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# Office Management & Administration for Local Governments

## ***MODULES 1-4***

## **Assessment & Evaluation Book**

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June 2019



SUPPORT PROVIDED BY UNITED NATIONS

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# Information for Trainers

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## 1. Assessment

### Assessment Tasks

The assessment items below are designed to gauge the Knowledge, Skills and Attitudes developed as a result of training conducted in the Office Management & Administration (OM&A) training modules, by way of pre- and post-testing. The pre- and post-testing will be based on the specific learning outcomes identified for each session in the modules. This type of assessment is in line with 'Kirkpatrick Level 2' of evaluation (see Section 2 below). Note that in the future, these assessment items may be further developed so that they contribute towards some kind of recognised certification through the LGI, or qualification by an accredited institution.

### Pre-test

The pre-test is a brief assessment item which uses multiple choice, true/false, and short answer questions, designed to gauge existing levels of understanding of the subject matter to be covered, as well as to gauge attitudes towards the subject matter. There is also a 'self-assessment checklist' as part of the pre-test, which can be completed individually by participants, to determine their own perceptions of their existing ability to carry out certain tasks related to their role.

It is recommended that the pre-testing be carried out as part of the 'Getting Started' session, and as such, an extra 20-30 minutes may be required to accommodate this activity. Alternatively, the pre-test could be carried out in the week prior to training delivery, but this may be difficult to do from a logistical point of view.

If the pre-test is done as part of the 'Getting Started' session, it will be essential for trainers to be working in teams (e.g. of 2 or 3), to enable one trainer to be analysing the results of the pre-testing and feeding that information into the conduct of the training, while at the same time the other trainer/s can continue with the session, so that training is not delayed unnecessarily.

It is important to emphasise to participants that the results of the tests will be kept confidential and are designed to give an overall picture that can help the trainers – the tests are not designed to single out individuals who may be 'lacking' in some areas. Therefore, the more honest participants can be when filling out their self-assessment forms, the more useful the forms will be.

The benefit of conducting a pre-test is that it can help the trainer/s focus on specific areas needing improvement. It can also help participants identify their own weak areas. Importantly, a pre-test is useful to measure against post-test results, so that there is some

basis for comparison in terms of determining participants' level of understanding at the end of the training, compared with before the training.

### **Post-test**

A post-test is designed to measure a participant's transfer of learning as a result of the training just completed. It can help the trainer/s identify the effectiveness of the training, and it can help the participants identify areas for themselves where they have improved, or where they feel they need more support, or further learning opportunities.

The post-tests are usually conducted at the end of the training, usually in the same session that an evaluation is conducted. In this guide, the post-tests for each module are in the form of a short assessment item, and another 'self-assessment checklist', which can be compared to the one completed as part of the pre-test.

Ideally, the post-test questions will be completed individually, but it may be appropriate to conduct the pre- and post-testing sessions in a more informal way, as an exercise in pairs or as a group activity, depending on the participants involved in the training.

An Answer Key is provided, which gives answers to pre- and post-test questions. It also gives a scoring mechanism for post-test questions.

**Pre-test questions: Office Management & Administration (OM&A) Training**

Name/Position/Organisation: .....

..... Date: .....

*Note: Answer the following questions to the best of your ability. They are designed to give the trainer an indication of your existing knowledge of the subject area and do not contribute to your overall assessment score.*

1. *Based on what you know*, can you list 3 forms of written communication that are commonly used in your workplace?

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

2. *In your opinion*, what are some of the key ingredients for an ‘effective meeting’? List 3.

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

3. *Based on what you know*, does your office have proper systems for a) filing documents b) visitor management? If yes, list a few examples.

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

4. *Based on your ideas*, what do you think is meant by the term ‘office assets’? List some examples.

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

## Pre-Test Self-Assessment Checklist – Office Management & Administration Training

Name/Position/Organisation: ..... Date: .....

Based on your *current* knowledge and experience, for each skill area please tick ✓ the box that applies most closely to your situation.

Skill Area	Self-Rating			
	I usually find this task confusing and unclear	I can do this task but I would like to improve further in this area	I feel confident in my ability to carry out this task	This task is not usually part of my role
1. Writing a formal letter for work purposes.				
2. Writing a monthly report about my work activities.				
3. Contributing to the decision-making process during meetings.				
4. Preparing a clear and brief set of meeting minutes.				
5. Setting up a filing system to organise the files in my office.				
6. Having proper procedures in place to manage office visitors.				
7. Registering and monitoring office assets so their location and condition are known.				
8. Following proper procedures when I travel for work purposes.				

