



FIVE-YEAR TRAINING PLAN FINAL report



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ACRONYMS AND ABBREVIATIONS

ADR	Alternative Land Dispute Resolution
CAN	Capacity Assessment Needs
FTI	Forestry Training Institute
GIS	Geographic Information System
GPS	Global Positioning System
HR	Human Resources
ICT	Information, Communication and Technology
IT	Information Technology
LA	Land Administration
LAS	Land Administration System
LC	Land Commission
LGSA	Land Governance Support Activity
LLA	Liberia Land Authority
LLAP	Liberia Land Administration Project
M & E	Monitoring and Evaluation
PIU	Project Implementation Unit
RFP	Request for Proposal
SIDA	Swedish International Development Agency
TAC	Training Advisory Committee
TNA	Training Needs Assessment
TOR	Terms of Reference
UN	United Nations
UNECE	United Nations Economic Commission of Europe
UNDP	United Nations Development Programme
USAID	United States Agency of International Development
WB	World Bank

EXECUTIVE SUMMARY

Background

In pursuit of a holistic, transparent, accountable and efficient land administration services, the Government of Liberia consolidated the various agencies and institutions responsible for land administration and related functions into one entity known as the Liberia Land Authority (LLA) in 2016. The Legislature mandated the LLA to provide regulatory authority for land governance and other functions, including the management of government and public land, land administration, land use and management, and implementation of programs to support property rights and those holding land under customary tenure. One of the key prerequisites for achieving the mission is ensuring that LLA is staffed appropriately and have the necessary capacity and skill base. Training needs analysis in this context is envisaged as the first step and one of the most important vehicles for understanding the needs and developing new capacities, competencies and leadership skills.

Methodology

The assessment was carried out in two phases, using both quantitative and qualitative methods. In the first phase, interviews were conducted with senior management, department heads and experts at the LLA headquarters in Monrovia and two counties offices to identify expectations and establish a baseline for the assessment. In the second phase, a survey was administered online to 80 staff. A convenience sampling technique was employed as the country was under lockdown due to the COVID 19. The sample group was carefully selected by the Director of Human Resources to ensure proper representation.

Observations and recommendations

(i) There appear to be gaps in the performance of the following activities in the sector departments: valuation, digitalization of land registration records, advance survey and mapping, indexation of deeds and data management, community and stakeholder engagement, zoning, urban and regional planning, alternative dispute resolutions, land compensation and settlement; land law and policy, monitoring and evaluation and gender issues related to land administration. It is recommended to provide short-term (2 weeks-6 months) technical training to address these gaps.

(ii) In addition, it is recommended to provide post-graduate-level professional training and career development to selected staff to build capacity in climate change, community engagement/social development, conservation and environment, taxation, land economy, valuation, land compensation and communication for development (C4D).

This will enable the LLA to respond effectively to increasing challenges posed by urbanization, climate change, forest degradation, environmental encroachment and natural disasters.

(iii) The IT Unit has significant gaps in cybersecurity, web design, network engineering, software engineering, cloud computing and data storage. Provide training to address these gaps in the next two years and should be given top priority.

(iv) The human resources unit needs to be strengthened and reoriented to play a transformational role as opposed to a transactional role. Develop and implement HR strategy, annual training plans, recruitment policy, training systems aligned to land administration, and enhanced culture accountability and performance. In addition, develop a succession plan and change management strategies to address the potential impact of the demographic data, which shows more than 25% of staff are over 50 years of age and about 15% of staff due to retire (i.e. loss of institutional knowledge).

(v) Formal and structured leadership and management training of senior and middle managers is virtually non-existent. Running an organization such as the LLA requires a business orientation, leadership and general management competencies such as strategic management; leadership, change management, strategic planning, effective delegation, people management and effective communication. A three-year leadership development program to develop the competencies in middle and senior management in a structured and systematic manner is recommended.

(vi) The cross-cutting training most highly needed to support LLA transformation are governance, gender mainstreaming, project management, combating corruption in land administration, conflict management, M & E, risk analysis and management, negotiations, community and stakeholder engagement; integrity and ethics, awareness of LLA core values, business priorities and corporate policies as well as gender, diversity and inclusion.

(vii) Develop a strategy on the institutionalization of corporate culture and create awareness of LLA core values, strengthen transparency, accountability and corruption prevention, mainstream gender and promote work-life balance. It is recommended that management should conduct a periodic employee satisfaction and environment survey to gauge the progress of the areas mentioned above

¹ This article by UN-Habitat offers great insight into land issues related to natural disaster:
https://postconflict.unep.ch/humanitarianaction/documents/02_03-04_03-02.pdf

1.0 INTRODUCTION

1.1 Background and Rationale

The land administration operations in Liberia were previously spread across many government agencies and institutions until they were consolidated and placed under the Liberia Land Authority in 2016. A Transitional Committee was established following the approval and publication of the Liberia Land Authority Act (2016) to, among other responsibilities, take full establishment and operation of the Authority and in particular, supervise the transfer of functions and staff from affected agencies to the LLA to ensure a seamless transition. A governing body comprising of five Commissioners, including the Chairman and Vice-Chairman, was also appointed and confirmed by the Senate. In 2018, the LLA commissioned the development and implementation of a Five-Year Strategic Plan (2018-2023) to guide the institution and sets a new direction. The Strategic Plan sets ambitious targets, including building the capacity, skills and competencies of LLA staff to enable the institution to achieve its mandate.

1.2 Objectives of the Study

To conduct an assessment to identify gaps and training needs and to inform training program design. Such a program will improve the LLA staff capacity to enable them to carry out their duties and responsibilities in fulfilling its legal mandate. During the study, an inception report, a draft report and a final report were produced. Each of these reports was subjected to discussion with stakeholders, and their views and suggestions were considered.

1.3 Methodology

The training needs assessment was carried out in two phases, using both quantitative and qualitative methods, in addition to available documents and research. In the first phase, one-on-one interviews with senior management, department and unit heads, as well as key experts were conducted using semi-structured questions (Annex 1). The list of individual and group meetings can be found in Annex 2a and 2b. Focus group discussions with staff of the Customer Service Unit, Land Administration and two county offices (Bong & Margibi) were also conducted. Expectations were identified and a baseline for the skills assessment was established. In the second phase, a survey was conducted using structured questionnaires developed online (created via Survey Monkey). The survey, although had fewer than expected responses, was an important part of the assignment as it sought to obtain data for skills profiling, skills gap, demographic data, present and past training programs and training systems.

A convenience sampling technique was employed as the country was under lockdown due to the Corona Virus (COVID 19). The sample group was carefully selected by the Director of Human Resources to ensure proper representation and access to the internet/email. Thirty-three staff responded, representing 41.3% of the sample size of 80 staff. The survey report is annexed to this report (Annex 4). Available policy documents and previous studies related to capacity building at the LLA were also reviewed. Annex 3 contains the list of documents reviewed.

1.4 Previous Studies

There have been several studies done on the subject of training needs and capacity building for the LLA. Three studies, in particular, have made a significant contribution and informed the direction of the current review. They are: (i) Institutional Audit of the Liberian Land Governance institutions, December 2016, (ii) Training Needs Assessment (TNA) and Capacity Building Plan for the Land Sector of Liberia, March 2015 (iii) Technical Capacity Assessment of the LLA, February 2018. These three reports gave an excellent assessment of the state of affairs and all found that LLA has a significant skills gap in just about every discipline required for the successful functioning of a land governance system. The studies recommended a comprehensive training plan to fill the deficit gaps. The studies also suggested that the training plan should cover all disciplines required in the administration of a sound land governance system, including training in policy planning and property/land law, as well as technical training in all facets of land administration and land use.

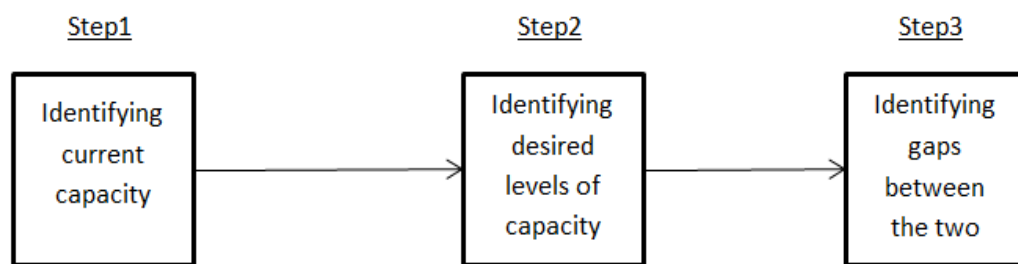
The Strategic Plan² (2018-2023) also recommended that any training plan designed by the LLA should be stratified into short-term, medium-term, and long-term periods. Short-term training should deal with immediate skills-building training and study tours. The Medium-term training should target training of a select number of persons at advanced levels in critical areas of Land Administration, Land Use and Management, and Customer Services. The Long-Term training should aim at developing and adopting a continuing professional development program, which goes beyond degree-granting programs to exposing staff through study tours and attachments with the view to broadening the learning horizons of the professional staff. The consultant is indebted to the authors of these studies for their excellent work in providing the foundation for the present study.

1.5 Training Needs Assessment and Process

There is a considerable body of work available on capacity assessment, some of which were reviewed by the consultant to determine which model would be more appropriate for this

² Human Capital Assessment & Plan Development, page 34

study. Among them is the Capacity Development Results Framework promoted by the World Bank Institute³, which includes detailed steps from the identification and assessment phases to the evaluation phase, and the Organisation for Economic Co-operation and Development (OECD) in a Development Assistance Committee reference document⁴. The United Nations Development Programme⁵ (UNDP) has also extensively published capacity development and assessing capacity needs (UNDP 1997 and 1998). The UNDP defines capacity as the ability of individuals and organizations to perform functions effectively, efficiently and sustainably. The UNDP model for training needs assessment (1997) is based on the three levels of capacity. The first phase is an assessment to define the present capacity within the system. It establishes the baseline and addresses the fundamental question – *where are we now?* The second phase looks ahead to the future desired state, the vision of what capacity is required in the future and asks the question – *where do we want to go?* The third phase compares the present situation and future desired state, identifies the capacity gaps and plans strategies and actions designed to fill these gaps and achieve the desired goals – *how do we get there?* This study adopted the UNDP approach and applied the steps depicted below.



³ The World Bank, The Capacity Development Results Framework - A strategic and results-oriented approach to learning for capacity development, 2009.

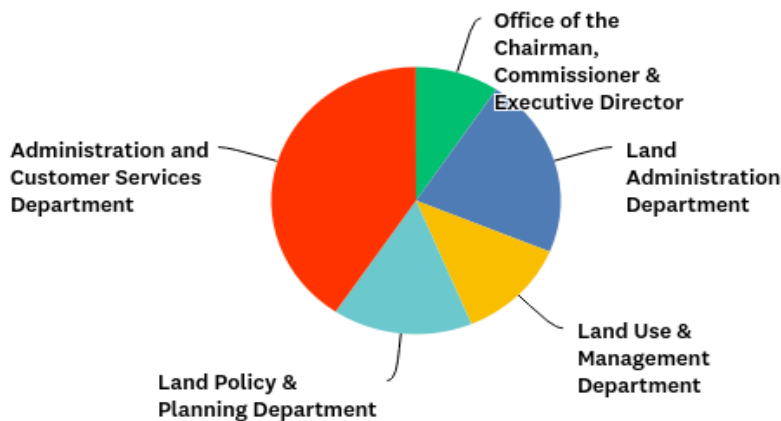
⁴ OECD/DAC, 2006

⁵ UNDP (January 1998) Capacity Assessment and Development in a Systems and Strategic Management Context. Technical Advisory Paper No.3

2.0 SURVEY ANALYSIS

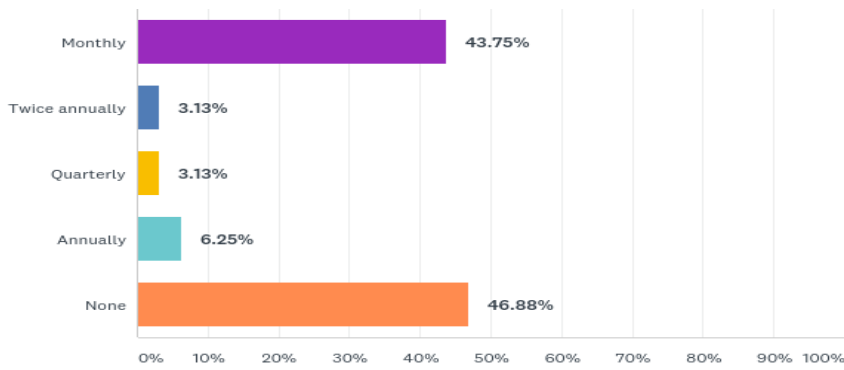
2.1 Demographics

The background of the thirty-three respondents was representative and varied. Three were Directors, three were managers, five were team leaders and 10 were technical experts. The rest were in the general services and administration category. Forty percent of respondents were female and sixty percent were male. As illustrated in the graph below, the largest number of respondents were from the Administration and Customer Services Department (40.6%), followed by Land Administration Department 21.9%, and Land Policy and Planning 15.6% and Land use and management department 12.5%. In terms of education, 53.3% had a bachelor's degree and 16.6% with an advanced degree.



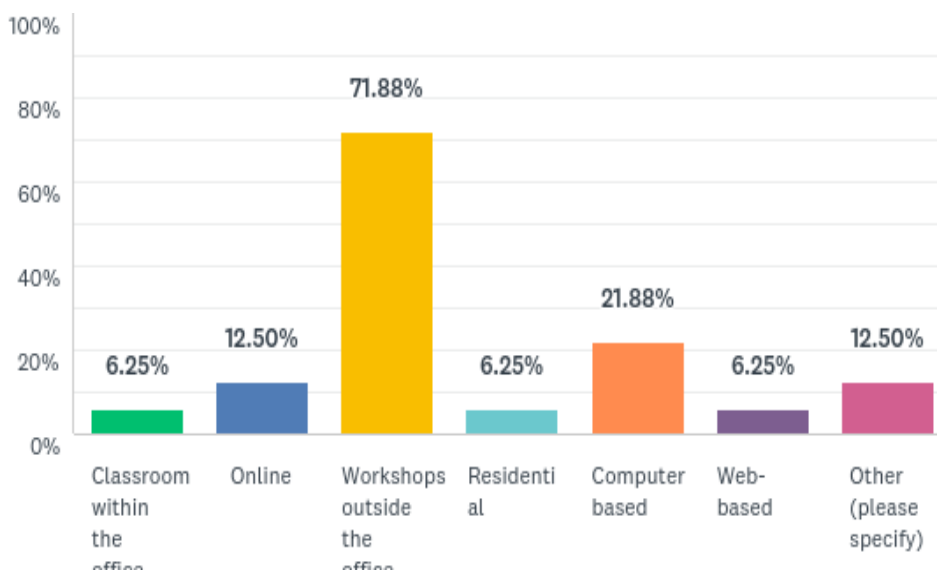
2.2 Identifying training needs

Best practice shows that all training activities should be initiated by a demand, which, for example can be problems or potential opportunities identified by an organization or individuals within an organization. During the survey, participants were asked how their training needs were identified and how often their supervisors meet with them to discuss their performance and training needs. As shown in the graph below, 48.8% reported “None”, while 43.7% said monthly. When asked how their training needs are identified, 40.6% said by their supervisor, 31.2% said by themselves and 21.8% said by the human resources unit.



2.3 Training mode and format

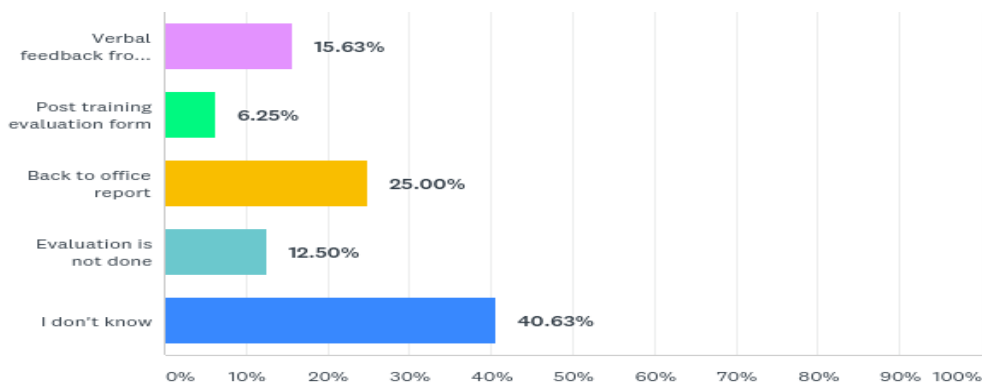
Participants were more specific about the most effective training mode and format for addressing their training needs. Most participants felt workshops format held outside the office would be most effective (71.8%) followed by computer-based (21.8%) and online (12.5%). Participants also indicated that they retain better and utilize information from workshops than online or web-based learning. According to them, workshops also allow for sharing and networking among attendees.



Some participants also suggested that a combination of workshops and online training would address various needs and contexts of training participants. Ultimately, the selection of format would depend on the topic, resources, and novelty of the content chosen for the training. In the case of a workshop, participants suggested a combination of lecture and interactive sessions as the most effective method. Compared to workshops, some participants preferred web-based training formats for their efficiency, cost, flexibility and accessibility.

