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ECA/PHSD/RA/90/5[24.1.1(i)(iii)]

United Nations  
Economic Commission for Africa  
Public Administration, Human Resources  
and Social Development Division

**REPORT OF MISSION TO THE GAMBIA**  
by  
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**Senior Regional Adviser, PHSD**

May 1990

## Introduction

At the request of the Management Development Institute, Kanifing, The Gambia, Dr. M.J. Balogun, Senior Regional Adviser, PHSD, undertook a mission to The Gambia between 31 March and 12 April 1990. The objectives of the mission were two-fold -- collaborating with the Institute in organizing a senior management workshop for police officers, and initiating action on the evaluation of the impact of the Institute's training programmes. However, the first objective could not be realized in view of the fact that many of the police officers expected to participate at the workshop could not leave their stations during the Ramadhan and lenten period. The Regional Adviser, therefore, concentrated on the preparatory work required to enable the workshop to take place at a future date, and on the survey questionnaire to be administered as part of the institutional impact study. This report covers both aspects of the mission - i.e. the planning of the police officers workshop, and the preparation of two survey questionnaires eliciting information on sponsoring organizations' and programme participants' assessments of the impact of the MDI.

### I. Management Workshop for Police Officers

This workshop was scheduled to take place at the MDI between 9 and 20 April 1990. However, in view of the difficulty anticipated in ensuring prompt attendance at sessions during the Ramadhan and lenten seasons, it was decided to postpone the workshop to the second half of the year. In the interim, the Regional Adviser was requested to undertake the necessary preparatory work to enable the workshop to be organized under the revised plan. Accordingly, the Regional Adviser, held discussions with the Inspector-General of Police, Mr. Sydney W. Riley; the Director of Public Prosecutions, Mr. O.A. Onadeko; the Police Adviser, Mr. Reuben Okundaye; and Don Sock of the MDI. The discussions focused on the target group, their training requirements, the structure and content of the proposed workshop, and contemporary issues in the organization for police protection in The Gambia.

Although a detailed examination of issues in police protection would appear rather premature at the workshop planning stage, a broad overview of the police organization and command structure as well as of the environment of police work was considered indispensable to a clear

articulation of training objectives and to the design of programme content. Taking into account the workshop's primary target group, the police inspectors, it was deemed necessary to focus on their role not only as the key elements in the decentralized command structure but also in relation to the headquarters' organization and within the context of the environmental demands on the police.

The organization of The Gambia national police is based on the conventional principles of hierarchy, function, process, and territory. At the apex of the police force is the commissioner of police who, as the Inspector-General, co-ordinates the work of commanders and deputy commanders of police. The commanders of police in turn manage the day-to-day functions carried out at the headquarters or in the districts. The divisions handling specialized functions at the headquarters include the C.I.D. (fire arms, criminal investigation and criminal records); Prosecutions Branch; Traffic Division; and Pay and Quartermaster's Office. In addition to the aforementioned units, the force headquarters accommodates the units responsible for the administration of the following police districts:

- A Division (that supervises beat and guard duties in Banjul, Bara, and Amdalaye);
- B Division (Lower River to Parker River Bridge);
- C Division (Parker River to the end of the North Bank);
- Western Division.

Like the specialized divisions, each police district is headed by a police commander whose functions include:

- (i) Deciding on which cases to prosecute in court;
- (ii) Deploying men to beat and other police duties;
- (iii) Ensuring the welfare of subordinates and promoting general esprit de corps;
- (iv) Acting as the Inspector-General of police's representative in the district;
- (v) Taking other discretionary decisions affecting police work (the exceptions being murder, manslaughter, rape and white collar crimes);
- (vi) Maintaining discipline among the rank of officers below that of Chief Inspector;
- (vii) Performing general administrative functions to facilitate the work of officers and men operating in the district.

The last group of units located at the headquarters perform ancillary or staff duties - e.g. procurement, communications, police band, and the police training school.

In any case, the basic police organization unit is the Police Station. There are 22 Stations in The Gambia. Each is headed by a chief inspector or inspector. The Station Officers belong essentially to the supervisory management category. In this capacity, they:

- (a) co-ordinate the work of approximately 300 members of staff (NGOs and police constables);
- (b) serve as pay masters, and in the process, prepare monthly payment vouchers, submit same to the treasury for payment, cash cheques, and keep record of disbursements;
- (c) promote staff welfare and esprit des corps, and maintain discipline among the rank-and-file;
- (d) perform inspectorate functions (including supervision of beat duties, accounting for arms and ammunition, and maintenance of the station's ground and property);
- (e) undertake the training of subordinates in basic and practical police duties.

