

DFID

**DEVELOPMENT OF A
COMPREHENSIVE TRAINING POLICY
FOR THE CIVIL SERVICE**

REPUBLIC OF SIERRA LEONE

CONTRACT REFERENCE N^o: DCP 153

CROWN AGENTS REFERENCE N^o: T23609

May 2005

DFID

**DEVELOPMENT OF A COMPREHENSIVE
TRAINING POLICY FOR THE CIVIL
SERVICE**

SIERRA LEONE

CONTRACT REFERENCE N^o: DCP 153

CROWN AGENTS REFERENCE N^o: T23609

May 2005

Crown Agents
St Nicholas House
St Nicholas Road
Sutton
Surrey SM1 1EL
UNITED KINGDOM

Tel: +44 20 8643 3311
Fax: +44 20 8643 8232

Email: enquiries@crowนางents.co.uk
Web: <http://www.crowนางents.com>



FS33234

This report is submitted to the Department for International Development but remains the copyright of Crown Agents and should not be used for any other purpose than for evaluation. It should not be reproduced in whole or part without the express written permission of Crown Agents.

BSI Registered Symbol and UKAS Accreditation Mark

It should be noted that the BSI Symbol and UKAS Accreditation Mark on the cover of this document signify that Crown Agents operate a documented Quality Management System registered with the British Standards Institution to the international quality standard BS EN ISO 9001:2000. The scope of this registration specifically covers the Provision of Consultancy services in Revenue Enhancement and Expenditure and Debt Management, including:

- ❖ *Customs, Taxation and Trade*
- ❖ *Institutional Development*
- ❖ *Engineering*

TABLE OF CONTENTS

<i>Table of Contents</i>	(i)
<i>List of Appendices</i>	(i)
<i>List of Acronyms and Abbreviations</i>	(ii)

SECTION	PAGE
EXECUTIVE SUMMARY	
1. INTRODUCTION	5
2. BACKGROUND - POVERTY REDUCTION STRATEGY PAPER	6
3. KEY FINDINGS AND RECOMMENDATIONS	7
3.1 SUMMARY OF MAIN RECOMMENDATIONS	8
4. METHODOLOGY	10
4.1 TRAINING NEEDS ANALYSIS.....	10
5. ISSUES SURROUNDING THE INTRODUCTION OF A TRAINING POLICY	11
6. COMPREHENSIVE TRAINING POLICY FOR THE SIERRA LEONE CIVIL SERVICE.. 13	
6.1 INTRODUCTION	13
6.2 MANAGEMENT AND COORDINATION OF CIVIL SERVICE TRAINING.....	13
6.3 NATIONAL ANNUAL TRAINING PLAN	14
6.4 TRAINING COORDINATOR NETWORK.....	14
6.5 EVALUATION OF TRAINING	15
6.6 TRAINING BUDGET	15
6.7 EQUALITY OF OPPORTUNITY AND TRANSPARENCY	16
6.8 TRAINING AND DEVELOPMENT.....	16
6.9 COMPETENCY FRAMEWORK.....	17
6.10 TRAINING PROVIDERS.....	17
6.11 THE ETHOS OF PUBLIC SERVICE AND THE CIVIL SERVICE TRAINING COLLEGE	18
6.12 LINKS WITH INTERNATIONAL INSTITUTES	18
6.13 STRUCTURED WORKPLACE DEVELOPMENT	18
6.14 COMMUNICATION OF THE TRAINING POLICY	19
6.15 ADMINISTRATIVE CLASS	19
6.16 PROFESSIONAL CLASS	19
6.17 SENIOR EXECUTIVE SERVICE.....	19
6.18 EXECUTIVE, CLERICAL AND SECRETARIAL CADRES	20
6.19 POLICY REVIEW	20
7. IMPLEMENTATION OF THE TRAINING POLICY	26
8. DETAILED FINDINGS OF THE TRAINING NEEDS ANALYSIS	29
9. COMMENTS ON MAIN NEEDS	32
9.1 INFORMATION AND COMMUNICATIONS TRAINING (ICT)	32
9.2 OFFICE PROCEDURES	32
9.3 FINANCIAL MANAGEMENT	33
9.4 POLICY FORMULATION AND RESEARCH	33
9.5 PUBLIC ADMINISTRATION.....	33
9.6 LEADERSHIP / MANAGEMENT	34
9.7 MANAGEMENT DEVELOPMENT PROGRAMME	34
9.8 PEOPLE DEVELOPMENT	35
9.9 PERFORMANCE APPRAISAL.....	35
10. OTHER DATA FROM THE SURVEY	36
10.1 AGE	36
10.2 YEARS IN CIVIL SERVICE	36

10.3 YEARS IN CURRENT MINISTRY	37
10.4 QUALIFICATIONS	37
10.5 JOB DESCRIPTIONS.....	38
10.6 ACCESS TO COMPUTERS	38
10.7 PRIOR TRAINING	39
10.8 FACTORS AFFECTING PERFORMANCE	39
11. COMPETENCIES.....	41
12. CONTEXTUAL ISSUES	43
13. TRAINING BUDGET.....	44
14. TRAINING INSTITUTES, PROVIDERS AND VENUES.....	45
14.1 CIVIL SERVICE TRAINING COLLEGE	45
14.2 INSTITUTE OF PUBLIC ADMINISTRATION AND MANAGEMENT	46
14.3 DISTANCE LEARNING CENTRE (DLC)	48
14.4 FJP MANAGEMENT CONSULTANTS, 29 LIVERPOOL STREET, FREETOWN.....	48
14.5 COMPUTECH LTD. 22, PULTNEY STREET, FREETOWN.....	48
14.6 COMPUTEL.....	49
14.7 INDIVIDUAL TRAINERS.....	49
14.8 VENUES	49
15. PUBLIC SERVICE COMMISSION AND OTHER MDAS.....	50
16. HUMAN RESOURCE MANAGEMENT	51
16.1 PERFORMANCE MANAGEMENT.....	51
16.2 RECRUITMENT.....	52
16.3 PROMOTION	52
16.4 PERSONAL DEVELOPMENT.....	53
16.5 CAREER DEVELOPMENT	53
17. QUALITY ASSURANCE	53
18. DECENTRALISATION	54
19. CONCLUSION.....	54

APPENDIX		PAGE
APPENDIX A	Terms of Reference	
APPENDIX B	List of people consulted / interviewed	
APPENDIX C	Sample questionnaire	
APPENDIX D	Interview prompts	
APPENDIX E	List of other training needs mentioned	
APPENDIX F	Management Development Programme	
APPENDIX G	Example of a Personal Development Plan	
APPENDIX H	Structured Workplace Development, sample documentation	
APPENDIX I	List of training by respondents in the last 3 years	
APPENDIX J	Current Civil Service Salary Scales (abridged)	
APPENDIX K	Factors affecting performance	
APPENDIX L	The Competency Approach	
APPENDIX M	Training Budget for 2005	
APPENDIX N	New Performance Appraisal Forms (awaiting introduction)	
APPENDIX O	List of references and documents reviewed	

ACRONYMS AND ABBREVIATIONS

DFID	Department for International Development
GOSL	Government of Sierra Leone
PRSU	Public Sector Reform Unit

EXECUTIVE SUMMARY

This report follows a visit to Sierra Leone in April- May 2003 by the Crown Agents, to prepare a comprehensive training policy and to analyse training needs.

We found minimal coordination in the management of training and concluded that the Civil Service would benefit from more demand-led training, rather than supply-led which tends to prevail at the moment. Training should be based on identified needs and should be evaluated to ensure that it is achieving its objectives. This philosophy is one of the cornerstones of the proposed policy. The training process will be overseen by a Training Advisory Group who will act as a steering and monitoring group. The current training budgets appear inadequate for the needs of the Civil Service as a whole and for the Ministries. The new Human Resource Management Office will have primary responsibility for the implementation of the policy, and the report includes a suggested plan. We became aware of other initiatives that have a strong bearing on our work and it is important that there is coordination of these.

Our Training Needs Analysis was carried out through questionnaire survey, interviews, research of data and observation. The questionnaire was based upon a set of competencies we developed and the highest needs emerged in the following areas:

- Information and computer training
- Office procedures
- Financial management
- Policy formulation and research
- Leadership
- People development
- Professional training and development

Induction training has not been systematically carried out for some time and this needs to be addressed. We also propose the introduction of a Management Development Programme.

Respondents referred to other factors affecting performance, of which the most frequently mentioned were a) poor terms and conditions, mainly salaries, b) lack of 'logistics', meaning equipment, transport and working conditions and c) lack of promotion.

We researched potential training providers including IPAM and some commercial providers, and we investigated the situation of the Civil Service Training College, currently being refurbished. We concluded that the latter will make a good foundation for delivering specifically Civil Service topics as well as other training, but that its uncertain completion date should not delay the initiation of much needed training.

We also looked at other aspect of Human Resource Management and their links with training, especially performance management. We concluded that the current system is a bureaucratic and mechanical exercise and the sooner a new appraisal system is introduced the better. This will also help to inform the management of training and to provide feedback on the effectiveness of training.

1. INTRODUCTION

Crown Agents was engaged by the Public Sector Reform Unit (PRSU) of Sierra Leone, supported by Department For International Development (DFID), to develop a comprehensive training policy for the Civil Service of Sierra Leone. The scope of work included a number of activities and issues to be addressed, especially the identification of skills shortages, training priorities and resources available. By acceptance of the workplan it was agreed that these would be assessed through a Training Needs Analysis (TNA). The Terms of Reference appear at Appendix A. The assignment was carried out by Carol Scoines, Senior Human Resource Consultant, and Francesca Scott, Crown Agents Advisor. Ms Scott's input took place between 30 April and 13 May and was provided by Crown Agents at no cost to DFID or the Government of Sierra Leone (GOSL).

Due to the limited time available for the TNA, it was agreed, after discussion with the PRSU, that we target Ministries especially engaged in the Poverty Reduction Strategy Paper, which is the Government framework strategy, and which was launched during our visit. Hence our formal survey is based on the reported needs of 7 Ministries. We also clarified that certain government bodies, which are entitled to formulate their own Human Resource Policies, such as the Anti-Corruption Commission, National Revenue Authority etc., fall outside the scope of the Policy.

Much has been written elsewhere about the former 'glory days' and the respect enjoyed by the post-colonial era Civil Service of Sierra Leone. We will not expand upon that except where this observation is pertinent to our findings.

There are other projects within Sierra Leone that have considerable bearing on our assignment, and it is important to cross reference these as much as possible, partly for cohesion, but also to prevent initiatives being pursued in isolation of their evolving context.

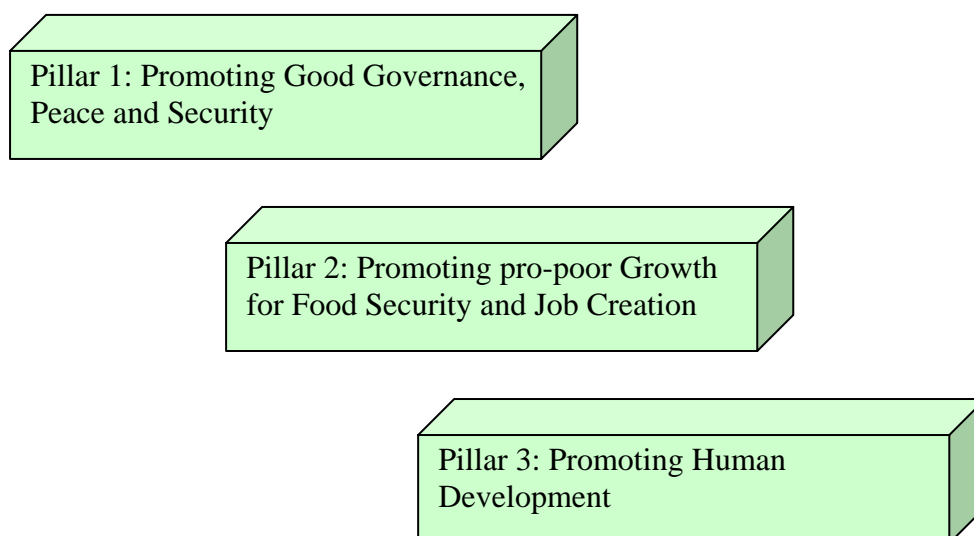
We are most grateful for the considerable support and assistance of everyone we met during our visit, and their names appear in Appendix B, but we would like to mention especially Mr Osho Coker, PRSU, Mr Pessima, Establishment Secretary, Mr. F. Keita, Secretary, Training and Recruitment, Mr. Emeka King, Assistant Secretary, Establishment Secretary's Office (ESO) and Mr Keith Bastin, DFID.

For our Training Needs Survey we received extraordinary help from a number of people in our 7 target ministries, but would like to highlight our thanks to Mr. P. Cole, Ministry of Agriculture and Food Security (MAFS), Mr. Sumailah, Ministry of Education, Science and Technology (MEST), Mr. Freeman, Permanent Secretary, Ministry of Local Government and Community Development (MLGCD), Dr. Sandy, Director of Human Resources, Ministry of Health and Sanitation (MHS) and Mr. Abdullah Mansaray, Ministry of Trade and Industry (MTI), and all their staff.

2. BACKGROUND - POVERTY REDUCTION STRATEGY PAPER

The Sierra Leone Poverty Reduction Strategy Papers (PRSP) identifies GOSL's objectives, strategies and programmes for poverty reduction. The Strategy was first finalised in June 2001, focusing on the Government's priority to address the challenges of the transition from war to peace. Since that time it has been adapted according to the changing environment in Sierra Leone, and the PRSP 2005 identifies both short and medium-term challenges in addressing poverty; the two key challenges identified being food security and job creation.

The strategy focuses on 3 pillars:



A central component of the first pillar is the improvement of Public Sector Governance. This includes the need to develop the institutional capacity for government to deliver public services effectively. GOSL has committed to a strategy which involves reforming the institutional design and organisational development of the civil service through a number of significant initiatives including:

- building human resources and a functional review of key ministries
- reviewing central policy making
- establishing a new personnel management office and new personnel regulations
- reviewing civil service grading and pay structure
- developing a new performance assessment system
- creating a Senior Executive Service (medium term)
- development of a new training policy

The development of a new training policy is an important strand that runs through all the other initiatives of this reform agenda. It is crucial in building human resources and assisting civil servants to achieve optimal performance, while also enhancing job satisfaction and prospects for career development.

3. KEY FINDINGS AND RECOMMENDATIONS

The key findings are summarised here and elaborated later in this report

- The training budgets allocated to Ministries are woefully inadequate, and not always fully disbursed. Part of the issue appears to be the Ministries' ability to produce credible plans and proposals to secure training funds.
- Training in the Civil Service is extremely uncoordinated. There is little discipline in addressing needs, and minimal sense of applying scarce financial resources to priority areas. We encountered 1 individual with only 4 years service who had attended at least 5 courses, including some overseas, and another, with responsibility for many staff, who had received no significant training in 14 years.
- A few Ministries have attempted to collate their training needs, but this is usually a courageous attempt by a motivated individual/unit rather than as part of an overall strategy.
- There are very few individuals within each Ministry who understand training and development as a Human Resource Management (HRM) process. Rather, most training that takes place is to take advantage of ad hoc opportunities from an external source regardless of their fit with actual needs.
- Using the competencies proposed for our survey the highest training needs identified during our TNA were:
 - a. Computer training
 - b. Office procedures
 - c. Financial Management
 - d. Policy Formulation
 - e. Public Administration
 - f. Leadership
 - g. People Development /HR

A wide variety of professional / technical topics also featured highly.

- Although staff are anxious to receive training, the main comment in virtually all responses was the inadequacy of remuneration. Not only are most Civil Servants demotivated, but some said they find it hard to focus on work and performance when they feel oppressed by family responsibilities they cannot meet. A separate project is addressing Pay and Grading, and we hope that the outcome will complement the efforts to raise performance, which cannot be achieved by training alone.
- The closing of the Civil Service Training College (CSTC) many years ago was still much lamented by many respondents. Nothing substantial has replaced the type of training formerly provided there. There is an urgent need for training in Service-related topic areas, which should not wait for the completion of the refurbishment and reopening of the College. A functioning College for all Civil Servants, not just Clerks and Secretaries, will be an asset for creating and maintaining a Civil Service ethos and restoring pride.

- The Institute of Public Administration and Management (IPAM) can only offer limited assistance with the training needs of the Civil Service. It has its own priorities and development issues.
- The plans for a Distance Learning Centre (DLC), supported by the World Bank, look promising and will augment the training provision in Sierra Leone. Building is currently scheduled to start in September 2005. The DLC is to become financially independent after 4 years.
- A regime of Structured Workplace Development (SWD) could address some of the training needs of Civil Servants. It would motivate staff, enhance performance and cost very little. There is a need for capacity building for supervisors and managers performing this role, and for a systematic approach to On the Job Training (OJT).
- The mindset of most Civil Servants is based on outdated processes and expectations, such as old-fashioned Schemes of Service, promotion based on time served etc. The introduction of modern HRM methods will have to overcome entrenched attitudes, and will need to be introduced sensitively as a part of a change process.
- The rosy reflection on past days of glory is, if anything, a barrier to moving on and tackling today's constraints. People seem to refer to what happened in the past as a starting point rather than accepting that those days are over and new and totally different circumstances prevail.
- There is widespread cynicism about the reasons for some people being promoted and not others, usually attributed to political connections. We were unable to confirm the veracity of this but the perception is so common as to require an enhanced level of transparency.
- The Annual Confidential Report (ACR) is a very poor indicator of performance and is extremely outdated. Furthermore we heard of some cases where the ACR's are completed only when a promotion is being recommended, since the system requires 3 years of reports, which are often completed in retrospect for this specific purpose.
- The new Civil Service Code of 2003, which has yet to be formally agreed by Cabinet, includes proposals for a new performance management system. Although not perfect the appraisal forms are a great improvement on the current ACR's. Training in this system is a very high priority, so that it can be introduced as soon as possible, hopefully for the reporting year 2005.
- There are pockets of attempts at good practice and reform by motivated Civil Servants, some of whom may have enjoyed exposure to more modern methods. For example the Public Service Commission rejected a request for a vacancy to be filled because it had no credible justification; isolated units are trying to improve record keeping etc. It would be useful to identify all these initiatives and harness their positive results to motivate the 'champions' and to share lessons learned.

3.1 SUMMARY OF MAIN RECOMMENDATIONS

1. We recommend that the Training Policy be adopted and its new practices be introduced in accordance with the Implementation Plan (page 7-24).

2. Notwithstanding any refinement to the Policy we recommend that in the future training for Civil Servants be centrally coordinated though the Head of Training and Development in the HRMO, that there should be a realistic budget for training and that all training should be demand driven, based on identified needs.
3. We recommend that a Management Development Programme be introduced for existing and potential managers (page 29)
4. We recommend that training for the proposed new Performance Appraisal System be planned as a matter of urgency (page 30)
5. We recommend that suitable candidates be identified without delay for participating in the proposed MOD Policy skills training scheduled for September 2005 (page 28)
6. We recommend that training records be maintained, by individual Ministries and centrally in the HRMO. This should start with any new training but information on previous training should also be collated as a retrospective exercise (page 34)
7. We recommend that the HRMO work towards introducing a competency framework, initially for training but which could be used eventually for a range of HR purposes (page 37)
8. We recommend that as the rehabilitation of the CSTC nears completion a trustworthy caretaker/guard should be appointed to deter squatters and other unauthorised usage, and to maintain the image of a professional Institute (page 40)
9. We recommend that in order to reinforce the central role of the CSTC the first events organised under its auspices should be for Senior Civil Servants (page 40)
10. We recommend that contact with FJP Management Consultants and trainers be pursued (page 43)
11. We recommend that Computech be explored further for computer training (page 44)
12. We recommend that training provided by Computel to MEST in 2002/3 be evaluated for its effectiveness and the company be explored further (page 44)
13. We recommend that the Head of T&DD create a database of resource persons from former and existing Civil Servants who could implement training (page 44)
14. We recommend performance management training as part of competency and management development (page 47)
15. We recommend that the requirement for satisfactory completion of training for promotion be kept under review for certain types of training (page 48)

4. METHODOLOGY

According to the Establishment Secretary there are approximately 15,000 Civil Servants. It was therefore necessary to limit the scope of our TNA, given the duration of our visit. We suggested a focus on the Ministries that are at the forefront of the PRSP, and we were also asked to include the Ministry of Trade and Industry and the Ministry of Foreign Affairs and International Cooperation. The latter receives offers of scholarships from other countries, which they channel through MEST.

4.1 TRAINING NEEDS ANALYSIS

For the TNA we used the following methods:

Questionnaires

Questionnaires were distributed to 25 staff in each of the following 4 groups, in each of the 7 target Ministries (see Appendix C for a sample questionnaire)

Grades 10-14: Senior Civil Servants in both Professional and Administrative Classes

Grades 7-9: Professionals (Grade 7 is the entry level for the Professional Class)

Grades 5-9: Administrative and Executive Classes

Grades 3-4: Secretaries, Clerks, Staff Superintendents etc.

The 4 questionnaires were very similar across the groups but there were minor differences in a) the actual competencies used and b) the descriptions of the competencies, to reflect the likely task levels. The questionnaires also gave space for:

- bio data on qualifications, length of service etc
- respondents' views on additional training needs
- other comments, especially factors affecting performance

The questionnaires were finalised after discussion with the Establishment Secretary and the Secretary, Training and Recruitment (STR) who made helpful observations on the format.

Interviews

We interviewed between 3 and 6 people in each target Ministry, across the Grades, (2 in the Foreign Affairs and International Cooperation.) We also held meetings with senior staff and with other bodies that could contribute useful information. A list appears at Appendix B. These were semi-structured interviews using 2 types of interview checklist (depending on the role of the interviewee), which appear at Appendix D.

