministries, why not have this training for the whole ministry. It is useful to our daily work
We can easily use the language and know what kind of report we are able to write
Intervene the training yearly until every Ministry /NGO is covered so that everyone has the same knowledge
More activities related to training as well as resources like text books to add more on the ideas and presentations by trainers
Extend training time frame to fully absorb the extensive course material
More report writing exercise to practice what has been learned in the presentation
More training days
Two weeks would be alright for the training, so we can have at least not only learn the ideas but sit down and practice how to write reports in different forms.
Not enough space in the room, so need a room that has enough space
More practical exercise and site visit to be included in future training programme.
APPENDIX 6  Finance and Administration Training – Training Satisfaction Comments

What trainees LIKED about the Training

- Sharing ideas with other employees
- Networking and gaining knowledge/skills
- Enhance working performance
- Communication and networking
- Information was helpful and specific
- Presenter was knowledgeable
- Sharing ideas
- Procurement/contracting and assets management
- Discussion/group activities
- Sharing ideas
- Discussion and delivery
- Trainers presentations

What trainees DID NOT LIKE about the Training

- Time was short, need time to learn finance one system
- Not enough time for the training
- Duration of the training was limited
- Training schedule was not on time
- Time was limited to understand finance one
- Not enough time for the training
- Payroll briefing and leave contrary by MOF payroll staff

Recommendations

- Basic Computer Training & finance one system training
- Separate training for finance one
- Nominate 3 or 4 employees
- More trainings in the future
- Consider duration of training
- More time to do scenarios for understanding
- More Finance One system
- More relevant activities related to training
- Hire an accountant or superior from SIA to assist
- Training should be 1 week
- PSC staff can be trainers for this training
- 1 week training not enough