

**REPORT ON JOB EVALUATION TRAINING FOR IMPLEMENTING
AGENCIES AND JOB ANALYSTS/EVALUATORS FROM THE CIVIL
SERVICE OF SIERRA LEONE**

SUBMITTED BY

FAIR WAGES AND SALARIES COMMISSION

DATED: APRIL 15, 2015

1.0 INTRODUCTION

1.1 BACKGROUND

The Government of Sierra Leone (GOSL), as part of its reform agenda, is undertaking Pay Reforms in the Civil Service of Sierra Leone. The Pay Reforms are intended to ensure that the Civil Service rewards systems are sustainable and are able to attract and retain the requisite skills, based on objective and consistent methods, so that Civil Service pay fairly reflects the work civil servants actually perform.

In furtherance of the above objectives, KPMG was engaged by the Government of Sierra Leone to undertake a comprehensive Job Evaluation and Labour Market Survey for the Sierra Leone Civil Service that meets international standards and also address the reform objectives.

To ensure that the Government of Sierra Leone gets value for money, the Fair Wages and Salaries Commission (FWSC), Ghana, which has the necessary skills and experience, was engaged by the GOSL through a bilateral agreement between the Governments of Ghana and Sierra Leone to provide quality assurance services.

In tandem with the terms of the agreement, the Fair Wages and Salaries Commission, represented by Messrs. Joseph N.K Gadikor and Benjamin Kobina Osei, were in Sierra Leone from 17th through 22nd March, 2015 to participate in the stakeholders review engagements with KPMG and the World Bank. During the meetings, the Fair Wages and Salaries Commission observed that all the personnel from the Civil Service and MDA's to be involved in the Job Evaluation exercise needed to be trained sufficiently enough to participate actively in all discussions with the Consultant (KPMG) who has been engaged for the assignment. A recommendation was therefore made in the report submitted after the stakeholder review meetings with the World Bank to the Public Sector Reform Unit.

Subsequently, an official request was made to the Fair Wages and Salaries Commission by the Public Sector Reform Unit in collaboration with the HRMO to undertake a four (4) day training programme in Job Evaluation for fifty (50) participants who are to be part of a larger group to be involved in the Job Evaluation Exercise. In response to the request, Mr. George Smith Graham, the Chief Executive of the Fair Wages and Salaries Commission, Mr. Joseph N.K Gadikor, the Director for Finance and Administration and Pay Policy Analysis and Research of the Fair Wages Commission, Mrs. Eva Addo, the Director, Salary Grading Re-Grading and Job Evaluation of the Fair wages and Salaries Commission and Mr. Benjamin Kobina Osei, a private Human Resource Management Consultant arrived in Sierra Leone on 12th April , 2015 to undertake the training assignment.

1.2 OBJECTIVES

Based on the background that Job Evaluation is a new phenomenon in the Civil Service of Sierra Leone and the need to ensure effective and efficient conduct of the Job Evaluation exercise, the training was meant to achieve the following objectives:

1. Adequately prepare the key Implementing Agencies to be able to understand the work of the Consultant-KPMG
2. Ensure that the Implementing Agencies and the job analysts have sufficient knowledge and skills to analyse jobs effectively, undertake job evaluation and are able to explain the process clearly to their colleagues
3. Provide participants with the skills and competencies on the Job Evaluation Systems and the communication processes

1.3 COVERAGE

The initial training brief, submitted by the HRMO and the Public Sector Reform Unit, requested that the training should cover the following areas:

1. Understanding the main components of Job Analysis
2. Establishing Job Analysis framework
3. Using Job Analysis to understand job roles and accountabilities
4. Step-by-step guide to developing Job Descriptions
5. How to communicate results of Job Evaluation to employees
6. Job Profiling and their uses in the area of HRM
7. The role of the Job Analyst
8. The role of Implementing Agencies and Job Analysis Committees such as IA's, JAC and the Technical Evaluation Panel
9. Overview of Job Evaluation methodologies with particular reference to the "Evaluate"
10. Overview of commonly used best practice proprietary systems of Job Evaluation.

1.4 EXPECTED OUTPUT

At the end of the training programme, participants are expected to acquire the competencies, tools and skills in drafting Job Descriptions, determining job factors, undertaking Job Analysis, Job Weighting and Ranking. Ultimately, participants are expected to understand the benefits of a Job Evaluation, how and why jobs are analyzed and evaluated.

1.5 TARGET GROUP

The training was targeted at members of the Implementing Agencies who are to be involved in the implementation of the Job Evaluation in the Civil Service of Sierra

Leone and also representatives from across MDA's who are to serve as "champions" for the Job Evaluation exercise.

2.0. TRAINING PERIOD

The Fair Wages and Salaries Commission successfully undertook the training programme from 13th through 16th April, 2015 at the Civil Service Training College, Freetown, Sierra Leone, for participants numbering fifty (50).

2.1 EXPECTATIONS OF PARTICIPANTS

Prior to the commencement of the training in Job Evaluation, participants were asked to indicate their expectations. Participants indicated that they expected to:

- Know the purposes of Job Evaluation
- Understand Job Analyses, Job Description and Job Evaluation
- Acquire the requisite skills to undertake Job analysis, Job Description and Job Evaluation
- Have an interactive training session
- Be given certificates

3.0 TRAINING METHODOLOGY

Having analyzed the expected outputs required by the organizers and the expectations of the participants, it has been observed that the two are in sync. Thus, in order to meet these expected outputs and expectations, various trainings methodologies were adopted. The FWSC facilitators first used Powerpoint

presentations to deliver all the topics. These were followed by question sessions which enabled the facilitators to explain further some of the concepts. To ensure that the training is learner-centered and experiential, participants were tasked with assignments to understand how Job Evaluation is done using the Non-analytical and Analytical Approaches. Group syndications were also used to give practical experience to participants on how to analyze jobs, using one member of the group as a jobholder, prepare Job Descriptions, determine factor weights and scores and undertake Job Evaluation. The approach was to provide participants the opportunity to interact with one another and participate actively in the training.

