



PUBLIC SERVICE COMMISSION

**A GUIDE FOR CAREER MANAGEMENT
IN THE
CIVIL SERVICE**

APRIL, 2018

Table of Contents

List of Figures	iii
List of Tables	iv
List of Acronyms	7
Definition of Terms.....	8
CHAPTER 1: INTRODUCTION	9
1.0 Overview.....	9
1.1 Career Management	9
1.2 Rationale for Developing Career Management Guideline	9
1.3 Objectives of the Guide.....	10
1.4 Scope.....	10
CHAPTER 2: SITUATIONAL ANALYSIS	11
2.0 Overview.....	11
2.2 Initiatives and Instruments of Career Management.....	12
2.3 Scheme of Service as a Career Management Tool.....	13
2.4 Challenges of Career Management in the Civil Service	13
CHAPTER 3: NEW APPROACH TO CAREER MANAGEMENT IN THE CIVIL	16
3.0 Overview.....	16
3.1 Components of Career Management	16
3.1.2 Career Pathing	17
3.2 Grading Structure.....	18
3.3 Transition to Career Progression Guidelines	21
3.3.1 Job families and Career Progression Guidelines	21
3.3.2 Benefits of Career Management based on Job Families	22
3.4 Linkages with other Human Resource Management practices	22
3.4.1 Human Resource Planning and Succession Management	22
3.4.2 Planning for Recruitment, Selection and Promotion	23
3.4.3.1 Talent Management	25
3.4.3.2 Competency Appointment.....	25
3.4.4 Performance Management	25
CHAPTER 4: CLASSIFICATION OF CADRES INTO JOB FAMILIES.....	26
4.0 Overview.....	26
4.1 From Stand-Alone Cadres to Job Families	26
4.2 Criteria for Classification of Job Families.....	26
4.4 Other Guiding Parameters in Career Management	27
4.5 Job Families in the Public Service.....	28
4.5.1 Public Service Management	28
4.5.4 Financial Management.....	29
4.5.6 Legal Services.....	30

4.5.7 Curative Health Services	30
4.5.8 Preventive Health Services	31
4.5.9 Education and Training Services	31
4.5.10 Agriculture, Livestock and Fisheries Services.....	32
4.5.11 Environment and Natural Resources.....	32
4.5.12 Land Services Personnel	33
4.5.13 Engineering and Related Service Personnel	33
4.5.14 Building Services.....	34
4.5.15 Science Services	34
4.5.16 Information Communication Services.....	35
4.5.17: Records and Documentation Services Function.....	35
4.5.18 Trade and Industry Services	36
4.5.19 Security Services	36
4.5.20 Social and Rehabilitative Services	37
4.5.21 Transportation Services	37
4.5.22 Office Services	38
4.5.23 Operations Function.....	38
4.5.24 Hospitality Services.....	38
CHAPTER 5: MONITORING, EVALUATION AND REVIEW	40
5.0 Overview.....	40
5.1 Review of the Guide	40
ANNEXTURE III: COMPETENCY FRAMEWORK FOR THE PUBLIC SERVICE	43

List of Figures

Figure 1.1: The Career Management Cycle.....13

List of Tables

Table 3.1: Grading Structure.....20

Table 3.2: Competency Requirements for Career Progression.....21

Table 3.3: Proposed Generic Designations and Entry Grade.....24

Table 3.4: Entry Point.....25

Foreword

Career management is a lifelong process for every employee, and is geared towards building ability to attract and retain capable, competent and well-motivated civil servants. This Guide provides for a structured upward and horizontal mobility of civil servants, and retention of a skilled and dedicated staff.

The civil service is responsible for implementing policy and providing diverse services across the country. Hence, citizens' expectation of the civil service remains high. It must therefore deliver in all its roles through the existing human resource.

The Guide recognizes that values such as transparency, inclusivity, merit, parity of treatment and non-discrimination, among others, provide the right environment towards sustainability of the service in line with career paths and modalities for vertical and horizontal mobility.