## Post-test questions: Office Management & Administration Training

Name/Position/Organisation: .....

..... Date: .....

1. Match the following forms of written communication with their description:

Written Communication	Description
1. Letter	A. Often used for internal communication, for example, an announcement.
2. Memo	B. An electronic means of communication so a group of people can quickly send and receive messages on their cell phone.
3. Email	C. A formal means of communication, for communicating something formally or officially, often to an external party.
4. Social Media (e.g. what's app group)	D. An electronic means of communication now widely used in the workplace, often in the place of memos.

**2 points (1/2 point for each correct answer)**

2. Can you list four (4) different types of reports prepared in the workplace?

1. ....

2. ....

3. ....

4. ....

**2 points (1/2 point for each correct answer)**

3. Can you put the following steps in the correct order, from 1-5? These are the steps that should be followed **before** a meeting:

\_\_\_\_\_ Identify date, time, location and participants

\_\_\_\_\_ Arrange resources

\_\_\_\_\_ Send out the meeting invitation

\_\_\_\_\_ Prepare an agenda

\_\_1\_\_ Define the purpose/objectives of the meeting

**2 points (1/2 point for each correct answer)**

4. Circle the correct answer. Which of the following is a characteristic of good meeting minutes?

- a) Brief
- b) Accurate
- c) Clear
- d) Objective
- e) All of the above

**1 point**

5. Can you list four (4) different systems that can be used to file documents in order? The first one is done for you.

- 1.-----Alphabetical Order-----
- 2.-----
- 3.-----
- 4.-----
- 5.-----

**2 points (1/2 point for each correct answer)**

6. True or False? Circle the Correct answer.

Good visitor management systems are important for showing the public that they are welcome at the local government office.

**TRUE / FALSE**

**1 point**

7. Which of the following is **NOT** an example of an 'office asset'? Circle the correct answer.

- a) Table
- b) Printer
- c) Chair
- d) Building
- e) Laptop

**1 point**

8. What form does a staff member have to prepare and submit before travel for work purposes?

-----

**1 point**

**Total = /12 points**

## Post-Test Self-Assessment Checklist – Office Management & Administration Training

Name/Position/Organisation: ..... Date: .....

Based on what *you have learned* in this training, for each skill area please tick ✓ the box that you *now* feel applies most closely to your situation.

Skill Area	Self-Rating			
	I cannot see how to apply what I have learned in this training to do this task.	I can see how I can apply what I have learned in training to this task, but I need more follow up support to do so.	I can easily apply what I have learned in this training to this task.	This task is not usually part of my role.
1. Writing a formal letter for work purposes.				
2. Writing a monthly report about my work activities.				
3. Contributing to the decision-making process during meetings.				
4. Preparing a clear and concise set of meeting minutes.				
5. Setting up a filing system to organise the files in my office.				
6. Having proper procedures in place to manage office visitors.				
7. Registering and monitoring office assets so their location and condition are known.				
8. Following proper procedures when I travel for work purposes.				

## **Answer Key: Pre and Post-Test Assessment Tasks, Office Management & Administration Training**

*\*Note: Answers are not provided for the self-assessment checklists, as these will vary depending on the situation, perceptions and skill of each individual.*

### **Pre-test Questions**

1. *Based on what you know*, can you list 3 forms of written communication that are commonly used in your workplace?

Look for answers such as:

- Letters
- Memos
- Emails
- Circulars
- Reports
- Social Media including what's app groups

Note: there are many others that can be added, these are just some examples.

2. *In your opinion*, what are some of the key ingredients for an 'effective meeting'? List 3.

Look for answers such as:

- Effective meetings have a clear purpose.
- Effective meetings don't take up too much time.
- Effective meetings have action points.
- Effective meetings stick to the topics.
- Effective meetings have a note taker.
- Effective meetings have the right people attending (decision makers).
- Effective meetings have useful discussions in a respectful environment.

Note: there are many others that can be added, these are just an example.

3. *Based on what you know*, does your office have proper systems for a) filing documents b) visitor management? If yes, list a few examples to describe these systems.

Look for answers such as:

*Filing*

- Secure files in a locked cabinet
- Organised files using a system such as alphabetical, numerical, date etc
- Files contained in folders with some system for identification, e.g. colours
- Files that are regularly updated and maintained
- Files that only a small number of people have access to, for security and confidentiality.