Soft copies of the training materials were also handed over to the organizers of the training programme for distribution to participants.

4.0 TOPICS COVERED IN THE TRAINING

The following topics which were finally agreed upon were covered during the 4 days training:

- I. An overview of Job Evaluation
- II. Job Analysis
- III. Job Description/Role Profiles
- IV. Job Evaluation Schemes-Analytical and Non-Analytical
- V. Factor Weights Determination- the implicit methodology
- VI. Development of Factor Tables and determination of Factor Scores
- VII. Installation and maintenance of Job Evaluation in the Civil Service: Processes, challenges and solutions.

5.0 EVALUATION OF THE TRAINING PROGRAMME

The training programme was evaluated on four key areas. These are:

1. Assessment of learning –Knowledge and Skills gained

2. Relevance and applicability of the knowledge gained in the area of capacity development
3. Effectiveness of training methodologies
4. Delivery of capacity building

Out of the fifty (50) participants who took part in the training programme, forty (40) of them completed and returned the training evaluation questionnaire. This constitutes 80% response rate which makes the analysis representative enough for conclusions to be drawn.

5.1: ASSESSMENT OF LEARNING-KNOWLEDGE AND SKILLS GAINED BY GOING THROUGH THE JOB ANALYSIS TRAINING

This section of the evaluation, examined the extent to which participants' Knowledge and Skills in Job Analysis as a concept has changed after going through the programme. The Likert Scale ranging from 1-5 and described in words was used.

Out of the forty (40) responses, twenty two (22), representing 55%, indicated that they had no knowledge in Job Analysis prior to the training. Six (6) respondents, representing fifteen percent(15%), said they had some knowledge and skills in Job Analysis before attending the training .The remaining twelve(12) respondents, representing 30%, could not say whether they had previous knowledge on the subject before attending the programme or not. On the whole, 39 respondents, representing 97.5%, indicated that they had gained knowledge and skills in analyzing jobs after the training. Tables 5.1.1 and 5.1.2 and Figure 5.1.1 and 5.1.2 below represent the responses for knowledge and skills gained in Job Analysis before and after the training.

Table 5.1.1: Participants Knowledge in Job Analysis before the Training Programme

Knowledge and skills gained before the training	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree	Total
	13	9	12	6	0	40

Figure 5.1.1: Participants' Knowledge and Skills in Job Analysis before the Training.

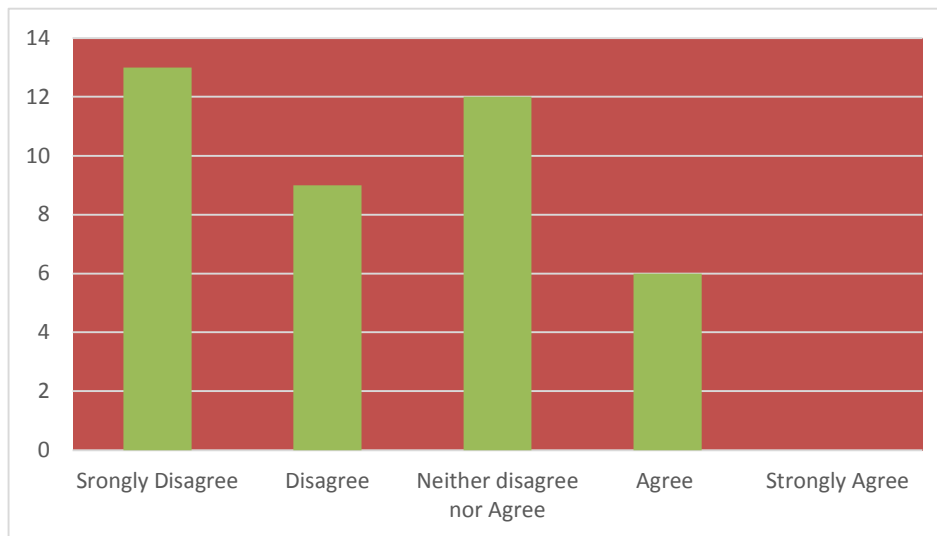
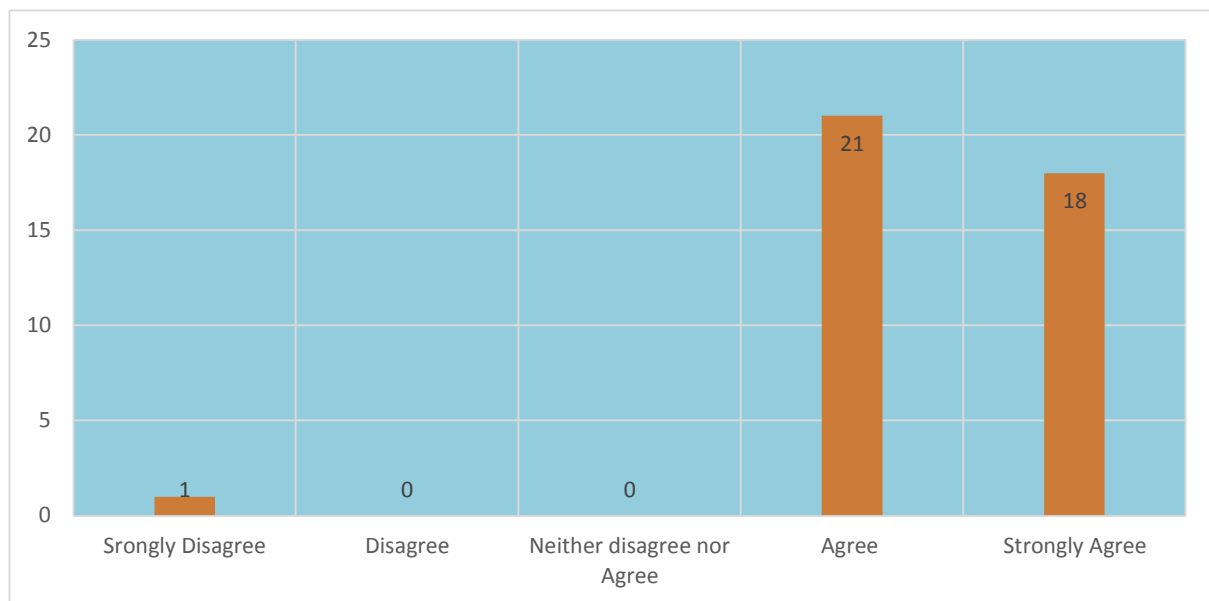