We also had the advantage of informal discussions with visiting and resident Consultants. This gave us valuable insights, especially into the crucial issues of Decentralisation, Ministerial Functional Reviews (MFR) and Records Management.

Documentation

We studied documents, past reports and training providers' information. We were struck by the number of attempts at identifying training needs. We intend compiling the latter into one overall table so that in the future this information could be accessed in one place, which we hope will be useful and will save time and repetition of effort. This will be completed after the submission of this report.

Observation

We were able to witness aspects of ability and performance through our regular contact with a wide range of Civil Servants. We visited their offices and those of other potential players, e.g. IPAM.

The Training Policy was drafted and presented to the Secretary of the Public Service Reform Unit, the Governance Advisor, DFID and to PAI who are conducting a project closely linked to this activity. They have all provided feedback which has been taken into account in the policy now presented in this report.

5. ISSUES SURROUNDING THE INTRODUCTION OF A TRAINING POLICY

The overall purpose of the assignment was to develop a comprehensive training policy. We encountered enthusiastic support for this, especially by the ESO, where we had a marked sense of the emasculation of the role of the STR. He recognised the limitations of his position in being able to guide Ministries in respect of training, when their budgets are so paltry. The STR was concerned that any delay caused by coordination through his office could lead to training opportunities being lost, which he naturally wanted to avoid. However this left him with little or no part to play in the training overview, in contradiction to his title. If lucky the ESO might learn of training undertaken, after the event, or if consulted it is really a rubber-stamping function. This was a very honest assessment of his role in the process.

Normally modern practice is to decentralise rather than to centralise. However, we feel that, given the current ad hoc nature of training in the Civil Service there will be benefit in a central coordination of Civil Service training activities, to regain an overview and to ensure that the scarce resources are used for GOSL priorities. It may be possible to relax this coordination at a later date but there needs to be some discipline in the short term. We were surprised and gratified to discover that the Ministries we surveyed all agreed that such an approach would be beneficial i.e. they appear to be equally frustrated with the haphazard nature of training.

The other value of a training policy at this time is as a framework for other initiatives, either current or future, where training will play a part and it will be useful to have an established policy within which to locate specific training recommendations. Such initiatives include:

- the current thrust on decentralisation
- the needs that will inevitably arise from the MFR's
- procurement reform etc.

It is important to note however that other potential changes, at an early stage at the moment, may require a review of the suitability of some aspects of the training policy

in the future. For example, the current consideration of a Senior Executive Service (SES), which was the subject of a report by the Presidential Commission 12 months ago, but where the Action Plan still awaits implementation. To accommodate such eventualities the policy has a review period of 3 years built in.

The responsibility for the execution of the Policy will rest with a Head of Training and Development Division for the Civil Service, who will have the role of National Training Coordinator and report to the Head of the HRMO who will be a member of a Steering Committee, to be known as the Training Advisory Group. The HT&DD will be located in a new unit to be created, currently referred to as the Human Resource Management Office (HRMO). It is envisaged that this unit will include, inter alia, responsibility for the central coordination of training for the Civil Service. We do not believe that this function could be undertaken at the moment by the ESO. There is neither the capacity nor the credibility to undertake this role, but this must be reviewed in the light of progress and Terms of Reference for the HRMO.

The process of execution of the policy is shown diagrammatically as Annex 1 to the actual Policy.

6. COMPREHENSIVE TRAINING POLICY FOR THE SIERRA LEONE CIVIL SERVICE

6.1 INTRODUCTION

The Government of Sierra Leone (GOSL) recognises the contribution to development and to Government policy that can be made by an effective Civil Service. It is committed to the development of the Civil Service, its existing staff and potential employees to achieve high performance in the management and functions of government ministries and agencies. This includes financial and management support for and development of senior Civil Servants and those at junior level who have the potential to rise to more senior level, to expand their knowledge and competence in all aspects of their responsibilities. This training policy will apply to all Civil Servants i.e. staff appointed through the Public Service Commission. It does not apply to certain public sector Agencies that are legally entitled to make their own Human Resource arrangements, for example, the National Revenue Authority.

The Government further recognises that training requires financial and other resources, and that these must be allocated transparently to those areas that can be justified in terms of Government priorities. The Poverty Reduction Strategy is an example of such a priority. An annual budgetary provision for Civil Service training will reflect identified training needs, expressed as a National Annual Training Plan for the Civil Service.

The purpose of training for Civil Servants includes:

- To equip staff with the skills, knowledge and attitudes to perform effectively
- To prepare people for higher positions
- To fulfil legal requirements, for example, Health and Safety Regulations
- To modernise practices, for example, using technology
- To motivate staff

6.2 MANAGEMENT AND COORDINATION OF CIVIL SERVICE TRAINING

All training for Civil Servants will be approved through a central coordinating unit, which will be the Training and Development Division, located in the Human Resource Management Office (HRMO), with responsibility for:

- a) ensuring that all training undertaken by Civil Servants is demand driven as part of the National Annual Training Plan, and that applications for training that fall outside the Plan are not paid for from Government funds. Any external funding available will also be applied first and foremost to the priorities of the Plan
- b) maintaining records of all training received by Civil Servants
- c) assessing the impact of any training in a systematic way
- d) verifying the quality of existing and potential training providers

The work of the Training and Development Division (T&DD) will be overseen by a Training Advisory Group (TAG) acting as a Steering Committee. It will ensure that

the National Annual Training Plan is being implemented and that all training activities are directed towards achieving the priorities. It will provide guidance to the T&DD if there are conflicting demands on resources, ensuring that the Plan is adhered to, and the overall Human Resource needs of the Civil Service are taken into account. The Head of T&DD, which will be a professional post, will report quarterly to the TAG, in respect of current and planned training, statistical data and the effectiveness of completed training.

The TAG will monitor a) expenditure against the budget and b) the award of training opportunities so that they are fair, transparent and justifiable and c) progress made in achieving the National Annual Training Plan.

The Head of the T&DD will report to the TAG via the Head of the HRMO, who will be a TAG member. Other members will include: the Establishment Secretary, the Head of the Civil Service Training College, Cabinet Secretary (or alternate), Chairman of the Public Service Commission, Budget Secretary of the Ministry of Finance, Heads of important external providers (IPAM, DLC), and Permanent Secretaries of a few large Ministries, (e.g. MHS, MEST) to also represent users.

6.3 NATIONAL ANNUAL TRAINING PLAN

The National Annual Training Plan for Civil Servants will be formulated by a combination of top-down and bottom-up identification of needs. The high level needs will come from the Government's strategies and priorities. The training needs of individuals to meet these will come from activities within Ministries to identify the appropriate skills gaps. This will require annual assessment of training needs by each Ministry and the integration and verification of this information by the central coordinating unit. This will form the basis of the National Annual Training Plan

Training Needs in each Ministry will be identified in a number of ways, using surveys, managerial input, stakeholder feedback, business plans and any other indicators. After an initial assessment some Ministries may only need an annual update of their information. Training will be provided, where necessary, in identifying training needs. An important source of training information will be the Annual Staff Appraisal system, and both appraisers and appraisees have a responsibility to ensure that training needs are included in the written and verbal elements of the system.

The planning process will also take into account the funds available and the cost of all training activities will be estimated in advance and be a part of the Plan.

Training records will be maintained by each Ministry and by the central unit. In the event of localised training taking place within a Ministry, for example, a 1 day in-house seminar on a specific topic, the Ministry will provide details to the central unit for record purposes.

6.4 TRAINING COORDINATOR NETWORK

The HRMO will, through the Head of T&DD, acting as National Training Coordinator, have overall responsibility for Civil Service Training. This coordination role will provide the link between the TAG, the HRMO and the Ministries. The latter

will be effected through a network consisting of one nominated person per Ministry, that is, a Ministry Training Coordinator. This is a role rather than a position and may be only a part of a job, depending on the size and complexity of the Ministry. The Head of T&DD and the network should meet regularly to update members on the situation regarding training, to share views and to raise the profile of training in the Civil Service. All Training Coordinators should receive training in the basics of learning and development, so that they can advise their customers in their Ministries. They will also need to be capable of identifying training needs, so capacity will be built among the network of Ministry Training Coordinators for this important function. In large Ministries, or those with decentralised services, Training Liaison Officers at lower/dispersed levels will be needed to channel information to and from the centre.

It is likely that the Ministry Training Coordinator role could be filled by the new cadre of HRMO professionals. This network needs to be established as soon as possible to contribute to the introduction of discipline in the overall coordination of training opportunities.

6.5 EVALUATION OF TRAINING

All training and development events, or courses that have been sponsored by GOSL or external assistance, will be evaluated for their effectiveness. This will take place a) immediately after the course, when the trainee returns to work (levels 1/2) and b) 3-6 months after the training (levels 2/3) depending on the nature and level of the training. This will be carried out by the Ministry Training Coordinator, but the Head of T&DD has the responsibility to ensure that it takes place and to receive reports accordingly. The evaluation should be to a standard that will ensure that value for money and transparency is achieved in all funded training activities, and that the training is having the desired effect on performance. It will also be necessary to assess how well training is meeting the needs of Civil Servants for career development purposes.

6.6 TRAINING BUDGET

Financial resources will be made available for training by GOSL according to the following process

- Each Ministry will identify its training and development needs for the coming financial year.
- Each Ministry will draw up its own Training Plan for the coming year.
- The costs of meeting the Plan will be realistically estimated by each Ministry Training Coordinator, using quotations, past training events etc.
- The Head of T&DD can advise the Ministry in the drawing up of its Plan and with information on likely costs, if desired.
- The Plan, including the estimated costs, will be forwarded to the Head of T&DD in good time to allow scrutiny before the annual budget round.
- The Head of T&DD will endorse each Ministry Plan if he/she is satisfied that it meets Government priorities. This will then become a component of the National Annual Training Plan.
- Once the Plan is approved the cost estimates will go forward to the Ministry of Finance as that Ministry's bid for training funds.

- The Ministry of Finance will allocate funds to each Ministry in the Training Budget, based on the estimates in the Plan and the bigger picture i.e an overview of the National Annual Training Plan.
- If, despite the acceptability of the Ministry Training Plan, the Ministry of Finance cannot make the necessary funds available for the envisaged training, the Plan will be adjusted after consultation between the Head of T&DD and the Ministry Training Coordinator in accordance with identified priorities.
- The Head of T&DD will remain informed at all times of representations and negotiations regarding costs associated with training, and will update the National Training Plan accordingly.
- The TAG will oversee the planning and budgetary process through normal reporting arrangements with the HRMO and through occasional selective audits.
- The HRMO will report at the end of each financial year on the high level overview of the disbursement of the training budget.

6.7 EQUALITY OF OPPORTUNITY AND TRANSPARENCY

Training opportunities will be available to Civil Servants on the basis of

- a) the needs of the job
- b) available resources
- c) equal treatment, regardless of gender
- d) no external interference or undue influence in the selection of trainees

Civil Servants who secure funding for training are expected to commit to using their new skills for the benefit of GOSL, especially where the cost has been high, for example in the case of professional Diplomas, international courses etc. GOSL will require trainees to refund the costs and expenses associated with the training if the trainee should leave the service within 3 years.

6.8 TRAINING AND DEVELOPMENT

The training covered by this policy falls into 7 categories

- Induction training for all new entrants to the service
- Refresher training for longer serving officers
- A Management Development Programme for those who have the potential to rise to the senior levels, and to meet succession planning needs
- Specialist training for professionals, in their field
- Training to meet identified job performance requirements e.g. Planning and organisation skills
- Development needs of senior staff (Grades 11-14)
- Rapid development for identified fast track candidates
- Higher Education where this will enhance Civil Service performance e.g. professional Masters degrees

The above may be achieved through a range of delivery methods, including:

- Short Courses
- Professional qualification schemes
- Modular training
- Structured Workplace Development (On-The-Job Training)

- Support for private study at local institutes (within the overall National Training Plan)
- Technology based learning events
- In house short seminars
- Study visits
- Workshops for the sharing of information and experience
- Sabbaticals/study leave for higher education/professional qualifications

Where possible training will take place within Sierra Leone. International training will only be approved when a) no suitable course exists in Sierra Leone b) an international partner offers funded training to GOSL c) Study visits have been objectively identified to meet a specific need. In all cases the justification for the training and the selection of the trainee will be in accordance with the National Training Plan.

6.9 COMPETENCY FRAMEWORK

All training and development should take place within an overall framework of skills, knowledge and attitudes a) to perform the current job to the required standard and b) to prepare for the demands of the next job (where staff have managerial potential.) These can be grouped together under the term 'competencies' which fall into 2 main categories. *Core* competencies that apply to most staff, e.g. planning and organisation skills, and *job-related* that may change with the specific job e.g. procurement skills, medical knowledge etc.

It is the aim of the Sierra Leone Civil Service to develop a comprehensive competency framework for the purpose of benchmarking existing staff competencies against those identified as essential for the effectiveness of service delivery to the public. This will provide a guide, for training purposes, to existing managers, staff and the ESO/HRMO as to development needs. The other HR systems can also use the approach, for example, appointments, transfers and promotions could be on the basis of the successful individual being able to demonstrate possession of (or real potential for) the required competencies to the standard needed in the new job.

Identification and description of the actual competencies will evolve as the Civil Service meets the challenges of Ministerial Functional Reviews and evaluation of the new performance appraisal system, expected to commence in 2005/6. Some Ministries, Departments and Agencies (MDAs) are already embracing this approach and their results will also need to be assessed for effectiveness and lessons learned.

6.10 TRAINING PROVIDERS

The Head of T&DD will be responsible for creating and maintaining links with training providers, in order a) to assess their suitability to deliver the identified training to the standard required b) to encourage them to develop curricula and programmes that meet the needs of the Civil Service.

Depending on the type training being considered, these providers may include the rehabilitated Civil Service Training College, some services of the Institute of Public Administration and Management (IPAM), the Distance Learning Centre (DLC) and external commercial providers.

Most external providers are unable to meet the specific needs of the Civil Service, for example, in topics related to Public Administration and Policy Formulation. The Head of T&DD will develop a resource pool of experts, from current and former Civil Servants, and ensure that they have the skills in training delivery.

In addition to the above mentioned training providers, Civil Service trainers will be developed to contribute to Civil Service training in particular subject areas. It is reasonable to pay a small allowance for internal trainers to deliver training on an occasional basis, to encourage them to prepare thoroughly and to keep their knowledge and skills fresh.

6.11 THE ETHOS OF PUBLIC SERVICE AND THE CIVIL SERVICE TRAINING COLLEGE

GOSL recognises the importance of skills, knowledge and attitudes related to the special nature of the Civil Service. These address issues of Public Administration; Ethics and Accountability; Constitutional Framework; Relationship with elected officials; Public Service values etc. It is anticipated that in the future such training could take place in the refurbished Civil Service Training College (CSTC). Although completion of this is planned for December 2005, delays in actual work and in further funding for equipment needs mean that this date cannot be guaranteed. It is important that essential training is not delayed pending the uncertain completion date of the College.

In the future the CSTC will aim to respond to a range of needs of Civil Servants, at all levels, and not just be a school for entrants in the lower cadres. It will also have responsibility for research and liaison with suitable entities to continuously improve the calibre and performance of Civil Servants.

At the moment the refurbishment of the CSTC is being overseen by the Establishment Secretary, but the Head of T&DD should take over responsibility for the development of the college. He/she will also be responsible for interim arrangements to achieve the concept of dedicated Civil Service training, until the actual College is operative. Training may be provided in other venues or by external providers but may still be under the auspices of the CSTC.

6.12 LINKS WITH INTERNATIONAL INSTITUTES

The HRMO and CSTC will seek to take advantage of linkages with entities that can assist the Civil Service through information sharing, exchanges and training opportunities. These are likely to include the Centre for Policy and Management Studies (UK), the Ghana Institute of Public Administration and Management (GIMPA), INTAN (Malaysia), The Administrative Staff College of Nigeria (ASCON) and other similar bodies.

6.13 STRUCTURED WORKPLACE DEVELOPMENT

Considerable learning takes place in the workplace, and can be a powerful form of development. To be effective, and to be valued by the trainee, such work experience must be planned, carefully implemented and monitored. This is the responsibility of

every Civil Servant who supervises any other staff member. Everyone new to a job, through appointment, promotion or transfer, will undergo a structured programme of workplace development, with objectives to achieve, reflection and feedback on performance and planned exposure to a range of tasks. This will be supported by records such as learning logs, project-style achievements and feedback sheets.

Supervisors will receive guidance in providing structured development in the workplace. This will be the responsibility of the Ministry Training Coordinator, with oversight and standard documentation provided by the Head of T&DD.

6.14 COMMUNICATION OF THE TRAINING POLICY

The Head of T&DD will be responsible for ensuring that this policy is communicated effectively to all Civil Servants. He/she will prepare a Communication Strategy which will receive the backing of the TAG. Additionally each year all Ministries will receive information on the National Annual Training Plan.

6.15 ADMINISTRATIVE CLASS

This training Policy applies to all Civil Servants, but the specific needs of the cadres may vary. The Administrative Class serves all Ministries and as such its members may be rotated between Ministries. Their broad needs therefore include:

- the core skills and knowledge of Public Administration
- competency based needs for performance improvement
- management skills for supervising the work of others
- some sensitisation to the professional areas of the Ministry of their current service
- responsiveness to changes arising through public sector reform

It is recognised that the policy of rotating Administrators may be a disincentive to their training needs being met from a Ministry budget, especially where the emphasis is on development of professionals e.g. Ministry of Health and Sanitation. This situation will be kept under review.

6.16 PROFESSIONAL CLASS

Professional staff tend to stay in one Ministry for their entire career, and some rise to higher ranks involving managerial responsibilities. Their broad needs therefore include:

- continued professional development
- Civil Service orientation and Public Administration
- competency based needs for performance improvement
- management skills for supervising the work of others

6.17 SENIOR EXECUTIVE SERVICE

The Report of the Presidential Commission on the Restructuring of the Senior Civil Service (March 2004), advocates inter alia, unifying the Administrative and Professional cadres within current Grades 11-14, and the creation of a Senior

Executive Service. This training policy will need to be reviewed in the light of the final decision by Cabinet. It is likely that a distinct training programme will be developed to meet the needs of this group once its parameters are more clearly defined.

Whatever the outcome, leaders at this level also have development needs:

- to continuously improve their own skills;
- to remain abreast of developments in the rapidly changing area of management and leadership and
- to enhance their professional knowledge and skills where this is a requirement of the job e.g. modern ideas on education, case studies an decentralisation etc.

Training and development will be provided for Senior Civil Servants to meet the above purposes and for those with the potential to rise quickly to the highest levels. This will be provided for in the Ministry Training Plans until Cabinet resolves the issue of a Senior Executive Service, when special development provision may need to be made.

6.18 EXECUTIVE, CLERICAL AND SECRETARIAL CADRES

Although these staff members do not enter the Service as graduates, some rise to higher ranks after long service and demonstration of experience gained on the job. They are also subject to rotation. Their broad needs include

- the basic skills and knowledge of Public Administration
- competency based needs for performance improvement
- basic management skills if they demonstrate the potential to supervise the work of others

6.19 POLICY REVIEW

This policy will be reviewed, at least every 3 years, to ensure that it is meeting the changing needs of the Civil Service

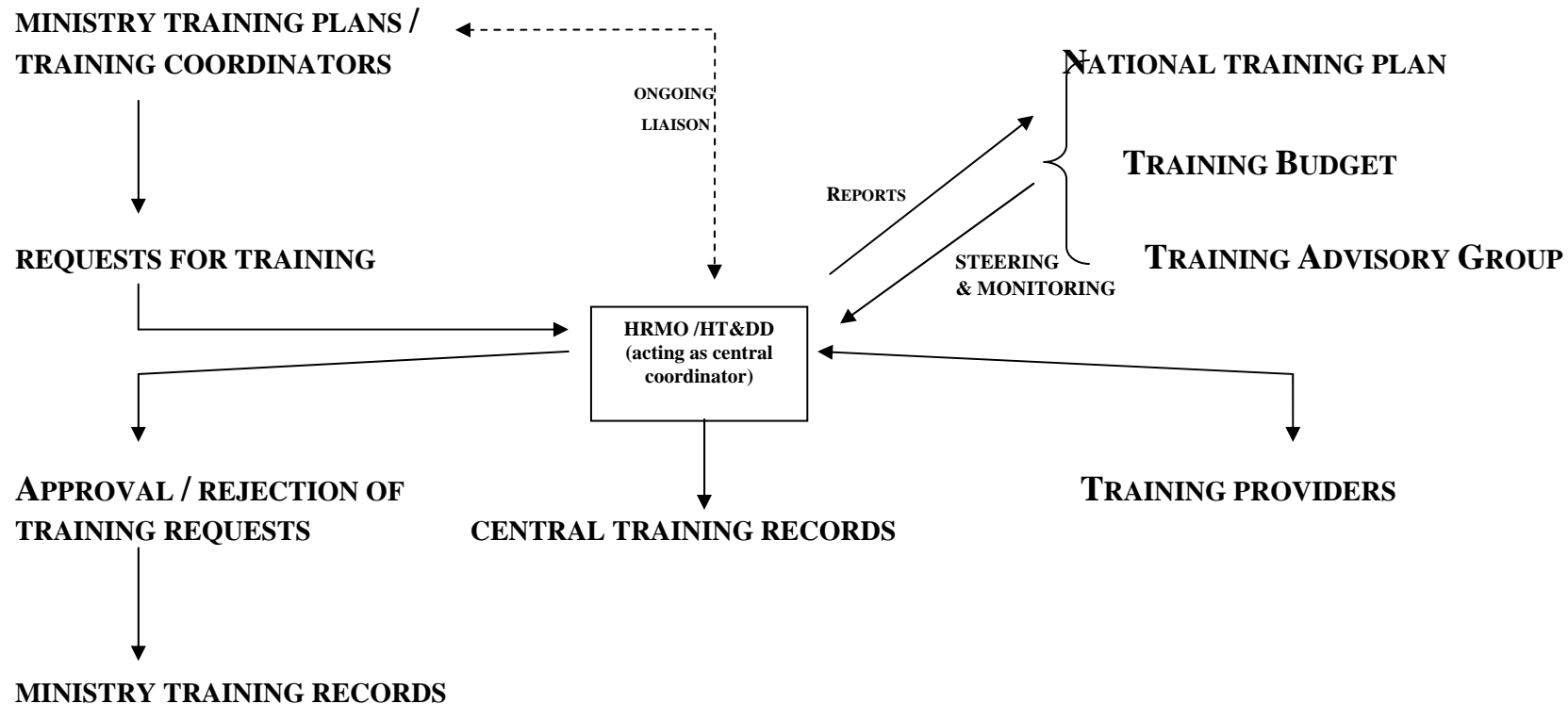
Annexes to the Training Policy

1. Training Policy, map of the process
2. Outline Induction programme
3. Suggested Template for National Annual Training Plan

OVERVIEW OF THE TRAINING POLICY AND COORDINATION PROCESS

PROCESS

POLICY



OUTLINE INDUCTION PROGRAMME FOR SIERRA LEONE CIVIL SERVANTS

Induction is a critical factor in forming employees' attitudes and ensuring that they reach the desired standard of performance as quickly as possible. The main aims of induction training are:

- To welcome new staff into the Service and their departments
- To ensure that they understand key information about the job and its environment
- To help them settle quickly and become effective in their new jobs

Induction training has in the past often been delivered in a classroom situation, as a series of addresses by experienced Civil Servants. This can have a place but it should be a much more extensive experience. In fact induction begins even before the staff member joins, and includes the information provided at interview and in appointment letters. However, here we are concerned primarily with the activities from the first day of work attendance.