Further, the guide is expected to integrate with other HR systems and procedures such as competency provision, skills determination, HRM planning, Training Needs Assessment, and performance management. I am certain that HRM practitioners will find fulfillment in application of this guide. It expands the scope of responsibilities of supervisors and staff will view it as a serious and credible career tool.

The guide provides a linkage between an officer's performance and career advancement, and adopts a new Job Classification based on complexity of roles and competencies required to undertake work at the various levels. It is therefore, my expectation that we shall have a robust, re-energized Civil Service which will raise standards of quantity and quality of service to the citizens.

The guide features principles, values, norms, aspirations and practices which may be appropriately customized to suit the situations of other Government entities.

I wish to state that career management is a collaborative effort that requires the involvement of all stakeholders to ensure effective implementation of this guide. The Ministries responsible for Public Service; and Finance will facilitate implementation through specific given roles. Professional bodies will be key stakeholders in building the human resource; identifying competencies; and ensuring services are effectively carried out.

**Chairperson
Public Service Commission**

Preface

The Government's commitment to providing efficient services to the people of Kenya requires enhancement of the existing human resources to ensure their retention through a robust career management system. The need to have an effective guide for career management in the Civil Service cannot therefore be overemphasized. For Ministries/Departments to provide service through realization of their respective strategic plans, mandates and objectives the career management tools must specify competences required for all cadres.

Previously, tools used for career management in the service, have had various shortcomings including inflexibility in terms of requirements, an elongated grading structure, and ambiguous job descriptions. There is also lack of clear linkage between an officer's performance and his/her career advancement. In addition, review of these guidelines is done on an ad hoc basis.

The guide will ensure that the civil service has the systems, interventions, and right conditions for attracting and retaining the best skills for purpose of discharging mandates of MDAs, driving development, and offering services to citizens. It is intended to mainstream best practices that include career planning, pathing and development and offer linkages with other human resource practices; prioritizing resource allocation to career management; and broadening the training process to include coaching and mentoring. It also opens opportunities for MDAs to collaborate more objectively with clearly defined roles in management of careers.

Individual staff will be more pragmatic in shaping their career destinies since they will engage directly with supervisors and HRM personnel in setting career goals, and designing suitable career plans for attaining the goals. These developments will go side by side with integration of career management within the HRM Cycle; and application of career guidelines as tools for managing careers. The guide will provide clear prospects for vertical and horizontal mobility with corresponding competences.

It is envisaged that all stakeholders will work together to ensure effective operationalization of the guide. Hence, this will improve the way human resources are managed and at the same time motivate and equip them with the right skills. This will not only enable officers to deliver efficient and effective services to the citizens of this Nation but also compete at the global level.

Alice A. Otwala (Mrs.), CBS
Secretary/CEO

List of Acronyms

HR	-	Human Resource
HRM&D	-	Human Resource Management and Development
MDAs	-	Ministries, Departments and Agencies
PSC	-	Public Service Commission
TNA	-	Training Needs Assessment
CPG	-	Career Progression Guidelines
HRP	-	Human Resource Planning
ICAO	-	International Civil Aviation Organization
ICT	-	Information Communication Technology

Definition of Terms

Career management is the provision of opportunities for employees to develop their abilities and careers in order to ensure that the organization has the flow of talent it needs and to satisfy its own aspirations.

Career Management Tool is an instrument designed to monitor performance, employee retention, career progression, succession management and organizational development needs.

Career Planning is an on-going process that identifies career paths or opportunities that exist within an organization.

Career Development is the planned effort to link individual's career requirements with the organization's workforce requirements.

Career Path is a sequence of job positions and experiences that lead to a specific career level.

Career Progression Guide is a basic career management tool that has been developed to accommodate all the cadres in a job family to ensure consistency in the way careers are managed.

Grading Structure is a logically designed framework within which an organization can determine where a group of jobs that are broadly comparable should be placed in a sequence, bands, defined pay levels or scope for career and pay progression.

Scheme of Service is a policy document that provides clearly defined career structures, well-defined job descriptions and specifications, standards for recruitment, training, advancement, career planning, and succession management.

Administrator of Scheme of Service manages and co-ordinates staffing activities for all the cadres that they administer.

Job Family is a group of jobs involving similar type of work and requires similar training, skills, knowledge and expertise.