Table 5.1.2: Participants Knowledge after the training

Knowledge and skills gained after the training	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree	Total
	1	0	0	21	18	40

Fig 5.1.2: Participants Knowledge and Skills gained in Job Analysis after Training.



5.2 JOB DESCRIPTION

On knowledge and skills in Job Descriptions, 16 participants, representing 40% of the respondents, indicated that they had no knowledge and skills in Job Description prior to the training, whilst 13 respondents, representing 32.5%, indicated that they

had knowledge and skills in Job Descriptions before the training. Eleven (11) respondents, (27.5%) could not agree or disagree as to whether or not they had knowledge and skills in Job Descriptions before the training. A total of 38 respondents, representing 95%, indicated that they have acquired knowledge and skills in Job Descriptions after the training. Whilst one respondent, representing 2.5% of the respondents, indicated that he had not acquired any knowledge, one other respondent representing 2.5% remained neutral. Tables 5.2.1 and 5.2.2 and Figures 5.2.1 and 5.2.2 are the responses and their graphical representations.

Table 5.2.1: Knowledge and skills gained in Job Description before training

Knowledge and skills gained before the training	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree	Total
	6	10	11	13	0	40

Fig: 5.2.1: Knowledge and skills gained in Job Description level before training

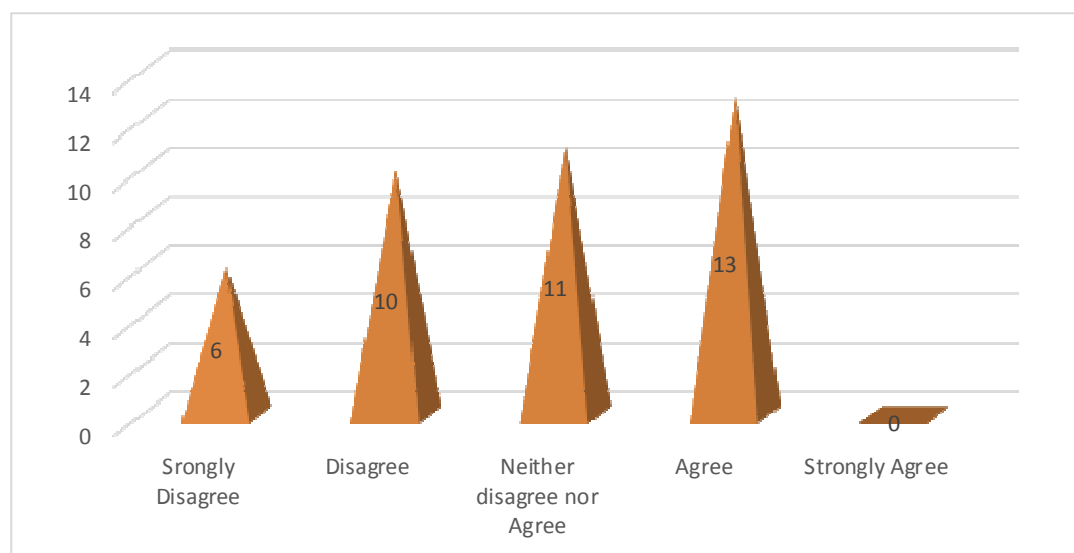
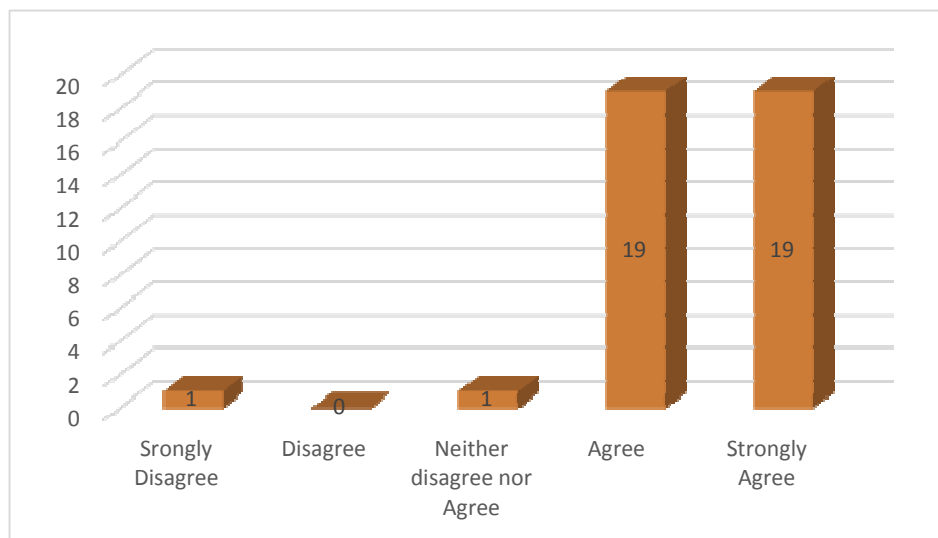