Non -training induction

- Each new Civil Servant should receive introduction to colleagues and an overview of the work of the department.
- A work station, essential stationery and other facilities should be provided.
- A specific person could be delegated to be on hand to guide in matters that make settling in as easy as possible e.g. where to hang coats, toilet facilities, refreshment arrangements etc. – a 'buddy' system
- Each new Civil Servant should receive written information about their entitlements, and about their duties, preferably in the form of a Job Description.

Induction Training

Induction training is the means of

- a) informing the new entrant about all aspects of the service that will enhance performance and
- b) introducing the new entrant to job tasks in a structured and progressive manner that enables them to learn and demonstrate newly acquired knowledge and skills.

The Civil Service Training College will be able to address some of these requirements and we propose the following outline programme:

Generic Topics

- Introduction to the Civil Service, what it is, what it is not
- Appraisal, career progression, training arrangements, terms and conditions etc
- The ethos and standards of public service
- The public as stakeholders
- Overview of Rules and Regulations
- Civil Service procedures e.g. Levels of Responsibility
- Basic skills and competencies required by Civil Servants
- The work of key departments, such as ESO, PSC, Ministry of Finance
- The importance of Records Management and effective filing systems
- Interface with politicians

Delivery

Such a programme of learning could take place in one course of approximately 3 weeks, or in modular format of 4-6 hours per session, spread over 10 –12 weeks. This latter approach allows people to digest and reflect on new information and to place it in the context of their day- to- day activities in their new jobs. The final delivery mode will depend upon opportunity and practicality, but it must take place and not be allowed to be sidelined by the delays to the CSTC. Other venues should be found if necessary.

The training and materials to be developed must be standardised so that:

- All Civil Servants receive the same basic information
- A number of trainers could deliver the training, for efficiency purposes
- Speakers include respected Civil Servants with the appropriate experience and the right attitude towards training
- A minimum standard is achieved by all trainees, with simple evidence, such as tests, presentations, tasks, exercises

Job related topics

These can frequently be more effectively delivered on the job, although off the job opportunities for subjects that will enhance performance should be considered within the framework of the Training Policy, e.g. a course on MS Word.

Process

1. The supervisor (or desk trainer) of the new entrant should divide the job into discrete elements with target dates to achieve proficiency in the tasks
2. The new jobholder must be given guidance and an opportunity to tackle each of the elements over time
3. The new jobholder must receive feedback on what went well and what needs to be improved.
4. All progress and feedback should be noted in a Learning Log
5. The desk trainer must guide the learner towards full proficiency, noting any weaknesses and ensuring that these are corrected.

The supervisor has overall responsibility for obtaining information about the progress of the trainee in both the generic and job-related training.

Although this is aimed primarily at new entrants (in all Classes), variations could also be used where people are transferred or promoted to new positions.

All new Civil Servants should undergo Induction, though the complexity of each topic may vary according to the education and job levels of the trainees. Some topics could be common to all Classes (although we accept that attendance together may not be culturally acceptable at the moment)

Reporting

The Head of T&DD should include in the quarterly report to the TAG the numbers and grades of people who have received Induction Training in the period.

TRAINING POLICY ANNEX 3

SUGGESTED TRAINING PLAN LAYOUT (WITH SAMPLE ENTRIES)

Name/position	Training Objective	Method/provider	Nos. to be trained	Cost	Timescale	Success Indicators
Internal Trainers (1)	To be able to deliver effective training to individuals and groups in specific topic areas	HT&DD, internal or external provider	20	Venue 250K Refreshment 300K (Based on British Council) Professional fees if nec	1 week course Jan 2006	<ul style="list-style-type: none"> • Participants deliver training in specialist areas • Trainees evaluate training positively • Performance improves in topic areas
Min Training Coordinators	To be able to identify training needs and prepare a training plan	HT&DD. Course plus practical follow up	15-20	250K or use Youyi building	2 days Month 1	<ul style="list-style-type: none"> • MTCs prepare acceptable plans • Budget proposals based on plans accepted • Training according to annual plans • Performance improves in areas of identified need

7. IMPLEMENTATION OF THE TRAINING POLICY

It will be important that this Policy is effectively communicated to all Ministries. While we found enthusiasm for such a Policy it is possible that the actual implementation may be problematic, and the staff designated as Ministry Training Coordinators or person(s) with responsibility for HR at the moment, deserve strong support and encouragement for its introduction. The latest completion dates given in the plan below are therefore mostly expressed in terms of Month 1 etc, using the activities of the HRMO as the starting point.

Activity	Responsibility*	Latest completion date
<p>Establish the Central Coordinating Office This will be located within the new HRMO/ESO. The timing will depend upon the initiation of the new HRMO staff, especially the appointee to be designated Head of Training and Development Division/National Training Coordinator. On 26 April we understood that 10 graduates had been identified for the HRMO, and that they will participate in the MFR's. We have therefore designated Month 1 as the month when the HRMO is in a position to commence implementation of this policy.</p>	HRMO	Month 1
<p>National Annual Training Plan (2006) 1. Train Ministry Training Coordinators (MTCs) in identifying needs 2. Review needs already identified in previous studies 3. Design format for National Annual Training Plan (NATP) 4. Collate identified needs from MTCs 5. Draft NATP 6. Consult MTC network 7. Submit to TAG</p>	Head of Training and Development Division, (HT&DD) in his/her role of National Training Coordinator	Month 1 Month 1 Month 1 Month 3 Month 3 Month 4 Month 4
<p>Training Advisory Group 1. Terms of reference confirmed 2. Members appointed 3. First meeting (to endorse policy)</p>		Month 1 Month 2 Month 2/3
<p>Network of Ministry Training Coordinators (MTCs) 1. Establish who is to be the MTC in each Ministry 2. MTC to link with current HR person (if different) 3. HT&DD explains purpose of Training Policy and NATP 4. MTC drafts Ministry training plan 5. Train MTC's in learning and development as nec. 6. Set up networking arrangements 7. Nominate Training Liaison Officers (TLOs) if nec 8. Establish monitoring and review system for the process</p>	HRMO HRMO HT&DD MTC HT&DD HT&DD/MTCs MTCs HT&DD	Month 1 Month 1 Month 1 Month 3 Month 4 Month 3 Month 6 Month 6
<p>Evaluation of training 1. Design evaluation process</p>	HT&DD	Month 1

2. Prepare standard evaluation documents	HT&DD	Month 2
3. Distribute documents to MTCs	HT&DD	Month 3
4. Commence evaluation of any new training	MTCs	Month 3
5. Consider feasibility of evaluating recent training (depends on records)	HT&DD	Ongoing
6. Include in reports to TAG	HT&DD	Ongoing
7. Train MTCs in writing learning objectives	HT&DD	Month 4
8. Require objectives for all learning events	HT&DD	Ongoing
Training Budget (FY Jan – Dec)		Each year
1. Liaise with Min Fin re budget timetable	MTCs	July
2. Review Ministry training needs	MTCs	August
3. Gather and disseminate broad information on training costs	HT&DD	August
4. Estimate costs of Ministry Plan	MTCs	Aug / Sept
5. Prioritise training needs	MTCs /	Aug / Sept
6. Justify all training in outcome / benefit terms	HT&DD	Aug / Sept
7. Submit Ministry Training Plan to HT&DD	MTCs	September
8. (Endorsement of Ministry Training Plan)	/HT&DD	September
9. Submit endorsed plan to Min Fin for budget allocation	MTCs	September
10. Adjust Plan if nec.	HT&DD	October
11. Report to TAG quarterly	MTCs	Quarterly
12. Annual Report on disbursement of training funds	MTCs HT&DD HT&DD	Annually
Equality of opportunity and transparency		
1. Introduce need for verifiable objectives for all training	HT&DD	Month 1
2. Include in training for MTCs	HT&DD	Month 1
3. Monitor allocation of training by gender	HT&DD	Ongoing
4. Monitor allocation of training against approved plans	HT&DD	Ongoing
5. Report to TAG	HT&DD	Quarterly
6. Publish figures annually	HT&DD	Annually
7. Check whether new regulations needed for cost recovery of training if trainee leaves the Service	HT&DD	Month 1
8. Introduce system for cost recovery	HT&DD	Month 3
Induction Training		
1. Identify trainers and venues (pending reopening of CSTC)	HT&DD	Month 3
2. Liaise with PSC re recruitment plans	HT&DD	Ongoing
3. Implement induction pilot course (see suggested outline)	HT&DD	When next group recruited
4. Review and evaluate	HT&DD	On completion
5. Maintain record of attendees	HRMO/MTCs	Ongoing
Refresher training		
1. Design	HT&DD	Dependent on outcome of MFRs / restructuring
2. Implement	HT&DD	
3. Evaluate	HT&DD	
Management Development Programme		
1. Design the elements, modules, Personal Dev Plans etc	HT&DD)Commence
2. Train trainers, coaches, mentors	HT&DD)2006
3. Liaise with external providers	HT&DD)

4. Publicise MDP, to MTCs, existing and potential managers	HT&DD)
5. Implement MDP	HT&DD)
6. Monitor and evaluate	HT&DD	Ongoing
7. Monitor progress of SES proposals	HT&DD	Ongoing
Specialist Training /Professional Development		
1. Review needs (see MEST HR Plan for example)	MTCs	Month 2/3
2. Include in Ministry training Plan	MTCs	Month 3
Training for job performance (competencies)		
1. Review priority needs identified in various studies and Ministry Training Plans	HT&DD	Month 4
2. Design training to meet these using external and internal providers as appropriate	HT&DD	Month 7
3. Implement using external and internal providers as appropriate	HT&DD HT&DD/MTCs	2006
4. Review trends in (new) annual appraisals	HT&DD	2005/6
5. Provide training in these topics on a regular basis		Ongoing
Development Needs of Existing Senior Staff		
1. Monitor outcomes of MFRs (<i>key dependency</i>)	HT&DD	Ongoing
2. Review priority needs identified in various studies and Ministry Training Plans	HT&DD	Month 3/4
3. Liaise with external providers (IPAM, Commercial providers)	HT&DD	Month 4
4. All Senior staff to have Personal Development Plans	HRMO	Month 6
5. Consider Study Tours, Attachments, overseas training where indicated	HT&DD	Month 7 and ongoing
6. Monitor proposals for SES	HRMO	Ongoing
Competency framework		
1. Develop framework for the Civil Service	HRMO	2006
2. Introduce competencies as an HR system	HRMO/PSC	2006/8
3. Communications strategy for competency approach	HRMO	2006/7
4. Integrate into performance management system	HRMO/PSC	2006/8
Training Providers		
1. Identify potential trainers within the Civil Service	HT&DD/MTCs	Month 6
2. Provide Training for Trainers	HT&DD	Month 7
3. Liaise with other public service contributors e.g. ACC	HT&DD/MTCs	Month 4
4. Pursue capabilities, costs etc of commercial providers e.g. FJP, Computech	HT&DD	Month 6
5. Liaise with IPAM	HT&DD	Month 3
6. Investigate potential for former Civil Servants to contribute (some are now Consultants)	HT&DD/MTCs	Month 6
7. Investigate overseas providers, GIMPA, CMPS, INTAN etc.	HT&DD	Month 5
8. Consider twinning arrangements with Institutes	TAG	Ongoing
9. Create detailed panel of providers by topic area	HT&DD	Month 7
Civil Service Training College		
1. HT&DD assumes responsibility for CSTC	PS- HRMO	Month 1
2. Oversee completion of facility	HT&DD	Dec 05

3. Job Descriptions for staff	HT&DD	Month 2
4. Create Mission Statement for CSTC	HT&DD	Month 2
5. Plan inaugural training event in CSTC (for senior participants)	HT&DD	Dec 05
6. Plan and implement training under the auspices of the CSTC	HT&DD	Feb 06 and ongoing
Structured Workplace Development		
1. Communicate importance of SWD to MTCs	HT&DD	Month 4
2. Prepare standard documentation	HT&DD/MTCs	Month 5/6
3. Provide guidance to MTCs where nec	HT&DD	Month 6
4. Provide guidance to supervisors / desk trainers	MTCs	Month 7 and ongoing
5. Monitor effectiveness	MTCs/HT&DD	Ongoing
Communication of the Training Policy		
1. Prepare communication strategy	HT&DD	After endorsement of policy
2. Submit to TAG	PS-HRMO	
3. Implement strategy	HT&DD	
Senior Executive Service		
1. Monitor progress of plans for SES	PS- HRMO	Ongoing
2. Review training policy when SES created	TAG	
Review Training Policy		
1. Monitor changing needs	HRMO	Ongoing Ongoing Max 3 years 3 years or earlier if justified
2. Monitor reforms	HRMO	
3. Propose changes to policy as necessary	HT&DD	
4. Agree to policy changes	TAG	

* Has responsibility but is not necessarily the executor e.g. the MDP may be designed by management development experts, but the HT&DD has the responsibility to ensure it happens

8. DETAILED FINDINGS OF THE TRAINING NEEDS ANALYSIS

The TORs required us to identify skills shortages and training priorities. We approached this by means of a TNA, using the methodologies described above. For the questionnaire we asked respondents to assess their training needs against a set of competencies, mostly generic, but including some that relate specifically to public service. We also provided space for the professional respondents to identify professional/technical skills needs.

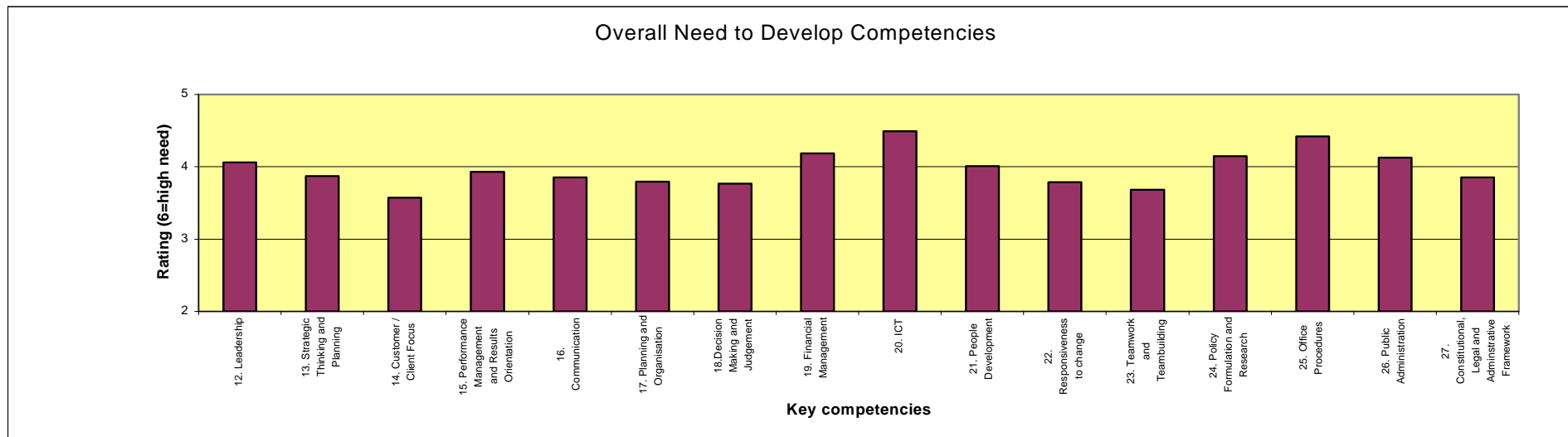
The scale for respondents to indicate competencies ranged from 1 – 6 with 6 indicating a high need to develop, therefore a perceived competency gap. The following sample competency illustrates this.

Performance Management and Results Orientation Uses a range of techniques to improve performance and achieve results. Contributes personally to a performance culture.	LOW	HIGH
	1 2 3 4 5 6 Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Typical behaviours of a performance oriented officer <ol style="list-style-type: none"> 1. Makes a point of knowing all relevant laws, policies and regulations, and is capable of implementing them effectively 2. Anticipates work for the year ahead and arranges this as an Annual Work Plan. 3. Sets SMART objectives for self and others and ensures that they are met. 4. Uses project management techniques to plan, manage and monitor work plans proactively, to meet cost, time and output targets. 5. Communicates the importance of results and does not wait for the Annual Appraisal to give feedback on performance 		

A total of 100 questionnaires were distributed to each of the 7 target Ministries, broken down into 4 Grade categories, i.e. 25 per category. At the time of our departure we received 181 returns, followed by a further 27 that were sent to us within 10 days. Of this total of 208, we decided to disregard 20 where the respondents had clearly misunderstood key parts or it was apparent that the responses were identical to others in all respects, including sometimes handwriting.

The average of all the competencies scored above 3.5. On the above scale this means they all tended towards the higher end of the scale. The actual table of responses is as follows:

COMPETENCY	AVERAGE SCORE
Information and Communications Technology	4.490322581
Office Procedures	4.421052632
Financial Management	4.181818182
Policy Formulation and Research	4.148514851
Public Administration	4.123376623
Leadership	4.063694268
People Development	4.006451613
Performance Management and Results Orientation	3.927631579
Strategic Thinking and Planning	3.871287129
Communication	3.852564103
Constitutional, Legal and Administrative Framework	3.851485149
Planning and Organisation	3.793548387
Responsiveness to change	3.785714286
Decision Making and problem solving	3.769230769
Teamwork and teambuilding	3.683544304
Customer / client focus	3.570512821



GRAPHIC DISPLAY OF TABLE SHOWING THE COMPETENCIES IDENTIFIED AS NEEDING DEVELOPMENT

The grades of the respondents affect the results very slightly but not significantly. We also analysed the training needs identified in interviews and the results were as follows, in descending order of the times mentioned

1. Professional / technical training (Most mentioned)
2. Computer training
3. Leadership / Management training
4. Personnel / HR
5. Public Administration

Many other topics were mentioned at interview between 1 and 4 times. These, and the ones added by questionnaire respondents are included in the list of 'Other training needs mentioned' in Appendix E.

Thus the analysis of the interviews correlates quite closely to the questionnaire responses and we feel confident that these findings reflect the true perceptions of the respondents. It was also noticeable as the survey progressed that the responses became repetitive and predictable. Therefore we conclude that despite time constraints and the relatively small sample, the overall results would not have been greatly different with a wider survey.

9. COMMENTS ON MAIN NEEDS

9.1 INFORMATION AND COMMUNICATIONS TRAINING (ICT)

This was clearly a leader among the training needs. We would support this for a modern Civil Service, but would also make a few observations:

- 56% of respondents stated that they had no access to a computer. Whilst computer training is highly desired by staff and important for efficiency, there is absolutely no point in training people who will not have access to a computer within 1 month of the training; they will forget and need to repeat the training.
- Some people can learn very well at their desks providing they have access to a computer, and perhaps the help of a knowledgeable colleague.
- Training providers are often flexible and willing to visit / fit around the needs of the job (there was a precedent for this in MEST).
- The advertised vision for Sierra Leone for 2025 includes the aim "To be a science and technology driven nation" so it is important that the need be recognised.

9.2 OFFICE PROCEDURES

This competency only appeared in the questionnaires for Grades 3 and 4, but scored highly. It was also mentioned in interviews especially for staff and colleagues of the interviewee. We expect that this need could be met as part of the Induction/Refresher training and the Structured Workplace Development for new entrants. However it would be advisable to monitor performance in this competency through the Annual Appraisal system and the Ministry Training Plans. If specific topics recur the need should be addressed through targeted training e.g. Records management, dealing with incoming mail, standard memos etc.

9.3 FINANCIAL MANAGEMENT

This covers a range from basic financial procedures to complex understanding, for budgeting, planning decisions etc. Some aspects of this competency should be included in Induction training, refresher training and competency development, but it is also a need for managers as part of their Management Development.