It was noted that the police organization and command structure needed to respond to new challenges - especially, challenges from a rapidly changing environment. The deteriorating socio-economic conditions in The Gambia (reflected in the worsening balance of payments, budget rationalization, and unemployment) have definite impact on the nature and character of crime, and therefore, on the institutional arrangements for the administration of police protection and social defence services. Until recently, the commonest crime was cattle theft. Now, the police have to contend with increasing cases of homicide (thought to be drug-related), house-breaking, and dangerous driving (technically referred to as "causing death by rash and negligent act"). Cases of burglary, trafficking in dangerous drugs, possession of dangerous weapons, rape and defilement, and assault occasioning harm are still few, but the reports filed so far portend an ominous development. By and large, The Gambia is still a country of peaceful and law-abiding people. To keep it so, the police has to be sensitive to the environmental changes and devise appropriate response measures. It was this necessity to maintain a close link between the police organization structure and the environment of police work which influenced the design of a 2-week supervisory management workshop for station officers. Annex A (attached) is the draft programme summarizing the content and the basic thrusts of the workshop.

## II. Evaluation of Impact of MDI Training Programmes

In order to assess the impact of the MDI training programmes as a basis for introducing changes in programme design, the Institute requested the Regional Adviser to prepare the necessary evaluation instruments. The questionnaires subsequently prepared by the Regional Adviser in collaboration with the Institute (Annexes B and C) differ substantially from the conventional course evaluation forms. First, whereas course evaluation forms merely gauge the opinions of programme participants on the relevance of course content and the effectiveness of instructional methodology, the new questionnaires elicit the views of not only the participants but also their employers on the impact of training programmes on organizational growth. Ideally, Annexes B and C should be complemented with another questionnaire seeking the opinions of the public, as the consumers of social services, on the changes perceived in the delivery capability of participants on training programmes. However, it was decided to restrict the scope of the exercise at the initial stage to the two groups of evaluators (i.e. the programme participants and their employers).

The MDI has since recruited ten research assistants to administer the questionnaires. The responses are expected to be analysed by the Regional Adviser when he returns to The Gambia in the second half of the year to collaborate with the Institute in organizing the supervisory management workshop for police officers.

Supervisory Management Seminar for Police Inspectors

Draft Programme

Week One

**MONDAY, JULY 1990**

- 10:00 - 11:00 - Formal Opening of Seminar
- 11:00 - 11:15 - Coffee Break
- 11:15 - 12:00 - Seminar Objectives and Participants:  
expectations  
(M. J. Balogun)
- 12:00 - 14:00 - Introduction to Principles of Organization  
(M.J. Balogun)
- 14:00 - 14:30 - Lunch Break
- 14:30 - 16:00 - Police Organization and Command: General  
Principles  
(R. Okundaye)

**TUESDAY, JULY 1990**

- 09:00 - 11:00 - Police Organization and Command:  
Structure and Organization of the Gambian  
Police Force  
(Inspector-General of Police/Representative)
- 11:00 - 11:15 - Coffee Break
- 11:15 - 12:00 - Management Film ("The Unorganized  
Manager") subject to availability
- 12:00 - 14:00 - Nature and Tasks of Management  
(M.J. Balogun)
- 14:00 - 14:30 - Lunch Break
- 14:30 - 16:00 - Tasks of Management in the Police Force  
(Syndicate Discussions)

**WEDNESDAY, JULY 1990**

- 09:00 - 10:00 - Tasks of Management in the Police Force  
(Syndicate Reports)
- 10:00 - 11:00 - Managing a Police Station: A Checklist  
of Action Priorities, Methods and  
Techniques  
(R. Okundaye)
- 11:00 - 11:15 - Coffee Break
- 11:15 - 12:00 - Managing a Police Station (contd.)  
(R. Okundaye)
- 12:00 - 14:00 - Decision-making: Concepts and Techniques  
(M.J. Balogun)

**THURSDAY, JULY 1990**

- 09:00 - 11:00 - Tasks, Attributes, and Techniques of Leadership I  
(DI Resource Person)
- 11:00 - 11:15 - Coffee Break
- 11:15 - 12:00 - Tasks, Attributes and Techniques of Leadership II  
(M.D.I.)
- 12:00 - 14:00 - Management of Human Resources: Motivation, Discipline and Espirit de Corps  
(M.D.I.)
- 14:00 - 14:30 - Lunch Break
- 14:30 - 16:00 - Supervisory Management Techniques for Police Inspectors  
(R. Okundaye)

**FRIDAY, JULY 1990**

- 09:00 - 11:00 - Training Methods and Techniques (On-the-job training for subordinates)  
(Commandant, Training School)
- 11:00 - 11:15 - Coffee Break
- 11:15 - 12:30 - Review of Week One and Summary of Conclusions and Recommendations.