Table 5.2.2 Knowledge and skills gained in Job Description after training

Knowledge and skills gained before the training	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree	Total
	1	0	1	19	19	40

Figure 5.2.2 Knowledge and skills gained in Job Description after training



5.3 NON-ANALYTICAL SCHEMES

On Non-Analytical Job Evaluation Schemes, 20 respondents, representing 50% of the respondents, indicated that they had no knowledge and skills in Non-Analytical Job Evaluation Schemes before the programme. Six (6) respondents, representing 15%, indicated that they had knowledge and skills in the Non-Analytical Schemes

before the training. The remaining participants numbering 14, representing 35% of the respondents, could not exercise any option.

Concerning knowledge gained in the Non-Analytical Schemes after the training, two (2) respondents, representing 5%, of the respondents answered in the negative by saying that they had not gained any knowledge and skills. Thirty -eight (38) respondents, representing 95%, however indicated that they have gained knowledge and skills in the subject. Tables 5.3.1 and 5.3.2 and figures 5.3.1 and 5.3.2 are the responses and their graphical representations.

Table 5.3.1: Knowledge and skills gained in Non-Analytical Schemes before training

Knowledge and skills gained before the training	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree	Total
	15	5	14	6	0	40

Figure 5.3.1: Knowledge and skills gained in Non-Analytical Schemes of Job Evaluation before the training

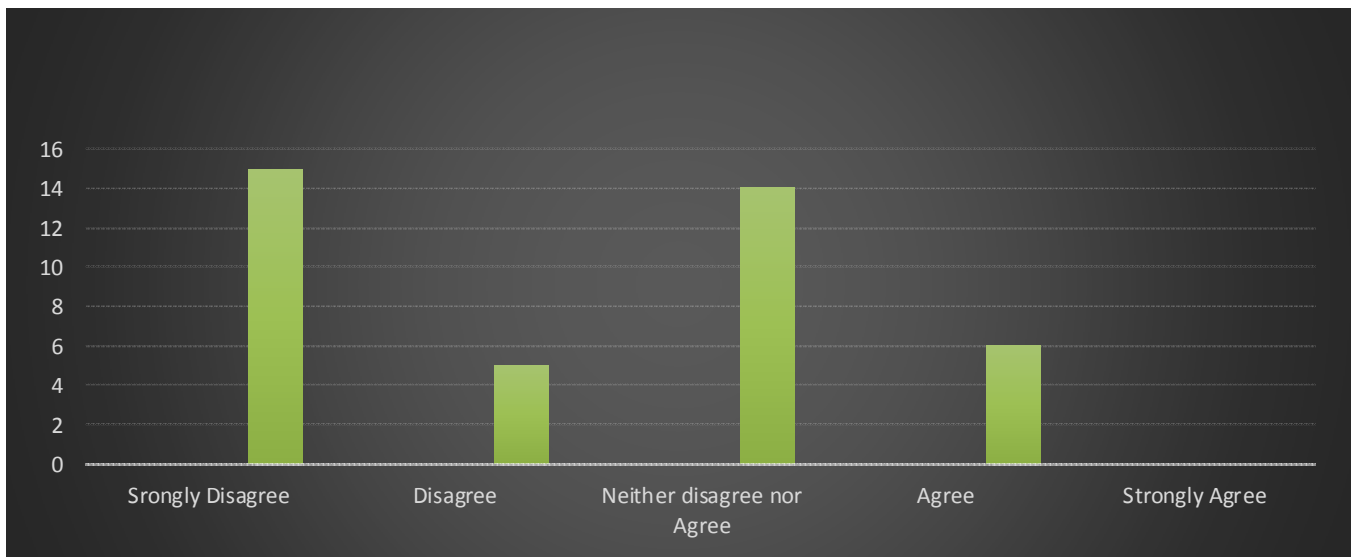
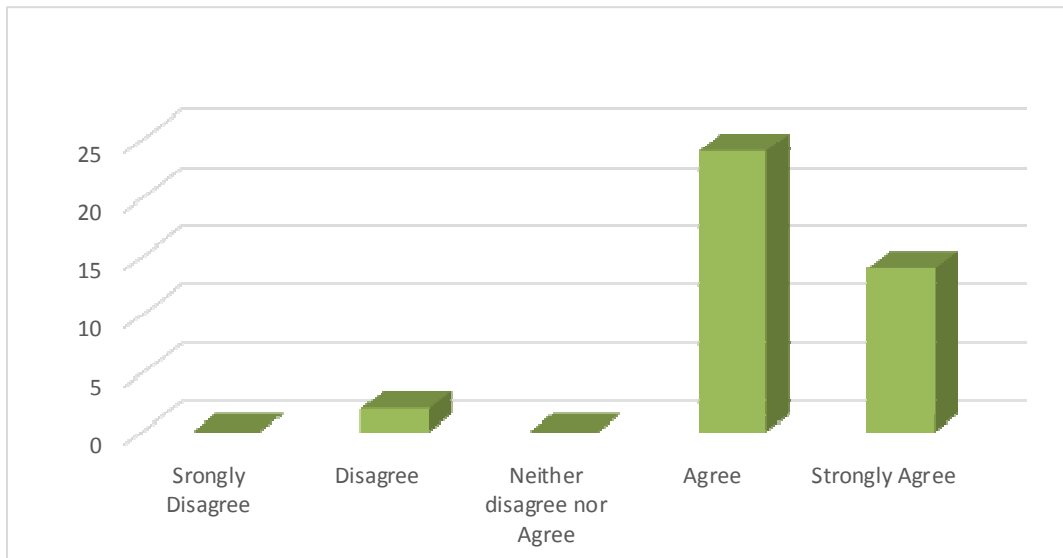