9.4 POLICY FORMULATION AND RESEARCH

This competency was not included for Grades 3 and 4, but it scored highly among other respondents. It also arose in interviews and at a number of meetings outside of the survey. The CMPS study of the MOD also identified this as a need in that Ministry. It is a very common requirement in developing countries and especially where the political background is that of a struggle for stability. The Centre for Management and Policy Studies, formerly the Civil Service College in UK, offers a wide range of courses addressing different aspects of policy, recognizing its importance in a modern society to meet the expectations of an informed civil society, and its role in good government. As Sierra Leone has become more stable the Government is naturally more accountable and the public will become less tolerant of ineffective policy making. The Civil Service has a major role to contribute here.

The African Capacity Building Foundation (ACBF) specialises in building capacity in policy and it will be worth investigating any support that could be forthcoming from them. The Distance Learning Centre may be a source of training, as well as senior workshops facilitated by experts within Sierra Leone. This is an area that may well warrant foreign study if the training cannot be resourced adequately within the country.

The Training Plan for the MOD proposed in the CMPS study includes training for their staff in Policy skills in September, 2005, and the team suggests that other Civil Servants could take advantage of the event. This will be a very welcome training opportunity in this essential topic area, and we recommend that suitable candidates be identified without delay. The course will be a good foundation for future delivery of this topic.

9.5 PUBLIC ADMINISTRATION

At the basic level this should be a topic within the Induction Course, but is also continuous as the public sector is reformed. Despite its title IPAM does not run a short course specifically on Public Administration. Furthermore Professor Adie's report of 2004 concludes that IPAM courses are too generic and their Faculty is not capable of focusing on the needs of the Civil Service. This was our own observation.

This training need should eventually fall within the scope of the CSTC. In the meantime there are potential contributors from within the Public Service e.g. The Anti Corruption Commission (ACC) confirmed that they would be happy to deliver sessions on Ethics and Accountability.

9.6 LEADERSHIP / MANAGEMENT

Leadership appears as a competency, and most of the competencies are core management skills. The need for “management skills” was identified in interviews and in the open questions in the questionnaires.

The terms leadership and management are sometimes used interchangeably. On the other hand, some people contrast leaders with managers, and in such cases, the modern trend is to view managers disparagingly and less favourably than leaders. We take the view that management is a broad term embracing a wide range of functions and roles, and that leadership is one of these i.e. leadership is a subset of management and is an essential competency for effective managers.

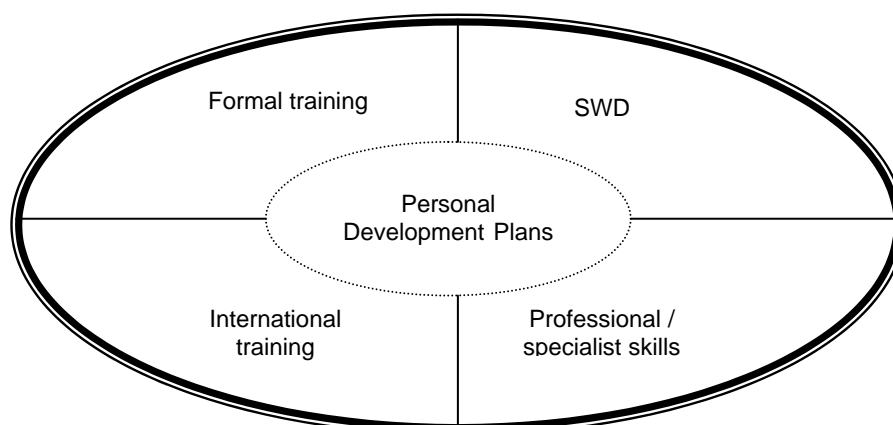
The MDP proposed in the Training Policy should include Leadership skills. It is also a need for more junior managers and should be included in training for supervisors.

9.7 MANAGEMENT DEVELOPMENT PROGRAMME

The development of present and future managers is crucial to the performance of the Civil Service and to effective service delivery to its stakeholders. Management development refers to more than just classroom training, in fact the latter is sometimes the least effective way to learn. We propose an MDP that comprises a range of activities that aid learning, including:

- ❖ Taught Modules
- ❖ Structured Workplace Development (SWD)
- ❖ Personal Development Plans (PDP's)
- ❖ Mentoring and coaching
- ❖ Exchanges and attachments

The holistic approach to management development is illustrated below



Meeting organisational, team and personal training needs

Although the programme may take place over a planned timescale, say 1-3 years depending on individual needs and arrangements, in fact personal development by managers should be continuous.

Our proposed MDP is detailed further in Appendix F. We also include sample PDPs and SWD documentation in Appendices G and H.

Apart from Civil Service trainers, FJP Management Consultants (and probably other commercial providers) can provide training in Leadership. It would be worthwhile to develop this as a core programme in the CSTC. It is also a topic area that could be enhanced by using the Global Distance Learning Centre, although interaction and participation are important for developing this skill. Some of the IPAM Faculty may be able to contribute to the programme.

The responsibility for implementing the MDP should fall to the Head of T&DD, however due to the strategic nature of the programme and the importance to the whole of the Civil Service, it should be overseen at the highest levels, for example, the Secretary to the Cabinet, the Chairman of the PSC and equivalents.

9.8 PEOPLE DEVELOPMENT

This was the remaining topic that scored above 4 in the questionnaire responses. Personnel and HR were also mentioned in interviews. All staff with responsibility for other staff should have the skills and attitudes necessary for developing them on the job; indeed it should be a performance indicator for their Annual Appraisal. This requires skills in coaching, giving feedback, appraisal, delegation, self development etc.

Using the frameworks and documentation for SWD should guide people in how to develop others, but training in coaching gives people confidence and motivation to develop this as a habit. Training for trainers will also be useful for those who display potential to contribute to more formal sessions and become occasional trainers in specific topic areas. The HRMO should be able to provide / arrange such training.

9.9 PERFORMANCE APPRAISAL

A few respondents mentioned the need for better appraisals and for training in appraisal. We regard it as a **very high priority** in view of the impending introduction of the new system under the new Civil Service Code. If the new forms were to be introduced for the reporting year 2005, which we would welcome, it will be a matter of urgency to train appraisers in the purpose and completion of the new forms. Even if they are not introduced until 2006 it would be advisable to design and initiate training as soon as possible.

Appraisees should also receive information about the new forms and their role in the process, which differs greatly from the present ACR.

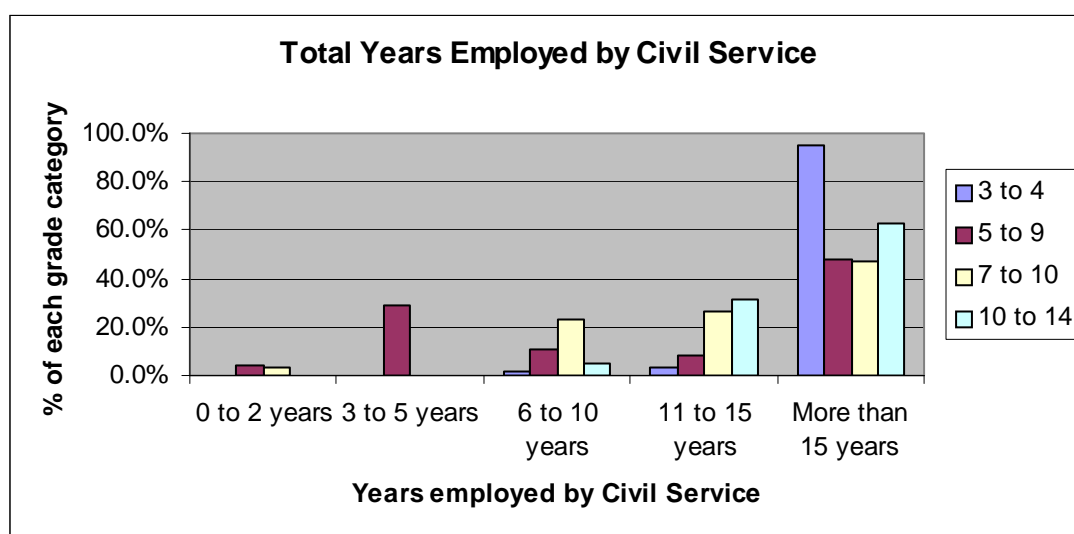
10. OTHER DATA FROM THE SURVEY

The questionnaires requested some bio-data, which we have analysed for additional information and which raises some points to be considered.

10.1 AGE

44% of the respondents were over 50. This may be atypical of the Civil Service as a whole but if not, there are important issues here of impending retirement, succession planning etc. It may also explain the tolerance of rigid bureaucracy, the attitude towards change and the apathy that we observed in many staff.

10.2 YEARS IN CIVIL SERVICE

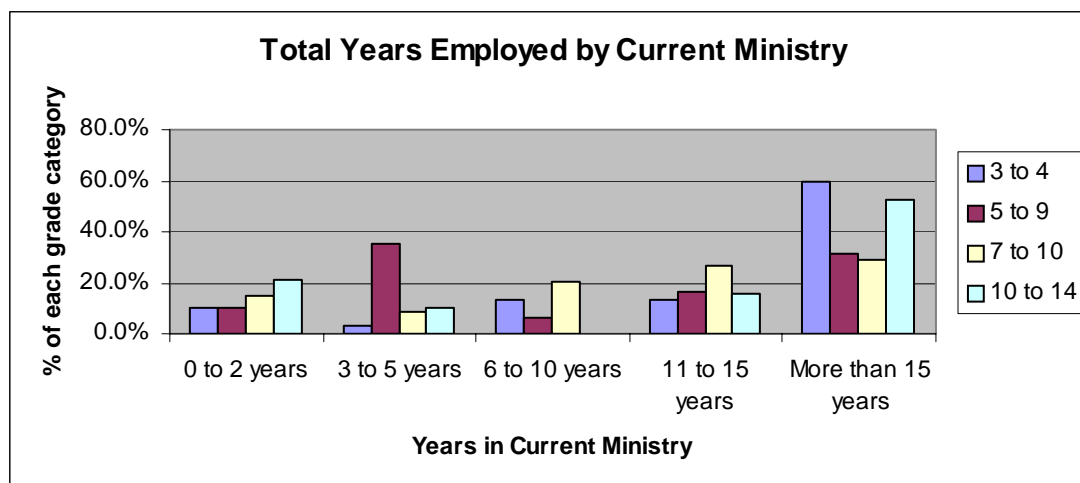


(NB 7-10 = Professional Class7-10)

Observations

- Most have served over 15 years, especially in Grades 3 and 4.
- Recruitment in the last 5 years has been primarily in grades 5-9. In fact the PSC confirmed that 97 Grade 7s were recruited in 2000, although they took up post mainly in 2001-3. (Apparently 60 remain in the service).
- This service profile is positive for length of experience.
- It may be a challenge for introducing change, especially a Senior Executive Service.

10.3 YEARS IN CURRENT MINISTRY

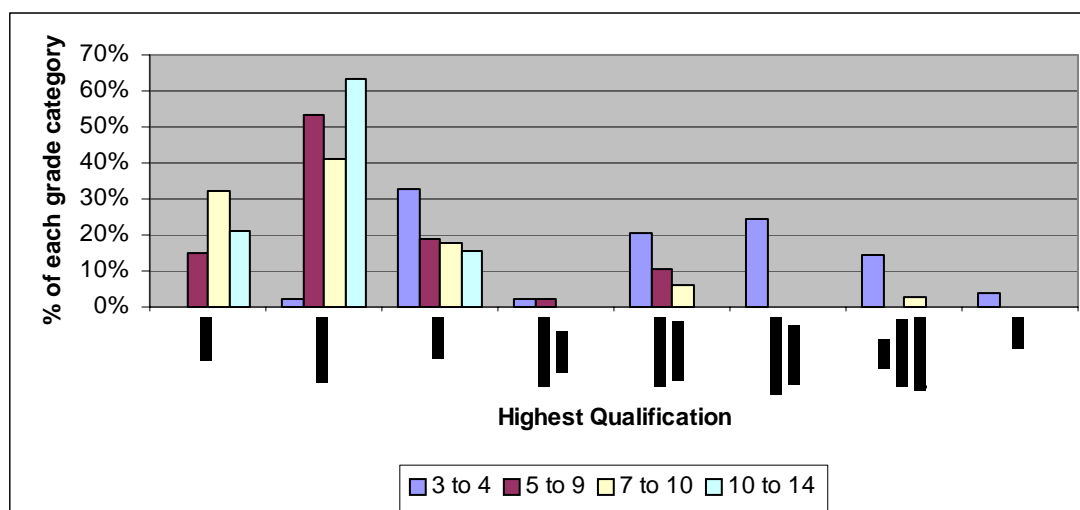


(NB 7-10 = Professional Class 7-10)

Observations

- The results appear to conflict with the perception that Administrative Civil Servants are rotated. Although we would expect to find this among the Professionals, who tend to stay in one Ministry, it would not account for the high rate of immobility.

10.4 QUALIFICATIONS



(NB 7-10 = Professional Class 7-10)

Observations

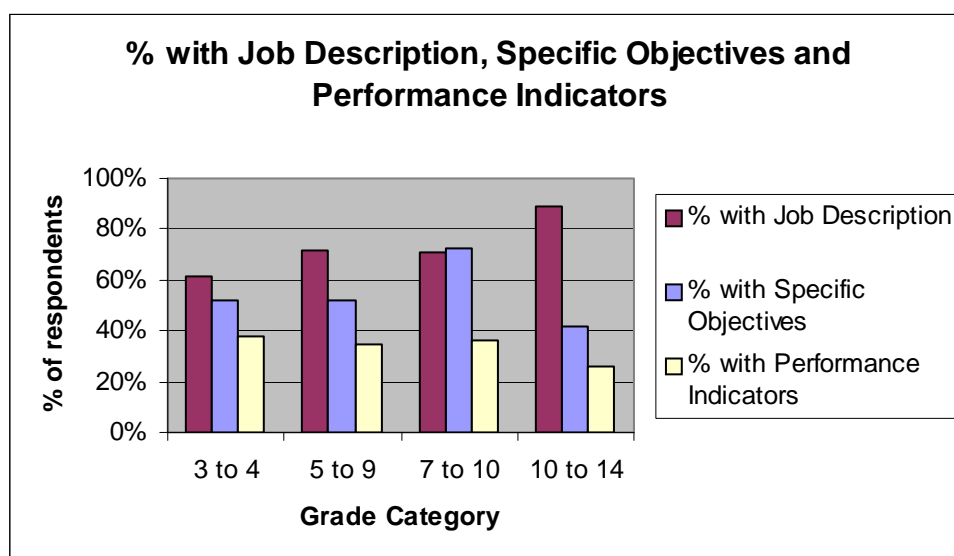
It is difficult to be precise since we asked people to give all their qualifications and have analysed the highest, but the following points arise:

- A First Degree is the most usual highest qualification.
- We expected all professionals to have a Degree but found that former teachers (who have moved on to other roles) did not always have degrees. It is worthwhile for MEST to consider this in more depth as a professional upgrading need.

- 63% of 10-14s have first degrees as their highest qualification but the remaining 37% are not made up of Masters holders (21%). This may be an issue for the SES proposals.
- The highest number of Masters degrees are among the Professional Class 7-10.
- Fewer than one third of professionals (7-10) and a quarter of seniors (10-14) have Masters degrees. A potential Professional / Management Development consideration.

10.5 JOB DESCRIPTIONS

We asked how many people had job descriptions, clear objectives and performance indicators



(NB 7-10 = Professional Class 7-10)

Observations

- We were surprised at the number claiming to have JDs. The absence of JDs was mentioned several times in the interviews and comments section of the questionnaires. We did see some Schedules of Duties (which could be improved.)
- Under 40% have performance indicators (PIs). This indicates that improved performance management will have to be introduced sensitively.
- PIs are highly desirable for all staff, but especially for people in Grades 7-14.

10.6 ACCESS TO COMPUTERS

- 56% said they had no access to computers, but this emerged as the highest need in the survey. (See above)
- MEST provided computer training in 2002/3 to many Ministry staff, but many of those trained have no access. It may be illuminating to evaluate the usefulness of the training.

10.7 PRIOR TRAINING

We asked what training respondents had received in the last 3 years. These fall into 2 broad categories of

- Administrative/Management/Generic training
- Technical/Professional/Vocational Training.

From the data received it is impossible to be too precise but we have listed the information, which appears at Appendix I. The list totals 78, of which the majority, 48 fall into the professional category. Some of the professional courses were undertaken overseas.

The following observations are also pertinent:

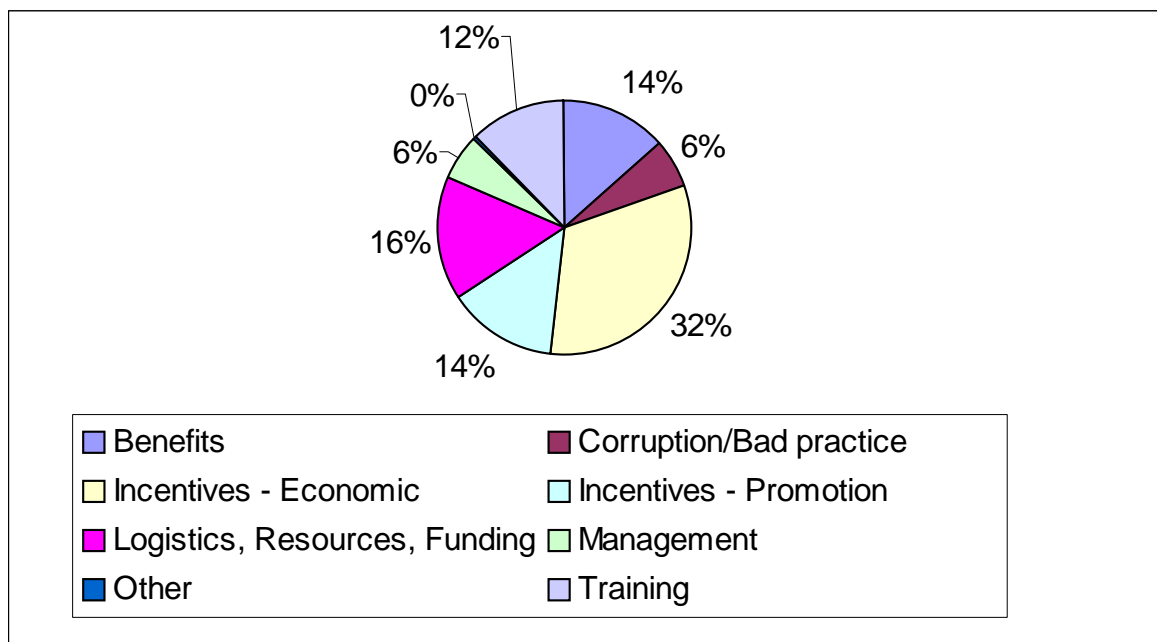
- Computer training features heavily in the first category
- Although the second category is fairly evenly spread educational topics feature most often.
- It could be useful to evaluate some of the training of the last 3 years.
- From our questions it seems doubtful that records of training are being maintained, or collated in one place, and we strongly recommend that this be rectified.
- The list implies that training has often been supply- rather than demand-led and has not been as a result of systematic planning.

10.8 FACTORS AFFECTING PERFORMANCE

Respondents were asked to comment on non-training factors that may affect their performance. The questionnaire responses were as follows:

Factors Affecting Performance%	%
Benefits	13.7%
Corruption/Bad practice	6.2%
Incentives - Economic	31.7%
Incentives - Promotion	14.1%
Logistics, Resources, Funding	15.9%
Management	5.7%
Other	0.4%
Training	12.3%

A detailed breakdown of the main issues identified as key factors affecting performance are listed in Appendix K.



These findings were also supported by comments made during interviews.

Observations

Salaries – Everyone we spoke to seems very well aware of the discontent over poor remuneration and the current Pay and Grading exercise may address this. However we feel that training, though a motivator as well as a means to enhance performance, stands less chance of achieving its objectives while there is such a universal dissatisfaction with pay. In fact some respondents made it clear that training opportunities are seen as a legitimate means to augment salary, through allowances.

The ESO provided us with salary details. The 14 grades and their salary scales were introduced in 1998 (rationalising the previous over 100 plus different scales.) A concentrated version appears at Appendix J. (Some posts in the Police, Prisons, MHS and MEST required special conversion tables to prevent imbalances) We were told there have been no cost of living rises since 1998.

The following comment from a report by Price Waterhouse Coopers, in a separate study in Uganda, is interesting:

‘Governments need to set pay at such a level that the attractions of working in the public services are not outweighed by lesser levels of pay. Salaries set at around 80% of the market are generally proven to be successful in achieving this. However, salaries of 40% of market rates are unlikely to enable a sustainable public service, especially as opportunities in the private sector increase’.

We were not able to judge what % of the market rate in Sierra Leone the current Civil Service scales represent. We were however frequently told that banks and NGO’s are the main competitors. Staff in key Civil Service posts, or engaged on externally

funded projects, are often paid significantly higher salaries, which is distortive and divisive, if realistic. A local advertisement for a Project Manager, with First Degree and 3 years experience offered a salary of over Le 730,000 per month, roughly the same as a Grade 12 Permanent Secretary.

Logistics – This covered equipment, transport and physical working conditions. Some respondents cannot do their job properly if there is no transport available, for example, where visits are necessary. As with salaries, training will not overcome performance problems where essential resources are not available or managed efficiently.

Promotion – Many respondents were unhappy that they had not been promoted. Promotion is perceived as a way to increase salary, as well as an expectation after time served. Some commented that they suspected that they did not have the right connections to be considered, and one even said that he could not afford to pay. The concept of being suitable to fill a higher vacancy seemed novel. This will clearly be an issue when performance management gets underway, also for any restructuring as a result of the MFRs. The introduction of the new Appraisal system, with feedback sessions, will be an opportunity to sensitise staff to promotion realities. However we are sceptical that the perception of opaqueness in promotion will be easily overcome.