**Week Two**

**MONDAY, JULY 1990**

- 09:00 - 11:00 - Elements and Techniques of Public Relations  
(Public Relations Practitioner)
- 11:00 - 11:15 - Coffee Break
- 11:15 - 12:00 - The Police and the Public  
(R. Okundaye)
- 12:00 - 13:00 - The Police and other Security Agencies  
(Inspector-General of Police)
- 14:00 - 14:30 - Lunch Break
- 14:30 - 16:00 - Communications Procedure in the Police  
(Police Headquarters)

**TUESDAY, JULY 1990**

- 09:00 - 11:00 - Developing Report-writing Skills  
(MDI/R. Okundaye)
- 11:00 - 11:15 - Coffee Break
- 11:15 - 12:00 - Report-writing (group assignment)
- 12:00 - 14:00 - Decision-by-Consensus (Plenary Discussion  
of Syndicate Reports)
- 14:00 - 14:30 - Lunch Break
- 14:30 - 16:00 - Managing the Finances of a Police Station  
(A Participant-Police Inspector)

**WEDNESDAY, JULY 1990**

- 09:00 - 11:00 - Management Techniques (O & H, work study  
and staff inspection)  
(H.J. Balogun)
- 11:00 - 11:15 - Coffee Break
- 11:15 - 12:00 - Discussion of Group Work on Report-Writing
- 12:00 - 14:00 - Visit to Serekunda Police Station and  
a Local Court
- 14:00 - 15:00 - Lunch Break (at H.D.I.)
- 15:00 - 16:00 - Plenary Discussions on Visit to Serekunda

**THURSDAY, JULY 1990**

- 09:00 - 11:00 - Office Organization and Lay-out:  
Application to Police Stations  
(R. Okundaye)
- 11:00 - 11:15 - Coffee Break
- 11:15 - 12:00 - Registry and Filing Services in Police  
Stations: A Critical Review  
(Commandant, Training School/MDI)
- 12:00 - 14:00 - Basic Bookkeeping and Accounts  
(D.F. Silva)
- 14:00 - 14:30 - Lunch Break
- 14:30 - 16:00 - Individual Action Plans  
(Syndicate Work)

**FRIDAY, JULY 1990**

- 09:00 - 10:00 - Individual Action Plans (Syndicate  
Reports)
- 10:00 - 11:00 - Summary of Seminar Conclusions and  
Recommendations
- 11:00 - 11:45 - Evaluation of Seminar
- 11:45 - 12:30 - Closing Ceremony



SPONSORING ORGANIZATIONS'  
ASSESSMENT OF IMPACT OF NDI TRAINING PROGRAMMES

SECTION I: PRELIMINARY INFORMATION ON WORKSHOP/COURSE  
ATTENDED BY DEPARTMENT'S NOMINEES

- [illegible]

- | Title of Workshop/Course | Name of Your Department's Nominee | Rank of Nominee |
|--------------------------|-----------------------------------|-----------------|
|                          |                                   |                 |

SECTION II: ASSESSMENT OF AIMS, OBJECTIVES AND GENERAL  
THRUSTS OF PROGRAMMES

3. Were you aware of the objectives (at the time of nomination of participants) of the workshop/course attended by your staff at the MDI?

YES/NO

4. If yes, did you, at that time, consider the objectives relevant to:

- (a) Your department's programme of work? YES/NO  
(b) The activities of particular units within your department? YES/NO  
(c) the schedule of duties of the officers nominated to attend the workshop/course? YES/NO

(Please answer YES/NO to each question)

5. Now that your nominees have completed the workshop/course and reported for work, how do you rate the relevance of the objectives to:

- (a) Your department's work programme?  
Relevant/Not Relevant\*  
(b) The activities of particular units within your department?  
Relevant/Not Relevant\*  
(c) The schedule of duties of the officers who took part in the workshop/course?  
Relevant/Not Relevant\*

\*(Please delete as appropriate)

6. Did you notice any change in the performance/attitude of any of your staff immediately they reported for work after the MDI workshop/course?