2.4 Training evaluation

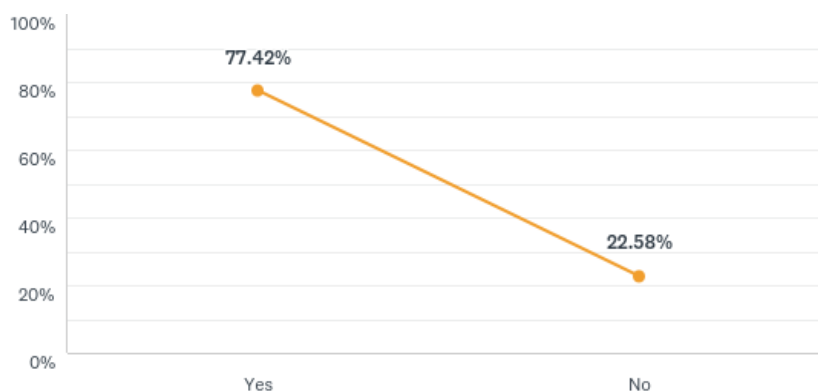
Training evaluation is a systematic process to analyse if training programs and initiatives are effective and efficient. Assessment of any learning activity on both the individual and the organization is fundamental to any performance improvement initiative. In the evaluation section of the survey, participants were asked about how LLA monitors and evaluates the quality and effectiveness of training courses it provides to staff. 40.6% said they "don't know", 25% said by back to office report and 15.6% said verbal feedback. The results suggest that training evaluation and impact assessment is not done systematically by the organization.



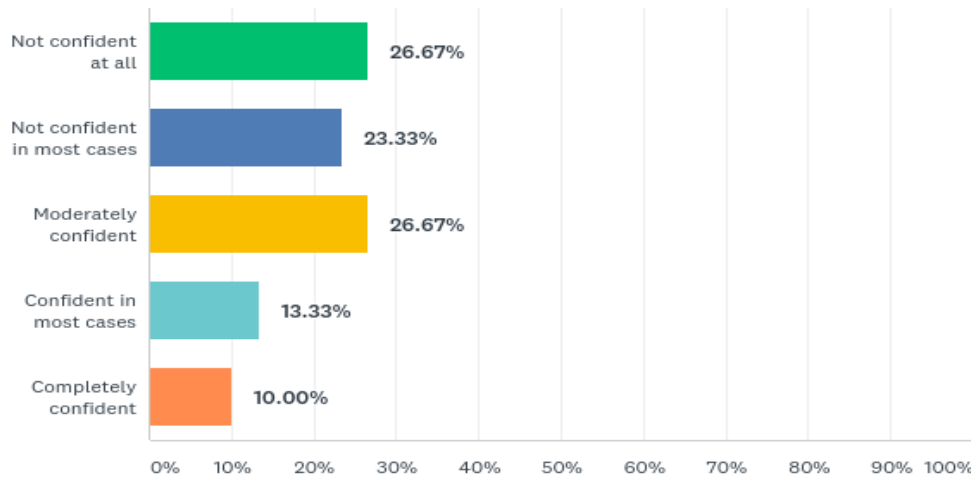
2.4 Organizational factors

The results, displayed in the graphs below, illustrate the variety in respondents' perceptions about LLA's culture and policies, and transparency in the selection process for external training and barriers to training. Most staff believe that the culture and policies of LLA generally support staff training and development. However, they feel that selecting staff for external training and study tours is not transparent. The lack of training policy and funds were identified as the main barriers to training. A draft procedure for selecting staff for external training can be found in chapter 6.

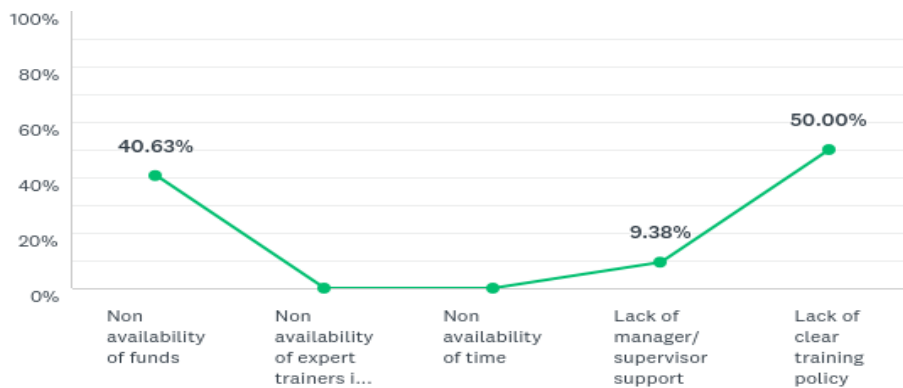
Q.27 The culture and policies of the LLA support learning and knowledge sharing.



Q32. *How confident are you that the process for selecting staff for external training and study tours is fair and transparent within the LLA?*



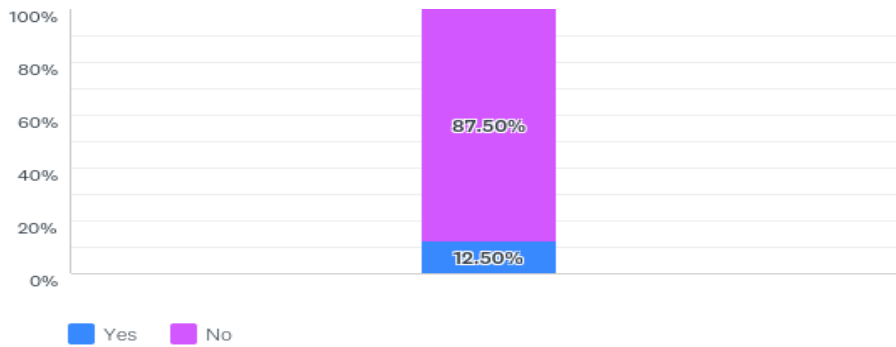
Q34: *In your opinion, what are the barriers to training and professional development at the LLA?*



2.6 Induction

The main purpose of induction training is to integrate new employees into the company and make them understand the organization's systems. Despite its benefits, many organizations take a casual approach to induction, leaving the employee to "swim or sink." The graph illustrates the experience of staff. A significant number of (87. %) of respondents reported not receiving induction when they joined the LLA. Currently, the LLA is in the process of implementing an induction program.

Q23: *Did you receive induction/onboarding training when you joined LLA?*



3.0 SKILLS GAP ANALYSIS AND TRAINING NEEDS

This chapter provides the details of the findings of (a) the gaps analysis between the current and future competencies required by staff in various sectors – the missing competencies for which the LLA has to train the existing staff to acquire and (b) the competency gaps that currently do not exist or are low for which LLA has to recruit and/or develop. During the survey, participants were asked to identify the skills they possess, the skills they lack (gaps), and the skills they would need to perform their jobs effectively. Their responses were analysed together with the qualitative data previously obtained from department directors and section heads interviewed. The aggregated results of current competencies that can be up-skilled and future skills required by each department are presented below a level of priority has been attached to each competency gap for purposes of planning. The priorities were determined by requesting respondents to identify and prioritize their short-term and long-term training needs during the survey (Questions 13 and 14). When these results were aggregated with the data collected during the one-on-one interviews, a pattern of training needs emerged. The final determination of the training priorities took into consideration the following three factors, (i) the collective importance of each training; (ii) the extent of the overall training gap at both individual level and department level and (iii) the number of respondents expressing a need for each training. However, these levels of priorities may change over time, depending on the relevance of a given training at a particular time and the priorities of the department concerned.

3.1 Land Administration Department

Land administration refers to the processes of recording and disseminating information about the ownership, value, and use of land and its associated resources. Such processes include the determination of rights and other attributes of the land; the survey, description, registration and recording of these rights; and the provision of relevant information in support of land markets. It also involves land use and landholding, including land demarcation, registration, taxation, valuation, overseeing land transactions and compensation. Currently, the Land Administration Department covers most of these functions across its five divisions - Land

Registry, Survey & Mapping, Valuation, Spatial Data Management and Customary Land Rights. To effectively carry out the functions mentioned above, the department needs to have specialists and professionals with a multi-disciplinary skill set in systems and processes – cadastral systems, land registration systems, valuation and taxation systems, planning and control systems, and in processes such as adjudication, subdivision and land transfer. The department also needs qualified people in research, land law, data management, geomantic and geodetic engineering and cartography.

The study found that currently capacity gap exists in most areas notably, computerized land registration processes, use of modern survey technology, documents preservation and data management, valuation, land/property taxation and land adjudication and settlement. Another significant skill gap found is advocacy and community engagement. Advocacy, awareness and stakeholder engagement are an essential element of any contemporary land administration project. It's often said that land administration cannot succeed without stakeholder acceptance and support across society. There is an urgent need to increase the level of expertise in the disciplines identified as 'priority' in the table below. This can be achieved by upskilling existing staff and providing short term training (2 weeks - 6 months).

Department of Land Administration	No. of staff requesting training	Priority Level	
		High	Medium -Low
Advance Surveying skills	6		✓
Digitalization of land registration records	5	✓	
Geodetic/geomatics courses	5		✓
Land/property valuation	4	✓	
Advance GIS/LIS	7	✓	
Investigative survey	3		✓
Legal land verification	2	✓	
Quantitative and qualitative research skills	4		✓
Advocacy courses	6	✓	
Theodolite training	2		✓
Community and stakeholder engagement	6	✓	
Indexation of deeds and data management	5		✓

The study also found that the department has low and, in some cases, none of the key experts necessary to enable the department provide a full range of land administration services. They include taxation experts, land compensation experts, land/property valuation experts, community engagement and social development experts, document

preservation/archivist/and imaging specialists, geomantic and geodetic engineers, and knowledge management experts. The LLA should provide long-term professional and career development training at the postgraduate level to selected staff to expand their skill base or recruit these experts.

3.2 Department of Land Use and Management

Land use and management address issues related to a sound and sustainable use of land. It is the process by which the resources of land are put to good use. It covers all activities concerned with the management of land as a resource both from an environmental and an economic perspective. These include, but are not limited to, improving the efficiency of land resources to support population growth, land use planning and protecting the natural environment from degradation, conserving natural resources and promoting sustainable development. The Department of Land Use and Management has oversight responsibility for land management policies and guidelines, land use planning, approval of land use plans, enforcement of regulations, zoning regulations and services, and land use and management of public land. The department is composed of the following divisions: Land Management Division (research and policy development), Land Use Planning Division (land use planning and spatial development), Zoning Division (zoning and land development) and public land division (management and use of public land).

The typical profile of staff in the department includes zoning specialists, land-use planners, land policy, law and urban planning specialists. Besides, the ongoing land reform requires the department to develop additional expertise in environment, forestry, agriculture, regional and rural planning to respond effectively to increasing challenges posed by urban growth, climate change, forest degradation and environmental encroachment. The study found that the department has skills gaps and shortage of experts in zoning, urban planning, environment, climate change, land law and policy. The department’s training needs are listed in the table below.

Land Use and Management Training Needs	No. of staff requesting training	Priority Level	
		High	Medium - Low
Land use, climate and development	3		✓
Disaster risk management	2	✓	
Forestry and agriculture land use	4		✓
Sustainable land use	4		✓
Rural and regional planning	5	✓	
Public land investigation	3	✓	
Public land management	2		✓
Zoning	5	✓	
Urban planning	4	✓	

3.3 Land Policy and Planning Department

The Land Policy and Planning Department is responsible for policy development and planning. It is composed of the following units: Policy & Research; Legal advisory; Program Planning; Monitoring & Evaluation; Gender and Alternative Land Dispute Resolution (ADR). The department needs policy experts that can predict problems before they occur and qualified land policy specialists to implement new land policies and programs, conduct policy analysis and interpret land-related laws. Other critical functions of the department are facilitating the design and implementing urban policies, carrying out legal research, reviewing land laws and identifying key issues that are important to the land reform process.

The department's key competencies are, therefore, research, policy development and analysis, land laws, program planning, monitoring and evaluation and taxation. Comparing current skills profile to future competencies, the study found the gaps to be monitoring and evaluation, research and policy development, land governance, zoning, rural and urban planning and land law. Similarly, the gender unit was found to have low skills in gender statistics, gender planning, gender policy development and mainstreaming. During the survey, staff of the department and Gender unit were asked to identify the skills they need to perform their jobs and the skills they would need to achieve their career aspirations. The needs of the department and gender unit are presented in the tables below.

Land Policy and Planning	No. of staff requesting training	Priority Level	
		High	Medium - Low
Legal studies	3		✓
Land policy formulation	2	✓	
Policy Analysis and interpretation	3		✓
Development of land-related laws/legislation	2	✓	
Qualitative and quantitative analysis	5		✓
Development of related urban policies	4		✓
Land Governance	5	✓	

Gender unit training needs	No. of staff requesting training	Priority Level	
		High	Medium -Low
Gender statistic and analysis	2	✓	
Gender budgeting	3		✓
Gender policy development and mainstreaming	4	✓	
Gender abuse violence and Sexual exploitation	1	✓	
Gender planning	3	✓	
Gender issues in land administration	3		✓
Women property rights	3		✓
M & E in gender	2	✓	
Gender and natural resource management	3	✓	
Gender justice	3		✓
Gender, women and development	2	✓	

3.4 Department of Administration and Customer Services

The Administration and Customer Services Department is responsible for general administrative services, including finance, human resource, procurement, logistics, and customer services. The department consists of the following divisions/units: human resources; finance and accounting services; procurement services; asset management and logistic services. The study found evidence of competent professionals with higher degrees and several years of experience, and the competencies required for the execution of their responsibilities in most division/ units in the Administration and Customer Service Department, except the human resources division and IT unit where some gaps were identified. The gaps in the human resources division include performance management, career development, succession planning, workforce planning, diversity and inclusion policy and knowledge management. The gaps in the IT unit include cybersecurity, web design, cloud computing, network engineering, data analytics and software engineering. However, the other division/ units in the department (communication, procurement, finance and accounting, customer service, logistics and asset management) need continuing professional development training and career development programs to upskill the staff and help them keep up with new developments and techniques and practices in their field. The lack of continuing professional development is not unique to the Administration and Customer Service Department. As evidenced by the survey, nearly 40% of respondents reported not attending any training in the past 18 months, while only 28% reported attending one training in 18 months. The following are consolidated training needs of all the divisions and units in the Administration and

Customer Service Department from the survey results, group discussions and key informant interviews.

Procurement Unit	No. of staff requesting training	Priority Level	
		High	Medium -Low
Multilateral Procurement Practices	2		✓
Advance Procurement Training	2		✓
Contract Development and administration	1		✓
E-Procurement	2	✓	
Incoterms - international procurement and supply	1		✓
Procurement ethics	3	✓	
Public Procurement Law of Liberia and its Regulations	2	✓	
Suppliers Evaluation	2		✓
Supply Chain	3		✓
World Bank New Regulatory Framework	1	✓	
World Bank Procurement of Consultants Procedures and Processes	2	✓	

Human Resources Division	No. of staff requesting training	Priority Level	
		High	Medium - Low
Recruitment and selection strategy	1		✓
Work-life balance	2		✓
Development mentoring, coaching and traineeship policies and programs	2	✓	
Performance management systems	3	✓	
Gender, diversity and inclusive policy	1	✓	
Change management and transitional programs	1		✓
Workforce planning	2		✓
Career Development and Mobility	1	✓	
HR metrics and key performance indicators	1	✓	
Training and development policies	1	✓	
HR strategy, policies and systems	1	✓	
Talent management	1		✓

Finance and Accounting Division	No. of staff requesting training	Priority Level	
		High	Medium - Low
Financial modelling in Excel	2	✓	
Financial planning and analysis	1		✓
Budgeting	1		✓
Financial Reporting	2	✓	
Revenue management accounting	2	✓	
Accounting systems- cost estimation and forecasting	2	✓	
Cash Flow Analysis	1		✓
Accounting & Financial Statement	2		✓
Governmental Accounting & Auditing	1	✓	
Reporting land revenues	2	✓	
Internal control procedures	1		✓
Recording and processing of transactions in accounting software	2		✓

Logistics and Assets Management Unit	No. of staff requesting training	Priority Level	
		High	Medium - Low
Facilities management	2		✓
Assets control and management	1	✓	
Fleet management	2	✓	
Basic mechanical skills	4		✓
Defensive driving	4		✓
Office cleaning	3		✓
Logistics, transport and warehousing	1	✓	

Internal Audit Unit	No. of staff requesting training	Priority Level	
		High	Medium - Low
Results based management	1		✓
Compliance and audit procedures	1	✓	
Systems audit	1		✓
Quality management system	1		✓
Risk management and assessment	1	✓	
Information security system management audit	2	✓	
Investigations	1	✓	
Management audit	2		✓
Internal audit and controls	1	✓	

Customer Service Unit	No. of staff requesting training	Priority Level	
		High	Medium -Low
Emotional intelligence	1		✓
LLA products and services	3	✓	
Overview of Land administration and policies in Liberia	2	✓	
Crisis and customer management skills	3	✓	
Customer advocacy skills	1		✓
Cultural diversity and sensitivity	2	✓	
Customer service training	5	✓	
Dealing with the public	1	✓	
People skills	1		✓
Telephone manners	3	✓	
Public relations and media training	1		✓

IT Unit	No. of staff requesting training	Priority Level	
		High	Medium -Low
Web design/developing	3	✓	
Networking	2		✓
Data storage and management	2	✓	
Cybersecurity	3	✓	
Cloud computing	2		✓
Telecommunication	1		✓
Software development	3		✓

Communication Unit	No. of staff requesting training	Priority Level	
		High	Medium -Low
Communication for development (C4D)	5	✓	
Communication audits and benchmarking	3	✓	
Corporate/workplace communication skills	4		✓
Media skills	6	✓	
Public awareness and education strategies	2		✓
Communication strategy	2		✓
Social media communication skills	4	✓	
Writing Press Release	3	✓	
Communication tools and software	3	✓	
Crisis communication	2		✓
Corporate branding and image	4	✓	

3.5 Staffing needs

Determining the adequacy of current and future staffing needs of LLA is a function of human resource planning and depends on many factors such as workload, budget, organizational structure, retirement projections, business strategy, etc. However, within the framework of the current study, the consultant has carefully analysed the profile of the staff who participated in the survey (education, function, job competencies, existing competencies and future competencies (see matrix in Annex 4) and the profile of the current staff profile (Annex 5) and was able to identify the most critical experts that are missing or inadequate in the current staff mix. The table below contains the list of experts that currently do not exist or are low for which the LLA has to recruit and develop skills in the long term. A level of priority has been attached to each expert for purposes of planning. Again, these levels may change over time depending on the LLA's priorities.

