

ANALYSIS OF TRAINING NEEDS

36. During the first half of the Workshop, the participants considered the lead paper, country/institutional reports, and other background material, which included:

- (a) A paper, 'Providing Adequate Staff for Nigerian Polytechnics and Colleges of Technology', by Dr P.O. Igharo, Principal of Auchu Polytechnic, Nigeria. This paper was presented to the National Conference on Manpower Constraints to Nigeria's Economic Development at the University of Lagos, in January 1979.
- (b) A paper, 'A Critical Appraisal of In-Service Staff Development' by Mr D. Maina and Mr M. M. Ng'anga of Kenya Polytechnic.
- (c) An information paper, 'Development Co-operation Between Canadian Universities, Colleges and Third World Institutions', by the Canadian International Development Agency, NGO Division.

37. The Workshop then carried out a detailed examination of the training needs of polytechnic staff in two major areas of activity, (i) professional, and (ii) administrative and managerial. The reports of the Working Groups enabled the Workshop to relate the two areas of need, and to refine the detailed training assessments, in order to prepare a comprehensive model analysis of training needs.

38. Accordingly, a model analysis of training needs was prepared, to cover nine main areas of activity.

- 1. Management and Administration
- 2. Pedagogical Considerations.
- 3. Education Systems
- 4. Extrinsic Factors
- 5. Financial Aspects
- 6. Career Information
- 7. Interpersonal Skills
- 8. Resources/Resource Centres
- 9. Staff Development Systems

The Workshop recognised that the nine areas selected did not comprise an exhaustive list of activities, and that it was possible to identify other areas of training needs. Nevertheless, it was considered that the analysis of training needs within these nine main areas constituted a useful model of an institutional training audit, which could be adapted and augmented to suit the needs of individual polytechnics. Such a training needs analysis offered a

possible method of assessing the development needs of staff at all levels, within a framework of an institutions corporate needs, and the social and economic needs of a country.

39. Seven main categories of job classification were used in the analysis : (i) principals, (ii) vice-principals, (iii) head of department, (iv) teachers, (v) librarians, (vi) administrative staff, and (vii) technicians. Again, it was recognised that other job classifications could be considered, but the selection used represented a broad spectrum of posts in most institutions. It was decided that each job classification could be subdivided into three distinct groups.

- (a) Recently appointed staff, with no previous experience in the post
- (b) Recently appointed staff, with previous experience in the past, gained in other jobs
- (c) Long standing occupants of the post

Within each sub-group a further division was made to accommodate a separate analysis of training needs of national and expatriate staff. Each main area of activity was analysed for key elements of training needs; for example, the management and administrative section of the analysis yielded nine key elements. However, it was stressed that this selection could be amended and extended to suit the particular requirements of any polytechnic.

40. In order to measure the training needs within each job classification, a three point scale was devised :

- 1. Essential
- 2. Desirable
- 3. Useful

Using this scale, which could be extended, the Workshop proceeded to draw up a full analysis of training needs for the seven categories of posts given as examples. The ratings given reflected, as far as possible, the findings of the Working Groups and the subsequent refinement by the Workshop plenary sessions. It was emphasised that the suggested ratings related to ideal, long-term standards, and that adjustments could be made to take account of special circumstances at any given time.

CATEGORY	PRINCIPAL						VICE-PRINCIPAL						HEAD OF DEPARTMENT						TEACHER					
	A		B		C		A		B		C		A		B		C		A		B		C	
Training Needs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1. MANAGEMENT AND ADMINISTRATION	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1.1. Management Processes/Skills (Organisational)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1.2. Management Processes/Skills (Personnel)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1.3. Management Processes/Skills (Curriculum)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1.4. Corporate Policy	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1.5. College Regulations	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1.6. Administrative and Registrative Procedures	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1.7. Familiarisation with Departmental Organisation	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1.8. Background Information on Institution	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1.9. Statutory Instruments and Powers	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