YES/NO

7. If Yes, can you indicate whether:

- (a) They proposed changes in systems and procedures on arrival in the office?

- (b) They tried to share their HDI experience with colleagues by mentioning specific "theories" or "techniques"?

YES/NO

- (c) They began (at least for some time) to introduce a "new language" in the memorandum they wrote or at meetings they attended?

YES/NO

- (d) They displayed increasing self-confidence without interfering with office routine?

YES/NO

- (e) They started antagonizing people because of their arrogance and/or impatience?

YES/NO

- (f) They did other "unusual" things (such as

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YES/NO

8. Your general comments on the impact of the workshop/course attended by your staff:

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**SECTION III: ASSESSMENT OF IMPACT OF TRAINING ON INDIVIDUAL  
AND ORGANIZATIONAL GROWTH**

9. Please indicate (by ticking those applicable) the skills which the MDI workshop/course developed (or appeared to have developed) in your nominees:

- ☐ Logical and analytical thinking
- ☐ Verbal communication skills
- ☐ Negotiation/bargaining skills
- ☐ Data-gathering and report-writing skills
- ☐ Ability to prepare well-researched policy papers and memoranda
- ☐ Organizational (including planning, scheduling, sequencing and co-ordination) skills
- ☐ Decision-making skills
- ☐ Resource optimization skills
- ☐ Any other (please specify)

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☐ None of the above

10. Which of the underlisted problems did you assign to your staff on their returning from the MDI workshop/course?

(Please tick as many as are applicable)

- ☐ Project analysis, evaluation and management
- ☐ Sequencing and co-ordination (e.g. co-ordinating reception arrangements for foreign guests)
- ☐ Manpower planning, development and utilization

- ☐ Motivation, human relations and employee supervision
- ☐ Productivity improvement/production-related
- ☐ Material handling, transportation, and storage
- ☐ Organizational/institutional reform
- ☐ Policy assessment/review
- ☐ Revenue mobilization and management
- ☐ Fiscal planning, accounting and financial management
- ☐ Any other problem-area (please specify)  
.....
- ☐ None of the above

11. What is your overall assessment of the staff's handling of the problems?

- (i) Innovative/conventional?\*
- (ii) Time-saving/time-consuming/no change in time management?\*
- (iii) Cost-saving/cost-consuming/no change in cost management?\*
- (iv) Team-building/team-splitting?\*
- (v) Praise-worthy/blame-worthy/indifferent?\*
- (vi) Any other strong views (please state) ...\*  
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\*(Please answer each question by deleting what is inapplicable.)

12. Can you recall any specific problem(s) which your staff brought to your attention on returning from MDI?

YES/NO

13. If yes, briefly indicate the problems and assess the solutions, if any, proposed by the staff concerned?

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14. Did you have a de-briefing session with your staff on their return from the MDI workshop/course?

YES/NO

15. If Yes, what were the major issues identified?

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16. Did the de-briefing session reveal new ideas or techniques which might prove beneficial to your department?

YES/NO

17. If Yes, what follow-up actions were proposed at the end of the session?

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18. Did you perceive a gap between what you expected your staff to learn at the MDI and what he/she actually brought back?

YES/NO

19. If Yes, how big was this gap?

- (a) Very big
- (b) Big
- (c) Fairly big
- (d) Small
- (e) Very small

20. What, in your opinion, might have been responsible for the gap between your training expectations and actual results?

(Please tick ONE)

- (i) The teaching at the MDI was possibly too academic and too theoretical?
- (ii) The environment of work does not permit the type of ideas taught at the MDI to flourish?
- (iii) The deployment of MDI "graduates" does not take into account their MDI training?
- (iv) Any other factor (please specify)  
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- (v) A combination of the factors mentioned above  
 (Nos. ....  
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- (vi) None of the above.

21. If you consider the MDI workshop/seminar "too academic", what suggestions do you have to make it "practical" and tailor-made to clients' needs?

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22. If you believe that the work environment constitutes a major obstacle to the transfer of MDI-imparted knowledge/skills, what suggestions do you have to assist the MDI to surmount this obstacle?