Missing or low experts	Future Capacity needs		
	Priority Need		
	Low	Medium	High
ADR Specialists		✓	
Climate change experts			✓
Community engagement/social development experts			✓
Database administrator		✓	
Environment & conservation expert			✓
Forestry and Agricultural land-use experts		✓	
Geomatics and Geodetic engineers		✓	
GIS/LIS Specialists		✓	
Information Security Analyst			✓
Knowledge management experts			✓
Land compensation experts			✓
Land economist			✓
Land policy specialists			✓
Land tax specialists			✓
Land/ property lawyers		✓	
Land/Field Investigators		✓	
Land/Property valuation experts			✓
M & E specialists		✓	
Preservation/Archivist/document imaging specialists			✓
Rural land planners		✓	
Software/web developers			✓
Urban and city planners			✓
Zoning specialists		✓	

4.0 RECOMMENDATIONS

Based on the findings from the survey and interviews, a set of recommendations are listed below. The recommendations also cover organizational issues that do not necessarily fall within the scope of this assignment but nevertheless are important to ensuring successful implementation of training and development programs. The recommended training for meeting the corresponding skills gap/capacity are in chapter five.

(i) Short-term technical training

Provide technical and professional training courses (2 weeks - 6 months) to address competency gaps. Priority areas for the next two years are valuation, digitalization of land registration records, advance survey and mapping, indexation of deeds and data management; community and stakeholder engagement, zoning and urban planning, alternative dispute resolutions, compensation and settlement; land law, monitoring and evaluation and gender mainstreaming and issues in land administration.

(ii) Long-term technical training

Provide postgraduate level technical and professional training and career development to selected staff to build capacity in climate change, community engagement/social development, conservation and environment, taxation, land economy, valuation, land compensation and communication for development (C4D). This will enable the LLA to respond effectively to increasing challenges posed by urbanization, climate change, forest degradation, environmental encroachment and natural disasters.

(iii) Information technology

It is recommended to build capacity in cybersecurity, web design, network engineering, software engineering, cloud computing and data storage. These training are important and should be given priority.

(iv) Cross-cutting training

Training areas in the next two years are governance, gender issues in land administration, project management, combating corruption in land administration, conflict management, M & E, risk analysis and management, negotiations, community and stakeholder engagement; integrity and ethics, awareness of LLA core values, business priorities and corporate policies, and gender, diversity and inclusion.

(v) Human resources

Strengthen and orient the HR division to play a transformational role as opposed to a transactional role. Develop HR strategy, annual training plans, policies, processes, and systems aligned to land administration, with enhanced culture accountability and performance. In addition, develop succession plan and change management strategies to address the potential impact of the demographic data, which shows about 30% of staff is over 50 years and more than 15% of staff due for retirement in the next three years.

(vi) Leadership development program

Develop leadership and general management competencies in the executive and senior management team by implementing a 3-year structured leadership development program. An outline of the program has been proposed in the next chapter.

(vii) Institutional culture

Develop a strategy on the institutionalization of corporate culture and create awareness of LLA core values, strengthen transparency, accountability and corruption prevention, mainstream gender and promote work life balance. Conduct periodic employee satisfaction and environment survey to gauge the progress of the areas mentioned above.

(viii) Career management and mobility

Career development is closely linked with the training function, recruitment, staffing and succession planning. Develop individual career development plans to chart staff career paths to incentivize them to work hard. A comprehensive career development program that links to performance, promotion and training and development should be considered.

(ix) Performance appraisal system

Implement a performance appraisal system to improve accountability and organizational performance and develop capacity among directors and line managers so that they can develop departmental and division strategic implementation plans and setting of objectives that are specific, measurable, achievable, relevant and time-bound (SMART). Capacity building cannot succeed without a robust performance appraisal system in place.

(x) Good governance and gender

Integrate gender, governance and monitoring & evaluation (M&E) competencies into job descriptions and provide training for building good governance, gender sensitivity and M&E competencies among the LLA's management team and sector experts.

(xi) Non-traditional training

Complement traditional training with other learning opportunities including coaching and mentoring, internship, exchange program, brown bag lunches, professional attachment and study tours through co-operative agreements and MOU with Land Administration institutions in the West African sub-region and other parts of Africa (i.e., Ghana, Rwanda).

5.0 PROPOSED TRAINING PLAN

5.1 Overview

The training plan lays the foundation for capacity building through knowledge sharing, training and enabling staff to stay abreast of developments in their field. The training needs identified in this study are vast and varied; hence it is neither practical nor feasible for the LLA to meet all the needs of every department and every employee due to resource constraints, time and the lack of training systems. Keeping this in view, the approach that is proposed in this training plan focuses on key priority needs. The training courses have been grouped into the following categories:

- (i) E-learning courses
- (ii) Short term courses – external (1 day-6 months)
- (iii) Long term courses -external (6 months – 2 years)
- (iv) In-country training
- (v) In-house (cross-cutting and leadership development program)

5.2 Purpose

International donors are investing in loans and grants to support developing countries to establish appropriate land administration systems, including Liberia. Most donors, including the World Bank (WB), United States Agency for International Development (USAID), Swedish International Development Agency (Sida), and the United Nations (UN), consider capacity building, among other things, as a major prerequisite for successful project implementation. This is why the World Bank supported Liberia Land Administration Project (LLAP) is investing in staff capacity building through training in procurement, financial management, legal frameworks, study tours and conferences for LLA's staff, as well as USAID's Land Governance Support Activity (LGSA) support for training in a range of areas, including gender and geomatics education. Sida through its Inclusive Land Administration and Management Project (ILAMP) is to undertake capacity building activities throughout the period of the project, and to date has provided capacity building through knowledge exchange and experience sharing programs and training in a number of areas, including customer services, gender mainstreaming, and land use planning. The UN through its on-going Sustaining Peace and Reconciliation through strengthening Land Governance and Dispute Resolution Mechanisms Project will support LLA staff capacity building through basic training mainly in the area of management, procurement, financial management, monitoring and evaluation, information technology, and human resources management. Unfortunately, majority of these capacity building interventions have been and may mostly be carried out in an uncoordinated approach.

Therefore, the main purpose of this plan is to provide LLA a clear vision of its capacity-building approach and to allow its management to guide donors interested in supporting capacity-building efforts. Coordination of donor-funded capacity building is highly important and LLA could use this training plan as a tool to coordinate and generate support. The plan also demonstrates the importance LLA places on learning and use of training as a vehicle to achieve its mandate.

5.3 E-learning courses in land administration

In the advent of COVID 19, e-learning methods and tools may play an important role in land administration education. The portfolio of e-learning institutions offering land administration studies includes the World Bank Open Campus, United Nations University of Land Administration, FAO, University of Melbourne, ITC University Twente. The tables below contain a list of recommended e-learning courses offered by the World Bank Open Learning Centre and institutions that provide major online distance programs in the field of surveying, geo-information, and remote sensing.

No	WORLD BANK OPEN LEARNING CAMPUS https://olc.worldbank.org/					
	Training Activity	Format	Source	Duration	Target group	Estimated cost
1	Gender in Climate-Smart Agriculture Project (Self-paced)	E-learning	External	Open	Gender unit	Upon application
2	E-Procurement Learning (Self-Paced)	E-learning	External	Open	Procurement unit	Upon application
3	Regenerating Urban Land: Overview and Global Good Practices: An Adaptive Learning Course (Self-paced)	E-learning	External	Open	Land use & management	Upon application
4	Gender in Climate-Smart Agriculture Projects (Self-paced)	E-learning	External	Open	Gender unit	Upon application
5	Re-Thinking Gender in Social Development (Self-paced)	E-learning	External	Open	Gender unit	Upon application
6	Land Readjustment (Self-Paced)	E-learning	External	Open	Land use & management	Upon application
7	An Introduction to Land Market Assessment in Complex Urban Settings (Self-Paced)	E-learning	External	Open	Land use & management	Upon application
8	Upgrading Urban Informal Settlements (Self-paced)	E-learning	External	Open	Land use & management	Upon application
9	Sustainable Urban Land Use Planning (Self-paced)	E-learning	External	Open	Land use & management	Upon application
10	Gender in Agriculture (Self-paced)	E-learning	External	Open	Gender unit	Upon application
11	Cities and Climate Change Leadership (Self-paced)	E-learning	External	Open	Land use & management	Upon application
12	Gender Equality and Development – Overview (Self-paced)	E-learning	External	Open	Gender unit	Upon application
13	Street Addressing and the Management of Cities (Self-paced)	E-learning	External	Open	Land use & management	Upon application
14	Introduction to the World Bank Environmental and Social Framework (Self-paced)	E-learning	External	Open	Land use & management	Upon application
15	Overview of Procurement Framework (Self-paced)	E-learning	External	Open	Procurement unit	Upon application
16	Project Procurement Strategy Development (Self-paced)	E-learning	External	Open	Procurement unit	Upon application
17	Key Procurement and Contracting Provisions (Self-paced)	E-learning	External	Open	Procurement unit	Upon application

Overview of major online distance programs offered in the field of surveying, geo-information science and remote sensing				
Program	Course Description	E-learning specification	Target group	Fee
CCRS Tutorials	Remote Sensing training offered by the Canadian Centre of Remote Sensing	Interactive training modules	Staff in land administration, land use & management, Policy and Planning.'	Upon application
Edu GI	Geoinformatics online courses on various subjects. Various European Universities sharing e-courses	Educational Platform (Blackboard); e- lectures, self-tests; virtual classroom sessions	Staff in land administration, land use & management, Policy and Planning.'	Upon application
				Upon application
ESRI	Instructor-led and self-paced web courses and seminars in a broad field of GIS related topics.	Virtual classroom and Virtual Campus; instructional podcasts; online training resources	Staff in land administration, land use & management, Policy and Planning'	Upon application
E-tutor	GIS for Local level development planning, Indian Institute of Technology/UNDP	Multi-media-based tutor	Staff in land administration, land use & management, Policy and Planning'	Upon application
				Upon application
EuroSDR- EuroServ	Advanced GI Sciences courses, European Spatial Data Research organization	Short courses on advanced topics; including two days' workshop at; various places in Europe	Staff in land administration, land use & management, Policy and Planning.'	Upon application
Gimolus	GIS and modeling courses offered by the University of Stuttgart	Virtual landscape using Web GIS	Staff in land administration, land use & management, Policy and Planning.'	Upon application
GIS Self learning Tool	Introductory and advanced topics in GIS, University of Melbourne	A number of internet-based interactive multimedia modules	Staff in land administration, land use & management, Policy and Planning.'	Upon application
GITTA	GIS(T) modules, Swiss Virtual Campus: Consortium of Swiss teaching institutions	Virtual Campus, multilingual; E-CLASS-pedagogical approach	Staff in land administration, land use & management, Policy and Planning.'	Upon application
				Upon application
ICRSEdu	Online resources in Remote Sensing, International Center for Remote Sensing Education, USA	Web-based structured core curriculum for remote sensing	Staff in land administration, land use & management, Policy and Planning.'	Upon application
LEAP	GIS, GPS, cartography, surveying Curtin University of Science, Australia	Virtual online learning; virtual field trip; various modules; distance and open learning	Staff in land administration, land use & management, Policy and Planning.'	Upon application
				Upon application
UNIGIS	A worldwide network of educational institutions offering distance learning degree courses in GIS.	Website; virtual classroom; virtual office; wiki; web conferences global; virtual and multilingual	Staff in land administration, land use & management, Policy and Planning'	Upon application

Online Training courses in Land Administration

Title	Organizer	Link
Introduction to Land Management	Technical University of Munich	https://www.edx.org/course/introduction-to-land-management
Environmental Challenges: Hierarchy in Property Rights	University of Leeds	https://www.futurelearn.com/courses/environmental-challenges-property-rights
Site Planning	Massachusetts Institute of Technology	https://www.edx.org/course/site-planning-online
Property Rights in Transition	Massachusetts Institute of Technology	https://ocw.mit.edu/courses/urban-studies-and-planning/11-467j-property-rights-in-transition-spring-2005/
Community Growth and Land Use Planning	Massachusetts Institute of Technology	https://ocw.mit.edu/courses/urban-studies-and-planning/11-360-community-growth-and-land-use-planning-fall-2010/
Housing and Land Use in Rapidly Urbanizing Regions	Massachusetts Institute of Technology	https://ocw.mit.edu/courses/urban-studies-and-planning/11-483-housing-and-land-use-in-rapidly-urbanizing-regions-fall-2011/
Improving urban tenure security and property rights	UNHABITAT	https://unhabitat.org/improving-urban-tenure-security-and-property-rights-geoffrey-payne
Implications of developments in geo-spatial technologies for slum dwellers	UNHABITAT	https://unhabitat.org/implications-of-developments-in-geo-spatial-technologies-for-slum-dwellers-richard-sliuzas
Addressing Global Land Challenges	UNHABITAT	https://unhabitat.org/addressing-global-land-challenges-clarissa-augustinus-un-habitat-2
Land-based finance	GLTN	https://elearning.gltm.net/course/view.php?id=24
Social Tenure Domain Model	GLTN	https://elearning.gltm.net/course/view.php?id=4
Teaching Essentials for Responsible Land Administration	GLTN	https://elearning.gltm.net/course/view.php?id=23
Land and gender evaluation criteria	GLTN	https://elearning.gltm.net/course/view.php?id=2
Tenure responsive land use planning	GLTN	https://elearning.gltm.net/course/view.php?id=3

5.4 Short-term training

In this context, short term training means any training that would directly improve any individual's ability to perform his or her current job. It includes classes or programs that last anywhere between two weeks and six months. It includes seminars, workshops, conferences, study tours, exchange programs, continuing education program and personal development course courses. The following short-term courses are recommended to address some of the gaps discussed in the previous chapter. The timeline represents the start date or the year in which the training should take place.

The training is spread over a number of years to avoid workload and budget pressures. For example, if seven staff are to be trained in Geographic Information Systems Certificate course, three staff can be trained in Year 1, two staff in Year 3 and two staff in Year 5. The Director of Human Resources and Training should review these numbers in consultation with departments on an annual basis and agree on the number of staff to be trained, taking into account the department's work program and workload, as well as the available budget. The timeline indicates the year in which the training should take place or start.

SHORT - TERM COURSES											
No	Area of study	Recommended institution	Award	Staff to be trained	Annual Cost US\$	Total cost	Timeline				
							Year 1	Year 2	Year 3	Year 4	Year 5
1	Geographic Information Systems	Regional Centre for Mapping of Resources for Development, Nairobi	Certificate	7	\$3,500	\$24,500	✓		✓		✓
2	Gender and Development	Ghana Institute of Management and Public Administration (GIMPA)	Certificate	2	\$3,500	\$7,000	✓	✓			
3	Financial Modelling using Microsoft Excel	University of Ghana Business School	Diploma	2	\$5,000	\$10,000	✓			✓	
4	Geospatial database development and management for use in Planning process and decision-making using GIS, Remote Sensing and GPS	Regional Centre for Mapping of Resources for Development, Nairobi	Certificate	5	\$4,000	\$20,000		✓	✓	✓	
5	Spatial Analysis/3D analysis using ArcGIS	Regional Centre for Mapping of Resources for Development, Nairobi	Certificate	4	\$3,500	\$14,000	✓	✓	✓	✓	
6	Land Governance for Development	Utrecht University - Faculty of Geosciences	Diploma	3	\$6,000	\$18,000	✓	✓	✓		
7	Photogrammetry and Remote Sensing	Regional Centre for Mapping of Resources for Development, Nairobi	Certificate	6	\$3,000	\$18,000	✓		✓	✓	✓
8	Geoinformation Production & Management	African Regional Institute for Geospatial Science and Technology (AFRIGIST)	Diploma	4	\$6,000	\$24,000		✓		✓	
9	ADR	Institute of Paralegal Training and Leadership Studies, Accra Ghana	Diploma	8	\$4,500	\$36,000	✓	✓	✓	✓	✓
10	Community Development & Engagement	Stellenbosch University	Diploma	9	\$5,000	\$45,000	✓	✓	✓	✓	✓
11	IT Security and cybercrime	Regional Centre for Mapping of Resources for Development, Nairobi	Certificate	3	\$4,000	\$12,000	✓	✓			✓
12	GIS & GPS for Monitoring and Evaluation	Regional Centre for Mapping of Resources for Development, Nairobi	Diploma	12	\$4,000	\$48,000	✓	✓	✓	✓	✓
13	Property Valuation and Management	University of Johannesburg	Diploma	2	\$6,500	\$13,000		✓	✓		
14	Training for gender equality and women's empowerment	UN Women	Certificate	4	\$2,800	\$11,200	✓		✓		
TOTAL						\$300,700					

5.5 Long-term training courses

In this context, long term training means any training that would directly improve employees' job proficiency or professional capabilities by developing the necessary competencies. It includes classes or programs that last anywhere between six months and two years. It includes tertiary education, continuing education program and personal development courses. The following long-term courses are recommended to address some of the gaps discussed in the previous chapter Please see previous comments regarding the spread of the training and timeline.