#### *Visitors*

- Signboard outside the office with the organisation's name, office hours and contact details.
- Directions to the main entrance and reception area, and label the department and section/unit titles.
- Reception area clean and tidy.
- Appointments book that shows when visitors are expected.
- Display board showing the organisation's current activities and organisational chart.
- Access for disabled people.
- Proper security measures.

Note: there are many others that can be added, these are just some examples.

4. *Based on your ideas*, what do you think is meant by the term 'office assets'? List some examples.

Look for answers such as:

- Chairs and tables
- Printers and scanners
- Laptops and computers
- Stationery – these are referred to as 'consumables' rather than assets.

Note: there are many others that can be added, these are just some examples.

### Post-test Questions

1. 1. C. / 2. A. / 3. D. / 4. B

**1/2 pt for each correct answer, 2 pts in total**

2. Can you list four (4) different types of reports prepared in the workplace?

1.-----Monthly Report-----

2.-----Quarterly Report-----

3.-----Annual Report-----

4.-----Travel Activity Report-----

**2 points (1/2 point for each correct answer)**

3. Can you put the following steps in the correct order, from 1-5? These are the steps that should be followed **before** a meeting:

  2   Identify date, time, location and participants

  5   Arrange resources

  4   Send out the meeting invitation

  3   Prepare an agenda

  1   Define the purpose/objectives of the meeting

**2 points (1/2 point for each correct answer)**

4. Circle the correct answer. Which of the following is a characteristic of good meeting minutes?

The correct answer is:

e) All of the above

**1 point**

5. Can you list four (4) different systems that can be used to file documents in order? The first one is done for you.

1.-----Alphabetical Order-----

2.-----Numerical Order-----

3.-----Date Order-----

4.-----Subject Order-----

5. -----Combination (of more than 1 system)-----

**2 points (1/2 point for each correct answer)**

6. True or False? Circle the Correct answer.

Good visitor management systems are important for showing the public that they are welcome at the local government office.

**TRUE**

**1 point**

7. Which of the following is **NOT** an example of an 'office asset'? Circle the correct answer.

d) Building – This is a fixed asset and not considered an office asset.

8. What form does a staff member have to prepare and submit before travel for work purposes?

Correct Answer: Travel Request and Authorisation Form

**1 point**

**Total Score =            /12**

## 2. Evaluation

Evaluation is an important aspect of any training event, with the ultimate aim to answer the following two questions:

1. What difference did the training make?
2. Was it worth the time, effort and money invested?

Evaluation is often thought of in terms of different 'levels', as identified in the 'Kirkpatrick Model of Evaluation'.

**Level 1: Reaction (e.g. Evaluation Questionnaire)**

**Level 2: Learning (e.g. Written Assessment Task)**

**Level 3: Behaviour (e.g. follow up questionnaires or interviews)**

**Level 4: Results (e.g. measure improved performance)**

These different levels of evaluation can be measured at different time frames:

- Immediately after the learning takes place
- At the end of a session or module
- At the end of the course
- Shortly after the training (back in the real world)
- Three to six months after training
- After six months (and perhaps years later)

### Level 1: Reaction

This is the most common form of evaluation, designed to gauge participants' reactions to the training, usually done immediately following a training event. The most common mechanism is a written questionnaire, which can provide useful information to the training team and training designers and organisers, about the organisation, conduct, and relevance of the training, as well as whether the content was appropriate, the delivery was interesting and engaging, and whether participants believe they will implement what they have learned back in their workplace.

A good written questionnaire will be brief, but also include a combination of closed and open questions, so that participants have an opportunity to make suggestions for improvement. It

is important to set aside time at the end of training for participants to complete and submit their evaluation questionnaires, as it can be very difficult to obtain these once training is over.

Please refer below for some Level 1 evaluation tools:

- Evaluation activities for OM&A training (including suggested questionnaire to use)
- Other example evaluation questionnaires

## Level 2: Learning

A Level 2 evaluation measures the extent that learning took place in the training, in terms of the knowledge, skills and attitudes developed. It is most commonly seen as the ‘assessment’ part of a training, and Section 1 of this guide is devoted to pre- and post-tests, as well as self-assessment checklists to gauge participants’ own perceptions of their levels of confidence and competence in applying certain skills in their workplace. It is important that participants understand the testing as a tool for evaluating the training, not necessarily the trainees themselves, particularly when it comes to the self-assessment checklists.