11. COMPETENCIES

The competencies used and described in the questionnaire for our survey of the training needs of Sierra Leone Civil Servants vary a little according to grade, but include the following:

1. Leadership
2. Strategic thinking and planning
3. Customer / client focus
4. Performance management and results orientation
5. Communication
6. Planning and Organisation
7. Decision- making and judgement,
8. Financial management
9. Information and Communications Technology
10. People management and development
11. Responsiveness to change
12. Teamwork and teambuilding
13. Policy formulation and research
14. Public Administration
15. Constitutional, Legal and Administrative framework
16. Office procedures

(Plus provision for nomination of professional competencies for the Professional Class)

with some typical effective behaviours described for each, to help understanding of what the competency implies.

- In the Report of 2004 on Capacity Building Plans for IPAM and CSTC by Professor Stephen Adei, several competencies are listed, which, though not identical, are very similar to those we have used in our survey.
- The Report of March 2004 of the Presidential Commission on the Restructuring of the Senior Executive Service (SES) nominates 5 overriding competency areas, and includes 15 performance dimensions in the proposed Annual Staff Appraisal Report for the SES.
- The 3 Performance Appraisal Forms which appear in the Administrative Manual for the Civil Service Code of 2003, (still awaiting implementation) list qualities for assessment which could be seen as competencies, especially at the senior levels.
- The recent report by the Centre for Policy and Management Studies, UK, into the training needs of the SLMOD, includes a draft core competency framework, arranged according to grade /position.

A longer discussion of the approach to competencies appears at Appendix L.

In the competency quest, many organizations, are seeking similar core qualities in their staff, but have difficulty refining the descriptions. Indeed it is this 'description' aspect of adopting the competency approach that can take the longest and cause lengthy discussion. The important thing is to be able to capture the essence of what constitutes good performance, and then to express this in way that the staff can relate to and against which their performance can be assessed. So the semantic description, though important, should not be allowed to get in the way of the underlying competency need. In short, the labels are less important than the common understanding.

Using the Competency Approach across a range of HR processes usually constitutes considerable change, and should not be introduced without due consideration, consultation and refinement, which takes time, perhaps 1-3 years. Furthermore it requires conditions of transparency, trust and good judgment, which are not fully apparent in the Civil Service at the moment. For example, a manager appraising a subordinate needs to be conversant with all the descriptions, effective behaviours and required levels for that grade. The subordinate needs to feel confident that the assessment is not subjective or based on insufficient understanding.

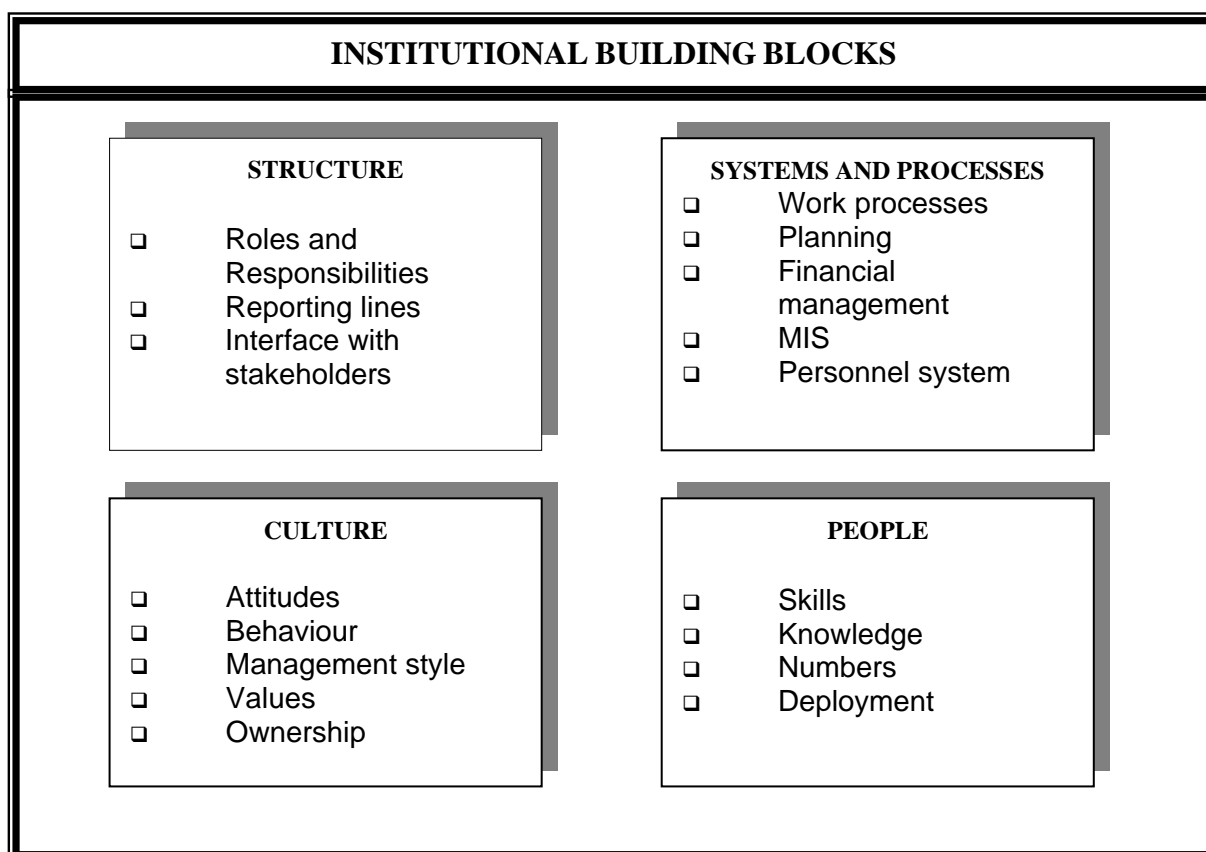
We share the reservations of the CMPS team that the overarching HR framework for the Civil Service is not yet clear. Nevertheless, we believe that it will be advantageous to the Civil Service in the medium to long term and recommend that the HRMO work towards this goal. The HRMO will have the advantage of reference to all the studies

and descriptions and can consult with its clients to refine a set of Civil Service-wide competencies that is acceptable and aids performance.

12. CONTEXTUAL ISSUES

Many of the issues raised by respondents and described above constitute the environment or context in which the Training Policy will be introduced. Referring to the model of Institutional Building Blocks below we are mainly concerned here with the *people* block. However it is equally clear that the features of the people block cannot be developed in isolation and the other 3 aspects are an important part of the context. For example, the *systems* include promotions, appraisal and the budget; *culture* reflects the tolerance of late attendance, inadequate performance management etc; the MFRs will impact the *structure* of the Civil Service, training needs and so on.

We have found this model useful in considering the interaction of these aspects and the inevitable failure if congruity is disregarded. We are also very conscious of the many other development initiatives going on at the moment and feel that it is important that as much is cross referenced as possible.



13. TRAINING BUDGET

Unfortunately we were unable to meet with the Budget Secretary, who was away. One of his assistants kindly arranged for us to receive details of the training budgets for 2005, and the indicative figures for 2006 and 2007. For 2005 the overall total for local and overseas training is Le 2,804,683,750 (\$984,100). The allocations appear in detail in Appendix M. We have included a conversion to US\$ (\$1 = Le2850) simply for ease of reference. A few factors become obvious:

1. The local training budget for most ministries is extremely low given the need to modernise, computerise and professionalise the service. Disregarding for a moment the Ministry of Health and Sanitation, since the size of its budget is distortive, the average (local training) allocation to the listed Ministries/ Departments is Le 18,134,550 (\$ 6,363).
2. The Ministry of Health and Sanitation is a very big Ministry of approximately 5,800 staff and their allocation is by far the largest. MHS attribute this to their having a detailed HR plan on which their bid for training funds is based. The next biggest is the Ministry of Agriculture and Food Security.
3. The relative precision of a few Ministries' allocations indicates that projected training costs have been estimated, whereas the majority are very round figures.
4. The projections into 2006 and 2007 appear to be simply small increases on the 2005 figure i.e. not based on actual need.
5. It is noticeable that the Ministry of Finance has a relatively small local training budget for 2005 at Le 10,000,000, but has an allocation of Le185,000,000 for overseas training. We did encounter one officer in the Ministry with less than 5 years service who had been on several courses, including at least 3 abroad.
6. We learned from the impressively detailed Market Study for the Distance Learning Centre that some training budgets are not fully disbursed, despite being paltry. This is a real indication of the need for coordination and discipline in the training process.
7. We found a preference for using training funds to develop professionals in the Ministries, usually in tangible technical skills. This is understandable and common. However in a modern, well-managed civil service the needs of the Administrative Class should not be sidelined. Furthermore we encountered a widespread concern that Administrators, trained from a limited budget, could be rotated and thus lost to that Ministry (in fact the responses to our survey indicated that this may not be as common as supposed). We propose that in the future the TAG should consider whether the needs of the Administrative Class, as a common service, should be met from a separate budget. This is also likely to be a consideration for the SES who will have distinct development needs.

The current allocations do not appear to relate to identified needs, cost estimates or training plans, with one or two exceptions. We were unable to confirm this with the Budget Secretary but his assistant did say that Ministries are supposed to bid for training funds. We concluded that they are not doing so in a systematic way and are missing an opportunity to secure more funding for training. It is also doubtful that the capacity exists in most of the Ministries to prepare professional and credible proposals that would justify more training funds. This was confirmed by interviewees. The

HRMO and the Head of T&DD will need to address this urgently for the creation of Ministry Training Plans and cost estimates for budget purposes.

A process for the training budget is outlined at paragraph 6 in the proposed Training Policy.

As foreign embassies are being reopened in Freetown there may be the possibility of increased bilateral cooperation. If so we suggest that new players could be approached for assistance with training in specific sectors that they may wish to support. This is only likely to be successful however where needs have been systematically identified and a credible Training Plan exists.

14. TRAINING INSTITUTES, PROVIDERS AND VENUES

14.1 CIVIL SERVICE TRAINING COLLEGE

The CSTC, opened in 1962, was closed 20 years later and its closure is much lamented. The report by Professor Stephen Adei deals in some detail with the CSTC. The Establishment Secretary is currently engaged in overseeing its rehabilitation. When we visited the facility there was at least one family living in part of the building, thus preventing full access. Although it is not very large it will make a suitable beginning for a new era of Civil Service Training. The facility consists of:

- one very large 1st floor room, which could be divided by movable screens
- 3 smaller ground floor rooms suitable for small groups or seminar rooms
- other rooms, which looked suitable for offices but which we could not access
- an adjacent building housing the National Archives, which could become vacant
- limited parking space and outside area

Work had been halted during our time in Freetown due to a dispute with the contractor but the Establishment Secretary hopes it will be complete by December 2005. It will then be necessary to seek funds for equipment including computers for a training suite, modern training aids and office basics. We recommend that as the rehabilitation nears completion a trustworthy caretaker/guard should be appointed to deter squatters and other unauthorised usage, and to maintain the image of a professional Institute.

Although the CSTC of the past was valued we did find a perception that it was mainly to serve the needs of lower level staff, clerks, secretaries etc. We believe that the new CSTC could perform a much more valuable function, including becoming a leader in such areas as Public Administration, Constitutional Framework, Ethics and Accountability etc. We also envisage that through linkages and research it could contribute to the body of knowledge within the Civil Service. This may not all take place actually within the building initially but it should be the vision to become the key Institute.

We recommend that in order to reinforce this role the first events organised under its auspices should be for Senior Civil Servants. The large room for example would lend

itself very well to a workshop on Strategic Planning, or an update on Public Sector Reform.

Professor Adei foresaw that the CSTC should outsource some of its higher level training to IPAM. While it is likely that resources from IPAM may be useful, it should be clear that all training is on behalf of the CSTC and the NTR. (IPAM is dealt with below.) Other venues could also be used if necessary but the message to the participants should always be that the training emanates from the CSTC.

In due course the CSTC should aim to deliver a range of training to Civil Servants, such as short courses in the competency areas, some aspects of the MDP, Induction and Refresher training. Since the date of its availability is not guaranteed, we feel strongly that plans for training should not be put on hold pending the completion of the facility, as was mooted to us at one point.

14.2 INSTITUTE OF PUBLIC ADMINISTRATION AND MANAGEMENT

IPAM was originally established in 1980 as part of the University of Sierra Leone to provide training and education in the areas of public administration and management, to the public and private sectors. It has now become a primarily academic Institute of the University and the training is generic and not capable of addressing the specific needs of the public service. We visited 3 times and learned the following pertinent facts:

- IPAM was intended for an intake of 280 students p.a. It currently takes 1050 p.a. They need an additional 4/5 classrooms.
- It has not delivered high level management training ‘for a long while’
- It is primarily aimed at middle level managers.
- Approximately 75% of students fund or arrange funding themselves .
- 25% are estimated to come from the Civil Service, and it is estimated that 50% of these are sponsored by their departments.
- Short courses are departmental priorities a) for commercial reasons b) because the participants come from the employed sector.
- A 2 week special course costs an average of Le500,000.
- They have often organised special courses for groups and can be flexible to meet needs e.g. Management for Senior Police Officers, for nurses and doctors.
- They would like to do more if they had the space.

Facilities

- We saw classrooms that were very full, accommodating 40 – 50 students.
- There are 3 smaller rooms, with air conditioning, usually used for the management training. Most of these were arranged theatre style and would accommodate a maximum of 10/12 in a horseshoe arrangement.
- There are 25 computers in the Computer Studies department and this is a constraint.
- They have Overhead Projectors, but no Powerpoint facilities.
- The visual aids mostly consisted of blackboards .
- The lecturers’ rooms were very cramped and untidy, lacking in modern facilities
- Power is frequently a problem.

- There is an internet café available for a fee.
- There is a Library. Some of the books were out of date and many had been donated.

Faculty

- There are 32 full time staff and some part time, as well as Associates.
- Faculty members typically hold Masters Degrees.
- The turnover is high especially in the Accounting Department.
- Salaries are low and not always paid on time; the workload is high.
- Some staff are on IPAM Contracts; others are on Academic Contracts and are University staff.

We concluded that IPAM is not in a position to deliver training specific to Civil Service needs, although it has hopes of contributing to the CSTC curriculum.

We endorse Professor Adei's concerns about the inexperience of the Faculty to meet Civil Service needs. They are mostly academics with limited exposure to Civil Service realities and were also disturbed by the lack of modern training methods. We observed mostly chalk and talk in large classrooms and were not convinced that there is a tradition of participative practical training, nor that the Faculty members have this capability. None use Powerpoint except possibly in the Computer Studies Department.

The commercial forces of IPAM are what has driven it from its public service origins, and hence the proportion of Civil Servants amongst its clientele has fallen away. We could not see how the Civil Service could afford the costs of very much IPAM training, which draws most of its students from the private sector especially banks and NGOs. With more students than it can reasonably accommodate and the constraints of space there is no incentive to look more favourably on the Civil Service for custom. Indeed there had apparently been a problem with payment delays in the past.

We felt that the atmosphere was similar to a Further Education College in the UK, which is not suitable for professional Civil Service training, especially for managers. We heard from a Ministry client of IPAM, who had organised management training there for a group, that he felt it necessary to be present everyday, partly to ensure that lecturers attended and were not called away, for example, for University teaching.

Professor Adei made a strong case for IPAM to be strengthened by a dedicated unit for Civil service Training. We felt this would be problematic and there appears to be little justification in terms of quality for locating such a unit there. Rather the CSTC could be completed, in due course expanded and contribute to the development of the Civil Service, without the commercial, academic and physical considerations of IPAM.

Some of the short courses at IPAM may be suitable to meet identified needs where a focus on Civil Service aspects is not essential e.g. Project Development, Implementation and Management. This also applies to its academic programmes that have a generic application. We also acknowledge that an IPAM representative could bring a useful professional perspective to the TAG.

14.3 DISTANCE LEARNING CENTRE (DLC)

This is a facility to be funded by the World Bank that will provide technology based learning events as part of the Global Development Learning Network (GDLN). It will have facilities for video conferencing, web-based learning and face-to-face interaction. Such facilities already exist in over 70 countries, including West and East Africa. Computer training can also be provided there. Current plans envisage building commencing in September 2005 and completing in 2006.

The DLC will be funded by the World Bank for 4 years but after that it must become self funding. Apart from the video conferencing facilities, there will be multi media and a large number of computers for training. The facilities will operate commercially, especially as a Cyber Café. The required Market Study has already been completed. The DLC is aimed at managers in the private and public sectors.

This will clearly provide a valuable additional resource for Civil Servants to learn, especially in common development issues, and to share experience on topics like policy, strategy etc. Our only reservation is that in its remit to become commercially self sufficient the DLC may not be able to address the needs of Civil Servants, who in turn may not be able to sustain the costs in 4 years time. The situation could become similar to the one we discovered in IPAM. We hope that the coordination of Civil Service training and addressing the issue of the training budget will help to forestall this eventuality.

14.4 FJP MANAGEMENT CONSULTANTS, 29 LIVERPOOL STREET, FREETOWN.

This company offers services to public and private sector clients in The Gambia and in Sierra Leone, sometimes funded by donors. We found their promotion material and profile impressive and our meeting indicated that they operate professionally and responsively to client needs. They offer management training courses, arranged in a series of separate modules, usually of 2-3 days duration for different levels / purposes and can offer tailored training. Many of their management modules would contribute to the MDP and to the development of the generic competencies. They assured us their emphasis is not academic but practical, making use of exercises, case studies etc. They use venues such as hotels, established centres etc. A 2 day programme is likely to cost between \$1750 and \$2000 for professional fees. They are associated with Computech (see below) and one of their professional resource persons is also an IT trainer.

Our first impressions of this potential training provider were very favourable and we recommend that this contact (provided to us by the PRSU) be pursued.

14.5 COMPUTECH LTD. 22, PULTNEY STREET, FREETOWN.

Contact name: Howard Cumming Tel: 076 – 787- 679

Training in Microsoft Applications : Spreadsheets, Access, Powerpoint.
Also programming.

Computech has its own training rooms with 17 computers, which we visited, but also provides tailored computer training on site and special courses in the day or evening.

It is accredited by the MEST. Given the identified training need for computer training, we recommend that this company be explored further.

14.6 COMPUTEL

We were unable to locate this provider but between November 2002 and June 2003 many staff in MEST received computer training and certificates from Computel. The training was delivered on site in groups of 5 for 2 hour sessions.

We recommend that this training be evaluated for its effectiveness and the company be explored further.

14.7 INDIVIDUAL TRAINERS

Serving staff

We believe strongly that a training capacity should be built within the Civil Service. This should start with the HRMO, the Head of T&DD and the MTCs. Responses to our survey indicate that some people have received Training for Trainers, for example, in the education and agriculture sectors. It would be extremely useful for the Head of T&DD to seek these out, reassess their abilities and create a panel and database of potential trainers from within the service. We also met from time to time staff who we felt had the experience and ability to become effective trainers. Such people should be identified and trained in training techniques, so that they can become occasional resources to the CSTC and their Ministries. It would be reasonable to pay an allowance to these staff members when they train, to motivate them to prepare thoroughly and to keep up to date in their field.

Former Civil Servants

We encountered people who have the knowledge and experience to provide training in certain topic areas. Some were formerly Civil Servants and now operate as independent consultants. Again, we recommend that the Head of T&DD create a database of such resource persons.

It will be important to ensure that any former Civil Servants have the correct attitude to and knowledge of reforms. It would be disastrous to use people who may promote outdated ideas and systems which are no longer suitable for effective service delivery.

14.8 VENUES

We noticed rooms in the Youyi building that are large enough to accommodate training sessions.

We also gathered the following information on other venues that are used for training:

Hotel Kimbima, Aberdeen

Has a spacious conference room that could also accommodate group work. Can provide meals but transport may be needed

Conference room hire – Le 500,000 per day (includes flip chart, projector, PA system, photocopying)

Tea / coffee – Le 10,000 per head

Buffet lunch – Le 35,000 per head

Water – Le 2,500 per bottle

Soft drink – Le 3,000 per bottle

Flat or Gymnasium (up to 20 people) - Le 200,000 per day

British Council

An excellent air-conditioned training room for about 20 people, with several power sockets and telephone connections for internet usage.

Contact name: Elenorah Metzger

Room - Le 250,000

Tea break - Le 5,000 per head (snack included)

Lunch - Le 10,000 per head (drink included)

Water - Le 2,500

Hotel Cabenda

Conference Room (holds 45 people): Le 500,000 per day

Tea break: Le 2,500 per head

Lunch: African Le 24,000 Continental: Le 33,000

15. PUBLIC SERVICE COMMISSION AND OTHER MDAS

Our TORs required us to review the role of the Public Service Commission in the training of Civil Servants and the development of a national training policy. The Civil Service Code, yet to be confirmed by cabinet lists the duties of the PSC, including the following 2 that relate directly to training and development:

- Establish links with training institutes to facilitate the development of suitable training programmes for the various offices within the public service
- Oversee the career path development aspect of public officers using modern planning tools and techniques.

The PSC, which has at most 20 staff, has the right to delegate these powers to other bodies. In practice the ESO performs most of the roles. The ESO derives most of its

powers from the PSC to a large extent and from the Cabinet Secretary and Head of the Civil service to a lesser extent. The Chairman of the PSC told us that the PSC in fact has no role in training, but sometimes provides inputs. The STR in the ESO plays a limited role in Civil Service training for the reasons described elsewhere in this report. It seems unrealistic to expect the PSC to play a more interventional role. However, since it is concerned with the overall quality, conduct and performance of the Civil Service it should contribute to the debate about training. This should be achieved the PSC Chairman being a member of TAG. The activities of the PSC, will also provide useful information to the HT&DD on qualification levels and standards of new recruits, needs of appraisees and promotees etc.

Other MDAs are developing their own HR processes, and the HRMO should monitor progress in these to adopt practices that prove effective. We are aware of the ACC, the MOD (based on the recommendations of the CMPS study), the National Revenue Authority, and there are doubtless others. The example of the HR plan of the MHS also warrants close attention.