CATEGORY	LIBRARIAN						ADMINISTRATIVE STAFF						TECHNICIANS					
	A		B		C		A		B		C		A		B		C	
1. MANAGEMENT & ADMINISTRATION	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1.1. Management Processes/Skills (Organisational)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
1.2. Management Processes/Skills (Personnel)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1.3. Management Processes/Skills (Curriculum)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
1.4. Corporate Policy	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1.5. College Regulations	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1.6. Administrative and Registrative Procedures	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1.7. Familiarisation with Departmental Organisation	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1.8. Background Information on Institution	1	1	2-3	2-3	-	-	1	1	2-3	1	-	-	1	1	1	1	1	1
1.9. Statutory Instruments and Powers	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

CATEGORY	PRINCIPAL						VICE-PRINCIPAL						HEAD OF DEPARTMENT						TEACHER					
	A		B		C		A		B		C		A		B		C		A		B		C	
	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E
2. PEDAGOGICAL CONSIDERATIONS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.1. Human Learning Processes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.2. Procedures for the Planning of Teaching and Learning	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.3. Curriculum Development and Evaluation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.4. Specialist Guidance on Subject and Curriculum Matters	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.5. Team Teaching Methods	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.6. Access to Research Evidence	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2.7. Development of Data Search Skills	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.8. Design of Examination Tasks and Projects	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.9. Updating on Subject Matter	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

CATEGORY	LIBRARIAN						ADMINISTRATIVE STAFF						TECHNICIANS					
	A		B		C		A		B		C		A		B		C	
Training Needs	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E
2. PEDAGOGICAL CONSIDERATIONS	2-3	2-3	3	3	3	3	-	-	-	-	-	-	-	-	-	-	-	-
2.1. Human Learning Processes	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.2. Procedures for the Planning of Teaching and Learning	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.3. Curriculum Development and Evaluation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.4. Specialist Guidance on Subject and Curriculum Matters	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.5. Team Teaching Methods	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.6. Access to Research Evidence	1	1	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-
2.7. Development of Data Search Skills	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.8. Design of Examination Tasks and Projects	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.9. Updating on Subject Matter	-	-	-	-	3	3	-	-	-	-	-	-	-	-	-	-	-	-

CATEGORY	PRINCIPAL						VICE-PRINCIPAL						HEADS OF DEPARTMENT						TEACHER					
	A		B		C		A		B		C		A		B		C		A		B		C	
	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E
3. EDUCATION SYSTEMS																								
3.1. Knowledge of National System	-	1	-	3	-	-	1	-	3	-	3	1	3	1	-	3	-	1	1	-	2-3	-	-	-
3.2. Updating on Developments in Technical/ Higher Education																								
	2-3	2-3	2-3	2-3	2-3	2-3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3.3. Technical/ Higher Education in Other Countries	2	3	3	3	3	3	3	3	3	3	3	-	-	-	-	-	-	-	-	2-3	2-3	-	-	-

CATEGORY	LIBRARIAN						ADMINISTRATIVE STAFF						TECHNICIANS					
	A		B		C		A		B		C		A		B		C	
	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E
3. EDUCATION SYSTEMS																		
3.1. Knowledge of National System	-	3	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.2. Updating on Development in Technical/Higher Education	3	3	3	3	3	3	-	-	-	-	-	-	-	-	-	-	-	-
3.3. Technical/Higher Education in Other Countries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

CATEGORY	PRINCIPAL									VICE-PRINCIPAL									HEADS OF DEPARTMENT									TEACHER																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
	A			B			C			A			B			C			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A			B			A		

CATEGORY	LIBRARIAN						ADMINISTRATIVE STAFF						TECHNICIANS					
	A		B		C		A		B		C		A		B		C	
	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E
4. EXTRINSIC FACTORS																		
4.1. Knowledge of Indigenous Customs and Standards, e.g. Industry, Society, Law	-	1	-	2-3	-	-	-	1	-	2-3	-	-	-	1	-	2-3	-	-
4.2. Relationship Bodies e.g. Industry, Training Agencies	1	1	2-3	2-3	-	-	-	-	-	-	-	-	3	3	-	-	-	-
4.3. Familiarity with Industrial Practices	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-	-	-
4.4. Updating on Developments in Technology and Materials	-	-	-	-	-	-	-	-	-	-	-	-	1	3	-	-	3	3
4.5. National, Regional and Local Manpower Forecasting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