Competency Framework is a structure that sets out and defines each individual competency required by individuals working in an organization or part of an organization.

Re-designation is the movement from one career path or cadre to another at a grade equal to one held before the movement, to facilitate officer's horizontal mobility.

CHAPTER 1: INTRODUCTION

1.0 Overview

The Public Service Commission is mandated to ensure that the Public Service is efficient and effective; develop human resources in the Public Service; and review and make recommendations to the National Government in respect of conditions of Service, and qualifications of public officers. This is as provided for under Article 234 (e), (f) and (g) of the Constitution. Further, Section 55 (7) of the Public Service Commission Act, 2017 requires the Commission to establish the necessary structures that will among other purposes provide for career progression and mobility of public officers as part of the career management practice in the Civil Service.

Currently, some of the aspects of career management are carried out on piecemeal basis and lack totality of the whole function.

The Civil Service largely uses a number of career management tools to manage employees' careers and policy documents. Some of these include Schemes of Service, staff performance management system, training and development programmes, and the Diversity Policy for the Public Service, among others.

1.1 Career Management

As already noted Career management is the provision of opportunities for employees to develop their abilities and careers in order to ensure that the organization has the flow of talent it needs and to satisfy its own aspirations. It is the process that ensures that progression of individuals within an organization is carried out in accordance with the organizational needs and objectives, employees' performance potential and their preferences. It encompasses strategies, tools, processes and technologies that facilitate talent development, agility and mobility.

Thus, in managing careers key components include planning and shaping the progression of individuals within an MDA in accordance with the organizational and individual needs. As part of human resource management practices, career management tools and programmes are designed to monitor performance and identify, amongst others, career progression, employee retention, succession management and organizational development needs.

1.2 Rationale for Developing Career Management Guideline

In the past, human resource management practices and tools in the Public Service did not place much emphasis on the development and implementation of career management programmes and practices. The emphasis has mainly been on training, thereby leaving out other important interventions that are critical to career development. There has also been limited mobility between cadres, including related ones.

Further, currently, career management is cadre based and fragmented thus resulting in inconsistencies in application of standards and benchmarks such as

workload/accountabilities for jobs of the same worth as well as requirements for appointment, viz a viz qualifications, experience, skills and competencies.

The career paths of public servants are characterized by elongated grading structure that focuses on vertical mobility. Career development is largely dictated by the grading structure, number of years served, requisite qualifications and availability of vacant posts at the higher levels. There is also limited linkage with other human resource practices. In addition, some employees tend to focus on upward career mobility for purposes of monetary and other gains without regard to delivery of the service, track record and ability and passion to deliver in the new grade.

Consequently, and as the Citizens continue to demand better services, there is need to review the career management practices to meet citizens demands and to facilitate improvement in service delivery.

The need for effective career management in the Public Service is emphasized in Section 234 of the Constitution which outlines the functions of the PSC. To address the issue of Career Management in the Public Service, there is need for an overarching strategy to anchor and guide the career management process in the Service to identify job families, clear career paths, key result areas, and skills and competencies required.

The Guide for Career Management in the Public Service is, therefore, aimed at ensuring a common approach in developing designations, job descriptions, job specifications, skills and competencies, career paths, planning and managing succession. It will also strengthen linkage between career management to recruitment and selection, skills/competencies based deployment, reward management, training and development and succession management. It will also facilitate alignment of individual and organizational goals.

1.3 Objectives of the Guide

The guide is intended to:

- (i) Provide guidance in career management for MDAs;
- (ii) Define norms and standards in career development and management;
- (iii) Facilitate in aligning individual and organizational goals; and
- (iv) Strengthen linkage between career management and other human resource management practices,

1.4 Scope

The Guideline covers Ministries/Departments and can be adapted by other government agencies.

CHAPTER 2: SITUATIONAL ANALYSIS

2.0 Overview

Career Management is part of the larger human resource system which involves efforts to: help employees assess their own career strengths and weaknesses; set priorities and specific career goals; provide information on various career paths and alternatives within the organization; and offer employees yearly reviews of their progress towards these goals.