16. HUMAN RESOURCE MANAGEMENT

Training is one of the functions of HRM and the Training Policy should be a constituent part of the overall HR Policy. It is therefore important that there is a good fit with all the components of HR.

16.1 PERFORMANCE MANAGEMENT

Performance management can be summarized as:

the will and the skill

The *will* is achieved through motivation and the *skill* is achieved through training and development.

There is virtually no performance management at the moment. The ACRs provide minimal information about performance and are not completed regularly. One sample form we saw was completed 3 years after the appraiser had filled in his/her section and we were told that the ACRs are often only completed in retrospect to comply with promotion regulations, which require 3 years of reports. The ESO receives completed forms and passes them to the PSC but does not appear to play a significant role in the management of the system.

We also observed total tolerance of late or non-attendance, generally on the assumption that transport is difficult. Transport is difficult, however a few people were always on time in spite of this. Although systems exist to deal with poor performance several interviewees confirmed that in practice it hardly happens and people do not fear that they could lose their jobs for poor performance, poor attendance etc. Managers at all levels take a sympathetic view of the low morale and output, attributed to poor terms and conditions.

We hope that training will a) assist with raising performance and b) motivate staff to perform better. As stated above all training should take place within the context of an overall plan and based on identified needs. The outputs from all training should meet clear learning and performance objectives, expressed in behavioural terms, so that trainees are clear about the behaviour that should be improved. The Annual Appraisal should assist with identifying individuals' needs and subsequently should comment on their improvements in the identified areas. The Head of T&DD should ensure that all training is evaluated at least at levels 1-3 (Reaction, Learning, Job Performance).

Performance management is not simply an annual event. The onus falls upon managers and supervisors to set and maintain standards of performance if Civil Servants are to deliver services in an efficient and transparent manner. They should be addressing performance issues on a regular basis, and if they have their own PIs, for which they depend on their staff, this will become the norm. A culture of managing performance proactively and positively is important and one of the competencies we used for our survey. It will not be achieved quickly in the Sierra Leone climate but it is important that a start be made.

Whilst training has an important role to play in enhancing skills the efforts will be diluted without the will to perform, and better management of the resources needed to do the job.

The proposed new Appraisal forms though not perfect are a great improvement on the ACRs. Copies appear at Appendix N. They could be modified in due course to take account of the activities of the HRMO and the development of a competency framework (see above). Training in the new system is a high priority. We also recommend wider performance management training as part of competency and management development.

16.2 RECRUITMENT

Training must be compatible with recruitment in a number of ways:

- To meet the Induction needs of new recruits
- To develop the careers of those recruited for their higher potential
- To fill skills gaps that cannot be met from the labour pool
- To equip PSC and other staff with the skills of interview and selection

16.3 PROMOTION

Training is the means of preparing staff for the higher positions. If their performance appraisals identify potential to rise to higher, then training should be offered. Equally if people are promoted to an unfamiliar role they need training to become effective as quickly as possible. It is important that staff understand that promotion should be based on fitness for the job and they must demonstrate the correct level of skills, rather than just time served. Training and development will reinforce this, but the opportunities must be fair and equitable.

There are grounds for considering the achievement of certain training outcomes as a prerequisite for promotion, for example, satisfactory completion of supervisory training to have staff responsibility. However this is an ideal in the present circumstances in the Civil Service and risky where the provision of training is very uneven cannot necessarily be guaranteed. We recommend that this be kept under review for certain types of training. It may be particularly pertinent for higher management levels, requiring staff to have undergone a Management Development Programme.

Requiring staff to possess academic qualifications for particular positions can also be problematic since

- it imposes a ceiling on ambitions, even where people may have potential
- staff will want to pursue academic qualifications for advancement, often requiring their absence from work, and denial will be unfair.

Overall it is more important that the candidate for promotion can demonstrate possession of, or potential to develop, the competencies of the higher post, but the capacity for objective assessment of this may be some time off.

16.4 PERSONAL DEVELOPMENT

Our survey showed that most staff aspire to do their jobs well and to develop their skills. Training is a demonstration of the Civil Service's commitment to development and to helping individuals meet their personal goals. It is also a motivator in itself and the synergy of colleagues coming together for training is invariably beneficial.

16.5 CAREER DEVELOPMENT

Training plays a very important part in developing careers to meet organisational and personal needs. It is also a means of retaining staff in the face of labour market competition. It must be managed and complement other HR plans, including succession planning.

17. QUALITY ASSURANCE

The Head of T&DD will need to be able to assure the HRMO and the TAG that training is of a high standard and is meeting the needs of the Civil Service. This will come from the following activities:

- Correct identification of needs
- Training events targeted at the correct individuals/groups
- Performance oriented objectives for all training events
- Validation of the objectives
- Evaluation of the impact of training using a standard agreed format
- Monitoring of the training provided, especially by external providers
- Performance monitoring, including through the annual appraisal system
- Monitoring of training provided in organisations that compete for labour e.g. NGOs

18. DECENTRALISATION

There are two aspects to decentralisation for the purpose of this report:

1. The establishment of a network of training coordinators in Ministries to identify and communicate training needs and training delivery, in liaison with the Head of T&DD.
2. The geographical and administrative decentralisation of public service delivery throughout Sierra Leone.

The first is addressed in the training policy and in this report. Two main concerns arise:

- a. The capacity of individual Ministries to identify training needs and create training plans. We envisage that this will be dealt with in the professionalisation of HR through the HRMO.
- b. Our proposals for central coordination contrasts with modern best practice of decentralisation. However we feel that at the moment it is vital to bring some discipline and coordination into the training process. When training has been managed systematically for some time it may be advisable to review the need for such tight coordination.

The second issue of devolved service delivery will require monitoring by the HRMO for needs and opportunities to deliver training outside Freetown. We were unable to visit any locations outside Freetown but are aware of the initiatives in Local Government Reform and Decentralisation. The training needs of dispersed Ministry staff will of course be included in Annual Training Plans. Without detailed knowledge, we see no reason why the Freetown-based Head of T&DD and the MTCS should not ensure that training is delivered in local venues according to identified needs. We know that the STR has personally delivered some clerical training outside Freetown so we presume that some facilities exist. It will also be necessary for some staff to visit Freetown to participate in training events.

As service delivery devolves to local councils it will be necessary for needs of the officials taking over currently centralised functions to be identified and met, probably through the training plans of the Local Authorities themselves. It would be useful if the MTC for the Ministry of Local Government and Community Development assisted in this process and monitored it together with the HRMO.

19. CONCLUSION

We hope that the new HRMO and the introduction of a Training Policy will facilitate a new era of systematic training that will enable the GOSL to fulfil its obligations to the public. We found a great appetite for improvement in respect of training arrangements and a touching welcome for our approach. The competencies we have used in our survey would be an ideal starting point for the introduction of a competency approach, but with reference also to the competencies identified and recommended in other studies. There is great deal of information around on training needs and on ways to meet them. It now requires a strong move ahead on

implementation, and we believe that the timing of the establishment of the HRMO is advantageous.

APPENDIX A

Terms of Reference

TERMS OF REFERENCE
FOR THE DEVELOPMENT OF A COMPREHENSIVE TRAINING POLICY
FOR THE CIVIL SERVICE OF SIERRA LEONE

BACKGROUND

The Government of Sierra Leone has embarked on a public service reform programme which aims primarily at restoring efficiency in the public service and increasing its capacity for delivery of services. One obvious weakness that has been identified is the haphazard, unsystematic and uncoordinated human resource development in the public service. Although there appears to be adequate capacity within the country to meet national training needs in general and the civil service in particular, no training needs assessment or manpower survey has been undertaken to determine the extent of these needs. There is no evaluation of the impact of courses offered and their relevance to the jobs performed by civil servants, and training institutions design courses based on their perception of what their client organisations need. This supply-driven environment does not encourage the training that is required to expand the capacity to effectively manage good governance and sustainable development. On-the-job training and retaining of civil servants is either weak or non-existent and the resources allocated to training are very limited. The Government recognises that public sector productivity can be enhanced through the development of human resources and that training can play a significant role in the process.

The DFID-funded Diagnostic Study of the Civil Service of Sierra Leone acknowledged the importance and need for training and its report stated that the development of a comprehensive training policy can only proceed if based on a systematic training needs analysis. The report also included a framework document specifying the key elements on which such a policy should be based and recommended that a consultant specialising in training needs analysis should be commissioned in due course.

In 2001, a Task Force under the chairmanship of the Permanent Secretary, Ministry of Presidential Affairs produced a draft training policy framework as an input into the task of defining the components of a comprehensive training policy. A more recent development has been the report submitted in April 2004 by Prof. Stephen Adei who completed a study on the design of capacity building plans for the Institute of Public Administration and Management (IPAM) and the Civil Service Training College (CSTC). This report would also feed into the development of the training policy.

In addition to the capacity that will be available to train for public sector management at both IPAM and CSTC, a Development Learning Centre (DLC) is to be established under the World Bank Institutional Reform and Capacity Building Project. The DLC will offer training using high speed internet access that will complement video, audio, and data services to deliver courses and provide participants with access to other world wide web resources. The DLC will support the capacity building efforts of both the public and private sectors.

OBJECTIVES

The main objective of the study is to design a comprehensive training policy that will promote manpower planning, development and utilisation in a coordinated and cost-effective manner.

SCOPE OF WORK

The Consultant will be required to undertake the following tasks:

- Identify skills shortages, training priorities and resources available for training to enhance public service delivery and the implementation of key national development programmes;
- Assess capacity within national training institutions to meet national training needs in general and those of the public service in particular;
- Develop a Civil Service Training Policy, Implementation Plan, Funding Strategy and Cost Structure;
- Review the management of the training process in the Civil Service and outline management arrangements for implementation of the training policy and plan;
- Review the role of the Public Service Commission and other relevant Ministries, Departments and Agencies in the training of Civil Servants and the development of a national training policy;
- Establish relationship between training needs, training provided and performance improvement;
- Establish linkage between training and other aspects of human resource management practice e.g. recruitment policy, promotion procedures, staff appraisal, mobility and personal development;
- Establish benchmarks for uniformity and quality assurance in training outcomes;
- Examine flexibility and decentralisation of training initiatives within Sierra Leone.

The Consultant will submit a report on his findings and recommendations to the Ministry of Presidential and Public Affairs through the Coordinator of Public Service Reform in the Governance Reform Secretariat. The report should be submitted electronically and in six hard copies within two weeks of the completion of the assignment. The report will also be submitted to DFID's Senior Governance Advisers in Freetown and London.

CONSULTANCY REQUIREMENTS

The Consultant will be required for a total of four weeks in Sierra Leone for the assignment. Knowledge of the Sierra Leone public sector environment and public sector diagnostic efficiency are highly desirable.

CONTRACTUAL ARRANGEMENTS

The Consultant will be engaged on an individual contract by DFID. Full payment of fees will be subject to completion of the report to the satisfaction of the Government of Sierra Leone and DFID.

TIMING

The assignment should be completed in the period March – April 2005.

APPENDIX B

List of people seen

APPENDIX C

Questionnaire used in Training Needs Survey

Questionnaire used in Training Needs Survey

Example shown is for Grades 10-14. The differences in the grades relate to

- a) slight variations in competencies
- b) different competency descriptions according to level

DEVELOPMENT OF A COMPREHENSIVE TRAINING POLICY
FOR THE CIVIL SERVICE OF SIERRA LEONE

QUESTIONNAIRE

Grades 10-14

SURNAME

OTHER NAME/S

DATE OF BIRTH

TODAY'S DATE

YOUR TITLE

YOUR MINISTRY

YOUR DEPARTMENT

ASSESSMENT OF SKILLS AND TRAINING & DEVELOPMENT NEEDS

The Government of Sierra Leone wishes to develop a comprehensive Training Policy, for training programmes and on-the-job development to meet current needs and the changing needs of the Civil Service.

This following pages list some key competencies that are considered essential for effective performance in the Civil Service. These are:

- | | |
|--|-------------------------------|
| 1. Leadership | 8. Financial management |
| 2. Strategic thinking and planning | 9. Information technology |
| 3. Customer/client focus | 10. People development |
| 4. Performance management /Results orientation | 11. Responsiveness to change |
| 5. Communication | 12. Teamwork and teambuilding |
| 6. Planning and organisation research | 13. Policy formulation/ |
| 7. Decision-making and judgement | 14. Public administration |
| | 15. Constitutional Framework |

1. to establish what competencies you already possess
2. to determine to what extent you feel you would need help in developing necessary competencies
3. to find out what type of qualifications you possess and what sorts of training you have already received, and
4. to give you an opportunity to comment on any other needs (besides development) which, if satisfied, would enable you to be more effective in your work

It should only a very short time to complete. Please complete the form honestly, so that any outcomes from this study are as relevant as possible to your needs and the needs of the post.

STATISTICAL DATA

Please tick only one box in answer to each numbered question / statement on this page

1. What is your gender? Female Male

2. How long have you been employed in the Civil Service?
 0 to 2 Years 3 to 5 Years 6 to 10 Years
 11 to 15 Years More than 15 Years

3. How long have you been employed in your current Ministry
 0 to 2 Years 3 to 5 Years 6 to 10 Years
 11 to 15 Years More than 15 Years

4. Do you have a written job description for your substantive post?
 Yes No

5. Do you have a list of specific objectives related to your job for the current year?
 Yes No

6. Do you have a written list of 'Performance Indicators' expected of you?
 Yes No

7. Over the last 3 years, how many formal classroom training events / courses have you participated in as a learner?
 None 1 or 2 3 to 5 5 to 10
 More than 10

Please state the name of the training course and the training provider, if known.

Course.....

Training Provider.....

8. Over the last 3 years, how many informal learning activities (eg coaching, workshops, delegated tasks/responsibilities, project work, secondments) have you participated in?
 None 1 or 2 3 to 5 5 to 10
 More than 10

9. Do you have personal access to a functioning computer?
 Yes No

10. If you do have access to a functioning computer, approximately how often do you use it?
 Frequently throughout the day A few times a day Once or twice a day
 A few times a week Hardly ever Never

11. Please tick ANY box to indicate the types of academic or professional qualification that you have - not just the highest qualification.

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Doctorate | <input type="checkbox"/> Professional Diploma |
| <input type="checkbox"/> Masters | <input type="checkbox"/> Professional Certificate |
| <input type="checkbox"/> First Degree | <input type="checkbox"/> Certificate (of attendance) |
| <input type="checkbox"/> A levels | <input type="checkbox"/> Other professional qualification/s |
| <input type="checkbox"/> O levels | |

COMPETENCIES FOR CIVIL SERVANTS IN SIERRA LEONE

On the following pages you will find a list of competencies in capital letters followed by a brief description of the competency. Under each competency are some typical effective behaviours. Using the descriptions and behaviours as a guide please indicate to what extent you **NEED TO DEVELOP** against each of these competencies to enable you to perform more effectively.

In the right hand column, please put a tick in just one of the 'Need to Develop' boxes for each element to indicate that your need for training or development in that element is:

1. Very low
2. Low
3. Fairly low
4. Fairly high
5. High
6. Very high

For additional clarification, this means that if you tick box 1, you feel this is one of your strong points and that you have a low need to develop. If you tick box 6 you recognise this as one of your weak points and you have a high need to develop this. Your response will not be attributed by name, only as part of a statistical analysis. Please be completely honest so that the Training Policy can really reflect the needs of the Civil Service now and in the future.

<p>LEADERSHIP Leads a team, department or organisation towards a vision of the future and motivates staff to perform</p>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td colspan="3">LOW</td> <td colspan="3">HIGH</td> </tr> <tr> <td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td> </tr> <tr> <td>Need to develop</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	LOW			HIGH				1	2	3	4	5	6	Need to develop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LOW			HIGH																		
	1	2	3	4	5	6															
Need to develop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<p>Typical behaviours of high performing leaders</p> <ol style="list-style-type: none"> 1. Clearly communicates Ministry goals and gives consistent direction on strategy, 2. Motivates others through personal enthusiasm and leadership style. 3. Establishes and maintains integrity and ethical standards of conduct and minimises opportunity for abuse. Leads by example. 4. Acts decisively after appropriate consultation and assessment of risks. Resolves conflict and does not avoid tough issues or decisions. 																					

STRATEGIC THINKING AND PLANNING Identifies strategic aims, anticipates opportunities and constraints and responds to changing circumstances	LOW	HIGH
	1	2
	3	4
	5	6
	Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

- Typical behaviours of strategic thinkers**
1. Creates or interprets a vision of the future
 2. Can translate high level aims into practical and deliverable plans
 3. Demonstrates sensitivity to wider political and organisational priorities. Can see the bigger picture.
 4. Formulates/contributes significantly to the Strategic Plan of the Ministry

CUSTOMER / CLIENT FOCUS Treats customers / clients with respect, responds to their legitimate needs and sets up mechanisms for dealing with complaints	LOW	HIGH
	1	2
	3	4
	5	6
	Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

- Typical behaviours of client focused officers**
1. Understands the impact of Government policies on commercial stakeholders.
 2. Acts on comments and feedback from customers / clients and keeps them informed of progress
 3. Conducts all interfaces with the general public and other stakeholders in a manner which promotes trust, goodwill and a positive perception of the Ministry

PERFORMANCE MANAGEMENT AND RESULTS ORIENTATION Uses a range of techniques to improve performance and achieve results. Contributes personally to a performance culture.	LOW	HIGH
	1	2
	3	4
	5	6
	Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

- Typical behaviours of a performance oriented officer**
6. Actively creates a culture of performance in own Department/Ministry.
 7. Translates strategic/Ministerial plans for the year ahead into an Annual Work Plan.
 8. Sets SMART objectives for self and others and ensures that they are met.
 9. Uses and encourages project management techniques to plan, manage and monitor work plans proactively, to meet cost, time and output targets.
 10. Communicates the importance of results and does not wait for the Annual Appraisal to give feedback on performance

COMMUNICATION Communicates effectively with people inside and outside the Ministry, both orally and in writing.	LOW	HIGH
	1	2
	3	4
	5	6
	Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

- Typical behaviours of an effective communicator**
1. Communicates ideas and information effectively using oral methods
 2. Able to make high impact presentations to large and small audiences
 3. Writes concise, well structured reports and papers
 4. Able to argue constructively and influence peers and superiors

PLANNING AND ORGANISATION Plans and manages own and others' activities efficiently and to achieve objectives with maximum effectiveness	LOW	HIGH
	1 2 3 4 5 6	1 2 3 4 5 6
Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

Typical behaviours of good planners and organisers

1. Is organised and focused, managing and prioritising workload effectively. Flexible in working hours when necessary
2. Manages time efficiently to meet deadlines and competing priorities, and to minimise stress in self and others
3. Delegates effectively to subordinates, to rationalise own workload and free up time for key activities.
4. Prepares in advance for meetings and other events, to minimise time wasting.

DECISION-MAKING AND JUDGEMENT Uses information, judgement and logical decision-making processes to arrive at sound management decisions	LOW	HIGH
	1 2 3 4 5 6	1 2 3 4 5 6
Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

Typical behaviours of effective decision makers

1. Uses logical decision-making techniques, and exercises judgement to take decisions.
2. Identifies risks and takes reasonable action to minimise these.
3. Produces sound decisions when faced with conflicting pressures.
4. Willing to take unpopular decisions. Does not shirk the responsibility.
5. Encourages decision-making by staff whenever appropriate

FINANCIAL MANAGEMENT Has sufficient understanding and skill to carry out financial responsibilities correctly.	LOW	HIGH
	1 2 3 4 5 6	1 2 3 4 5 6
Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

Typical behaviours of officers who are financially competent

1. Knows financial regulations and ensures that they are acted upon in own area of responsibility
2. Understands the principles of budgeting and accounting and ensures that they are adhered to
3. Understands fully the financial and economic implications of decisions and makes adjustments where necessary.
4. Able to understand and interpret financial data as a basis for making decisions

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) Uses ICT to assist in analysing and presenting data, planning and monitoring progress, and improving decision-making and communication	LOW	HIGH
	1 2 3 4 5 6	1 2 3 4 5 6
Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

Typical behaviours of effective ICT users

1. Able to use main software packages to analyse and present information in the form of reports, tables, spreadsheets, databases and graphs
2. Can use computerised visual aids for effective presentations
3. Capable of communicating by email with people inside and outside the Ministry. Can use the Internet as a research tool
4. Is aware of the possible consequences of computer viruses, the importance of computer security, and how to minimise risks

PEOPLE DEVELOPMENT Understands and applies appropriate development and training techniques to improve own and staff's performance	LOW HIGH
	1 2 3 4 5 6 Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Typical behaviours of good people managers and developers**
1. Proactively keeps up to date with the latest developments in own field of expertise.
 2. Coaches staff on a regular basis, using constructive feedback. Turns mistakes into learning opportunities.
 3. Maintains high awareness of staff development needs and seeks opportunities to meet these.
 4. Delegates tasks and responsibilities to staff, to provide them with development opportunities

RESPONSIVENESS TO CHANGE Identifies, initiates and embraces change, to improve performance and growth	LOW HIGH
	1 2 3 4 5 6 Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Typical behaviours of effective change managers**
1. Responds positively to change and is open to new methods
 2. Fully explains proposed changes and demonstrates personal support
 3. Encourages and supports colleagues and staff through the change process, and overcomes resistance
 4. Constantly seeks ways to improve processes and initiates change to improve departmental performance

TEAMWORK AND TEAMBUILDING Leads and contributes to effective team performance	LOW HIGH
	1 2 3 4 5 6 Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Typical behaviours of good teamworkers**
1. Establishes a working environment that promotes teamwork
 2. Actively builds relationships that help to achieve the common objectives
 3. Is aware of team members' strengths and weaknesses and constantly encourages development
 4. Facilitates inter and intra teamwork to achieve goals

POLICY FORMULATION AND RESEARCH Conducts research and writes reports to assist in the development of policy. Implements and evaluates policy	LOW HIGH
	1 2 3 4 5 6 Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Typical behaviours that contribute to good policy making**
1. Creates and analyses baseline data in order to inform policy formulation
 2. Able to use research tools - e.g. logical frameworks / problem tree analysis and mapping / modelling techniques
 3. Able to produce good policy papers / research reports, using evidence and indicators to illustrate progress. Analyses and presents strategic options for future action
 4. Can formulate. Analyse, implement and evaluate policy

PUBLIC ADMINISTRATION Understanding of the functions and responsibilities of public officials and the special duties of public service	LOW HIGH
	1 2 3 4 5 6 Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Typical behaviours of effective public administrators	
<ol style="list-style-type: none"> 1. Effectively translates government policies into practical, public-centred plans 2. Can advise Ministers on implementation 3. Maintains and promotes high standards of ethics and integrity at all times 	

CONSTITUTIONAL, LEGAL AND ADMINISTRATIVE FRAMEWORK Knowledge of the legal context of the Civil Service and its overall purpose	LOW HIGH
	1 2 3 4 5 6 Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Typical attributes of officers with this competency	
<ol style="list-style-type: none"> 1. Demonstrates sound knowledge of the machinery of Government 2. Understands the roles of the different arms of Government, especially the Civil Service 3. Is familiar with Civil Service Regulations, and those specific to own function 4. Provides guidance to Ministers on constraints or opportunities 	

In the boxes, below, please enter any other competencies or behaviours that you feel should be included for Civil Servants at your level. As above, please indicate against each one to what extent you need to develop the competence.