CATEGORY	PRINCIPAL						VICE-PRINCIPAL						HEADS OF DEPARTMENT						TEACHER					
	A		B		C		A		B		C		A		B		C		A		B		C	
Training Needs	1	N	1	E	3	3	1	N	1	E	3	3	1	N	1	E	3	3	1	N	1	E	3	3
5. FINANCIAL ASPECTS	1	N	1	E	3	3	1	N	1	E	3	3	1	N	1	E	3	3	1	N	1	E	3	3
5.1. Financial Planning and Budgetary Control	1	N	1	E	3	3	1	N	1	E	3	3	1	N	1	E	3	3	1	N	1	E	3	3
5.2. Cash Flow Procedures	1	N	1	E	3	3	1	N	1	E	3	3	1	N	1	E	3	3	1	N	1	E	3	3
5.3. Procurement Procedures	1	N	1	E	3	3	1	N	1	E	3	3	1	N	1	E	3	3	1	N	1	E	3	3

CATEGORY	LIBRARIAN						ADMINISTRATIVE STAFF						TECHNICIANS					
	A		B		C		A		B		C		A		B		C	
	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E
5. FINANCIAL ASPECTS																		
5.1. Financial Planning and Budgetary Control	1	1	-	-	-	-	1-3	1-3	1-3	1-3	-	-	-	-	-	-	-	-
5.2. Cash Flow Procedures	1	1	-	-	-	-	1-3	1-3	1-3	1-3	-	-	-	-	-	-	-	-
5.3. Procurement Procedures	2-3	2-3	3	3	-	-	1-3	1-3	2-3	2-3	-	-	1-3	1-3	1-3	1-3	-	-

CATEGORY	PRINCIPAL						VICE-PRINCIPAL						HEADS OF DEPARTMENT						TEACHER					
	A		B		C		A		B		C		A		B		C		A		B		C	
	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E
6. CAREER INFORMATION	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.1. Information on Careers and Personal Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.2. Career Guidance by Counselling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.3. Career Advancement Through Further Study/ Research	-	-	2-3	2-3	3	3	2-3	2-3	2-3	2-3	3	3	1	1	1	1	1-3	1-3	3	3	1	1	2	2
6.4. Conditions of Service	-	-	-	-	-	-	1	-	-	1	-	-	1	1	-	1	-	-	1	1	2-3	2-3	-	-
6.5. Information on Associations and Professional Bodies	-	-	-	-	-	-	-	-	-	-	-	-	3	3	3	3	-	-	1	1	2-3	2-3	-	-

CATEGORY	LIBRARIAN						ADMINISTRATIVE STAFF						TECHNICIANS					
	A		B		C		A		B		C		A		B		C	
	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E
6. CAREER INFORMATION																		
6.1. Information on Careers and Personal Developments	1	1	2-3	2-3	3	3	1	1	1	1	1	1	1	1	1	1	1	1
6.2. Career Guidance by Counselling	1	1	1	1	-	-	1	1	1	1	1	1	1	1	1	1	1	1
6.3. Career Advancement Through Further Study/ Research	3	3	1	1	2-3	2-3	-	-	2-3	2-3	2-3	2-3	1	1	2-3	2-3	2-3	2-3
6.4. Conditions of Service	1	1	2-3	2-3	-	-	1	1	2-3	2-3	-	-	1	1	2-3	2-3	-	-
6.5. Information on Associations and Professional Bodies	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-

CATEGORY	PRINCIPAL						VICE-PRINCIPAL						HEADS OF DEPARTMENT						TEACHER					
	A		B		C		A		B		C		A		B		C		A		B		C	
	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E
7. Training Needs INTERPERSONAL SKILLS	1	1	1-3	1-3	1-3	1-3	1	1	1-3	1-3	1-3	1-3	1	1	1-3	1-3	1-3	1	1	1	1	1	1	1
7.1. Participatory Skills																								
7.2. Communication Skills	3	3	-	-	-	-	2	2	2-3	2-3	-	-	1	1	1-3	1-3	1-3	1	1	1	1	1	1	1
7.3. Committee/Group Procedures and Behaviour	1	1	1-3	1-3	1-3	1-3	1	1	1-3	1-3	1-3	1-3	1	1	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3