Other ways to measure learning include:

- Practical demonstrations, for example, how to use some equipment or software
- Simulations or role plays to demonstrate skills
- Questionnaires and Interviews
- ‘On the job’ observation by colleagues or trainers
- Feedback forms completed by colleagues and/or clients

## Level 3: Behaviour

This level of evaluation determines to what extent the learning has been transferred back to the workplace, or applied outside the training room. It is an important level of evaluation, because if the learning has had no impact on participants’ behaviour, then what was the point of it? There is some overlap between Level 3 and Level 2, but Level 2 is more concerned about what *learning* has taken place, while Level 3 is concerned with whether the learning has been *applied* back in the workplace.

A Level 3 evaluation usually takes place at a given period following the training, rather than immediately after. This allows participants time to implement what they have learned in their workplace, and allows for some behaviour change to be observed. Some methods for measuring behaviour change include:

- Interviews with participants and colleagues
- Focus group discussions
- Observation or supervision
- Questionnaires
- Feedback forms from colleagues and clients

Section 3. of this guide below contains a tool with some guiding questions that can be used by trainers/consultants with participants, to follow up and gauge the extent of behaviour

change as a result of the training. Note that the questions largely relate to the Action Plans which were filled in during the training.

Some important considerations for measuring behaviour change include:

- Have participants had opportunities to demonstrate or practise what they learned at the training?
- Does the workplace support the new behaviour and the changes that it represents? Or has it been met with some resistance or barriers?
- Are the necessary resources or equipment in place to allow people to apply their new behaviour?
- Are there any incentives in place to encourage the application of newly learned skills and knowledge?

#### **Level 4: Results**

This level refers to the quantifiable outcomes that can be seen as a result of the behaviour change from the learning that took place in the training. Often this level of evaluation is designed to ask: Has a problem been solved, or a gap closed, as a result of the training? This level of evaluation can be done between 3-12 months after the training is conducted.

Some examples of what might be used as indicators include:

- Increased sales, and/or increased productivity.
- Reduced turnover of staff, or reduced absenteeism.
- Savings in time taken to complete tasks.
- Higher quality of goods produced, less waste.
- People being able to use new equipment, saving time and increasing productivity.

These will vary depending on the organisation and the purpose of the training. Some indicators can be more difficult to measure than others.

In terms of outcomes from the Office Management & Administration training, some useful indicators of results might include:

- An increase in % of meetings which have proper minutes recorded.
- A decrease in time needed for meetings, due to efficiency in setting agendas and running the meetings.
- An increase in the % of reports submitted each month, and an improvement in the quality of the reports.
- Greater staff morale and higher standards of work (this can sometimes be hard to measure).
- Increase in positive feedback from the community on how the local government is performing.

More detail about these indicators is provided below in Section 3. Post-training follow up and support.

## **Resources**

This section on Evaluation made use of the following resources:

1. Cy Charney and Cathy Conway, *The Trainer's Toolkit*, 2<sup>nd</sup> ed. New York: AMACOM, (2005)
2. Donald Kirkpatrick, *Evaluating Training Programs*, 2<sup>nd</sup> ed. San Francisco: Berrett-Koehler Publishers, (1998)
3. Alan Matthews, *Transform your Training*, Chapter 12: How to Evaluate Training  
[www.transformyourtraining.com](http://www.transformyourtraining.com)

## Evaluation Activities for Office Management & Administration Training

The most commonly used method is the written questionnaire (see Activity 4). A suggested questionnaire has been provided below, which can be used to gauge reactions of participants following training in the OM&A modules. Other methods are also provided below (Activities 1-3), if a less formal method of evaluation is desired. The number of clocks indicates how much time is required for the different activities. More clocks indicates a longer activity.

### Activity 1: Questions in groups 🕒🕒

In groups, discuss the following:

- a) What did you find interesting in the training? Why?
- b) What did you find confusing? Why? How can we change it?
- c) Will you do anything differently when you go back to your district? If so, what?
- d) What would you like to see included or removed from this training?

Each group can report back in plenary on what they have discussed.

### Activity 2: Evaluation Role Play 🕒🕒🕒

- Ask participants to prepare a short role play that says something about what happened in the training.
- This can be something that they remember, something they learned, something they enjoyed or didn't enjoy, or even something funny that happened.
- Ask them to work in groups of 4 or 5 and give some time to prepare their plays.
- Present plays to the main group and discuss.