ANY ADDITIONAL COMPETENCIES OR BEHAVIOURS		LOW HIGH
		1 2 3 4 5 6 Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		1 2 3 4 5 6 Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		1 2 3 4 5 6 Need to develop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Please indicate what training would most help you and your staff/colleagues to be more effective. Please state the top 5 topics in order of priority, in your own opinion.

SELF

- 1.
- 2.
- 3.
- 4.
- 5.

STAFF / COLLEAGUES

- 1.
- 2.
- 3.
- 4.
- 5.

APPENDIX D

Interview prompts

INTERVIEW PROMPT 1

Name.....**Position**.....

Date.....**Location/Min**.....

What are main activities of your job/unit?

What are the main problems you are facing now?

What do you expect as a challenge in the future?

What do you think are the main training needs of your staff/colleagues?

What are your own development needs?

INTERVIEW PROMPT 2

Name.....**Position**.....

Date.....**Location/Min**.....

1. What is the nature of your involvement with (other) members of the civil service?

2. What works well for you in the public service? Examples?

3. What does not work well for you? Examples?

4. Has a Training Needs Assessment been conducted in your Ministry? Results?

5. What are the main skills shortages in your Ministry/Department?

6. What training is needed to enable Civil Servants to deliver Government policy?

7. Do you have a Job Description?

8. How is training organised and managed in your Ministry?

9. Any other comments?

APPENDIX E

List of other training needs mentioned

OTHER TRAINING NEEDS MENTIONED

Listed below is a summary of training needs identified in the questionnaire by respondents. This is only a sample from those interviewed and not exhaustive.

Advanced Photography
Basic Clerical Training
Braille Training
Capacity Building in Local Governance
Civil Service Ethos
Community Development
Conflict Management & Negotiation
Conflict Prevention
Correspondence
Counselling Skills
Curriculum Development
Data Base Project
Data Collection, Analysis, & Management
Diplomatic Training
Documentary Film Production
Domestic Policy
ECOWAS Matters
Educational Management
English Improvement
Extension Skills
Foreign Languages
Further Academic Studies
General Administration
Group Formation & Dynamics
Human Relations
Human Resource Management, Development & Planning
Human Resource Planning
In-service Training in Accounting
International Business & Communication
Interpersonal Conflict within Organisation
Job Description Writing
Language Translation
Library & Information Science
Line & Staff Relationships
Local Government
Maintenance Culture
Mass communications
Monitoring & Evaluation
Monitoring & Evaluation
Motivation
National Accounting & Statistics
Negotiation Skills
Office Practice
People Development
Personnel Development

Practical Experience in Conference Diplomacy
Procurement
Programmes in Technology Transfer
Project Co-ordination
Project Implementation
Project Writing & Analysis
Public Communication & Consultation
Records Management
Refresher Courses
Report Writing
Reporting Procedures & Mechanisms
Resource Management
Resource Mobilisation
Rules & Regulations
Skills transfer to farmers
Supervision Training
Taxonomy
Trade Related Issues
Training & Development
Training & Motivation
Training Design & Implementation
Training in Gender Awareness
Training of Trainers
Training on how to train/develop disabled people
Wildlife Management
Women in development
Wood Preservation
Workplace Ethics
WTO Matters

APPENDIX F

Management Development Programme

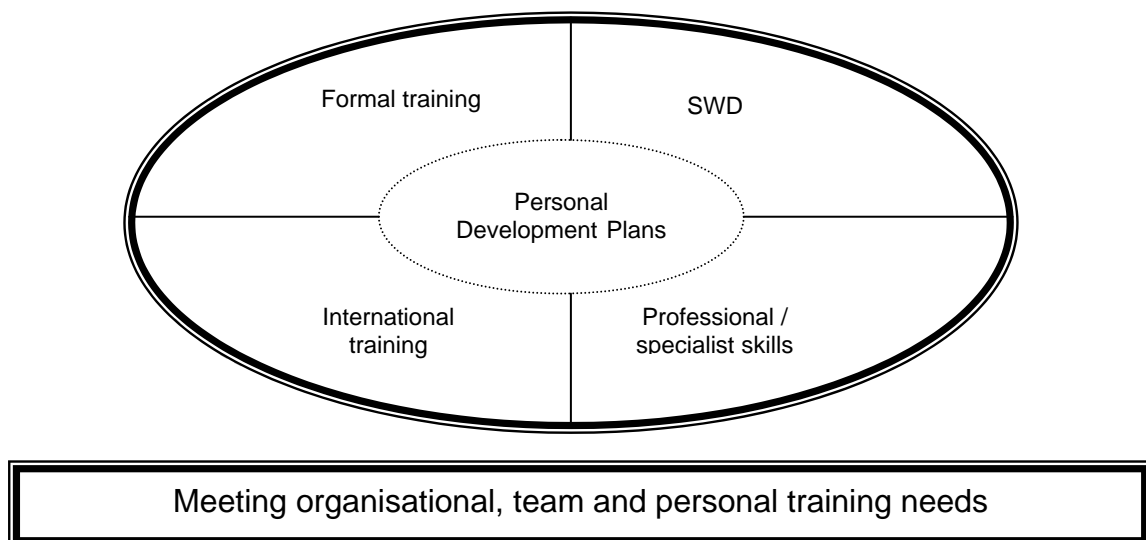
Management Development Programme

The development of present and future managers is crucial to the performance of the Civil Service and to effective service delivery to its stakeholders. Management development refers to more than just classroom training, in fact the latter is sometimes the least effective way to learn. We propose a Management Development Programme (MDP) that comprises a range of activities that aid learning, including:

- ❖ Taught Modules
- ❖ Structured Workplace Development (SWD)
- ❖ Personal Development Plans (PDP's)
- ❖ Mentoring and coaching
- ❖ Exchanges and attachments

The holistic approach to management development is illustrated below.

Diagram showing approaches to development



Although the programme may take place over a planned timescale, say 1-3 years depending on individual needs and arrangements, in fact personal development by managers should be continuous.

TAUGHT MODULES

The programme should include the provision of taught modules in all management competencies. The basic tools and techniques of, for example, the management skills of delegation, effective time management and project management techniques would make a highly practical module. The other benefits of classroom training include:

- the sharing of ideas
- the networking opportunities among senior managers

- creating common standards across management of the Public Service

The modules should be designed as a series that contribute to the overall programme but can be taught as separate modules for convenience of attendance and for selection by the target group. This would enable people who are strong in some competencies but weaker in others to 'mix and match', in effect to create their own modular course according to their needs. However to be considered fully competent they must be able to demonstrate possession of all competencies.

Such a set of modules should be 'owned' and overseen by the HRMO and the PSC, but designed in partnership with the providers who will deliver the modules. It is possible that more than one provider could deliver the modules, depending upon their strengths, for example, one provider may be stronger in Financial Management but weaker in Communication skills. Although IPAM could well play a role in developing some of the modules, there are other providers who could also contribute.

STRUCTURED WORKPLACE DEVELOPMENT

Structured Workplace Development (SWD) describes a process whereby people learn by doing, usually through their normal duties, though these may be augmented by developmental tasks. The difference between structured and unstructured in this context, is that the learner consciously learns from all activities, reflecting on events, behaviours and alternative courses of action. This needs encouragement in the beginning but can quickly become a good habit. If tasks are approached as projects, the learner can discuss with a coach, mentor or line manager what the objectives of the task are, which of the competencies will be addressed in this particular task and then review the outcome and lessons learned. The competency concept can also be used as a theme for everyday activities, to demonstrate progress in previously weak areas, for example, a report on a site visit to strengthen written communication skills.

We have introduced this approach to SWD elsewhere and give an example of supporting documents in Appendix H.

PERSONAL DEVELOPMENT PLANS

This is a process whereby every senior manager identifies their own strengths and weaknesses in the management and professional competencies and sets their own targets for activities to address the weaknesses. These activities can range from something as simple as reading a book in the topic area, to more complex activities, such as attending a conference and cascading the information to colleagues. The individual decides on the process, possibly with the guidance of a mentor, a manager or other resource, but it is primarily personal. An example of a blank PDP is included at Appendix G.

MENTORING AND COACHING

Firstly, some definitions:

Mentoring is the process of helping someone to identify issues and propose solutions through facilitating their ideas. The mentor does not try to instruct or propose solutions, but rather assists the other to find their own way. The mentor may have specific knowledge and experience which can be helpful, but these are never seen as the only way to proceed. It requires a relationship of trust.

Coaching is the development of an individual through guiding them in a particular skill or knowledge area, where the coach has some prior experience, for example, helping someone to become an effective presenter.

Coaching may include some mentoring from time to time, but mentoring almost never includes coaching. A mentor who coaches is adopting a different role for that duration. In fact the terms are often confused and sometimes this does not matter very much. For very senior people however, the distinction is extremely important.

Top and senior managers may often feel alone in coping with extreme pressure. Self-questioning may be seen as a weakness, and it is not seen as proper to share doubts with subordinates, or even peers in certain competitive environments. How can PS's, for example, continue developing themselves given their status among their staff and the expectations of their political masters?

Ideally our approach would be to establish a part time resource pool of coaches and mentors, who could be called upon by arrangement, to aid the development of top and senior managers. These could be people who are also trainers, or they may be acknowledged as particularly effective in one or more of the key competency areas.

We acknowledge however that this solution may not be viable under present circumstances, and an alternative is to ensure that all senior managers are equipped with the specific skills of coaching and mentoring. Additionally it is important to develop an open culture of giving and receiving feedback, which encourages coaching and mentoring relationships. This initiative should be driven by the HRMO.

We also suggest that retiring or retired people, who have valued experience, and who easily command the respect of their peers, be approached to provide coaching and mentoring where feasible.

STUDY TOURS AND ATTACHMENTS

The exposure through Study Tours and visits can have an extremely positive impact. We learned that a Study Tour to China, had left a deep impression of the importance of work ethic and practices, and a visitor to UK had gained valuable access to modern data and methods. We propose that such opportunities for such exposure should be exploited with a view to influencing work practices and developing skills. However this can only be effective in the framework of a coordinated policy, so that the right person is selected and is required to demonstrate his/her learning for the benefit of others.

Attachments

A practical attachment is an extremely effective development activity. An individual is attached to another work function for a defined period and learns the work of that area. This needs to be structured and managed. Each attachment should have specific objectives and Term of Reference to be achieved. The learner should maintain a learning log and meet regularly with a sponsor or coach within the host organization to discuss progress. This approach could also be used for the current practice of rotating new entrants at Grade 7.

An attachment can be as short as 1 week or as long as several months, depending upon the need and the feasibility. It can be disruptive to the hosts but we believe that the benefits outweigh the disadvantages.

The host organisation could be another MDA, an organisation outside the public service (e.g. a Bank) or even a comparable MDA in another country.

MANAGEMENT DEVELOPMENT RESPONSIBILITY

The responsibility for implementing the MDP should fall to the National Training Coordinator. However due to the strategic nature of the programme and the importance to the whole of the Civil Service, it should be overseen at the highest levels, for example, the Secretary to the Cabinet, the Chairman of the PSC and equivalents.

APPENDIX G

Personal Development Plan

Personal Development Plan (PDP)

The tables indicate the competencies in which you need to reach an acceptable standard to be effective within the Public Service. These headings embrace a number of skill sets which are described briefly in the definition column and were used for the questionnaire in this study.

You should consider your present skill level under each heading and mark your perception of your position on the scale S.....W. This will show where you have the greatest development needs and how you should prioritise your development.

When you have established your main needs the next step is to consider how you can improve i.e. move your mark along towards the S rating. This can take the form of formal training, structured workplace development, seeking advice from an expert, voluntary assistance to a colleague, reading a book, and various other self-development activities.

Select up to 4 areas where you want to make an improvement. This may be because you feel especially weak in a certain aspect, because you have an urgent work-related need, or because you have a particular opportunity to address a development need. You can discuss this with your line manager and/or training coordinator to gain agreement and advice. If you already have a PDP, this could be incorporated.

You should enter the 4 development areas on the next page and describe the activity you will undertake and by when. You may want to record this and give a copy to your line manager. It is your responsibility to achieve your plan though of course you should seek help and advice when you need it. It may help to think of this as a learning contract, which demonstrates your commitment to achieving high standards of professionalism in key procurement and management areas.

You should be honest with yourself about your weaker areas. We all have them. It is better to recognise and deal with them than to deny them and fail to improve.

Core competencies

Competency cluster	Strength Weakness	Definition
Leadership	S.....W	Leading a team, department or organisation towards a vision of the future and motivating staff to perform
Strategic thinking and planning	S.....W	Identifying strategic aims, anticipating opportunities and constraints and responding to changing circumstances
Policy Formulation and Research	S.....W	Conducting research and writing reports to assist in the development of policy. Implementing and evaluating policy
Teamwork and teambuilding	S.....W	Leads and contributes to effective team performance
Decision-making and judgement	S.....W	Using information, judgement, logical decision-making processes to arrive at sound management decisions
Performance management and results orientation	S.....W	Using a range of techniques to improve performance and achieve results. Contributes personally to a performance culture.
Customer / Client Focus	S.....W	Treating customers / clients with respect, identifying their needs and setting up mechanisms for dealing with complaints
Financial Management	S.....W	Having sufficient understanding and skill to carry out your financial responsibilities correctly
Communication	S.....W	Communicating effectively with people inside and outside own Ministry, both orally and in writing. Can make effective presentations
Planning and organisation	S.....W	Plans and manages own and others' activities efficiently and to achieve objectives with maximum effectiveness
Information and Communications Technology	S.....W	Using ICT to assist you in analysing and presenting data, planning and monitoring progress, and improving decision-making and communication
People development	S.....W	Understands and applies appropriate development and training techniques to improve own and staff's development
Responsiveness to change	S.....W	Identifies, initiates and embraces change, to improve performance and growth

Public Administration	S.....W	Understands the functions and responsibilities of public officials and the special duties of public service
Constitutional, legal and administrative framework	S.....W	Knowledge of the legal context of the Civil Service and its overall purpose

PROFESSIONAL / TECHNICAL /JOB RELATED COMPETENCIES

Use the following spaces to identify your development needs in your professional area, or as they relate to your specific current job.
 e.g. Training skills for trainers; Education management; Medical skills etc

Add more boxes if necessary

	S.....W	
	S.....W	
	S.....W	

Personal Development Plan

COMPETENCY	SPECIFIC DEVELOPMENT AREA	PROPOSED ACTIVITY	DATE OF COMPLETION OF ACTIVITY
Example Communication	Presentation skills	1. Read a book on presentation skills	30 June 2005
		2. Give a 5 minute presentation and get feedback	15 July 2005
		3. Arrange video of presentation	15 July 2005

PROGRESS REVIEWS

DATE.....NOTES.....

DATE.....NOTES.....

DATE.....NOTES.....

DATE.....NOTES.....

APPENDIX H

Structured Workplace Development

STRUCTURED WORKPLACE DEVELOPMENT ASSIGNMENT – TERMS OF REFERENCE

NAME OF PERSON UNDERTAKING ASSIGNMENT	Supervisor / Mentor’s Name & Department
Description of Assignment Please specify the aims / objectives, scope, outputs	
Start Date / Completion date	Anticipated Length of Assignment in days:
Available Resources <i>If appropriate, please identify any relevant resources e.g. key contacts, reports, manuals etc</i>	
Competencies – Please “√” next to the competencies that will be developed by the assignment.	
COMPETENCY	DEFINITION
Leadership	Leading a team, department or organisation towards a vision of the future and motivating staff to perform
Strategic thinking and planning	Identifying strategic aims, anticipating opportunities and constraints and responding to changing circumstances
Customer Focus	Treating customers / clients with respect, identifying their needs and setting up mechanisms for dealing with complaints
Performance management and results orientation	Using a range of techniques to improve performance and achieve results. Contributes personally to a performance culture.
Planning and organization	Plans and manages own and others’ activities efficiently and to achieve objectives with maximum effectiveness
Financial management	Having sufficient understanding and skill to carry out your financial responsibilities correctly
Communication	Communicating effectively with people inside and outside own Ministry, both orally and in writing. Can make effective presentations
Decision making and judgement	Using information, judgement, logical decision-making processes to arrive at sound management decisions
Responsiveness to Change	Identifies, initiates and embraces change, to improve performance and growth
Teamworking	Leading and contributing to effective team performance
People development	Understands and applies appropriate development and training techniques to improve own and staff’s development
ICT	Using ICT to assist you in analysing and presenting data, planning and monitoring progress, and improving decision-making and communication
Policy formulation and research	Conducting research and writing reports to assist in the development of policy. Implementing and evaluating policy
Public Administration	Understands the functions and responsibilities of public officials and the special duties of public service

Constitutional/Legal framework	Knowledge of the legal context of the Civil Service and its overall purpose	
--------------------------------	---	--

STRUCTURED WORKPLACE DEVELOPMENT - REVIEW OF ASSIGNMENT

Learner: _____ Signed _____ Date _____	Supervisor/Mentor: _____ Signed _____ Date _____
--	--

Summary**Length of Workplace Development Assignment _____ days***Please provide a brief overview and attach Terms of Reference for the workplace development assignment***Guidance Notes**

The workplace development assignment was selected to give the opportunity to develop some of the competencies required in the post.

Once the assignment is complete it is important that the work is reviewed. The aim of the review is to reflect on the assignment and for the participant to get feedback on their performance. The feedback should identify their particular strengths and areas for development so they can continue to develop in these areas. This review is in 3 main sections:-

- i. Review by learner
- ii. Overall review by supervisor /mentor
- iii. Competency based review by supervisor / mentor

The assignment should provide the opportunities to demonstrate many of the competencies described on the next page. However, if the competency is not relevant to the assignment, please write “not applicable” in the comments box.

The supervisor should consider a number of different sources of information when completing the review. These might include: observations, discussions with colleagues / clients, the written report by the participant, an interview with the participant and outputs from the assignment.

Review of Assignment by Participant*Please outline your views on the assignment– you may consider what went well, what you could have done differently, any key learning points etc***Overall Review by Supervisor / Mentor***Please outline any general comments in relation to the way the participant approached the assignment and what they have achieved*

Competency Based Review by Supervisor / Mentor

Please use the following list of competencies as a framework for reviewing the participant's performance on the assignment. Make your comments in the space provided and continue on a separate sheet if necessary.