CATEGORY	LIBRARIAN						ADMINISTRATIVE STAFF						TECHNICIANS					
	A		B		C		A		B		C		A		B		C	
	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E
Training Needs																		
7. INTERPERSONAL SKILLS	1	1	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3
7.1. Participatory Skills																		
	1	1	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3
7.2. Communication Skills	1	1	1-3	1-3	1-3	1-3	1	1	1-3	1-3	1-3	1-3	1	1	1-3	1-3	1-3	1-3
7.3. Committee/Group Procedures and Behaviour	1	1	1-3	1-3	1-3	1-3	2-3	2-3	1-3	1-3	1-3	2-3	2-3	2-3	1-3	1-3	1-3	1-3

CATEGORY	PRINCIPAL						VICE-PRINCIPAL						HEADS OF DEPARTMENT						TEACHER					
	A		B		C		A		B		C		A		B		C		A		B		C	
3. Training Needs RESOURCES/ RESOURCE CENTRES	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E
8.1. Knowledge of College Resources	1	1	1	1	-	-	1	1	1	1	-	-	1	1	1	1	-	-	1	1	1	1	1	1
8.2. Design, Control and Evaluation of Resource Centres	-	-	-	-	-	-	1-3	1-3	1-3	1-3	1-3	1-3	-	-	-	-	-	-	-	-	3	3	-	-
8.3. Utilisation of Resource Centres	-	-	-	-	-	-	1-3	1-3	1-3	1-3	1-3	1-3	1	1	1	1	1	1	1	1	1	1	1	1
8.4. Storage, Retrieval and Dissemination of Information	-	-	-	-	-	-	1-3	1-3	1-3	1-3	1-3	1-3	1	1	1	1	1	1	1	1	1	1	1	1
8.5. New Developments in Educational Technology	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1	1	1	1	1	1	1	1	1

CATEGORY	LIBRARIAN						ADMINISTRATIVE STAFF						TECHNICIANS					
	A		B		C		A		B		C		A		B		C	
	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E
8. Training Needs RESOURCES/ RESOURCE CENTRES																		
8.1. Knowledge of College Resources	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-
8.2. Design, Control and Evaluation of Resource Centres	1	1	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-
8.3. Utilization of Resource Centres	1	1	1	1	1	-	-	-	-	-	-	-	1	1	2-3	2-3	1-3	1-3
8.4. Storage, Retrieval and Dissemination of Information	1	1	1-3	1-3	1-3	1-3	-	-	1-3	1-3	1-3	1-3	-	-	-	-	-	-
8.5. New Developments in Educational Technology	1	1	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-

CATEGORY	PRINCIPAL						VICE-PRINCIPAL						HEADS OF DEPARTMENT						TEACHER			
	A		B		C		A		B		C		A		B		C		A		B	
	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E
9. STAFF DEVELOPMENT SYSTEMS																						
9.1. Staff Appraisal Systems and Techniques	1	1	1-3	1-3	1-3	1-3	1	1	1-3	1-3	1-3	1-3	1	1	1-3	1-3	1-3	1	1	1	1	1
9.2. Interviewing Processes/Skills e.g. Selection, Appraisal Counselling	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1	1	1	1	1
9.3. Self-Appraisal Processes/Techniques	-	-	-	-	-	-	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1	1	1	1	1
9.4. Information on Aims and Processes of Staff Development System	1	1	1-3	1-3	-	-	1	1	1-3	1-3	-	-	1	1	1-3	1-3	3	1	1	1	1	1

CATEGORY	LIBRARIANS						ADMINISTRATIVE STAFF						TECHNICIANS					
	A		B		C		A		B		C		A		B		C	
	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E
9. STAFF DEVELOPMENT SYSTEMS																		
9.1. Staff Appraisal Systems and Techniques	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9.2. Interviewing Processes/ Skills e.g. Selection, Appraisal Counselling	1	1	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	-	-	1-3	1-3	-	-	-	-
9.3. Self Appraisal Processes/Techniques	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9.4. Information on Aims and Processes of Staff Development System	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1