Table 5.3.2: Knowledge and skills gained in Non -Analytical Schemes of Job Evaluation after training

Knowledge and skills gained before the training	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree	Total
	0	2	0	24	14	40

Figure 5.3.2: Knowledge and skills gained in Non- Analytical Schemes of Job Evaluation after training.



5.4 ANALYTICAL SCHEMES OF JOB EVALUATION

Twenty-two (22) participants, representing 55% of the respondents, indicated that they had no knowledge or skill in Analytical Schemes of Job Evaluation before the training whilst eight (8) respondents (20%) said that they had knowledge and skills in Analytical Job Evaluation Schemes before the training. Ten (10) participants, representing 25% of the respondents, remained neutral.

In total 37 participants, representing 92.5%, confirmed that they have gained knowledge and skills in Analytical Job Evaluation Schemes. Whilst one respondent (2.5%) observed that he/she has not acquired any knowledge, the remaining two (2) respondents (5%) indicated that they have neither received any knowledge after the training. Tables 5.4.1 and 5.4.2 and figures 5.4.1 and 5.4.2 are the responses and their graphical representations.

Table 5.4.1: Knowledge and skills gained in Analytical schemes before training

Knowledge level before the training	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
	16	6	10	8	0

Figure 5.4.1 Knowledge and skills gained in Analytical Schemes before training

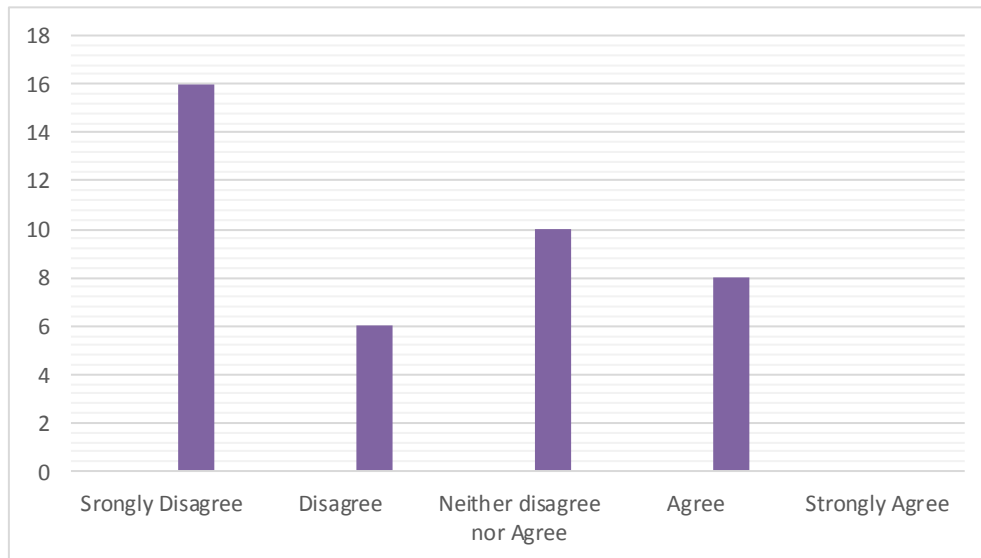
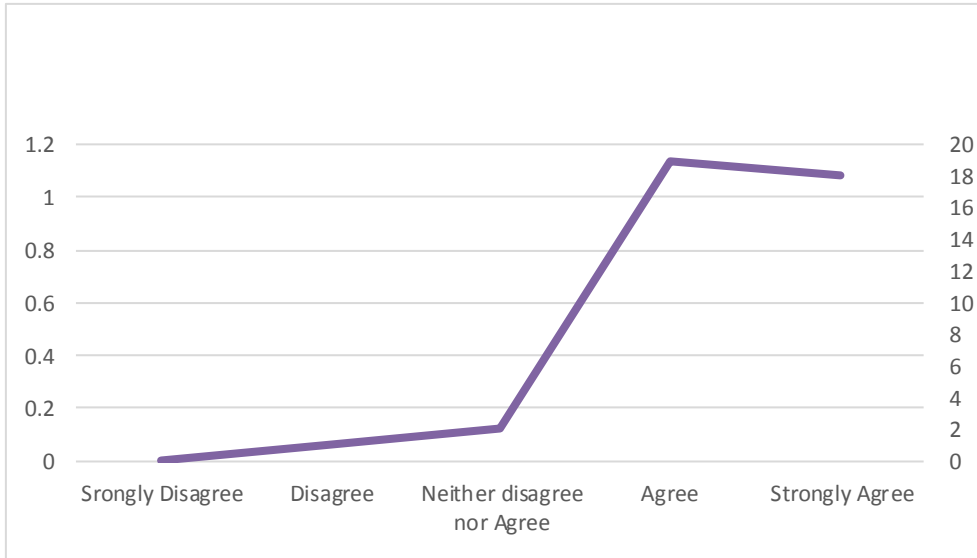