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**SECTION IV: BRIEF DETAILS ON SPONSORING DEPARTMENT**

23. Name and address of organization:

24. Name and designation of participant's supervisor:

A 4x100 grid of small circles, some filled and some empty, representing a binary sequence. The circles are arranged in four rows and 100 columns. The first row contains 10 filled circles followed by 90 empty circles. The second row contains 10 filled circles followed by 90 empty circles. The third row contains 10 filled circles followed by 90 empty circles. The fourth row contains 10 filled circles followed by 90 empty circles.

25. Does the department has a training unit?

YES/NO

26. No. of officers sponsored on local and overseas management training in the last 12 months (Please tabulate as provided for hereunder.)

Title of Workshop/ Course	Number Sponsored by Your Organization				
	At M.D.I.	In Other African Countries	In Europe	In U.S.A.	In Other Parts Of the World



**MANAGEMENT DEVELOPMENT INSTITUTE  
PARTICIPANTS' EVALUATION OF IMPACT OF  
MDI TRAINING PROGRAMMES**

(Please read carefully and answer the questions with candour and in a way which would assist MDI improve on the design and implementation of its training programmes. Responses will be treated with absolute confidence.)

**SECTION I: PRELIMINARY INFORMATION ON COURSE/WORKSHOP ATTENDED**

1. Indicate below ONE course/workshop you attended at the MDI:

Course/Workshop Title	Duration (Total No. of Days/ Weeks)	Dates Course/Workshop	
		Started at M.D.I.	Ended at M.D.I.

2. Can you recall below the composition of your class?

Course/ Workshop Title	Major Nominating Institutions (Specify if participants drawn largely from civil service, L.G., Parastatals, Private Sector, NGOs)	Grades/Levels of participants (Senior/Middle/ Junior Managers)

- YES/NO

- (f) Not applicable (as you were never absent).

5. Can you list THREE major objectives of the MDI workshop/course in which you participated?

Title of Workshop/ Course	Three Major Objectives (As recalled by you)

Page 3

- (a) Very relevant  
(b) Relevant  
(c) Partly relevant  
(d) Not relevant  
(e) Totally irrelevant
- (Tick one)

7. Can you list the major topics/themes/issues discussed/taught at the workshop/course?

Title of Workshop/Course	Major Topics or Subjects Treated by Instructors

8. Bearing in mind the problems you now handle in your office, do you consider the MDI course content (i.e. the topics or subjects taught) directly relevant to your work?

YES/NO

9. Now that you are back in your office, do you think that the structure of the course (in terms of the time allocated to "theory" and "practice", and the relationship between formal classroom work, on the one hand, and field-work/group discussions, on the other) was:

- (a) Very evenly balanced
- (b) Evenly balanced
- (c) Fairly balanced
- (d) Not balanced at all

(Tick one)

10. Again, taking into your account your current experience, do you consider the duration (length of time devoted to the whole workshop/course):

- (a) Too long (since irrelevant issues were introduced to "kill" time)
- (b) Long
- (c) Sufficient
- (d) Short
- (e) Too short (to allow crucial subjects to be discussed)

(Tick One)

SECTION III: ASSESSEMENT OF THEORETICAL/CONCEPTUAL PART OF SEMINAR/COURSE

11. Do you recall any particular theory, concept, or idea that was introduced or discussed in the course of your participation at the seminar or training programme?

YES/NO

12. If Yes, can you briefly mention/list up to THREE major theories/concepts/ideas presented or discussed at each of the workshops you attended?

Workshop Title	Three "Theories" Taught

13. Take the tasks you now carry out and the problems you currently face in discharging your official responsibilities. Do you find the theories/ideas you brought back from the MDI:

- (a) Highly useful (in that they suggested new ways of looking at your job or tackling some problems);
- (b) Useful (but suggested no new angles);
- (c) Fairly useful (as a means of enlivening daily conversations);
- (d) Not useful (either on the job or in private conversations);
- (e) Not well presented to aid your understanding of significance.

(Tick one)

14. Still on the theories. Can you identify the specific skills which exposure to the theories has developed in you - skills which you currently apply in your day-to-day activities (tick as many as are applicable to you):

- ☐ Project analysis, evaluation and management
- ☐ Sequencing and co-ordination
- ☐ Manpower planning, development and utilization
- ☐ Motivation, human relations, team-building and employee supervision
- ☐ Production improvement or production-related skills
- ☐ Co-ordination skills
- ☐ Decision-making skills
- ☐ Resource optimization skills
- ☐ Any other ☐ None of the above

#### SECTION IV: ASSESSMENT OF TECHNIQUES

15. Do you recall any new methods, techniques or formulae introduced or discussed when you participated on the MDI workshop/seminar?