LONG TERM - POSTGRADUATE STUDIES											
	Area of study	Recommended institution	Award	Staff to be trained	Annual Cost US\$	Total cost	Timeline				
							Year 1	Year 2	Year 3	Year 4	Year 5
1	Professional Master in Geo-spatial Information Production & Management	Africa Regional Institute for Geospatial Information Science & Technology. Ille-Ife, Nigeria	M.Sc.	3	\$8,000	\$24,000		✓		✓	✓
2	ADR	Gamey & Gamey, Ghana	Master of ADR	2	\$12,000	\$24,000		✓		✓	
3	Monitoring and Evaluation	GIMPA	MA	5	\$16,000	\$80,000	✓	✓	✓	✓	✓
4	Land Governance and Policy	KNUST, Ghana	M.Sc.	2	\$12,000	\$24,000	✓		✓		
5	Urban and Regional Planning	Adhi University, Tanzania	MA	3	\$8,500	\$25,500		✓		✓	✓
6	Urban Planning and Design	Makerere University	M.Sc.	2	\$9,000	\$18,000	✓		✓		
7	Geomatics Engineering	KNUST, Ghana	M.Sc.	4	\$12,000	\$48,000	✓	✓	✓	✓	
8	Master of Philosophy Geographic Information System (GIS)	KNUST, Ghana	MSc	2	\$12,000	\$24,000			✓		✓
9	Master of Science in Environmental Technology and Management	Adhi University, Tanzania	M.Sc.	2	\$9,000	\$18,000		✓			✓
TOTAL						\$285,500					

5.6 In-country training Courses

	Area of study	Recommended institution	Award	Staff to be trained	Annual Cost US\$	Total cost	Timeline				
							Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
1	Web design and management tools	Blue Crest University, Monrovia	Certificate	5	\$1,200	\$6,000	✓	✓	✓	✓	✓
2	Database technologies	Blue Crest University, Monrovia	Certificate	4	\$1,200	\$4,800		✓	✓	✓	✓
3	Hardware and networking	Blue Crest University, Monrovia	Certificate	6	\$1,200	\$7,200	✓	✓	✓	✓	✓
4	Information system security	Blue Crest University, Monrovia	Certificate	8	\$1,200	\$9,600	✓	✓	✓	✓	✓
5	Network engineering	Blue Crest University, Monrovia	Certificate	3	\$1,200	\$3,600		✓	✓	✓	
6	Software engineering	Blue Crest University, Monrovia	Certificate	3	\$1,200	\$3,600		✓	✓		✓
7	Digital media and video production	Starz University, Monrovia	Certificate	6	\$1,500	\$9,000	✓	✓	✓	✓	✓
8	MS project management software	Starz University, Monrovia	Certificate	6	\$1,500	\$9,000	✓	✓	✓	✓	✓
9	Data conversion	Starz University, Monrovia	Certificate	3	\$2,000	\$6,000		✓	✓		✓
10	Geomatics course	Forestry Training Institute	Certificate	6	Fee unavailable on website	Fee unavailable on website	✓	✓	✓	✓	✓
11	GIS and surveying course	University of Liberia	Certificate	8	Fee unavailable on website	Fee unavailable on website	✓	✓	✓	✓	✓
TOTAL						\$58,800					

5.7 Procedures for External Training

LLA will use local expertise/providers wherever possible for most of the training outlined in the plan where necessary and use consultants and external institutions to provide specialized training. Where the training cannot be delivered locally, staff should be sent abroad through an open and transparent process. The exposure to outside courses would encourage networking between staff and their counterparts in other organizations. External training may include such things as educational offerings at conferences and institutions or training programs designed to enhance a specific skill set. Development activities also may include obtaining or retaining professional certifications and licenses, seminars, modular programs, workshops, study tours, conferences, secondment, professional attachment, and studying in tertiary institutions for formal qualifications.

All categories of staff should be eligible for external training, except casual staff and staff on probation and under sanction or discipline. Requests for external training should be assessed on the extent to which they are business needs-driven and on their potential contribution to improving performance and career development - *not as a reward to be given by Directors and Supervisors*. Attendance should be limited to two training courses per staff member in any given calendar year or 12-month period

Procedure

The Director, Human Resources and Training should invite applications from staff in December/January of each year with a closing date of 31 January.

- (1) Interested staff must apply in writing to the Director, Human Resources and Training by the closing date in the announcement. Applicants must state the business case for the training and how it would support their work program, improve their performance and career. Applicants should inform their supervisors of their applications by a copy of the application when applying.
- (2) Department Directors may also make nominations in writing directly to the Director, Human Resources and Training, stating the business case for the training and how it would support and improve the individual and department's performance.
The full costs of the training and associated travel and accommodation costs must be stated and supported by documentation.
- (3) The Director, Human Resources and Training should review applications and other relevant personnel reports and if satisfied, should rank applicants using the following criteria:
 - Job performance
 - The relevance of the training
 - Age
 - Number of years of service
 - Gender
 - Grade level
- (4) The Executive Director will give prior approval to the points to be given to each of the selection criteria above. The points may vary each year.
- (5) After evaluating the applicants, the Director, Human Resources and Training will submit the list by ranking to the senior management for deliberations and final approval.
- (6) Upon approval, the Director of Human Resources and Training would advise the staff member (s) concerned of the decision and make the necessary travel arrangements.
- (7) Upon returning from training, the staff member should submit a back to office report to the Director, Human Resources and Training with a copy to his/her department director. The department director may request the staff member to make a presentation to the department, as well as LLA organized presentations on staff who attend training.

5.8 In-house training programs

In this context, in-house training is training organized by LLA and conducted onsite or outside the premises of LLA. The following broad training priorities have been identified and consolidated from the survey results, group discussions and key informant interviews. The in-house training is categorised into cross cutting, open to all staff and leadership development program recommended for senior and middle managers and delivered by a local and/or international trainer(s). The human resources and training division will be responsible for the training planning process, which may include deciding the most appropriate training method, sourcing of training providers and consultants, scheduling, sequencing and phasing of training activities and developing personal development plans for staff members. A brief description of each of the topics is provided below, as well as a training schedule.

A. Cross-cutting training courses

Topic: Good Governance

Description & Objective: The existing and proposed future competencies required from LLA staff, on the whole, reflect a trend towards a need to apply good governance from not only an internal perspective but also from a global perspective. The study revealed that there are no programs currently in place at the LLA that address issues of good governance. Good Governance, promotes accountability, transparency, rule of law and participation, and is central to creating and sustaining an enabling environment for development. The training will address good governance as it relates to land administration.

Topic: Gender mainstreaming

Description & Objective: There is an increasing awareness that land reforms, land titling, and land administration are not gender-neutral interventions. Formal and informal law, customs, rules, and regulations tend to discriminate against women across developing regions (Topouzis/du Guerny, 1995). The World Bank, IFAD, and FAO have increasingly recognized the importance of women's land rights and the failure of land administration programs to protect them. There is a need for increasing awareness through upgrading the knowledge in the LLA professional community on gender issues in land tenure and in land administration in general.

Topic: Project management skills

Description & Objective: This module's objective is to familiarize participants with the various methodological approaches and tools involved in project management. It will teach

participants how to mobilize available organizational resources in the pursuit of strategic goals. The course will provide participants with the tools they need to master the different stages of a project, such as defining and negotiating a mandate, project planning, project follow-up and control, contingency planning, interpersonal relationships and team dynamics and stress management, as well as financial and procurement management, and monitoring and evaluation of projects.

Topic: Decision Making

Description & Objective: Decision making is a process that involves choosing alternatives to take advantage of multiple opportunities or to solve problems. In workplaces, making decisions is an important part of both leaders' and employees' daily duties and responsibilities. The training intends to provide staff with essential skills to define problems and/or opportunities that demand a decision, generate solutions and assess alternative proposals.

Topic: Workplace Communication and Assertiveness

Description & Objective: Workplace communication is the way of creating meaningful interaction and the act of conveying information. Effective workplace communication has a remarkable positive effect on organizational success by creating shared understanding among employees and a healthier work environment. The training will improve staffs' communication level and equip them with basic assertiveness skills, especially female employees.

Topic: Combating Corruption in Land Administration

Description & Objective: Land is a vital resource that sustains livelihoods across Sub-Saharan Africa and is also heavily prone to corruption. According to a study by Transparency International, every second citizen in Africa has been affected by land corruption in recent years. Whether it's an opaque deal between private investors and local authorities, citizens having to pay bribes during land administration processes, or customary laws that deny women their land rights, land corruption hits the poor and marginalized hardest⁶. The objective of this training is to offer participants basic know-how on the meaning, levels, causes of corruption and its impacts on the development of a country and enable them to apply effective strategies to combat corruption in the LLA.

⁶ The global corruption barometer, 2013; Land and Corruption in Sub-Saharan Africa

Topic: Communication skills

Description & Objective: Workplace communication is very important to every organization as it allows it to be productive and operate effectively. Poor communication in the workplace can affect one's motivation and confidence in their skills. Ensuring effective communication is essential in achieving productivity and maintaining strong working relationships at all levels of an organization. The training's objective is to enable participants to acquire effective communication skills so that they can effectively lead organizations and perform their duties and responsibilities in a team spirit.

Topic: Conflict Management

Description & Objective: Conflicts can happen in any workplace between colleagues, staff and managers, company employees and customers and can be damaging to an organization. This is why conflict resolution and knowing how to intervene appropriately is essential. The training will equip trainees with the relevant knowledge and skills for analysing and managing conflicts and converting them into opportunities.

Topic: Monitoring & Evaluation

Description & Objective: A monitoring and evaluation framework is a tool to assess whether intended objectives of the policy are achieved; a means to learn from experiences to improve service delivery, allocate resources more efficiently and demonstrate results as part of accountability to key stakeholders (OECD, 2002; The World Bank, 2004). Land policy and administration means learning from past successes failures, making readjustments to policy processes, and taking appropriate measures to ensure the effectiveness/efficiency of the land policy. The training will enable participants to understand the importance of monitoring and evaluation and be familiar with the basic concept of strategic planning and management and reporting. The training may focus on the four stages in a monitoring and evaluation (M&E) system: planning, data collection, making data usable and using data for decision-making to help organizations reflect on and strengthen their plans.

Topic: Customer Service

Description & Objective: To enhance and upgrade participants' skills and attitudes about the principles of customer service delivery and help them appreciate the significance of applying ethical behaviour in the provision of public service.

Topic: - Report Writing

Description & Objective: To enable participants to know report writing and prepare project reports and proposals; understand the purpose and types of report formats; know the mechanical elements of report and be able to use report abstract and executive summary.

Topic: - Risk Analysis and Management

Description & Objective: To enhance participants' knowledge and skills to identify critical risks affecting the organization and how to integrate risk management into land administration. Training will also help participants learn the concept of risk, risk measurement, risk control techniques and how to manage the risks.

5.9 Leadership Development Program

The objective of the Leadership Development Program is to develop a management team that understands the strategic challenges facing the organisation and be able to transform the strategic goals into day-to-day activities. Specifically, the program will equip senior executives (Chairman, Commissioners, Executive Director and Directors) and unit managers with modern management tools and managerial practices in leadership, strategy, financial management, communications and people management. The following modules are recommended for a three-year program as shown below.

Module 1 – Strategic Management and Planning

Strategic planning was identified as a gap among senior and middle managers. The study found a need to develop the management team's capacity in strategic thinking and analyses of issues in a global context. The module will enhance participants' awareness of the attributes that affect the organization's strategic management. This module will enable participants to formulate, monitor and evaluate robust strategic plans that fit specific situations of an organization. It will further enable them to become familiar with the basic concepts of strategy and understand the important role they have to play in the design and implementation of the business strategies relating to their department.

Module 2 – Managing at the LLA: The Challenge of Change

The greatest challenge LLA managers must take up is that of change. This is why Module was included designed as an integration module centered on the concept of change. Strategic change will be reviewed in terms of content and process to understand and evaluate the strategic changes that are current, or should be present, at the LLA. The objective of this module is to achieve a common understanding and consensus around various future strategies

Module 3 – Leadership Principles

This module will focus on the evolution of leadership as a discipline and identify the main activities of senior executives and middle managers. It will also focus on two specific themes - the transition from technical expert to manager, and the manager's role as an agent of change.

Module 4 – Managing Performance

Any manager, whatever his/her role and place in the organization, has to manage individuals at work. Module 4 will thus focus on the motivation of these individuals. Given the type of organization the LLA is, it will also focus on managing diversity and inclusion and paying special attention to teamwork and the new forms of work in organization.

Module 5 – Human and Organizational Behavior

Organizations do not exist in the abstract; it is the people and the rules guiding their interactions that make up an organization. This module will address the question: "Why do people in an organization do what they do"? In answering this question, this module will focus on basic theories about human behaviour from psychology and sociology using cases and films and exercises as learning tools

Module 6 – Negotiations

Given the complexity and interdependence in organizations today, negotiation is emerging as a constant reality. Negotiation is a mechanism by which interdependent parties come to understand their respective situations and to develop solutions and decisions regarding the problems raised by this interdependence. This module would address the key concepts and dynamics involved in negotiations and allow the managers to experience the negotiation process.

Module 7 – Project Management

This module's objective is to familiarize participants with the various methodological approaches and tools involved in project management. It will teach participants how to mobilize available organizational resources in the pursuit of strategic goals. The course will provide participants with the tools they need to master the different stages of a project, such as defining and negotiating a mandate, project planning, project follow-up and control, contingency planning, interpersonal relationships and team dynamics and stress management, as well as brief overview of financial and procurement management, and monitoring and evaluation of projects.

Module 8: Monitoring & Evaluation

A monitoring and evaluation framework is a tool to assess whether intended objectives of the policy are achieved; a means to learn from experiences to improve service delivery, allocate resources more efficiently and demonstrate results as part of accountability to key stakeholders (OECD, 2002; The World Bank, 2004). Land policy and administration means learning from past successes

failures, making readjustments to policy processes, and taking appropriate measures to ensure the effectiveness/efficiency of the land policy. The training will enable participants to understand the importance of monitoring and evaluation and be familiar with the basic concept of strategic planning and management and reporting. The training may focus on the four stages in a monitoring and evaluation (M&E) system: planning, data collection, making data usable and using data for decision-making to help organizations reflect on and strengthen their plans.

Module 9 – The Client Approach

Every department, division and unit of the LLA must deliver quality services that satisfy the needs of its clients - internal or external. Module 6 will focus on different client-centric approaches and the various ways of developing an efficient and lasting relationship with the clientele.

Module 10 – Developing Efficient Management Tools

Since management is an art, its practice can be made easier by mastering a certain number of management tools. Module 8 will review some of the management tools that can help the manager to understand the organization and steer it in a given direction. It will also focus on the political skills that are indispensable in the context of an organization such as the LLA, performance indicators and approaches to total quality control, re-engineering and benchmarking

Module 11 – Managing Priorities, Managing Time

In the organizational world of scarce resources, time is perhaps the scarcest. This module aims to provide participants with a set of practical tools that will allow them to identify better and manage their priorities and, therefore, better leverage their time. Participants will also look at the obstacles, constraints and values that focus on what is central in their work. Work planning, work methods, and effective collaboration with colleagues should also be covered in this module

Module 12 – Effective Communication and Conflict Management

Effective communication is the cornerstone of effective management. Yet while organizational problems are frequently attributed to "problems of communication", communication problems themselves are rarely explored or addressed adequately. Since conflicts are often the results of ineffective communication, this module would provide participants with diagnostic tools to analyse the sources of conflict and conflict-resolution strategies adapted to their particular situations. Below are the proposed schedules for cross-cutting training and the LLA Leadership Development Program.