Table 5.4.2: Knowledge and skills gained in Analytical Schemes after training

Knowledge and skills gained before the training	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
	0	1	2	19	18

Figure 5.4.2: Knowledge and skills gained in Analytical Schemes after training



5.5 Factor Weights Determination

Out of the forty (40) respondents, twenty five (25), representing 62.5%, had no knowledge and skills in the determination of Factor Weights before the training. Five (5) respondents, representing 12.5%, had knowledge in Factor Weights determination before the training whilst 10 respondents (25%) remained neutral. On the whole, thirty-six (36) respondents, representing 90% of responses, indicated that they have gained knowledge and skills in factor weightings after the training. The remaining four (4) respondents (10%) could not confirm whether they have gained knowledge and skills or not.

Tables 5.5.1 and 5.5.2 and figures 5.5.1 and 5.5.2 are the responses and their graphical representations.

Table 5.5.1: Knowledge and skills gained in Factor Weights determination before training

Knowledge and skills gained before the training	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
	20	5	10	3	2

Figure 5.5.1: Knowledge and skills gained in Factor Weights determination before training

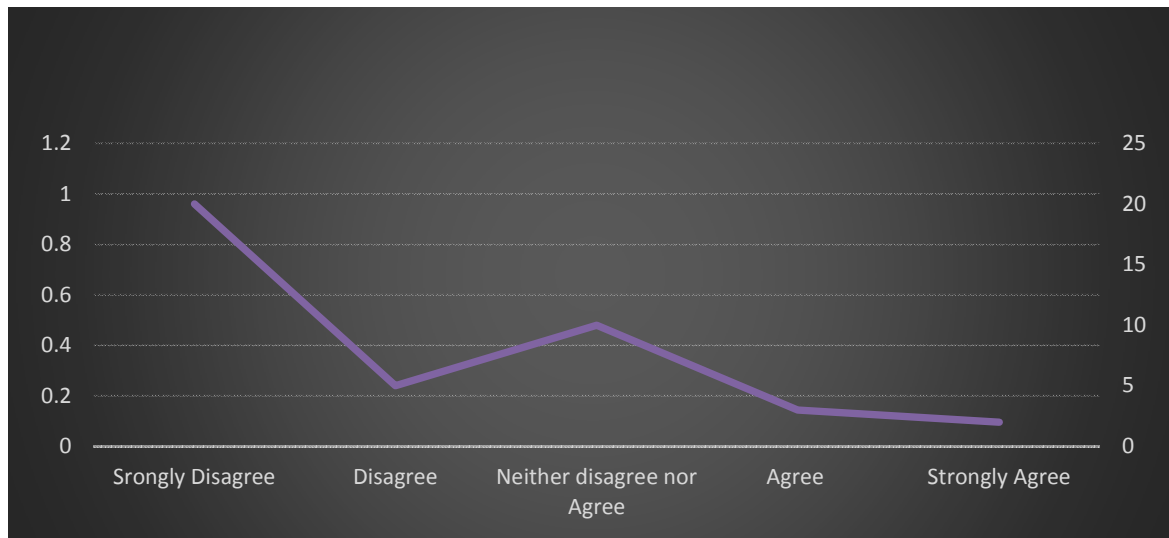
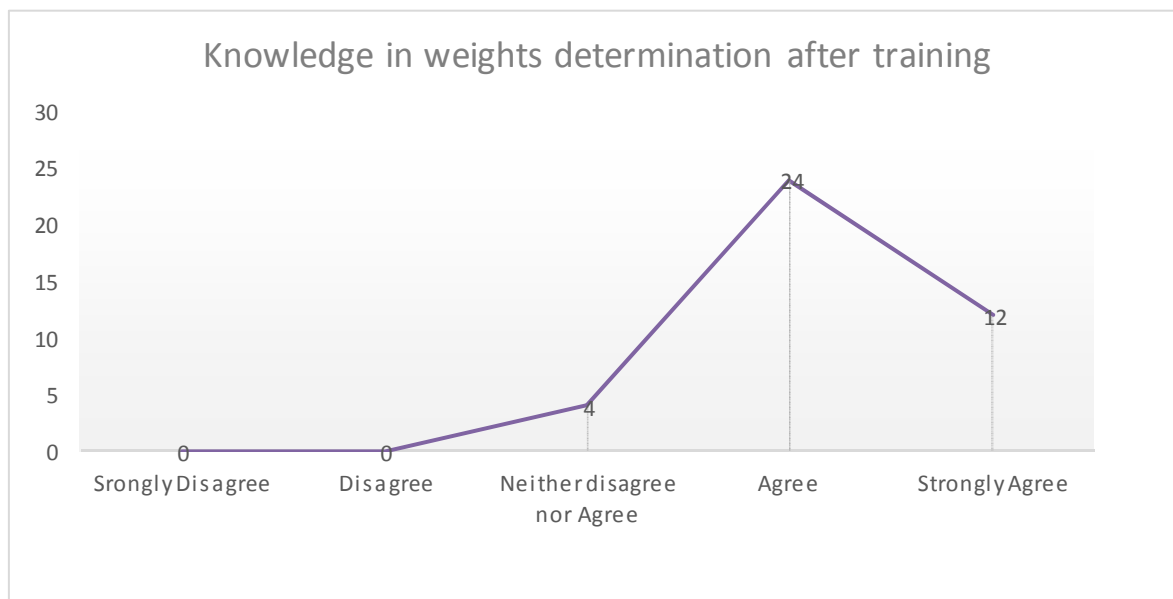


Table 5.5.2: Knowledge and skills gained in Factor Weights determination after training

Knowledge and skills gained before the training	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
	0	0	4	24	12

Figure 5.5.2: Knowledge and skills gained in Factor Weights determination after training.