The practice of Career Management in the Civil Service was adopted from the colonial government at independence and is applied to this day with minor adjustments. In the 1980's and 1990's, various Civil Service Reforms were adopted by the Government with the aim of enhancing efficiency and effectiveness in service delivery. These included adoption of the structural adjustment programs, continuous reviews of the grading structure and harmonization of salaries, review of the performance management systems and adoption of result based management initiatives, review of the training and development policies to incorporate management development programs to facilitate advancement. The Constitution of Kenya and various legislations prescribe various positions that impact on management of careers in the Public Service.

The Kenya public service has been outstanding in the region for the most consistent, vibrant and structured approach in development and application of schemes of service. Schemes of service which have been in use for a number of decades in the Kenya public service were initially modeled on the private sector centric International Labour Organization's Universal Standard Classification of Professions. In the case of Kenya, subsequent decades have seen customization of career guidelines for specific semi-autonomous public service institutions; development of schemes of service to cater for a proliferation of career families and job families, and adjustments in the provisions of schemes of service as an inevitable response to shifts in the HR policy environment.

2.1 Career Management

Career Management starts with recruitment and selection, progression and advancement in the grading structure, and ends with exit of the employee. The Career Management cycle is critical in informing the following human resource processes and practices:

- (i) Recruitment and Selection;
- (ii) Placement and deployment;
- (iii) Performance Management;
- (iv) Promotion and Advancement;
- (v) Training and development;
- (vi) Succession Management.
- (vii) Grading structure
- (viii) Remuneration Structure
- (ix) Job evaluation



Figure 1.1: The Career Management Cycle

2.2 Initiatives and Instruments of Career Management

A number of initiatives and reforms have been undertaken over time to address specific aspects of career management in the Public Service. These include:

- (i) Review and banding of the Civil Service grading structure;
- (ii) Job evaluation;
- (iii) Harmonization of salaries and allowances;
- (iv) Capacity Assessment and Rationalization of the Public Service (CARPS) Programme;
- (v) Implementation of Human Resource Development policy for the Public Service;
- (vi) Review of performance management systems;
- (vii) Introduction of management and leadership development programmes;
- (viii) Implementation, of the Diversity Policy, for the Public Service;
- (ix) Review of the common establishment grades;
- (x) Development and review of Schemes of Service;
- (xi) Harmonization of grading of posts in the Public Service; and
- (xii) Re-designation of officers to other cadres.

These initiatives have however not been integrated and have mainly been applied in a piece meal manner to address emerging challenges such as succession management, ballooning of the wage bill, labour and industrial relation matters and affirmative action.

2.3 Scheme of Service as a Career Management Tool

A Scheme of Service is a Human Resource Management tool that is designed to provide Career Management for a particular cadre. It facilitates recruitment, development, training and promotion on the basis of merit, competence, and or ability and retention, and sets out the requirements for upward mobility within a specific cadre. It provides a grading structure, job descriptions and appointment specifications.

Over the years, career management in the Civil Service has mainly been guided by Schemes of Service. Earlier versions of Schemes of Service had features such as salaries and allowances in-built for each grade. This was reviewed in 1989 to allow for flexibility in changes of salaries and allowances without the necessity for review of all the existing schemes of service. The Management Consultancy Services handbook was developed to guide the development and review of Schemes of Service.

The objectives of the schemes of service are mainly to:-

- (i) provide for a well-defined career structure;
- (ii) attract, motivate and facilitate retention of suitably qualified personnel in the civil service;
- (iii) provide for clearly defined job descriptions and specifications with clear delineation of duties and responsibilities at all levels within the career structure;
- (iv) establish standards for recruitment, training and advancement within the career structure; and
- (v) ensure appropriate career planning and succession management.

Currently, there are over two hundred and forty (240) Schemes of Service covering majority of cadres in the Civil Service. In essence, each cadre in the service has its own stand-alone Scheme of Service. The Ministry responsible for Public Service develops or revises the Schemes of Service on request by MDAs.