### Activity 3: Quiz competition 🕒🕒🕒 (Also tests learning)

- Divide participants into two groups, A and B
- Prepare some questions to ask about the topics covered in the training before the quiz begins.
- The trainer asks a question to a person in Group A. If the person answers correctly the group receives 2 marks. If they cannot answer, someone else from their group can try to answer.
- If that person answers correctly the group receives 1 mark. If they get it wrong they receive 0 marks and the question is sent to Group B to anyone who can answer.
- If Group B is correct, they receive 1 mark. The trainer turns to Group B and follows the same procedure.




- To finish the quiz, each team is able to ask 2 questions to the other team. The team with the highest score wins.

#### **Activity 4: Written Questionnaire** 🕒🕒

- You have been provided with a written questionnaire that you can adapt as needed and give to your participants to complete.
- This method is more formal than the others given above and the feedback is not usually shared among the participants themselves. In this way it is less interactive. On the positive side, it may allow participants to express themselves more freely. You will need to decide if this is an appropriate method for your group of participants.
- Note that if using this method, you will need to ensure that you have made enough copies for 1 per participant prior to the training and that they have been translated into Somali.

## Evaluation Questionnaire      OM&A training

1. Please read the statements below about the Office Management & Administration training and indicate with a ✓ which statement most closely represents your opinion:

	Strongly Agree 	Agree	Half/ Half 	Disagree	Strongly Disagree 
1. The training has given me a better understanding of good Office Management & Administration processes and procedures.					
2. The training materials were clear and easy to understand.					
3. The trainers were knowledgeable and explained the concepts clearly.					
4. I feel confident that I can explain some Office Management & Administration concepts to other colleagues, as a result of this training.					
5. I feel confident that I can apply what I have learned in this training back in my workplace.					

2. Which of the following words would you use to describe this training? Please circle your choices (you can choose more than one).

Exciting

**Interactive**

Motivating

Boring

Ineffective

Confusing

Please turn over

3. What was the most important thing that you learned from this training?

4. If you could change something about this training, what would it be?

*Thank you*

## Other Example Evaluation Questionnaires

### Example 1

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall, the training session was high quality.					
The course covered the material I expected.					
This training will be beneficial to me in the performance of my job.					
I had plenty of opportunities to practice what I learned.					
The course gave me specific ideas and tools to implement in my workplace.					
The trainer was professional, well-prepared, and knowledgeable about the topics at hand.					
The training facility was well-equipped and comfortable.					
Overall, this course was worth my time and money.					

### Final Thoughts

If a colleague was going to take this training, what would you tell them?

If you could change one thing about this course, what would it be?

What was the most important thing that you learned today?

Do you have anything else to share?

**Example 2**

**Evaluation Questionnaire**

**Name (optional):**

**Numbers**

<b>How would you rate:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The venue					
The trainer					
The materials					

**1 = low, 5 = high**

**Words**

Which of the following words would you use to describe the training? Please circle your choices (can be more than one).

Exciting    Stimulating    ***Interactive***    Challenging

Boring    Ineffective    ***Useless***    Confusing

**Scale of agreement**

	<b>Agree Strongly</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Disagree Strongly</b>
The training achieved its objectives					
The trainer was well – prepared					
The content was at the right level					

## Open Questions

What did you like best about the course?

Which sessions did you find most helpful?

What else would you like to see included in the course?

What improvements would you suggest for next time?

*Thank you!*

### 3. Post-training follow up and support

As outlined above in Section 2. Evaluation, post-training follow up and support is an important aspect of encouraging and measuring behaviour change, as well as measuring the results of the training in terms of quantifiable outcomes. These two things—behaviour change and results—are linked to Level 3 and Level 4 evaluation.

#### Level 3 Evaluation: Behaviour

The Action Plans contained at the end of the Participant Book will be an important aspect of measuring behaviour change. Each participant will have been asked to make entries in an Action Plan, designed to be implemented in the workplace.