Cross-cutting training schedule (In-house)

	Course	2020				2021												2022											
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
1	Good Governance		Orange									Orange												Orange					
2	Gender Mainstreaming			Blue			Blue						Blue							Blue									
3	Combating Corruption in Land Administration				Yellow														Yellow										
4	Train the Trainer		Red						Red																	Red			
5	Project Management					Green																Green							
6	MS Suite			Orange										Orange															
7	Office Management										Light Blue														Light Blue				
8	Decision Making					Purple													Purple										
9	Alternative Dispute Resolution							Green								Green													
10	Communication Skills												Dark Blue																
11	Workplace Communication & Assertiveness																		Brown										
12	Advocacy & Community Engagement				Blue							Blue												Blue					
13	Report Writing													Red											Red				
14	Work life Balance															Grey					Grey								
15	Dealing with Stress																		Cyan								Cyan		
16	Customer Service							Pink															Pink						

Program features

- Open to all staff
- Seminar/workshop format
- Each course is repeated in the following year, subject to demand. New courses can be added based on need.
- Courses are to be delivered by external trainer/consultant and selection based on competitive tendering.
- Some courses can be delivered by LLA staff where capacity exists i.e. gender, ADR. Train the trainer course is included in the program for this purpose.

LLA Leadership Development Program Schedule

		2021		2022		2023	
		Mar	April	Mar	April	Mar	April
MODULE 1							
1	Strategic Management & Planning						
2	Managing at the LLA -The challenge of change						
3	Leadership Principles						
4	Managing Performance						
MODULE 2							
5	Human & Organisational Behaviour						
6	Negotiations						
7	Project Management						
8	Monitoring and Evaluation						
MODULE 3							
9	The Client Approach						
10	Developing Efficient Management Tools						
11	Managing Priorities, Managing Time						
12	Effective Communication/Conflict Resolution						

Program features

- Open to top and middle Management team (Commissioners, Executive Director, Directors, Managers & Unit heads)
- Three modules spread over three years. Each module contains four courses
- Each module to be delivered in March and April each year. Two courses per month and two weeks break in between.
- Residential mode (in-country)
- Program should be delivered by a reputable University. Selection based on competitive tendering

6.0 MONITORING AND EVALUATION PROCESS FOR TRAINING COURSES

There are a number of factors that consistently influence training outcomes before, during, and after training, such as training design, opportunity to apply new skills, incentives, policies, supervisor support and work environment. These factors, along with training courses will need to be monitored and evaluated to ensure training (i) meets the needs of the individual and LLA; (ii) is of quality; (iii) the benefits of the training are harnessed and; (iv) the learning that takes place gets institutionalized. The monitoring and evaluation process recommended below should be implemented at three levels:

6.1 Pre -Training Stage

The first stage of a training cycle starts with identifying the *learning needs* and *setting clear objectives or takeaways* (what will be achieved at the end of the course –e.g. enhancing career development; improving performance; developing a competency; addressing gaps in knowledge; skill and competence etc.). Prior to each training, the current knowledge level should be assessed to enable LLA to conduct pre-/post-training knowledge assessments.

6.2 During the Training

This part of the training cycle is about maintaining the discipline of timely reporting and attendance. The instructor should introduce the course objectives, structure, learning approach, and expected outcome. The instructor should also articulate the ground rules and the expected behaviours of participants which may include the following: respect for other people's views, active participation, confidentiality, active listening, turning off mobile phones, starting and finishing times and maintaining good timekeeping. Participant feedback on the quality of training, logistics, pedagogy, key learning and logistics are included in the post-evaluation form (Annex 6).

6.3 Post Training Stage

Under this proposal, the LLA and its staff will invest a considerable amount of time and money in learning and development. The training may result in new ideas being generated and recommendations relating to improvement in new ideas and systems. First, there must be systems and processes to capture this information and second, measure the return on investment to ensure that the investment leads to improved performance. Training evaluation also supports the process of “continuous improvement” and can facilitate better decision making for the design of future training, and justification of the expenditure on training activity. A sample evaluation is provided in Annex 6, however, additional questions regarding the specific content of a training should be added to complete the pre-/post-training

knowledge assessment as indicated under point 6.1. above. Staff should complete the evaluation form at the end of a workshop, seminar, or other training events.

6.4 Reporting and Learning

Reporting the progress of implementation will be critical in adjusting strategic directions and measuring training and development success. The human resources unit will prepare annual training reports for management. The report will outline the total investment (time and money) in learning and development, achievements/ milestones attained, facilitating factors and challenges. The lessons learned will enable management to institute appropriate remedies to overcome any difficulties.

6.5 Implementation Roadmap

The successful implementation of the recommendations and the training plan largely depends on the management's commitment, discipline, and consistency of leadership. It also requires significant financial resources and staff taking responsibility for their learning and development. The Training Plan is a living document that should be reviewed and updated annually by stakeholders to ensure that the programs reflect the aspirations and needs of LLA. An implementation roadmap is provided in Annex 7. It is envisaged that the next course of action for the LLA will involve preparation of Training Policy and Guidelines and the first Annual Training Plan (2021) based on the training needs and recommendations contained herein. As much as possible, the policy and guidelines should be aligned with the following documents: - Standing Order of the Civil Service, Human Resource Policy of the Liberia Civil Service 2013 and the LLA Administrative and Human Resource Policies and Guidelines. The training policy and the 2021 annual training plan should be prepared and approved by the LLA management in September and communicated to staff by November this year.

6.6 Implementation Committee

The Executive Director will establish a five-member committee comprising members of staff from other departments. The committee will be headed by the Human Resources Director and will be responsible for prioritizing the recommendations and training demands, and identifying major trajectories that correspond to the LLA's vision and business priorities.

6.7 Cost of Training Plan

The estimated cost of the training programs proposed in this report is **US\$645,000** (See details below). The cost does not include in-house training, leadership development program, online training registrations, boarding and transportation for external training. LLA should review the plan annually and determine the number of staff to be trained based on available resources and priorities.

Estimated training budget*

Training activity	Cost
Short-term training (Local)	\$300,700
Short- term training (Abroad)	\$285,500
Long-term training (Abroad)	\$58,800
Total	\$645,000

* Cost does not include in-house training and leadership development program. Providers for these programs should be selected on the basis of competitive tendering.

6.8 Funding

Since its establishment, the LLA has received support from several donors and partners including the World Bank (2018), USAID, UN and SIDA. It is possible that some of the donors and partners would be interested in funding some of the training courses proposed in this report. For example, the UN/ Sustaining Peace and Reconciliation under the Strengthening of Land Governance and Dispute Resolution Mechanisms Project and USAID may support Gender mainstreaming and Alternative Dispute Resolution training. SIDA may also want to support the LLA Leadership Development Program. It is recommended that the LLA should explore these possibilities.

Annex 1: Structured interview questions used in interviews with Chairman, Commissioners, Directors and Unit Heads

1. What are the challenges facing your department in terms of skills and competencies (i.e., the skills and competencies you lack?)
2. What are the work priorities of your department in the next 2-3 years?
3. What mechanism do you use to identify the training needs of your staff?
4. The theme or catch phrase for the LLA business proposition is One Stop Shop. Do you have any suggestions on how this can be achieved?
5. As a section head, is there any training you need for yourself and your team?
6. Do you have any questions about the LLA Training Plan? What would you like to see in the Plan?
7. Which training approaches from the past were successful in the past and why?
8. Which training approaches from the past were not successful and why?
9. Do you have any comments about the way training is provided at LLA and how it can be improved?
10. What is the most convenient time for your employees to attend training?

Annex 2 (a): List of people met

Individual meetings	
Name	Department/Position
Adams J. Manobah	Acting Chairman and currently Chairman
Stanley N. Toe	Executive Director
Kula L. Jackson	Commissioner, Land Policy & Planning
Ellen O. Pratt	Commissioner Land Use and Management
Josephus Burgess	Commissioner, Land Administration
George Y. Miller	Former Director, Land Administration
Aryee K. Williams Jr.	Former Director, Administration and Customer Service, currently HR Director
Daniella Gray-Johnson	Project Director
Augustus Paasewa	Former Comptroller
Julius Kawa	Former Policy Analyst, and currently Director for Land Policy and Planning
Gmasonah Togba	Customary Land Rights Officer
Isaac Attiogbe	Former Finance Officer/WB LLAP
Romeo Clarke	Formerly of the Land Valuation Unit
Yark Kolva	Monitoring and Evaluation Specialist, WB/LLAP
Varney Sheriff	Officer, Asset Management & Logistics Section
Samuel Kpagio	Land Use Department
Arthur R. Turker	Former Public Relations Officer
Julius Vanyanbah	Former Procurement Manager, currently National Procurement Specialist, WB/LLAP
Oskar Nilsson	ILAMP
Asko Annala	ILAMP

Annex 2 (b) Group meetings

Group meetings
Digital Scanning Room
Procurement Unit
Asset Management and Logistics Service
Information Technology
Land Administration Department
Land Use & Management
Survey Training School
Bomi County Office
Margibi County Office

Annex 3: List of Documents Reviewed

	Title of Document	
1	Liberia Land Authority Strategic Plan 2018-2022	
2	Training Needs Assessment and Capacity Building Plan for the Land Sector of Liberia (2015)	
3	Technical Capacity Assessment Report for the Liberia Land Authority (2018)	
4	Training Needs Assessment & Training Plan for the Department of Lands, Survey and Cartography for the Ministry of Lands, Mines and Energy	
5	Institutional Audit of the key Liberian Land governance institutions, December 2016	
6	Institutional Assessment to Develop Procedures for Transfer of Land Functions and Operations February 2016	
7	Liberia Land Rights Act Implementation Strategy, 2018	
8	Functional activities of LLA Departments	
9	Approved LLA Implementation Strategy - Revised	
10	LLA Transition Process	
11	LLA draft HR Policy Manual	
12	LLA Performance Appraisal	
13	LLA Land Counties Fact-Finding Mission	
14	Land Rights Policy (2013)	
15	LLA Act (2016)	

Annex 4: Skills Matrix

Administration and Customer Service Department

Position	Qualification	Department	Function	Job Competencies	Current Competencies	Competencies Required
IT Supervisor	Diploma	Administration and Customer Services	<ol style="list-style-type: none"> 1. Analysing existing computer systems and making recommendations for upgrades and improvements 2.. Developing and overseeing the installation of systems, which include software and hardware 3.. Implementing safety procedures and data recovery plans 4. Collaborating with other departments and professionals in the development of IT systems 5. Ensuring all installations, maintenance, and upgrades are carried out on schedule and to client specifications 6. Staying up-to-date with field advancements and ensuring the team receives refresher training as well 	<ol style="list-style-type: none"> 1. Systems administration 2. Network engineering 3. Data Analytics 4. Software Engineering 	<ol style="list-style-type: none"> 1. Basic Networking 2 Basic System Administration 	<ol style="list-style-type: none"> 1. Advance system Administration 2. Network Engineering 3. Database technologies 4. Data Analytics 5. Software Engineering
Logistics Officer	Bachelor	Administration and Customer Services	<ol style="list-style-type: none"> Supervise the maintenance unit 2. Supervise the mechanics unit 3. Coordinate with all departments including sections to ensure that conducive work environment is created 4. Ensure that the LLA assets are protected and save 5. Liaise with the procurement unit to ensure that best value for money is attained during the procurement of supplies 6. Coordinate the distribution of office supplies 7. Receiving person when it comes to partners donation to the LLA 8. Process requests for the Executive Director approval for the procurement of supplies 9. Coordinate all operations activities 10. Report to the Executive Director/Vice chair 	<ol style="list-style-type: none"> 1. Planning 2. Organizational 3. Reporting 4. Communication 5 Leadership 7. Administrative 8 Self-motivation 	<ol style="list-style-type: none"> 1. Computer skills 2. Writing 3. Leadership 4. Self-motivational 5. Listening 6. Analytical 7. Research 8. Coordination 	<ol style="list-style-type: none"> 1. Project planning/planning 2. Comprehensive reporting 3. Monitoring & Evaluation 4. Appraisal 5. Organizational development

Coordinator, Customer Services	Bachelor	Administration and Customer Services	<ol style="list-style-type: none"> 1.create and drive a vision which will enhance customer satisfaction and loyalty 2.overseeing service call, conflict resolution technical support and collection of balances 4.monitors programs and procedures to ensure on -time delivery and customer satisfaction 5.measures customer service Offices and Agents performance by setting standards to meet service goals of Authority 6.Responds to customer inquiries and problem solving in a professional and effective fashion prepares call Centre performance reports by collecting analyzing and summarizing data and trends 7.Consultation with the Vice Chair/Commissioner for Administration and Customer Services, and in collaboration with other revenue generating departments, review current fees and charges being applied to determine suitability; 8.Ensure that all revenue and fees received are properly channeled to the designated account and properly accounted for; oversees quality and quality of work produced ensuring employees are held accountable and expectations are consistently met 	<ol style="list-style-type: none"> 1. Good computer skills in Microsoft Offices 2.Good skills in Customer Service 3.Coaching and Leadership skills 	<ul style="list-style-type: none"> . Communications skills 2. Leadership Skills 3. Computer skills 	<ol style="list-style-type: none"> 1 Good computer skills in Microsoft Offices 2.Good skill in Customer Service 3.Coaching and 4. Leadership skill computer training 5.Customer Service training 6.Training in property valuation
Asset Management and Logistics Officer	BSc	Administration and Customer Services	<ol style="list-style-type: none"> Supervise, monitor and give detailed recording of all Warehouse & stock movement activities consistent with LLA & GSA requiring complete accuracy & timely delivery. 2.Ensure the proper ware house management. This includes storage space, condition and actual storage of stock 3.Prepare appropriate logistics forms for procurement and designation of projects and maintenance materials. 	<ol style="list-style-type: none"> Efficient Academic knowledge 2.Computer Knowledge 3.Data Management 4.Administrative skills 5 Procurement knowledge 6.Proper Ware house management Skills 7. Supply Chain management 	<ol style="list-style-type: none"> Critical Thinking 2.Computer skills in Microsoft Office programs 3.Fluent speaking and writing of English Language 4.Basic Conceptual knowledge 5.Driving Knowledge 6.Basic Data Entry 	<ol style="list-style-type: none"> 1. Advance Data base programming 2.Report writing 3.Advance Supply chain management 4. LLAP, ILAMP & LGSA

			<p>4.Oversee and monitor logistics management and updating logistics list as required.</p> <p>5.Prepare stock movement report as well as logistics report.</p> <p>6.Ensure supply request is duly competed signed approved and recorded before distribution or supplied.</p> <p>7.Ensure maximum availability and implementation of controls and monitoring mechanism for all logistics assets such as vehicle, generators and computer and all other technical items using petrol or Diesel to maximize efficiently and ensure regular maintenance.</p> <p>8.Prepare appropriate logistics forms for procurement and designation of project and maintenance material ensuring approval by the appropriate LLA staff, in consultation with administration.</p> <p>9.Perform other duties as may be assigned by my supervisor and senior management.</p>			
IT Assistant	Diploma	Administration and Customer Services	<p>system Administrator</p> <p>2.server Administrator</p> <p>3.Network Administrator</p> <p>4.Administering Database</p>	<p>Administering Windows server 2012</p> <p>2.Configuring Advance windows server 2012 service</p> <p>3.Enterprise business desktop deployment</p> <p>4.install and configuring windows server 2012</p> <p>5Working Smart with Microsoft and internet</p> <p>7.IT operation and infrastructure Management</p> <p>8 CompTIA Security+</p>	<p>Install and configuring windows server 2012</p> <p>2.Working Smart with Microsoft and internet</p> <p>3.IT operation and infrastructure Management</p> <p>4.CompTIA Security+</p> <p>5.Configuring Advance windows server 2012 service</p>	<p>1.Graphic Designer</p> <p>2.Web Designer</p> <p>3.Web Developer</p> <p>4.Cisco CCNA</p> <p>5.Telecommunication</p> <p>6.Cisco CCNA</p> <p>7.Network</p>
Public Relations/communications Officer	Bachelor	Administration and Customer Services	<p>Protect and defend the image of the Institution</p> <p>2. Create programs that promote the Entity</p> <p>3.Disclose relevant information to the public</p> <p>4.Write press releases, statements, etc. on major occurrences at the LLA</p> <p>5.Aid the public with information when needs arises</p> <p>6.Update the website with Information for public consumption</p> <p>7.Provide media services at the LLA</p> <p>8.Provide communicative guidance</p>	<p>Sufficient computer skills</p> <p>2.High comprehensive skills</p> <p>3.Good Writing Skills</p> <p>4.Good grammatical Skill</p> <p>5. Good oral Skill</p> <p>7.Strategic information dissimulation skills</p> <p>8. FOI Skill (proactive disclosure)</p>	<p>1 Low computer skills</p> <p>2.Little comprehensive skills</p> <p>3.Good writing skill</p> <p>4.Good grammatical skill</p> <p>5.Good oral skill</p> <p>6.Little information dissimulation skills</p> <p>7.Good FOI skills (Freedom of Information)</p> <p>8.Good human relationship</p>	<p>1. Advance Computer skills</p> <p>2.Website design</p> <p>3.Videos recordings</p> <p>4.Videos editing</p> <p>5.English grammar</p> <p>6.Public Speaking</p>