5.6 Development of Factor Tables and Determination of Job Scores

On the subject of the development of Factor Tables and determination of Job Scores, Twenty-four (24) respondents, representing 60% of responses, indicated their lack of knowledge and skills prior to the training. Eight (8) respondents (20%)

said they had knowledge and skills in the development of Factor Tables and determination of Job Scores

After the training, thirty-two (32) respondents, representing 80%, indicated that they have gained knowledge and skills in the development of Factor Tables and determination of Job Scores. Three (3) participants (7.5%) indicated that they acquired no knowledge and skills after the training. The remaining five (5) respondents (12.5%) were undecided. Tables 5.6.1 and 5.6.2 and figures 5.6.1 and 5.6.2 are the responses and their graphical representations.

Table 5.6.1: Knowledge and skills gained before training

Knowledge and skills gained before the training	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
	19	5	8	5	3

Figure 5.6.1: Knowledge and skills gained before training

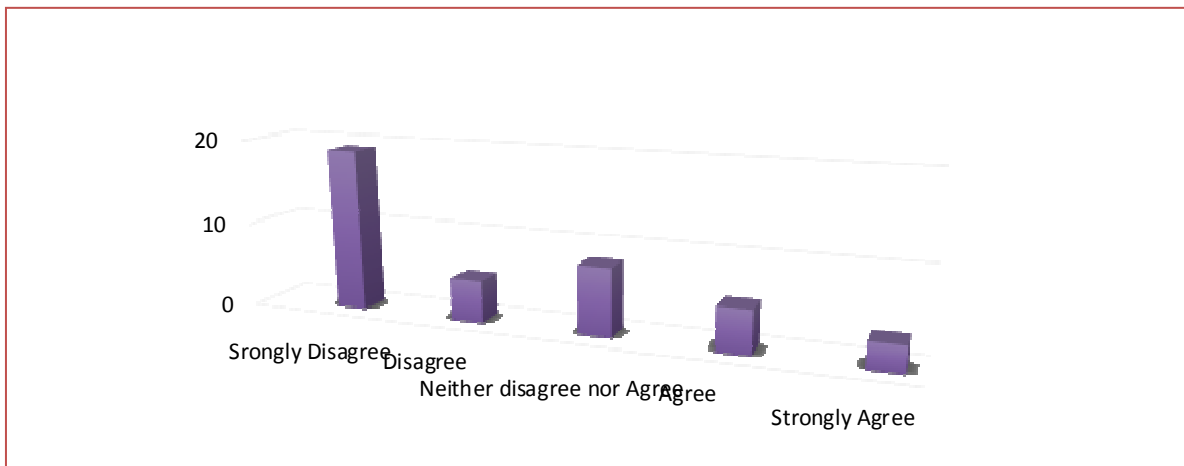
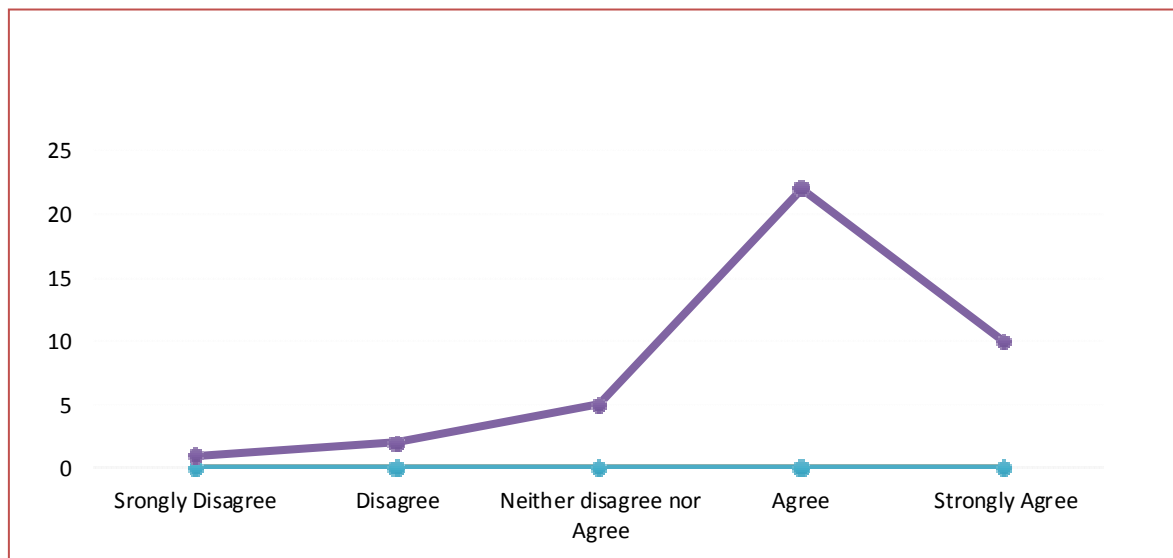


Table 5.6.2: Knowledge and skills gained after training

Knowledge level before the training	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
	1	2	5	22	10

Figure 5.6.2 Knowledge and skills gained after training.