YES/NO

16. If Yes, can you list between THREE and FIVE methods/techniques you learnt at the workshop?

Workshop Title	(3-5) Methods/Techniques Learnt

17. Now that you are back in the office, do you consider the techniques imparted at the MDI:

- (a) Directly applicable to, and tailor-made for, your job?
- (b) Applicable but only to other jobs in your office/department?
- (c) Fairly applicable (i.e., if one looks really hard for areas of application)?
- (d) Not applicable (no matter how one tries)?
- (e) Too alien to your environment to be useful?

(Tick one only)

18. Which of the techniques do you currently apply in carrying out your tasks and with what result? (Please list them as well as the impact that you believe they have on the problems tackled).

Technique Applied (To be Specified Briefly)	Impact on Problem		
	Beneficial	Neutral	Damaging

19. Which of the underlisted problems have you tackled/solved using any of the techniques you acquired while at the MDI?

(Tick as many as are applicable)

- ☐ Project analysis, evaluation and management  
Sequencing and co-ordination  
☐ Manpower planning, development and  
utilization  
☐ Motivation, human relations, team-building  
and employee supervision  
☐ Productivity improvement or production-  
related problems  
☐ Material handling, transportation, and  
storage  
☐ Organizational/institutional reform  
☐ Policy assessment and formulation  
☐ Revenue mobilization  
☐ Fiscal planning, accounting and financial  
management  
☐ Any other problem-area (please specify)  
.....  
.....  
☐ None of the above



20. Are there other concepts or techniques which you now believe ought to have been stressed as part of the workshop/course you attended?

YES/NO

21. If Yes, please list them below:

Workshop Title	Additional Concepts and Techniques Which should be taught/Discussed

22. Are there other theories or techniques which should not have been taught as part of the workshop/course since you do not find them directly useful?

YES/NO

23. If Yes, please list them below:

Workshop Title	Theories and Techniques Which should be Dropped

SECTION V: SUGGESTIONS FOR THE FUTURE

24. In your opinion, was there a gap between what you learned at the MDI and what you found on returning to the office?

YES/NO

25. If Yes, how big was this gap?

- (a) Very big
- (b) Big
- (c) Fairly big
- (d) Small
- (e) Very small

26. What, in your view, was responsible for this gap?

- (i) The teaching at the MDI was too academic and too theoretical.
- (ii) The environment of work does not encourage innovative ideas.
- (iii) The supervisors do not speak the "new language" taught at the MDI.
- (iv) Your deployment after the MDI course was not based on a careful auditing of the knowledge and skills you acquired at the MDI.
- (v) The teaching methodology at MDI was not effective enough to make a lasting impression on you (with the result that even before you left the MDI premises you had forgotten substantial parts of the theories and techniques).
- (vi) Any other factor (please specify)
- (vii) A combination of the factors mentioned above (to be listed by number).
- (viii) None of the above.

27. If you consider the MDI seminar/course you attended "too academic", what suggestions do you have to make it "practical" (in terms of content, teaching methods, and clients' involvement in programme design).

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28. If you think that the work environment constitutes a major obstacle to the transfer of MDI-imparted knowledge/skills, what suggestions do you have to assist the MDI surmount this obstacle?

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29. What general comments and suggestions do you have on MDI training programmes?

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30. Do you still refer to handouts received at the MDI when faced with particular problems?

YES/NO

31. If Yes, what type of problems necessitate constant reference to MDI handouts/lecture notes? (Please specify):

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SECTION VI: BRIEF DETAILS ON SEMINAR/COURSE PARTICIPANT

32. Name

33. Qualifications

34. Age

35. Length of public service experience:

From \_\_\_ day of \_\_\_\_\_ 19\_\_\_ to \_\_\_ day of \_\_\_\_\_  
19\_\_\_

36. Recent posting record:

Posting	Position/Title	Grade	Department
Before attending MDI Seminar or course			
After MDI Seminar or course			
At the Current Period			

37. Type of problems handled in the course of official duties (to be ranked starting from 1)

- ☐ Policy analysis
- ☐ General management
- ☐ Protocol/diplomatic
- ☐ Conference administration
- ☐ Finance/accounting
- ☐ Resource allocation
- ☐ Material handling