Human Resources training Officer	Bachelor	Administration and Customer Services	<p>1.Training of human resources (staff) Organizing training and workshops</p>	<p>1. Computer skills Training skills Conducting workshop Seminar</p>	<p>1. Basic computer skills</p>	<p>1.Advance training in human resources training Computer skills, training methods, monitoring and evaluation</p> <hr/> <p>2.Training workshop 3.Gender mainstream 3.Women's Land right laws</p>
Receptionist	Diploma	Administration and Customer Services	<p>1. Receive Communications</p> <hr/> <p>2.Direct Visitors</p>	<p>1.Excellent Computer Skills</p> <hr/> <p>2.Interpersonal Skills 3.Communication Skills</p>	<p>1.Active Listening Skills</p> <hr/> <p>2.Basic Computer Skills</p>	<p>1.Computer Skills</p> <hr/> <p>2.Communication Skills 3.Interpersonal Skills 4. Communication Training Course</p>
Procurement Officer	Post graduate Diploma in public procurement	Administration and Customer Services	<p>Suppliers Evaluation</p> <hr/> <p>2.Product Evaluations 3.Negotiations of contract 4.Ensure that product purchase is approved 5.Ensure that product is of high quality 6.Ensure that records are on tract 7.Ensure that documents are well kept 8.Make sure that there is a good market research 9.Service Evaluations 10.Ensure that there is a cost analysis and proper report</p>	<p>1.Good communication</p> <hr/> <p>2.Flexibility 3.Strategic Thinking 4.Good analysis 5. Good negotiations 7.Time management and team work 8. Professionalism and Technology</p>	<p>Proper Reasoning</p> <hr/> <p>2.New Technology skills 3.Good communication 4.The skills of professionalism 5.Logical Reasoning 6.Great skills of Teamwork 7.Good Negotiation with qualify vendor</p>	<p>1. Risk management</p> <hr/> <p>2.Supply Chain 3.Finance Skills 4.Contract Negotiation 5.New procurement Frame Work 6.Incoterm and procurement consultancy 7.Computer skills</p>

Acting Procurement Manager	Bachelor	Administration and Customer Services	<ol style="list-style-type: none"> 1. Prepare the LLA's procurement plan and updating such plan as required 2. Prepare invitation to bid, request for quotations and bidding documents including schedules and specifications; 3. Publish and distribute invitations to bid, request for quotation and bidding documents; 4. Conduct bid opening procedures in accordance with the Procurement Law of Liberia; 5. Perform secretarial and administrative services for the Authority's Procurement Committee; 6. Assess the quality of the procured goods, works, and services; 7. Maintain a database and profile of the past performance of suppliers and contractors; 8. Receive and safeguard bids; 9. Maintain a profile of the past performance of suppliers, contractors and consultants with respect to their performance of contracts awarded under this Act 10. Perform other task(s) assigned by Administration 	<ol style="list-style-type: none"> 1. Excellent Computer and Communication skills 2. Skills in Contract Development 3. Skills in Multilateral Procurement Procedures 4. Skills in Bilateral Procurement Procedures 5. Skills in Contract Administration 7. Interpersonal skills 8. Skills in procurement ethics 	<p>Trained in the Public Procurement Law of Liberia and its Regulations</p> <ol style="list-style-type: none"> 2. Some Skills in Multilateral Procurement Practices 3. Some Skills in Bilateral Procurement Practices 4. Some Skills in Procurement Ethics 	<ol style="list-style-type: none"> 1. Contract Development 2. Contract Administration 3. World Bank New Regulatory Framework 4. Consultancy Skills 5. Training in Contract Development 6. Training in Contract Administration 7. Training the World Bank New Regulatory Framework
Asst. Human Resource Officer	Bachelor	Administration and Customer Services	<ol style="list-style-type: none"> 1. Oversee time and attendance for all LLA staffs 2. Coordinate performance evaluation for all employees 3. Plan and oversees performance development programs 4. Employees Counselling Training 	<ol style="list-style-type: none"> 1. Computer Literacy 2. Performance Development programs 3. Developing Departmental Goals 4. Employees Counselling Training 5. Developing Project Planning 	<ol style="list-style-type: none"> 1. Management of Employees' Handbook 2. Grievance and Discipline 3. Execution of policy and procedures 	<ol style="list-style-type: none"> 1. Computer Literacy 2. Employees Counselling 3. Performance Appraisal 4. Personal Policy Formulation 5. Job description and classification 6. Employees Appraisal and Counselling 7. Computer Literacy 8. Human Resource Policy Formulation
Procurement Manager	Graduate Diploma in Public Procurement Management	Administration and Customer Services	<ol style="list-style-type: none"> 1. Prepare the Entity's procurement plan as contemplated by Section 40 of PPCC Act and updating such plan as required; 2. Prepare invitations to bid, requests for quotation, requests for proposals and bidding documents, including schedules and specifications; 3. Publish and distribute invitations to bid, requests for quotation, requests for proposals and bidding documents; (d) 4. Receiving and safeguarding bids; 	<ol style="list-style-type: none"> 1. Excellent Communication Skills 2. Excellent Computer Skills 3. Ethics and Decision-Making skills 4. Team Player/ Leader ability skills 	<ol style="list-style-type: none"> 1. Ability to coordinate with senior Administrators and End Users. 2. Timely response to end Users Requests, 3. Carry on all Procurement Activities in line with the PPCA Guidelines and Framework. 4. Ensure Value for Money is achieved in all procurement activities 	<ol style="list-style-type: none"> 1. Project Management (World Bank, UNDP etc.) 2. World Bank Procurement of Consultants Procedures and Processes 3. Project & Contract Management 4. E- Procurement training 5. World Bank Financial Management Frame work

			<p>5. Conduct bid opening procedures in accordance with Section 61 of this PPC Act;</p> <p>6. Perform secretarial and administrative services for the Entity's Procurement Committee;</p> <p>7. Ensure that the procurement procedures to be followed are in strict conformity with the provisions of the PPC Act, its operating regulations and guidelines;</p> <p>8. Maintain a database of all suppliers, contractors and consultants;</p> <p>9. Maintain a profile of the past performance of suppliers, contractors and consultants with respect to their performance of contracts awarded under this Act; and</p> <p>10. Assess the quality of the procured goods, works and services</p>		Q13	<p>6. Procurement & Supply Chain Management (ATI) South Africa</p> <p>7. Works procurement (Magna Skills) Kenya</p>
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(ii) Office of the Chairman

Position	Qualification	Department	Function	Job Competencies	Current Competencies	Competencies Required
Chief of Staff	Masters	Office of the Chairman, Commissioner & Executive Director	<p>1. Provide support to the Chairman</p> <p>2. Setting the Chairman's strategic priorities: Helping him identify the areas where he must direct his focus and identifying metrics for success</p> <p>3. Ensuring the Chairman's involvement in key decision-making processes</p> <p>4. Oversee the day to day affairs of the Chairman's office</p> <p>5. Attending senior staff meeting and taking minutes</p> <p>6. Reviewing internal and external communications</p> <p>7. Meeting preparation and follow up: reviewing upcoming meetings for the week to ensure the Chairman has all the necessary information</p> <p>8. Managing the Chairman's schedule</p> <p>9. Addresses complaints in the Chairman's Office</p> <p>10. Directly manages others in the office of the Chairman</p>	<p>1. Leadership</p> <p>2. Administrative</p> <p>3. Finance</p> <p>4. Strategic skill</p> <p>5. Project Management</p> <p>7. Customer Service</p>	<p>1. High level of integrity</p> <p>2. Self-Motivated</p> <p>3. Leadership / Influencing</p> <p>4. Result oriented</p> <p>5. Good Team Player and key tab on confidentiality</p> <p>6. sense of responsibility</p> <p>7. Pro-activeness</p> <p>8. Aggressiveness</p>	<p>1. Leadership</p> <p>2. Administrative</p> <p>3. Financial</p> <p>4. Project Management</p>

Special Assistant to Chairman	Bachelor	Office of the Chairman, Commissioner & Executive Director	<p>1.To provide administrative and clerical support to ensure that the Chairman's duties and tasks are executed in a successful and well-organized manner.</p> <p>2.To draft meeting agenda and other documents for review by the Chairman, file and retrieve documents, records and reports</p> <p>3.To assist the coordination of the Chairman's office activities in line with others departments and partners</p> <p>4.To assist with special events and activities deciding for meeting, trainings, workshops etc.</p> <p>5.To maintain daily appointments and remind him on each schedule on appointment made</p> <p>6.To provide updates on achievement on the Chairman tasks and activities</p> <p>7.To assist the Chairman in his day to day planning of activities and coordinates with key staff and others</p> <p>8.To create, modify and proofread documents such as memos, letters and others documents</p> <p>9.To collect and maintain inventory of office equipment and supplies, maintain office calendar to coordinate work flow</p> <p>10.Prepare and submit activities report</p>	<p>Administrative and management of program cycle skills</p> <p>2.Office procedures and front desk management</p> <p>3.Information and communication skills</p> <p>4.Use of various office machines</p>	<p>1. Communication skill</p> <p>2.Team player ability to work in a multi – activities</p> <p>3.Self-starter (take initiatives) under minimal supervision</p> <p>4.Computer (little knowledge)</p>	<p>Program cycle management/administrative</p> <p>2.Land governance</p> <p>3.Operational supports</p> <p>4.Agency development methodology</p> <p>5.Fraud management</p> <p>6.Report preparation</p> <p>7.Communication and information Monitoring and Evaluation</p>
Acting Public Relations Officer		Office of the Chairman, Commissioner & Executive Director	<p>Keep calendars on editorial, press conferences, events, media lists, etc.</p> <p>2.Participate in brainstorming and planning sessions relative to awareness program at the LLA</p> <p>3.Conduct research and draft contents for production of newsletters and press releases</p> <p>4.Do recordings and still photograph</p> <p>5.Support relations with stakeholders in the land sector, media, vendors etc.</p> <p>6.Track media coverage and public relations metrics</p> <p>7.Streamline communication with customer services and plan execution</p> <p>8.Carry out other general administrative and clerical duties</p> <p>9.Manage and supervise all activities being carried out on the official website and other online platforms of the LLA</p>	<p>1. Excellent report writing</p> <p>2.Communication/Public Relations skills</p>	<p>Communication and Public Relations Skills</p>	<p>1Communication</p> <p>2.Management</p> <p>3.Presentation</p> <p>4.Research</p> <p>5. Management training 6. Presentation skills</p>

(iii) Land Policy & Planning Department

Position	Qualification	Department	Function	Job Competencies	Current Competencies	Competencies Required
Project Director	Masters	Land Policy & Planning Department	<ol style="list-style-type: none"> 1.Coordinate the activities of all donor funded projects 2.Develop policies and procedures for effective donor coordination and monitoring of donor activities 3.Key track of all activities in the land sector, how who is doing what 4.develop funding concept notes and funding proposals for mobilization of resources for the implementation of projects in line with core functions of the Authority 5.create and maintain comprehensive project documentation 	<ol style="list-style-type: none"> 1. Project management method and tools 2.Improved project Monitoring and Evaluation 3.Developing project funding proposals 	<ol style="list-style-type: none"> 1. Leadership 2.Planning 3.Decision making 4.project management 	<ol style="list-style-type: none"> 1.Improved project Monitoring and Evaluation skills 2.Developing project proposals 3. Developing project proposals 4.. Project Management 5.Monitoring & Evaluation
Public Land Vetting Officer	Masters	Land Policy & Planning Department	<ol style="list-style-type: none"> 1. Outreach and education 2.Meeting with traditional Leaders & all stakeholders concerning the land 3.Validating signatures of all traditional leaders and other stakeholders 4.Ensuring that the land has no ownership & boundaries dispute prior to the survey 5.Ensuring that acres on deeds & tribal certificates correspond with ground location prior to sending the deed for signature 6.Handling all dispute 	<ol style="list-style-type: none"> 1. Communication & Report writing skills 2.Property Validation skills 3.Conflict Mediation skills 4.Database skills 5Legal skills 7.Property valuation skills 8. GIS skills 	<p>Alternative Dispute Resolution (ADR)</p> <ol style="list-style-type: none"> 2.Little knowledge of communication 3.Typing skills 4.Microsoft window 5.Investigative skills 	<ol style="list-style-type: none"> 1. Investigative skills 2.Microsoft window 3.Skills in Land use planning 4.Communication & Report Writing 5.Land & property valuation skills 6. Public land validation 7. Public land investigation 8. GIS (Map Reading) 9.Legal training 10. ADR legal training course
Gender Assistant	Diploma	Land Policy & Planning Department	<ol style="list-style-type: none"> 1. Provide support to the gender directorate and gender units of the line ministries /governmental agencies in enabling them to replicate the training workshops; 2.Conduct practical work and site visit to ensure that the target groups utilize the skills and knowledge they gained through trainings, workshops and on-job trainings; 	<ol style="list-style-type: none"> 1. Gender analysis 2.Gender Development with emphasis on women Land Rights 3.Gender Budgeting 4.Gender mainstreaming 5Gender Statistics 	<ol style="list-style-type: none"> 1. Basic Computer 2.Writing and reading 3.Leadership ability 	<ol style="list-style-type: none"> 1. Mainstream policy documents 2.Report writing 3.Monitoring and Evaluation 4 Mentoring and coaching 3. Presentation skills 4.Motivational speaking

			<p>3.Participate in gender related meetings, workshops and other event on behalf of the gender officer, where necessary</p> <p>4.Participate in the provincial coordination committee meeting when require;</p> <p>5.Assist Gender Officer in preparation of monthly, bi-annual and annual reports.</p> <p>6.Performed other related tasks as assigned by your supervisor and / or the senior management</p>	7.Gender based violence and sexual exploitation		
Special Assistant to the commissioner of Land policy and planning	Bachelor	Land Policy & Planning Department	<p>Provide special assistant to the commissioner in his everyday activities.</p> <p>2.Handle and manage various special assignments as directed by my boss</p> <p>3.Handling the affairs of the commissioner's office such as writing down appointments and schedules.</p> <p>4.Resolve complex administrative problems by rescheduling planned meetings, identifying appropriate contacts, administering database and files.</p>	<p>Advanced administrative skill</p> <p>2 Extensive knowledge of office management and administrative functions</p> <p>3.Creative problem-solving skill</p>	Basic Administrative skills	<p>1 Administrative skill</p> <p>2. Managerial skills</p> <p>3.creative problem-Solving skills</p> <p>Human resource</p> <p>4.Administrative Assistant</p> <p>5.Management</p>
Director	Bachelor	Land Policy & Planning Department	<p>1 Regulate cases as per its nature of dispute</p> <p>2.create citations for cases as per meditations</p> <p>3.create schedules for spot checks</p> <p>4.Create schedules for Authentications</p> <p>5.create schedules for Land History</p> <p>6.create schedules for Investigative survey</p> <p>7.creates stop orders</p> <p>8.prepare reports per case</p> <p>9.supervise work activities of over 15 staffs</p> <p>10.regulates schedule of field activities</p>	<p>Interpersonal Skills</p> <p>2. Handle multiple tasks in given time,</p> <p>3 Team players</p> <p>4. Interpersonal skills</p> <p>5 Better command of English; oral and written,</p> <p>6 Easily adaptable to strange society and culture</p> <p>7.Respect gender equality and diversity,</p> <p>8 Willingness to learn new ideas at all time</p> <p>9.Good organizational skills,</p> <p>10. Understand the working environment, in Monrovia and the rural locale</p>	<p>1. Managerial</p> <p>2. Administrative</p> <p>3. Logistics</p> <p>4. Financial</p> <p>5. Mediation</p>	<p>Legal study</p> <p>2.survey</p> <p>3.mapping</p> <p>4.GPS</p> <p>5 Alternative Dispute Resolution Study</p> <p>6.Peace and Conflict Study Resolution</p> <p>7.Administration</p>