5.7 Relevance, applicability and effectiveness of training

All respondents indicated that the knowledge and skills acquired during the training are valuable for their work as “champions” of the Job Evaluation programme, in particular, and for their office work as HR officers, Managers, Secretaries, and officers of the Management Services Division of HRMO. Table 5.7.1 below represents the various questions and the frequencies of the responses from the participants.

Table 5.7.1: Relevance, Applicability and Effectiveness of the Training

Relevance, Applicability and Effectiveness	Strongly disagree	Disagree	Neither		Strongly Agree	Total
			Disagree nor Agree	Agree		
I understand how the concepts of the training is relevant to my work	0	1	3	14	22	40
I can apply what I learnt to my work	0	1	1	21	17	40
I will refer to the training materials at my work	2	1	1	19	17	40
The Training processes(methodologies) helped me to better understand the content	0	2	2	18	18	40
I will recommend this training to my colleagues	0	1	0	15	24	40

The table above shows that 36 respondents (90%) understand the relevance of the training to their work. again 38 of the respondents (95%) said they can apply what was learned to their work. Whilst 36 respondents (90%) indicated that they will refer to training materials, a set of 36 respondents (90%) said the training methodologies allowed them to understand the content of the training. Out of the 40 respondents, 39 (97.5%) indicated they will recommend training to colleagues.

5.8 TRAINING METHODOLOGIES

In assessing the methodologies used for the training programme, all the 40 respondents, representing 100%, indicated that they liked the syndication and participatory methodologies most because these approaches allowed them to interact, ask questions, share knowledge and experiences. Thirty-nine (39) respondents, representing 97% of the respondents, said that they liked the PowerPoint presentation and the experiential leaning methodologies. One (1) respondent (2.5%) indicated that he/she does not like the learner-centered approach.

5.9 IMPROVING UPON THE TRAINING IN FUTURE

An analysis of responses of participants as to how the training could be improved in the future shows that majority of them are of the view that the training materials including handouts should be prepared ahead of the training and distributed to participants before or immediately after each session.

5.10 DELIVERY OF CAPACITY BUILDING

This section looked at the level of capacity building for the participants. Thirty-six (36), representing 90% of respondents, agreed that enough time was allowed during the training session for discussions. Four (4) respondents (10%) held the view that there was not sufficient time for discussions.

On freedom to participate, thirty -nine participants (97.5%) indicated that they participated freely in all the training sessions. However, one (1) participant (2.5%) responded that she/he could not participate freely

As to whether the materials were logically presented, thirty-seven (92.5%) said the training process was guided in a logical manner so they could see how they were proceeding to meet their learning objectives. One (1) participant (2.5%) could not exercise any option.

Whilst thirty-eight (38) of the respondents, representing 95% of the respondents, indicated that all their questions were answered with helpful examples, two (2) respondents (5%) did not exercise any option. Thirty-eight (38) respondents (95%) indicated that the training sessions were kept interesting because facilitators used varied presentation techniques. Two (2) respondents (5%) were unable to indicate agreement or disagreement on the subject

An assessment of the venue for the program revealed that 75% of the respondents agreed that the venue was appropriate and comfortable for the training. Seven (7) respondents (17.5%) were unable to agree or disagree on the suitability or otherwise of the venue. Three (3) respondents (7.5%) indicated that the training venue was not comfortable for learning.

With regard to how to improve the learning environment, venue, logistics and food, 90% of respondents indicated that the washrooms (restrooms) needed to be kept clean, power supply stabilized by providing efficient alternatives, serving of food should also be properly arranged to prevent long queues. The remaining 10% of the respondents could not make any suggestions. Table 5.10.1 below shows the detailed responses from the respondents.

Table 5.10.1: Delivery of Capacity Building

Delivery of Capacity	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Total
There was enough time for discussions	2	2	0	22	14	40
Everyone including me, was able to participate freely	0	1	0	12	27	40
The process was guided in a logical way so I could see how we were proceeding to meet our learning objective	1	0	2	18	19	40
Questions were answered with helpful example's	0	0	2	18	20	40
Varied presentation techniques were used to keep the sessions interesting	0	0	2	17	21	40
The training Venue provided for an appropriate and comfortable learning environment	0	3	7	18	12	40

5.11 CONCLUSION

This evaluation of the training programme, undertaken for members of the Implementing Agencies and representations of MDA's who are to serve as "champions" in the implementation of Job Evaluation exercise for the Civil Service of Sierra Leone, was carried out to determine whether the training in Job evaluation has achieved the stated objectives. It is clear from the analysis of the responses from the 40 respondents out of the 50 participants that 65% of them had no knowledge in Job Evaluation before the beginning of the training. However, after the training, 92% have gained knowledge and skills in Job Evaluation.

Since Job Evaluation is new in the Civil Service of Sierra Leone, it could be safely concluded that the training has impacted positively on the participants. As "champions" of the Job Evaluation exercise in the Civil Service of Sierra Leone, the participants are now equipped to effectively and efficiently engage KPMG as they go through the processes of Job Evaluation.

We wish to use this opportunity to express our gratitude to the Government of Sierra Leone for the confidence reposed in the Fair Wages and Salaries Commission, Ghana, to carry out this training on Job Evaluation for the Sierra Leone Civil Service. We are particularly grateful to the Public Sector Reform Unit, of the Office of the President of Sierra Leone and the Human Resource Management Office of Sierra Leone for effectively and efficiently organizing and coordinating the training programme. Last, but not the least, we wish to appreciate the enthusiasm demonstrated by all participants which made the training a success.