Time since training	Follow up activities
1-2 weeks	<ul style="list-style-type: none"> <li>• Informal discussions with training participants, to see if they have any other reactions or opinions about the training they received. Could be done in groups or individually.</li> <li>• Ask for each participant’s Action Plan from the training, and make a copy or note down the important details.</li> <li>• Sit with each participant and brainstorm ideas for each activity in their action plan about what specific steps they can take to achieve the action.</li> <li>• Allow an opportunity for each participant to make additional entries in their action plan if they wish.</li> <li>• Put up relevant information from the training in visible places in the office, for example, any flowcharts or checklists presented at the training.</li> </ul>
3-4 weeks	<ul style="list-style-type: none"> <li>• Follow up with participants from the training informally to check progress against action plans.</li> <li>• Check with participants to see if they are experiencing any barriers to implementing action plans, and try to identify ways to overcome these.</li> <li>• Explore the possibility of peer to peer networking with other districts who have done similar training, could be informal or formal, to share questions, ideas and experiences that have arisen since the training.</li> </ul>
6-8 weeks	<ul style="list-style-type: none"> <li>• A more ‘formal’ evaluation of behaviour change and progress against action plans, using the Guiding Questions sheet provided below.</li> <li>• Evaluators will need to prepare a copy of the Guiding Questions sheet and responses for each participant that is interviewed.</li> <li>• Contact each relevant participant and make a time to sit and discuss the guiding questions, which include progress on the action plan.</li> </ul>

## Level 4 Evaluation: Results

As explained in Section 2. Evaluation, to measure the results of training it is useful to identify in advance of training what indicators you want to measure against, in order to try and quantify the results. The following table gives examples of possible indicators that could be used as part of measuring the success of the training:

**Table of indicators to measure results in terms of quantifiable outcomes from training**

Indicator	Relevant OM&A module	Before training	Change since training	Other contributing factors
An increase in % of meetings which have proper minutes recorded.	<i>Module 2: Effective Meetings</i>	<i>Identify %</i>	<i>Identify %</i>	<i>Identify any other factors that may have contributed to progress against this indicator.</i>
A decrease in time needed to be spent in meetings, due to efficiency in setting agendas and running the meetings.	<i>Module 2: Effective Meetings</i>	<i>Identify average time spent in a particular type of meeting e.g. monthly department meetings</i>	<i>Identify average time spent in the same meetings after the training (and its implementation)</i>	
An increase in the % of staff reports submitted each month, and an improvement in the quality of the reports.	<i>Module 1: Written Communication</i>	<i>Identify % of staff reports regularly submitted each month.</i>	<i>Identify % of staff reports regularly submitted each month after training (and its implementation).</i>	<i>Qualitative assessment as to whether the quality of the reports has improved.</i>
Greater staff morale and higher standards of work (this can sometimes be hard to measure).	<i>Modules 1-4</i>	<i>This can be hard to quantify, but it may be possible to gauge levels of staff morale through interviews and discussions.</i>		
Increase in positive feedback from the community on how the local government is performing.	<i>Modules 1-4 (Particularly Session 3.2 Office Visitors)</i>	<i>This can be hard to quantify, but it may be possible to gauge levels of staff morale through interviews and discussions.</i>		

## Guidance questions for Post-Training Follow Up for Office Management & Administration training

Date of follow up visit ..... Time since training delivery .....

Name/Position/Organisation of participant .....

.....

Questions	Comments
<p><i>Individual’s own perceptions of changes made as a result of the training.</i></p> <p>1. In what specific ways have you been able to put into practice what you learned during the recent training?</p> <p>2. Can you show an example of something you have put into practice as a result of the training?</p>	<p><i>Interviewer – ask for specific examples of work practice and ask to see work samples if possible.</i></p>
<p><i>Questions against the action plan prepared during training.</i></p> <p>1. To what extent has each item in the action plan been progressed? Give each item a score – 0 = not at all, 1 = partially progressed, 2 = fully completed.</p> <p>2. For each item with a ‘2 – fully completed’, ask: What were the key things that led to successful completion of this item?</p> <p>3. For each item with a ‘0 – not at all’ or ‘1 – partially progressed’, ask: What are some of the constraints that have prevented progress on this item? What needs to be done to move this item forward?</p>	<p><i>Interviewer – you will need to refer to the action plan prepared during the training and ask questions and record responses against the action plan entries.</i></p> <p><i>It is important to record responses for reasons behind the achievements, as well as to record any problems or constraints. That way the successful elements can be built on, as well as addressing problems.</i></p>
<p><i>Questions on further support</i></p> <p>1. In which specific areas do you feel you need further support to make progress against your action plan items, and for conducting your duties in general, and what form should this support take?</p>	<p><i>Interviewer – further support could include training but does not have to be limited to this. Other ideas for further support could include one on one coaching, workshops, or peer to peer contact, for example.</i></p>

**Responses:**

*Questions about individual's own perceptions of changes made as a result of the training.*

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*Questions against the action plan prepared during training.*

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*Questions about further support.*

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*Other comments as relevant:*

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