(iv) Land Administration Department

Position	Qualification	Department	Function	Job Competencies	Current Competencies	Competencies Required
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Procurement Interim	Bachelor Degree in Procurement and Supply Chain Management	Land Administration	<ol style="list-style-type: none"> 1. Play a supportive role in assisting other Procurement Officers carry out the entity Procurement functions 2. Ensures that our entity (LLA) makes wise purchases of goods and services effectively and efficiently 3. Aid the Procurement Unit head is providing supervision over the entire unit. 4. Responsible for the collection of quotations from vendors/suppliers when a request is made 5. Support other Procurement Officers in analyzing quotations and subsequently selecting the most effective and efficient vendor or supplier for said purchase 6. Communicate with Vendors/Suppliers regularly to ensure a more vibrant procurement exercise 7. Aid the Unit Manager in maintaining and suppliers /vendors information as per their qualifications and delivery time 	<p>Computer literate skills</p> <ol style="list-style-type: none"> 2. Procurement knowledge Skills 3. Human Resource Management Skills 4. Compliance and Working ethics skills 	<ol style="list-style-type: none"> 1. Procurement Knowledge 2. Computer literate skills 3. Ethical Workings Skills 	<p>Human Resource Management Skills</p> <ol style="list-style-type: none"> 2. Procurement Skills Advance Procurement Training 3. Advance Ethical Workings Training 4. Advance Human Relation Training in Working Environment 5. Advance Compliance Training 6. Intensive Procurement Training Program (IPTP) (World Bank) Advance Diploma in Public Procurement
Manager	Bachelor	Land Administration Department	<ol style="list-style-type: none"> 1. Manage the daily activities of the Director Office (Land Administration) 2. Assign Surveyors to the Court to solve Land disputes 3. Prepare all outgoing documents and internal memos 4. Organize departmental meetings 	<ol style="list-style-type: none"> 1. Public Administration and financial management 2. Advance computer skills and knowledge 3. Leadership skills 	<ol style="list-style-type: none"> . Basic computer skills (MS Word) 2. Excellent writing and communication skills 3. Very good inter-personal relationship 	<ol style="list-style-type: none"> 1. Advance computer skills 2. Public speaking 3. Basic Supervisory Courses
Survey Technician	Bachelor	Land Administration	Conduct land survey	Use of modern survey instruments	<ol style="list-style-type: none"> . Surveying skills 2. Computer skill 3. Mining Engineering skill 	<ol style="list-style-type: none"> Advance use of modern surveying instruments 2. Training in report writing 3. Training in modern survey instruments 4. Training in GIS 5. Training in Mapping
Research and Documentation Assistant	Diploma	Land Administration Department	<ol style="list-style-type: none"> 1. Conducted research activities 2. Collected data 3. Analyzed data collected from field 4. Document reports and data electronically 5. Conduct field stakeholders' interview 6. Developed research tools 7. Conducts inventory within customary communities 8. Compile reports on field activities within customary communities 9. Visit field and conduct customary land rights documentation 	<ol style="list-style-type: none"> 1. Research skill 2. Data analysis skill 3. GPS skill 4. Monitoring skill 5. Data analysis tools 7. Data manipulation skill 	<ol style="list-style-type: none"> 1. Basic research skills 2. IT Database skill (Oracle 10g skill) 3. SPSS skill 4. M&E skill 5. project development skill 6. Report development skill 7. Computer skills (MS Suite) 	<ol style="list-style-type: none"> 1. GPS skills 2. GIS skills 3. Evaluation skills 4. Research training 5. Electronically analysis tools skill 6. Data analysis tool training

			<p>10. Develop monthly report on all activities</p> <ul style="list-style-type: none"> • 		8. Conflict and mediation skills	
Chainman/rodman	Bachelor	Land Administration Department	<p>Assist main surveyor in conducting accurate measurements.</p> <p>2. Assist main surveyor in planning and implementing survey (s)</p>	<p>1. Use of the total station.</p> <p>2. Use of modern equipment.</p> <p>3. Use of the theodolite</p>	<p>1. Skills in conducting accurate measurements</p> <p>2. skill in conducting land surveys.</p> <p>3. Skill in GIS.</p> <p>4. Skills in the total station</p>	<p>1. Total station</p> <p>2. GIS</p> <p>3. Use of modern technology with respect to survey.</p> <p>4. Conducting investigative survey</p> <p>5. Survey training</p> <p>6. The use of modern surveying equipment</p> <p>7. Survey and Mapping courses</p>
Customary Land Rights Officer	Masters	Land Administration Department	<p>Supervise staff of the customary Land Rights unit in carrying out the mandates of the unit</p> <p>2. Facilitate the full implementation of activities for Community Land Rights in collaboration with stakeholders</p> <p>3. Liaise and collaborate with other stakeholders involved in community land recognition and formalization</p> <p>4. Facilitate staff to conduct review and validation of customary land rights recognition and formalization processes of communities across the countrywide</p> <p>5. Facilitate capacity building of partners, stakeholders and other pull of actors involve into the implementation of customary land rights activities</p> <p>6. in collaboration with Communication and awareness officer, conduct awareness on customary land rights component of the land Rights Act, regulations, procedures and related tools in communities across the country</p> <p>7. Develop and manage community/customary land information data base</p>	<p>Management and administration</p> <p>2. Community engagement, facilitation, awareness and outreach</p> <p>3. Boundary harmonization, dispute/conflict mediation and negotiation</p> <p>4. Customary and community land management and administration</p> <p>5. Gender and women's land rights</p> <p>7. Capacity building and training</p> <p>8. Project/program management, research, survey and report writing</p>	<p>Managerial and administrative</p> <p>2. Community engagement and facilitation</p> <p>3. Awareness and outreach</p> <p>4. Gender and women's land rights</p> <p>5. Boundary harmonization and negotiation</p> <p>6. Project/program management</p> <p>7. Capacity building and training</p> <p>8. Dispute resolution mediation and negotiation-ADR Method</p>	<p>Customary/community land management and administration</p> <p>2. Research and survey</p> <p>3. Data management and accessibility</p> <p>4. Project/program management</p> <p>5. Monitoring and evaluation</p> <p>6. Report writing</p> <p>7. Development of procedures/manual</p> <p>Development and management of data information system</p> <p>3. Procedures/manual development</p> <p>4. Project/program management and report writing</p> <p>5. Research and survey</p>

			<p>8.Receive and analyze official field reports on implementation of customary land right recognition and documentation processes for data purposes</p> <p>9.In collaboration with the department of Policy and Planning, assist with the formulate arrangements for conflict mediation and resolution over overlapping land claims and related disputes</p> <p>10.Collaborate with the Monitoring and Evaluation Officer to identify options for sustained monitoring and evaluation of the activities of concessions on customary land</p>			
Community Engagement Assistant	Bachelor	Land Administration	<p>Create database</p> <p>2.Received incoming and outgoing communication</p> <p>3.Create townhall meetings among community dwellers</p> <p>4.Conduct a town hall meeting</p> <p>5.Create customary land awareness</p>	<p>1.IT knowledge</p> <p>2.Good writing skills</p> <p>3.Project proposal writing</p> <p>4.Research</p> <p>5. Monitoring and Evaluation</p>	<p>. English speaking skills</p> <p>2.Manage tensions on job</p> <p>3.Public speaker</p> <p>4.Presentations skill</p>	<p>1.Computer skill</p> <p>2.Project writing skills</p> <p>3.Management of database</p> <p>4.Good public speaking</p> <p>5. Research</p>
Registrar of Deeds & Titles	Masters	Land Administration	<p>1. Authenticate all deeds & other legal instruments</p> <p>2.Signed all deeds & legal instruments</p> <p>3.Issue letters of confirmation, Non-discovery & search report</p> <p>4.Conduct search</p> <p>5.Issue certified Copies of land deeds and other legal instruments</p> <p>6.Go to courts to authenticate legal documents issued from the registry</p> <p>7.Attend meetings and workshops as it relates to my job</p>	<p>1. Survey skills to enable me understand the deeds</p> <p>2. Land Registration</p> <p>3. Land Administration</p>	<p>1 Basic computer</p> <p>2.Records management</p> <p>3.Registration</p> <p>Land registration (E-Services)</p> <p>2.Land tenure security</p> <p>3.Preservation of records (records management)</p>	<p>1. Land administration</p> <p>2.Systematic Land Registration</p>
Community Engagement Officer	Bachelor	Land Administration	<p>1.Plan and implement community engagement activities</p> <p>2.Identify projects, and promote community projects events and actively monitor</p> <p>3.Assist with the development, implementation and evaluation of a community awareness strategy in conjunction with the management team</p> <p>4.Design and coordinate events for targeted groups</p>	<p>1.Community engagement skills</p> <p>2.Conflict resolution</p> <p>3.Advanced computer</p> <p>4.Leadership training</p>	<p>1.Customary Land Rights training</p> <p>2.Gender</p>	<p>1.Conflict resolution</p> <p>2.Community engagement</p> <p>3.Leadership</p> <p>4.Peace building</p> <p>Gender</p> <p>5.Customary Land Rights training</p>

(vi) Land Use and Land Management Department

Position	Qualification	Department	Function	Job Competencies	Current Competencies	Competencies Required
administrative assistant	bachelor	land use & management department	<ul style="list-style-type: none"> 1. answering telephones 2. arranging for meetings and travels 3. writing meetings minutes 4. managing schedules 5. paring letters 6. writing memorandums/ internally 7. managing paperwork and filing 8. mange calendars 9. order supplies and schedule office equipment maintenance 10. prepare presentation 	<ul style="list-style-type: none"> 1. communication skills 2. attention to detail 3. scheduling 4. clerical skills 5. ms office 7. data entry 8. coordinating 	<ul style="list-style-type: none"> 1. computer skills 2. management skills 3. secretarial-skills 4. communication skills 	<ul style="list-style-type: none"> 1. conflict and dispute resolution training 2. land management training 3. land conflict resolution training 4. public lands management improving training 5. leadership training 6. typing skills 7. procurement skill
GIS Technician	Bachelor	Land Use & Management Department	<ul style="list-style-type: none"> 1. Work with NGOs to guide and prepare land use maps 2. Work with other departments to prepare others related maps 3. Work with expert in developing land use planning guidelines 4. Do all other task assigned by supervisor 	<ul style="list-style-type: none"> 1. Knowledge in Land Use and Spatial Planning 2. Knowledge in remote sensing 3. Knowledge in advance GIS 4. Knowledge in advance surveying 	<ul style="list-style-type: none"> 1. Knowledge in basic surveying technique 2. Knowledge in fundamental GIS 3. Knowledge in Geography with emphasis in mapping 	<ul style="list-style-type: none"> 1. Land Use and Spatial Planning 2. Advance GIS and Remote sensing 3. Land Administration 4. Advance Surveying

Annex 5: Staff Profile

Department	Name			Gender	Qualification	Position	Location
Land Administration	Aaron		Kollie	Male		Technical Assistant-Comm. Land Admini	Montserrado County
Land Administration	Aaron	S.	Sayetor, Jr.	Male	High School Graduate	Scanning Technician	Montserrado County
Land Administration	Aaron		Zawolo	Male	Diploma	Rodman	Nimba County
Administration & Customer Service	Abionor	S.	Kollah	Male	MBA	Seinor Accountant	Montserrado County
Administration & Customer Service	Abraham		Gweh	Male	Elementary Education	Driver	Montserrado County
Land Administration	Abraham	M.	Melin	Male	Jr. High Student	Draftsman	Margibi County
Land Administration	Abraham	Z.	Jomah	Male	Diploma	Instrument-Man	Lofa County
Policy & Planning	Abraham	P.	Daye	Male	BA	Administrative Assistant	Montserrado County
Administration & Customer Service	Abraham	Z.	Kromah	Male	Elementary Education	Driver	Montserrado County
Land Administration	Abu	J.	Feika	Male		Scanning Technician	Montserrado County
Land Administration	Adolphus	F.	Burgess	Male	Diploma	Chainman	Montserrado County
Land Administration	Aflowa	P.	Wilson	Female	High School Graduate	Secretary	Montserrado County
Policy & Planning	Agnes		Pittman - Myers	Male	BBA	Gender Assistant	Montserrado County
Land Administration	Albert		Giah	Male	Diploma in Survey	Surveyor	Montserrado County
Land Administration	Alex	Kpah	Jimmy	Male	Diploma	Maintenance Officer for Survey Instrument	Montserrado County
Land Administration	Alex	O.	Maye	Male	AA	Scanning Technician	Montserrado County
Land Administration	Alexander	B.	Jallah	Male	BSC	Assistant Supervisor/Digital Scanning Ce	Montserrado County
Land Administration	Alexander		Gee	Male	High School Graduate	Search Officer	Montserrado County
Land Administration	Alfanzo		Telemenneh	Male	Diploma	Instrument-Man	Lofa County
Administration & Customer Service	Alfred	J.	Joe	Male	Jr. High Student	Driver Land Used	Montserrado County
Land Administration	Alfred	B.	Sumo	Male		Office Assistant	Montserrado County
Land Administration	Alfred		Targbah	Male	High School Graduate	Scanning Technician	Montserrado County
Land Administration	Alice	B.	Garblah	Female	BA	Special Assistant	Montserrado County
Policy & Planning	Allen		Paye	Male		Project Assistant	Montserrado County
Administration & Customer Service	Alvin		Dolo	Male		Driver	Montserrado County
Administration & Customer Service	Amos	Nyoungjee	Somah	Male		Security	Montserrado County
Administration & Customer Service	Amos	G.	Ziagbeah	Male		Security	Montserrado County
Administration & Customer Service	Amos	M.	Gorh	Male		Security	Montserrado County
Land Use & Management	Andrew	T.	Salary	Male		Sr. Surveyor	Montserrado County
Land Administration	Anthony	P.	Musahbei	Male	Diploma	Janitor	Montserrado County

Administration & Customer Service	Aryee	Kotatee	Williams, Jr.	Male	MBA	Director for Administration & Customer	Montserrado County
Land Use & Management	Augustine		Momo	Male		Acting Land Administrator	Lofa County
Land Administration	Augustus	N.	Ricks	Male	Diploma	Survey Assistant	Montserrado County
Administration & Customer Service	Augustus	M.	Zobombo	Male	BBA	Special Assistant-Vice Chairman	Montserrado County
Administration & Customer Service	Augustus	M.	Paasewe	Male		Comptroller	Montserrado County
Administration & Customer Service	B.	Augustine	Freeman	Male		Administrative Assistant-Vice Chairman	Montserrado County
Land Administration	Barnabas		Norris	Male	BSC	Supervisor/ Digital Scanning Centre	Montserrado County
Administration & Customer Service	Benjamin	V	Massaquoi	Male	MPA	Revenue Coordinator	Montserrado County
Land Use & Management	Blessing		Miller	Female	BBA	Recorder	Montserrado County
Land Administration	Boakai		Kalafai	Male	Diploma	Rodman	Montserrado County
Land Administration	Boakai	B.	Taylor	Male		Recorder	Bomi County
Administration & Customer Service	C.	Nyonneweh	Grando	Male		Security	Montserrado County
Administration & Customer Service	Chaster		Wilson	Male		Janitor	Montserrado County
Land Administration	Chester	P.	Gmah	Male	AA	Draftsman	Montserrado County
Land Administration	Ciara	G.	Clarke	Male	BSC	Audit Assistant	Montserrado County
Administration & Customer Service	Clarence	G.	Torgbe	Male	BBA	Sr. Staff Accountant	Montserrado County
Land Administration	Comfort		Wlu	Female	BA Degree	Geographer	Montserrado County
Administration & Customer Service	Curtis		Kolva	Male		Driver	Montserrado County
Land Use & Management	Cynthia		Yekeh	Female	BBA	Administrative Assistant	Montserrado County
Administration & Customer Service	Daniel	G.	Gbelee	Male		Security	Montserrado County
Administration & Customer Service	Daniel	K.	Barh	Male		Security	Montserrado County
Land Use & Management	Daniel	G.	Debois	Male		Acting Land Administrator	Montserrado County
Policy & Planning	Daniela	W.	Gray Johnson	Female	Master Degree	Project Director	Montserrado County
Land Administration	Darius		Tehswen	Male	BA Degree	Geographer	Montserrado County
Administration & Customer Service	David		Grando	Male		Security	Montserrado County
Administration & Customer Service	David		Kerkula	Male		Chief Security	Montserrado County
Land Administration	David		Jones	Male	High School Graduate	Search Officer	Montserrado County
Land Use & Management	David		Togbah	Male		Acting Land Administrator	Grand Kru County
Administration & Customer Service	Dean	G.	Somah	Male		Security	Montserrado County
Land Administration	Delstinoh		Juweh	Male	Diploma	Draftsman	Montserrado County
Land Administration	Diana	G.T.	Kimber	Female	UL Student	Draftsman	Montserrado County

Land Administration	Dyan		Vatikeh	Male		Registrar- Nimba County	Nimba County
Policy & Planning	Earlyn	O.	Cooper	Female		Data Base Officer/LCC	Montserrado County
Land Administration	Edward	Q.	Wheagar	Male	Diploma	Rodman	Montserrado County
Policy & Planning	Edward	B.	Gworlekaju	Male		Case-In-intaker/LCC	Montserrado County
Land Administration	Edwin	M.	Rogers	Male	BA Degree	Sociologist/Surveyor	Montserrado County
Land Administration	Edwin		Kpowor	Male	BA Degree	Geographer	Montserrado County
Administration & Customer Service	Ellan S. Gould		Ellan S. Gould	Female	High School Graduate	Receptionist	Montserrado County
Land Use & Management	Ellen	O.	Pratt		Master Degree	Commissioner/ Land Use and Managem	Montserrado County
Policy & Planning	Emmanuel	G.	Johnson	Male		Case-In-intaker/LCC	Montserrado County
Land Administration	Emmanuel	C.	Sayon	Male		Chainman	Montserrado County
Land Administration	Emmanuel	K.	Haba	Male	BBA	Accountant	Montserrado County
Land Use & Management	Eric	W.	Banney	Male		Asst. Land Arbitr	Montserrado County
Administration & Customer Service	Estrada	D.	Nuewoe	Male	Jr. High Student	Janitor	Montserrado County
Land Administration	Famatta		Kole	Female	UL Student	Draftsman	Montserrado County
Land Administration	Folley	A.	Philips	Male	BSC	Internal Auditor	Montserrado County
Land Administration	Franklin	D.	Murray	Male	BSC	Instrumentman	Montserrado County
Land Administration	Gabriel	D.	Tarpeh	Male	Diploma	Chairman	Grand Bassa County
Land Administration	Gayflor		Miller	Male	BA Degree	Office Asst.	Montserrado County
Land Administration	Genius	M.	Kollie	Male	UL Student	Draftsman	Montserrado County
Land Administration	George		Korvah	Male	Diploma	Draftsman	Montserrado County
Administration & Customer Service	George		Kollie	Male	BA	Supervisor, Buildings & Grounds	Montserrado County
Chairman's Office	George		Freeman	Male	BTH	Assistant Public Relations Officer	Montserrado County
Land Administration	George		Cisco	Male	Diploma	Assistant County Residence Surveyor	Rivercess County
Administration & Customer Service	George		Lansannah	Male		Security	Montserrado County
Land Administration	Gmasonah	T.	Aboah	Female	Master Degree	Customary Land Rights Officer	Montserrado County
Land Use & Management	Hagi	K.	Sheriff	Male	Diploma	GIS Technician	Montserrado County
Land Administration	Hardiatu		Waritay	Female	Diploma	Secretary	Montserrado County
Land Administration	Harrison	N.	Quoinin	Male	Certificate in Drafting	Draftsman	Montserrado County
Land Administration	Harry	K.	Sackie, Sr.	Male		Research Officer	Montserrado County
Land Administration	Harweh	J.	Kwarbo	Female	BBA	Community Engagement Officer	Montserrado County
Land Administration	Hawa	J.	Pelima	Female	AA	Secretary	Montserrado County