COMPETENCY	DEFINITION	COMMENTS
Leadership	Leading a team, department or organisation towards a vision of the future and motivating staff to perform	
Strategic thinking and planning	Identifying strategic aims, anticipating opportunities and constraints and responding to changing circumstances	
Customer Focus	Treating customers / clients with respect, identifying their needs and setting up mechanisms for dealing with complaints	
Performance management and results orientation	Using a range of techniques to improve performance and achieve results. Contributes personally to a performance culture.	
Planning and organization	Plans and manages own and others' activities efficiently and to achieve objectives with maximum effectiveness	
Financial management	Having sufficient understanding and skill to carry out your financial responsibilities correctly	
Communication	Communicating effectively with people inside and outside own Ministry, both orally and in writing. Can make effective presentations	
Decision making and judgement	Using information, judgement, logical decision-making processes to arrive at sound management decisions	
Responsiveness to Change	Identifies, initiates and embraces change, to improve performance and growth	
Teamworking	Leading and contributing to effective team performance	
People development	Understands and applies appropriate development and training techniques to improve own and staff's development	
ICT	Using ICT to assist you in analysing and presenting data, planning and monitoring progress, and improving decision-making and communication	
Policy formulation and research	Conducting research and writing reports to assist in the development of policy. Implementing and evaluating policy	
Public Administration	Understands the functions and responsibilities of public officials and the special duties of public service	
Constitutional/Legal framework	Knowledge of the legal context of the Civil Service and its overall purpose	

TRAINING LOG: FORMAL TRAINING

1	Course	Date	Duration
What I learnt			
How I will apply the learning to my job			

2	Course	Date	Duration
What I learnt			
How I will apply the learning to my job			

3	Course	Date	Duration
What I learnt			
How I will apply the learning to my job			

TRAINING LOG: INFORMAL LEARNING

1	DATE	What I have learnt
	Activity	
	How I will apply this to my job	

2	DATE	What I have learnt
	Activity	
	How I will apply this to my job	

3	DATE	What I have learnt
	Activity	
	How I will apply this to my job	

APPENDIX I

Training received in the last 3 years

Examples of Training received within the past 3 years

Administrative / management / generic

Basic Clerical Training Course, Institute of Education
Basic Administration, Ministry of Health
Basic Accountancy Training and Technical Diploma in Accounting, EMIBEX, IPAM
Business Studies and Administration, SEIF
Weekend Training for Senior Civil Servants, Establishment Secretaries Office
Training for Job inspection Personnel Management, DFID India
Revenue Mobilisation, budget preparation and procurement methods, Local Government Finance Department, IRCBP
Report Writing, WAIFEM
Report Writing & Presentation Skills, Project Implementation, WAIFEM, IPAM
Public Administration and Management
Project Development implementation and Monitoring, IPAM
Programme Evaluation and Management, Chinese Government
Personnel Management, South Textile Research Association,
Computer, ESSEC Computing
Computer Training, Mister Media
Computer Training, P.C.Plus
Computer Training, Ministry of Trade & Industry
Computer Training, Ministry of Local Government
Computer Training, Computel Communications
Computer Software, PC Plus Computer Training Centre
Computer and Accounting, MEST and UNICEF
Computer and Accounting, Government Technical Institute, IPAM, Institute of Education
Negotiating Skills, UNITAR
Middle Level Training for Civil Servants, Secretary Training and Recruitment
Management Development for Professional Executive Secretaries, IPAM
Job Inspection, Ministry of Social Affairs
Introductory - Financial Management
Human Resources Management, IMAT
Human Resources and Industrial Relations for Middle Level Managers, Establishment Secretaries Office and IPAM

Technical / professional / vocational

WTO issues, WTO secretariat
Training on General Inspection, MEST
Training of Trainers for Inclusive Education, Commonwealth of Learning
Training of Trainers for farmer field school coordinators, FAO
Training of supervision in POD/FLE by UNFPA and MEST
Training of Stakeholders, SABABU Project, MEST, NAS WB
Training of Local Council Treasurers, EMIBEX (College of Finance and Management)
Training for Local Council Administrators, GRCBP
Trade Policy Courses, WTO
Trade Negotiations in Kenya and Belgium, WTO, EU
Stakeholders workshop, MEST
Short trade policy course for LDC, WTO
Sababu Stakeholders Workshop, MEST
Passport control measures, US embassy, Freetown
HIV/AIDS workshop, WB
Notification requirement, access to finances, WTO

Multilateral Trade Negotiations, ECOWAS
Msc in Rural Development, Njala University College
Msc in International Law and Diplomacy, Nigeria
Msc Agricultural Economics, Njala University
Mid-career course in Diplomacy, Pakistan
Methodology of Teaching Adults, Ministry of Education
Management Course for Sustainable Agriculture Development, Chinese Government
In-service Training for Hospital Secretaries
Inclusive Education, Educational Action International
In Service Training, Institute of Education
HMD Agronomy, NUC
HIV/AIDS, Psycho-Social Care, CREPS, NAS, UNICEF
Health Services Training, Management essence in health sector, by HSSP
Gender, Ministry of Social Welfare, Gender and Children's Affairs
Financial Management, IPAM
Executive Secretaries
Educational Administration, University of SL
Diplomatic training course, Egypt
Diplomatic and Protocol Training Programme, Commonwealth
Diplomatic and Protocol Training Programme, Commonwealth
Diploma in Finance and Accounting, Institute of Management Accountancy and Technology, IMAT
Degree in Development Support Communication, St Clements University
Degree in Adult education, Evangelical College of Theology
Common External Tariff (workshop), Gender Development Enterprises, ECOWAS
Certify Accounting Technician (CAT/ACCA)
Certificate of Accounting Technician, Emibex College of Accountancy
Association of Accounting Technicians (AAT)
Animal Health and Production
Agriculture Development Planning, China
Administration, Peace and Education
Training Seminar for Administration of Higher Education, Changchun University, China

Salary scales (Leones)

Grade	1	2	3	4	5	6	7
Lowest point in scale	408240	465000	531360	648000	792000	1022400	1427400
Highest point on scale	714420	813750	929880	1085400	1267200	1635840	2176840
No of points on scale	11	11	11	10	9	9	8

Grade	8	9	10	11	12	13	14
Lowest point in scale	1859760	2361600	3256800	5664000	7286400	10350000	13455000
Highest point on scale	3366166	4061952	5210880	7788000	10018800	14231250	18500625
No of points on scale	10	9	9	4	4	4	4

Figures provided by the Establishment Secretary's Office

APPENDIX K

Factors affecting performance

FACTORS AFFECTING PERFORMANCE

Incentives - Economic
Very low salaries that do not adjust in relation to rising cost of living Very few economic incentives Disparity in salary and promotion opportunities Late payment of salaries
Incentives - Promotion
No consistent promotion opportunities No coherent system of promotion/reward for high performance Poor career progression Promotion is not linked to merit or qualification Promotions should be on a 3 year basis Rigid hierarchy. Reduces mobility between grades
Benefits
Poor conditions of service Lack of provision of transport to and from work Lack of incentives for field workers Lack of housing benefits Unreliable social security Limited pension scheme
Training
Need for training of trainers Lack of training opportunities in SL and overseas Need for a Civil Service Training College Lack of induction training or refresher courses Lack of exposure to international conferences, workshops Lack of Orientation Requirement for short courses on staff development training every two years to cope with new technology in the relevant field of work
Logistics, Resources, Funding
Poor logistics (electricity, air conditioning, office space etc) Limited resources (office equipment eg stationary, computers, computer maintenance etc) Poor working conditions Lack of access to funds for programmes Lack of timely financial allocations to run programmes Lack of computer access Lack of provision of transport to allow civil servants to travel to the districts to implement necessary field work
Management
Poor leadership Disregard for chain of command Bureaucracy Need to streamline positions in the professional wing Lack of openness between high and low grades of staff Lack of discipline Need for better information flow from top to bottom and bottom to top Lack of job descriptions with clear lines of responsibility for transparency and accountability Poor delegation of responsibilities

Corruption/Bad practice
Corruption, nepotism, political interference, tribal interference, intimidation Selfishness, greed
Other
Brain drain Fear of redundancy

APPENDIX L

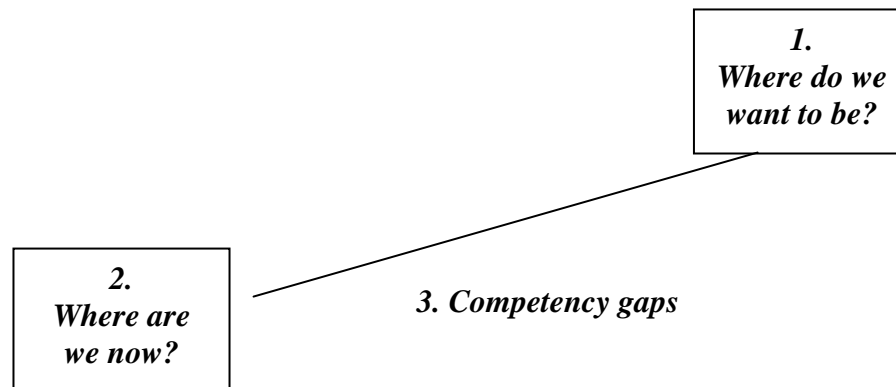
The Competency Approach

THE COMPETENCY APPROACH

The competency approach aims to break down jobs and activities into components that, when carried out effectively, constitute competent performance. The process in this exercise involves:

1. Establishing the competencies needed by Civil Servants
2. Establishing the existing levels of those competencies
3. Determining the gaps

Concept of competencies



WHAT IS A COMPETENCY?

To carry out a task or duty, we need to possess appropriate *knowledge, skill and personal qualities* (or *ability*) and to clearly demonstrate these in our work activities. Competencies are described in behavioural terms, and it is this aspect that creates the relationship with performance.

At appraisal, for instance, a supervisor is looking for the effective application of competencies to achieve work objectives. Consequently, a highly qualified member of staff with appropriate abilities, but who has not applied them, will be appraised less favourably than colleagues who conscientiously apply their abilities and perform more effectively, even if they have fewer formal qualifications .

There are many definitions of competencies but they all have in common the notion of a set of abilities that, when applied, produce the required performance result. One of the simplest is by Hornby & Thomas (1989) who define competencies as:

'the knowledge, skills and qualities of effective performers'

For the purposes of developing a comprehensive training policy for the Sierra Leone Civil Service we have concentrated on defining those competencies that are essential to the planning, organisation and delivery of high quality services to stakeholders by a modern, effective and responsive public service, taking into account the Sierra Leone context.

DEFINING COMPETENCIES

Many organisations have spent a great deal of time defining and refining the competencies that are key to their success. Fortunately many of their findings have been shared and from this we know that, despite differences in specific descriptions and approaches, there is a commonality in the definitions and application of competencies that is extremely helpful. The two main parameters are

- a) **definitions** – the use of the terms ‘generic’ (or ‘core’) to describe competencies required by all staff regardless of specific job, and the use of the terms ‘job-related’ or ‘technical’ for competencies that are required for some jobs and not for others, dependent upon their function.
- b) **levels** – the notion that staff need differing levels of a competency depending upon their place in the hierarchy and what this requires them to do. For example, all staff should have Communication Skills but the level of complexity depends upon the function of the post.

CURRENT APPROACHES TO CORE COMPETENCIES

The Corporate and Institutional Banking Group, within Standard Chartered Bank, has identified 9 competencies that they describe as *core*, that is, needed by all staff at some level, irrespective of their specific job. These are then described at levels 1-4, with 4 requiring the most complex and developed set of attributes. Crown Agents takes a similar approach for its own staff, but based on 12 core competencies, and with 5 levels.

This is a very common usage of the competency approach, though many organisations use different terminology and naturally have different priorities according to the purpose of their undertaking. Examples of some international companies are indicated in the table below:

Examples of the competency approach in other organisations

ABB	IBM	KPMG	Motorola	Xerox
Innovation/creativity	Customer insight	Client responsiveness	Relevant	Strategic thinking
Teamworking skills	BREAKTHROUGH THINKING	Relationship building	background	Strategic implementation
Customer focus	Drive to achieve	Professional judgement	Business awareness	Customer- driven approach
Communication skills	Team leadership		Logic/analytical thinking	Inspiring a shared vision
Flexibility	Straight talk		Planning and prioritising	Decision making
Quality of work	Teamwork		Creativity and initiative	Quick study
Development of others	Decisiveness and decision making		Communication skills	Managing operational performance
Professional knowledge/skills	Building organisational		Teamworking	Staffing for high performance
Leadership	capacity		Leadership	Developing organisational talent
Accepting responsibility	Personal dedication		Confidence under pressure	Delegation and empowerment
	A passion for the business	Commerciality	Quality, motivation and working	Managing teamwork
		Business development		Cross-functional

		<ul style="list-style-type: none"> Task Management Team skills Personal effectiveness Drive and commitment to results Resilience 	conditions	<ul style="list-style-type: none"> teamwork Leading innovation Driving for business results Openness to change Interpersonal empathy and understanding Personal drive Personal strength and maturity Personal consistency Environment and industry perspective Business and financial perspective Overall technical knowledge
		<ul style="list-style-type: none"> Communication skills Social confidence 		
		<ul style="list-style-type: none"> Analytical thinking Proactive thinking People development 		

From all the above it can be seen that most organizations, both public and private sector, are seeking similar core qualities in their staff, but have difficulty refining the descriptions. Indeed it is this ‘description’ aspect of adopting the competency approach that can take the longest and cause lengthy discussion. The important thing is to be able to capture the essence of what constitutes good performance for an

organisation, and then to express this in way that the staff can relate to and against which their performance can be assessed. So the semantic description, though important, should not be allowed to get in the way of the underlying competency need. In short, the labels are less important than the common understanding.

The other important point about competencies is that the breakdown of roles into aspects of performance, though helpful, should not be so analytical as to obscure the bigger picture i.e. the need for balanced and rounded individuals, with useful strengths and acceptable weaknesses that they can address.

The competency approach, however described, helps people to analyse the components of their job, identify where they can enhance their performance and then plan and undertake training, or other development activities, to improve this competency. A useful tool for this is the Personal Development Plan (PDP), based on the agreed list of competencies.

USING THE COMPETENCY APPROACH IN HRM

In most organisations the identified competencies are then applied to a range of Human Resource processes, including:

- job descriptions
- recruitment and selection
- remuneration
- appraisal
- training and development
- transfer
- promotion

This is helpful in establishing standards of performance that can become familiar to staff and supervisors as they encounter them in the various HR processes throughout their career in the organization. Provided that supervisors are adequately trained, staff members can also feel reassured that they are being assessed fairly against their peers. For example, for transfer or promotion to a particular post, the candidate accepts that they must be able to demonstrate possession of the competencies in that Job Description, at the correct level, or the clear potential to develop quickly any where they fall short.

In this training needs survey the competency approach has been used for training purposes; to identify those areas where people feel they need to develop, or have a particular strength, and then assessing the overall skills and shortfalls.

This competency approach does not preclude training for Civil Servants in traditional topics. In fact it complements it, so that the traditional topics areas can be associated with the achievement of all or part of a required competency.

For example, attending a course on Report Writing will enhance the ability of a Civil Servant to produce written reports, which is an element of the competency 'Communications'.

In the future, when training is established and stable, for example at the Civil Service Training College, it should be possible to indicate in information for trainees and their managers, which competency any given course will address.

The approach can also be used to support on the job training. Whenever an officer has a new work experience, it can be recorded in a learning log, with the relevant competencies noted.

For example, if someone experiences a new interface and satisfactory outcome with a member of the public, this will contribute to the 'Customer focus' competency

Using the Competency Approach across a range of HR processes usually constitutes considerable change, and should not be introduced without due consideration, consultation and refinement. All this takes time, perhaps 1-3 years. Furthermore it requires conditions of transparency, trust and good judgment, which are not fully apparent in the Civil Service at the moment.

JOB RELATED COMPETENCIES

These are competencies that people need, which relate to their current, specific job and may not be needed in another role. They frequently refer to skills that may be vocational or professional, or even technical. For example a Civil Servant with responsibility for Human Resource Management should have professional skills and knowledge, but others of the same grade may not need this.

Most organisations make a clear distinction between core competencies and job related competencies. For the purposes of management development the emphasis is normally on the core competencies since these are common to all jobs. We also subscribe to the view that at senior level the core competency needs are common to all job holders.

COMPETENCE AND COMPETENCY

There is sometimes confusion between the two above terms, indeed they are sometimes used interchangeably. This can be problematic, especially in the government context where the description 'competent' sometimes has legal force. We have used the term 'competency' to describe a set of skills and attributes that make for good performance.

COMPETENCIES USED IN THIS SURVEY

Competencies included and described in the questionnaire for Sierra Leone Civil Servants vary a little according to grade, but include the following:

- Leadership
- Strategic thinking and planning
- Customer / client focus
- Performance management and results orientation
- Communication
- Planning and Organisation
- Decision- making and judgement,

Financial management
Information and Communications Technology
People management and development
Responsiveness to change
Teamwork and teambuilding
Policy formulation and research
Public Administration
Constitutional, Legal and Administrative framework
Office procedures

(Plus provision for nomination of professional competencies for the Professional Class)

with some typical effective behaviours described for each, to help understanding of what the competency implies.

APPENDIX M

**Training Budget for 2005
(plus indications for 2006 and 2007)**

CURRENT AND PROJECTED TRAINING BUDGET

Code Dept	Budget 2005	Indicative		Indicative		US\$
	Leones	US\$2006	Leones	US\$2007	Leones	
107 MLGCD	20,437,000	7171	20,168,850	7077	20,934,892	7346
110 OP	3,000,000	1053	3,150,000	1105	3,307,500	1161
112 OVP	2,450,000	860	2,572,500	903	2,701,125	948
116 Par	5,000,000	1754	5,250,000	1842	5,512,500	1934
117 Cab Sec	3,000,000	1053	3,150,000	1105	3,307,500	1161
118 Sup Ct	2,000,000	702	2,100,000	737	2,205,000	774
119 Ct Ap	3,000,000	1053	3,150,000	1105	3,307,500	1161
120 H Ct	9,810,000	3442	10,300,500	3614	10,815,525	3795
122 ESO	13,000,000	4561	13,650,000	4789	14,332,500	5029
123 PSC	2,500,000	877	2,625,000	921	2,756,250	967
124 LOD	16,000,000	5614	16,800.00	6	17,640,000	6189
125 MDEP	9,000,000	3158	7,350,000	2579	7,717,500	2708
128 MFAIC	6,000,000	2105	6,300,000	2211	6,615,000	2321
129 MF	10,000,000	3509	10,760,000	3775	11,298,000	3964
133 MIB	4,500,000	1579	4,725,000	1658	4,961,250	1741
134 ECSL	10,000,000	3509	10,500,000	3684	11,025,000	3868
137 NCDHR	2,000,000	702	2,100,000	737	2,205,000	774
140 MMS	25,000,000	8772	26,250,000	9211	27,562,500	9671
141 GPD	8,000,000	2807	8,400,000	2947	8,820,000	3095
201 MOD	0	0	0	0	0	0
205 MIA	8,000,000	2807	8,400,000	2947	8,820,000	3095
206 SLP	0	0	0	0	0	0
207 PD	10,000,000	3509	13,400,000	4702	21,025,000	7377
208 NFA	52,000,000	18246	54,600,000	19158	57,350,000	20123
210 ONSA	10,000,000	3509	10,500,000	3684	11,025,000	3868
301 MEST	74,000,000	25965	75,540,000	26505	77,135,400	27065
302 MYS	4,000,000	1404	4,040,000	1418	4,080,400	1432
303 MTC	5,300,000	1860	5,565,000	1953	5,843,250	2050
304 MHS	1,626,794,850	570805	1,999,876,595	701711	2,076,582,826	728626
305 MSWGCA	29,800,000	10456	31,290,000	10979	32,854,500	11528
306 MLHCPE	27,000,000	9474	28,350,000	9947	29,767,500	10445
307 GCA Div	1,300,000	456	11,865,000	4163	12,458,250	4371
401 MAFS	223,721,900	78499	229,664,525	80584	241,147,751	84613
403 MMR	23,950,000	8404	25,147,500	8824	26,404,875	9265
404 MTComms	12,000,000	4211	12,240,000	4295	12,488,400	4382
405 MTC(T)	10,000,000	3509	10,500,000	3684	11,025,000	3868
406 MEP	10,000,000	3509	10,500,000	3684	11,025,000	3868
407 MLIRSS	17,000,000	5965	17,850,000	6263	18,742,500	6576
408 MWTM	30,020,000	10533	36,771,000	12902	38,609,550	13547
409 MTI	4,500,000	1579	4,725,000	1658	4,916,187	1725
Total	2,334,083,750	818977	2,733,343,270	959068	2,868,325,931	1006430

Training Overseas		Code 313				
119 Ct of Apl	0	0	0	0	0	
124 LO's Dept	24,000,000	8421	25,200,000	8842	26,460,000	9284
129 MinFin	185,000,000	64912	204,440,000	71733	241,662,000	84794
141 GPD	12,000,000	4211	12,600,000	4421	13,230,000	4642
201 MOD	0	0	0	0	0	0
207 Prisons	2,000,000	702	10,000,000	3509	2,205,000	774
208 NFA	50,000,000	17544	52,500,000	18421	55,125,000	19342
210 ONSA	40,000,000	14035	42,000,000	14737	44,100,000	15474
304 MHS	77,600,000	27228	81,480,000	28589	85,554,000	30019
401 MAFS	30,000,000	10526	31,500,000	11053	33,075,000	11605
402 MMR	20,000,000	7018	21,000,000	7368	22,050,000	7737
409 MTI	30,000,000	10526	31,500,000	11053	33,075,000	11605
Total	470,600,000	165123	512,220,000	179726	556,536,000	195276
Grand total	2,804,683,750	984,100	3,245,563,270	1,138,794	3,424,861,931	1,201,706

APPENDIX N

Proposed new Performance Appraisal Forms

APPENDIX O

List of references and documents reviewed

List of References

- Administrative manual, Establishment Secretary's Office, Government of Sierra Leone
- Capacity Development for the Public Procurement Sector in Sierra Leone, Procurement Reform Executive Secretariat, May 2004
- Civil Service Code and Regulations and Rules of the Civil Service, Government of Sierra Leone, 2003 (pending final promulgation)
- Diagnostic Study of the Civil Service, by Keith Bastin and Peter Edmond, DFID, for the Government of Sierra Leone, October 1998
- Design of a Comprehensive Pay and Grading Strategy – Final Report, by CoEn Consulting, for the Government of Sierra Leone, May 2004
- Ministry of Health and Sanitation, Sierra Leone Human Resource for Health Development Plan – 2004-2008 (DRAFT)
- National Anti-Corruption Strategy, Government of Sierra Leone, February 15, 2005
- Report on Capacity Building for the Institute of Public Administration and Management (IPAM) and the Civil Service Training College (CSTC), by Stephen Adei for the Public Sector Reform Secretariat, Government of Sierra Leone, 2004
- Report of a Market Survey, Establishment Secretary's Office, Government of Sierra Leone, November 2004
- Report of the Presidential Commission on the Restructuring of the Senior Civil Service, Sierra Leone Government, 31st March 2004
- Report of Training Needs Analysis, Sierra Leone, Ministry of Defence, by Chris Cooper and Judy Hague, CMPS, UK Cabinet Office, April 2005
- Sierra Leone Civil Service Draft Training Policy by Task Force, 2001
- Sierra Leone: A long term partnership for development between the Government of the United Kingdom of Great Britain and the Government of the Republic of Sierra Leone, DFID Paper 2004
- Poverty Reduction Strategy Paper for the Government of Sierra Leone, World Bank, 2005