	Henry	M.	Gaye	Male	Diploma	Draftsman	Montserrado County
	Hilary	G.	Kibiar	Male	Diploma	Rodman	Montserrado County
Policy & Planning	Iye	S.	Fatoma	Female		Special Assistant	Montserrado County
Administration & Customer Service	J.	Adams	Manobah	Male	BBA, LLB	Vice Chairman/Administration & Custom	Montserrado County
Land Administration	J.	Josephus	Burgess	Male	BSC	Commissioner-Land Administration	Montserrado County
Land Administration	James	M.	Kemokai	Male	High School Graduate	Asst. Co. Surveyor	Grand Cape Mount county
Land Administration	James	Y.	Wiggins	Male	High School Graduate	Scanning Technician	Montserrado County
Policy & Planning	James		Perkins	Male		Case-In-intaker/LCC	Montserrado County
Administration & Customer Service	Jamesetta		Woods-Garway	Female	BSC	Supervisor- Customer Service	Montserrado County
Land Administration	Jamesetta		Flomo	Female		Secretary	Montserrado County
Administration & Customer Service	Jankubah		Kamara	Male		Mechanic Assistant	Montserrado County
Land Administration	Jefferson		Kerkula	Male	Jr. High Student	Chainman	Margibi County
Land Administration	Jeny	M.	Michell	Female	BBA	Assistant Registrar-Montserrado County	Montserrado County
Land Administration	Jerome		Vanjahkollie	Male		Field Assistant/ Customary Land Rights	Montserrado County
Administration & Customer Service	Jerry	F.	Tokpah	Male		Janitor/LCC	Montserrado County
Land Administration	John	S.	David	Male	Diploma	Chainman	Maryland County
Policy & Planning	John	Wilson	Akoto	Male	BBA	Land Dispute Officer	Montserrado County
Land Administration	John	F.	Lendor	Male		Registrar- Lofa County	Lofa County
Administration & Customer Service	John	B.	Nimely	Male		Chief Mechanic	Montserrado County
Land Administration	John	Kaka	Dunbar	Male	Diploma	Instrumentman	Margibi County
Land Administration	John	N.	Kofa	Male	High School Graduate	Registrar- Sinoe County	Sinoe County
Land Administration	Jonah	F.	Somah	Male	Elementary Education	Rodman	Montserrado County
Chairman's Office	Jonah	Wreh	Segbe, Jr.	Male		Assistant Public Relations Officer	Montserrado County
Administration & Customer Service	Joseph	D.	Kikeh	Male	BBA	Chief Accountant	Montserrado County
Administration & Customer Service	Joseph	Y.	Wee	Male	Certificate in Mechanic	Mechanic Assistant	Montserrado County
Land Administration	Josephine	L.	Benson	Female	BA	Registrar- Montserrado County	Montserrado County
Policy & Planning	Josephine		Glaydor	Female		Jr. Case-In- Taker/LCC	Montserrado County
Administration & Customer Service	Joshua		Moore	Male	High School Graduate	Driver	Montserrado County
Land Administration	Joshua		Toto	Male	BBA	Administrative Assistant	Montserrado County
Land Administration	Jospheh	S.B.	Merlin	Male	Diploma	Res.Co.Surveyor	Bong County
Administration & Customer Service	Julius	M.	Vanyanbah	Male	BBA, Certificate in Procure	Procurement Manager	Montserrado County
Policy & Planning	Julius	B.	Kawa	Male		Policy Officer/ Analyst	Montserrado County

Administration & Customer Service	Junior	G.	Kolubah	Male	Jr. High Student	Driver-Land Administration	Montserrado County
Land Use & Management	Karen	G.	Sehkehporh	Female	Diploma	Special Assistant	Montserrado County
Administration & Customer Service	Karyor	A.	Karteh	Female	AA	Expediter/Account Assistant	Montserrado County
Land Administration	Kathleen	S.	Toto	Female	Diploma	Administrative Assistant	Montserrado County
Land Administration	Krubo		Johnson	Female	Diploma	Technical Student	Montserrado County
Policy & Planning	Kula	L	Jackson	Male	BA, LLB	Commissioner/ Land Policy and Planning	Montserrado County
Administration & Customer Service	Lahai		Swaray	Male		Security	Montserrado County
Land Administration	Larmie	M.	Gray	Male	UL Student	Draftsman	Montserrado County
Administration & Customer Service	Lawor	S.	Gorpudolo	Female	BPA	Chief Cashier	Montserrado County
Land Administration	Lawrence	M.	Henries	Male	Diploma	Resident County Surveyor	Rivercess County
Administration & Customer Service	Lawrence		Suakollie	Male		Security	Montserrado County
Administration & Customer Service	Lincoln	B.	Barfeh, Sr.	Male	BPA	Human Resource Assistant	Montserrado County
Policy & Planning	Lincoln	S.	Flomo	Male	BSC	Monitoring and Evaluation Officer	Montserrado County
Land Administration	Lincoln	G.	Gbelee	Male	Diploma	Rodman	Montserrado County
Administration & Customer Service	Linda	T.	Wennah	Female	BBA	Billing Officer	Montserrado County
Land Administration	Lorina	S.	Kollie	Female	BSC	Adm. Asst.	Montserrado County
Administration & Customer Service	Lusine	V.	Sheriff	Male	Jr. High Student	Driver	Montserrado County
Land Administration	MacArthur	Z.	Beyan	Male	Diploma in Survey	Surveyor	Montserrado County
Land Administration	Macdonald	J.	Ndorbor	Male	Diploma	Draftsman	Montserrado County
Policy & Planning	Mambu	E.	Johnson	Male		Land Investigator	Montserrado County
Administration & Customer Service	Mamie	K. D.	Dugulu	Female	BA	Customer Service Officer	Montserrado County
Land Administration	Manson	B.	Yogar	Male	BSC	Outstation Coordinator-CS & LR	Montserrado County
Land Administration	Mardia		Payne	Female		Administrative Assistant	Montserrado County
Land Administration	Marie	T.	Constance	Female	Diploma	Draftsman	Montserrado County
Administration & Customer Service	Mark		Larmie	Male		Assistant Asset Management and Logisti	Montserrado County
Policy & Planning	Martha	W.	Summerville	Female	BA	Gender Officer	Montserrado County
Administration & Customer Service	Matthew		Godfery	Male	BBA	Technical Assistant/ ED	Montserrado County
Administration & Customer Service	Matthew	A.	Pearce	Male	BBA	Assistant Revenue Coordinator	Montserrado County
Land Administration	Maxwell	A.	Mannah	Male	Diploma	Draftsman	Montserrado County
Administration & Customer Service	Mensahn		Toe	Male	High School Graduate	Janitor	Montserrado County
Land Administration	Milton	W.	Dole	Male	Diploma	Sr. Draftman	Montserrado County

Land Administration	Milton		Daniels	Male	Diploma	Draftsman	Montserrado County
Administration & Customer Service	Milton	N.	Brown, Jr.	Male	BBA	Program Assistant	Montserrado County
Land Administration	Mohammed	A.	Tunis	Male	High School Graduate	Scanning Technician	Montserrado County
Administration & Customer Service	Mohammed	M.	Kaiwu	Male	Elementary Education	Messenger	Montserrado County
Land Administration	Monday		Nyuma	Male	Elementary Education	Rodman	Sinoe County
Land Administration	Morris		Clement	Male	Diploma	Rodman	Montserrado County
Land Administration	Morris	K.	Kormazu	Male		Research Analyst-CLR Unit	Montserrado County
Land Administration	Mulbah	M.	Buku	Male	BA Degree	Surveyor	Montserrado County
Land Administration	Mulbah	A.	Kollie	Male	Diploma	Rodman	Montserrado County
Land Administration	Nadine	M.C.	Koluba	Female	BA Degree	Administrative Assistant	Montserrado County
Land Administration	Nancy		Davidson	Female	High School Graduate	Scanning Technician	Montserrado County
Administration & Customer Service	Naomi		Carter-Smith	Female	BBA	Human Resource Staff Assistant	Montserrado County
Land Use & Management	Nathaniel		Wakie	Male		Acting Land Administrator	Montserrado County
Administration & Customer Service	Neawah	L.	Gibson	Female	AA	Jr. Admin. Assistant	Montserrado County
Administration & Customer Service	Nester		Holder	Female	BBA	Assistant Supervisor-Customer Service	Montserrado County
Policy & Planning	Obesto		Quoie	Male		Field Assistant/ Land Dispute	Montserrado County
Policy & Planning	Olivia	K.	David	Female	BBA	Gender Associate	Montserrado County
Land Administration	Oyancy	J.	Morris	Male	Diploma	Res.Co.Surveyor	Grand Bassa County
Administration & Customer Service	Patience	G.	Jarbah	Female	AA	Customer Service Agent	Montserrado County
Land Administration	Patricia		Wright	Female	Diploma	Draftsman	Montserrado County
Land Use & Management	Patrick	G.	Vonleh	Male		Acting Land Administrator	Nimba County
Policy & Planning	Paul	A.	Tolbert	Male		Coordinator/LCC	Montserrado County
Land Administration	Peter	K.	Bandah	Male	BA Degree	Resident County Surveyor	Nimba County
Land Administration	Philomena		Kohoe	Female		Registrar- Bong County	Bong County
Administration & Customer Service	Prince	L.	Tozay	Male		Janitor	Montserrado County
Land Administration	Prince	K.	Archeanpong	Male	Diploma	Draftsman	Montserrado County
Land Administration	Rachel	S.	Passawe	Female	Diploma	Draftsman	Montserrado County
Land Administration	Randall		Garway	Male	Diploma	Rodman	Margibi County
Land Administration	Richard	B.	Smith	Male	Diploma	Office Assistant	Montserrado County
Administration & Customer Service	Richmond	B.	Crusoe	Male	Diploma	Driver	Montserrado County
Land Administration	Robert		James	Male	High School Graduate	Rodman	Grand Cape Mount County
Land Use & Management	Robert	H.	Moore	Male		Acting Land Administrator	Maryland County
Administration & Customer Service	Robertson	B.	Sirleaf	Male		Junior Accountant	Montserrado County

Land Administration	Roland	D.	Giahyu, Sr.	Male	Diploma	Asst. Co. Surveyor	Nimba County
Land Administration	Romeo	T.	Jumbo	Male	Diploma	Chainman	Bomi County
Land Administration	Ronnel	D.	Martin	Male	Diploma	Land Clerk	Montserrado County
Land Administration	Roosevelt		Nyanfore	Male		Registrar- Maryland County	Maryland County
Administration & Customer Service	Saah	N.	Quirmolue	Male	Certificate in ICT	IT Technician	Montserrado County
Administration & Customer Service	Sampson	E.	Paye	Male	MBA	Janitor	Montserrado County
Land Administration	Samuel	W.	Danway, Jr.	Male	Diploma	Surveyor	Montserrado County
Land Administration	Samuel	G.	Paye	Male	Diploma	Res. Co.Surveyor	Maryland County
Administration & Customer Service	Sando		Wolah	Female	Jr. High Student	Receptionist/ LCC	Montserrado County
Administration & Customer Service	Sando		Jackson	Male	High School Graduate	Driver	Montserrado County
Land Administration	Scott	S.	Sheriff	Male	Diploma	Instrumentman	Montserrado County
Land Administration	Sebah	K.	Fufly	Female	BBA	Admin. Officer	Montserrado County
Administration & Customer Service	Sengbah		Kerkulah	Male		Security	Montserrado County
Land Administration	Solomon		David	Male	Diploma	Rodman	Montserrado County
Administration & Customer Service	Stanley	N.	Toe	Male	Master Degree	Executive Director	Montserrado County
Land Administration	Stephen	B.	Tarpeh	Male	Jr. High Student	Rodman	Montserrado County
Land Administration	Stephen	N.	Sieh	Male	Diploma	Rodman	Montserrado County
Land Administration	Sylvester		Gailah	Male	Diploma	Draftsman	Montserrado County
Administration & Customer Service	Tamba		Kanabah	Male	Jr. High Student	Driver-Policy & Planning	Montserrado County
Land Administration	Tejane		Jallahquay	Male	Diploma	Rodman	Montserrado County
Land Administration	Teta	K.	Willie	Female	Diploma	Secretary	Grand Bassa County
Administration & Customer Service	Tetee	K.	Reeves	Female		Customer Service Agent	Montserrado County
Land Administration	Thomas		Hunter	Male	Elementary Education	Rodman	Montserrado County
Land Administration	Tom	W.	Nimley	Male	Diploma in Survey	GIS & Data- Surveyor	Montserrado County
Land Use & Management	Tom-Wesley		Korkpor	Male	Master Degree	Sr. Technical Officer/ Land Use	Montserrado County
Land Use & Management	Uriah		Garsinii	Male	Master Degree	Land Use Planner	Montserrado County
Land Administration	Varfley		Johnson	Male	Diploma	Rodman	Montserrado County
Land Administration	Varney		Corneh	Male	High School Graduate	Scanning Technician	Montserrado County
Administration & Customer Service	Varney	A.	Sheriff	Male	BBA, Management	Asset Management and Logistic Officer	Montserrado County
Land Use & Management	Veronica	M.	Nimene - Tarley	Female	Master Degree	Vetting Officer/ Public Land Sale	Montserrado County
Land Administration	Victor	V.	Kaidii	Male	BA	Digital Scanning Officer	Montserrado County
Land Administration	Victoria	G.	Tye	Female	UL Student	Draftsman	Montserrado County

Land Administration	Vivian	Messe	David	Female		Draftsman	Montserrado County
Administration & Customer Service	Welmon	M.	Cooper	Female	UL Student	Customer Service Agent	Montserrado County
Administration & Customer Service	Wilfred		Yalley	Male		Janitor	Montserrado County
Land Administration	William	H.	Harmon	Male	Diploma	Chainman	Maryland County
Policy & Planning	William	L.	Zayzay	Male	BBA	County Land Dispute Resolution Officer	Lofa County
Land Administration	William		Bracewell	Male	Diploma	Chainman	Montserrado County
Land Administration	William		Dunn	Male		GIS Technician	Montserrado
Land Administration	Wolobah		Pew	Male		Registrar- Margibi County	Margibi County
Land Administration	Yarkona		Zor	Male		Registrar- Gbarpolu County	Gbarpolu County
Administration & Customer Service	Yarta	J.	Singbeh	Female		Cashier	Montserrado County

Annex 6: Training Program Evaluation

Course Title: _____

Location: _____

Trainer: _____

Course Duration: _____

Date: _____

Please circle the extent to which the following qualities were evident in this program

(1= Poor, 2 = Fair, 3 = Average, 4 =Good, 5 = Excellent)

1. Course

How well did the course meet your expectations? 1 2 3 4 5

Has the course improved your knowledge and understanding of the course objectives? 1 2 3 4 5

How useful were the *course notes/handouts*? 1 2 3 4 5

How was the quality of visual aids? 1 2 3 4 5

How did you find *case studies and learning activities*? 1 2 3 4 5

2. Course Presenters

Course presenter's knowledge of the topic 1 2 3 4 5

Ability to hold your interest and that of the group 1 2 3 4 5

Interaction within the group 1 2 3 4 5

Encouragement to use what you have learned 1 2 3 4 5

Approachability and responsiveness to participants 1 2 3 4 5

Ability to explain material clearly and effectively 1 2 3 4 5

Your overall rating of the course presenters 1 2 3 4 5

3. Logistical Arrangements by HR/course organizers

Communicating program information and logistical arrangements 1 2 3 4 5

Support of HR staff/organizer during the course 1 2 3 4 5

Satisfaction with your transportation room 1 2 3 4 5

Satisfaction with the training room 1 2 3 4 5

Satisfaction with meals -lunch/coffee break 1 2 3 4 5

Satisfaction with hotel/venue service 1 2 3 4 5

4. Will you apply the concepts, lessons and facts you learned in training? (Please check one).

Definitely Yes: _____ Probably Yes: _____ Probably No: _____ Definitely No: _____

5. In your opinion, was the program worthwhile in terms of costs (residential) and your time away from the office? (Please check one)

Definitely Yes: _____ Probably Yes: _____ Probably No: _____ Definitely No: _____

6. Suggestions and ideas for improving the program