*The current schemes of service and their status are shown at **Appendix I**.*

2.4 Challenges of Career Management in the Civil Service

The Civil Service has faced a myriad of challenges in career management that need to be addressed. These include:

(a) Recruitment and Selection

Due to the high unemployment situation in Kenya, job applicants apply for any available job instead of pursuing a predetermined career that is in harmony with their skills, competencies and passion. In addition, the recruitment and selection process cannot effectively gauge the candidate's suitability since it is not aligned to the current demands of identifying suitable candidates for specific careers. The resultant effect has been skills flight and high staff turnover as employees align themselves to their appropriate career paths.

(b) Training and Development

Training is largely supply driven, and not linked to performance management requirements. This has led to skills mismatch between the jobs and available competences required to perform jobs.

(c) Schemes of Service as a Career Management Tool

(i) Number of Schemes of Service

The large number of Schemes of Service poses challenges in reviewing the existing schemes and developing new ones. This has led to existence of cadres without schemes of service, leading to lack of proper career guidelines for such members.

(ii) Splitting of Cadres

As the Service expands, cadres in the Civil Service have been splitting to create separate Schemes of Service. The clamor for creation of separate schemes of service for similar jobs has led to duplication of roles.

(iii) Rigidity

Schemes of Service are rigid in terms of requirements for advancement, such as over-emphasis on academic qualifications as a basic requirement for promotion with little regard to performance and/or competencies. A number of Civil Servants are unable to attain higher academic qualifications as required in the Schemes of Service due to lack of the required resources to support training.

(iv) Job Descriptions and Specifications

Job descriptions as contained in the Schemes of Service are general in scope and not clearly defined in most cases. The functions in a cadre are disaggregated to match the number of grades within the cadre's grading structure without commensurate workload hence fragmentation, duplication, and ambiguity of job roles.

(v) Administration of Schemes of Service

The responsibilities of an Administrator of a Scheme of Service are:-

- (i) Deployment and transfers;
- (ii) Determining and reviewing qualifications;
- (iii) Recommendation for promotion and advancement;
- (iv) Initiating development and review of Schemes of Service;
- (v) Confirmation in appointment;
- (vi) Staff training and development; and
- (vii) Ensuring fairness and equity for staff.

In administering the Schemes of Service the following challenges are encountered:-

- (i) Transfer of common cadre staff is sometimes done without consultation with the administrators of the schemes of service;

- (ii) There is no mechanism for monitoring the implementation of the Schemes of Service by the administrators of Schemes of Service; and
- (iii) Schemes of Service are not reviewed regularly and those reviewed are mostly done on an ad hoc basis. Consequently, changes which are introduced in the grading structures through personnel circulars and other Government documents are not simultaneously incorporated in the respective Schemes of Service.

(d) Grading Structure

The Civil Service has a 21-tier grading structure ranging from Job Group 'A' to 'V'. The tall grading structure can be attributed to grade drift over the years because emphasis is laid on vertical as opposed to horizontal progression. The elongation does not take into account the job content leading to splitting of jobs.

The elongated grading structure, together with other factors such as embargo on recruitment, has contributed to succession gaps due to inability to fill all levels within the structure. Further, this structure has made it difficult to develop distinct jobs with clear accountabilities at each level. Hence, same jobs are assigned to different levels but with different remuneration in certain cadres.

(e) Linkage between Performance and Career Advancement

There is remote linkage between an officer's performance and career advancement. Although merit and performance is one of the requirements for appointment to higher grades, it is not granted the prominence it deserves. As a result, some officers are usually promoted to higher grades as long as they have the requisite academic/professional qualifications and have served for at least three (3) years irrespective of their performance. Equally, seniority is emphasized as a requirement for promotion.

In view of the above challenges, and in line with labour market dynamics, the Civil Service needs to transform and modernize its career management processes and practices in order to achieve the expected levels of performance and productivity.

CHAPTER 3: NEW APPROACH TO CAREER MANAGEMENT IN THE CIVIL SERVICE

3.0 Overview

This chapter provides the guiding principle, in the new approach to career management. It specifies the policy shift in career management, and covers the components of career management, determining the grading structure and associated competencies as well as the linkages with other HRM roles.

3.1 Components of Career Management

The major components of career management include: career planning, career pathing, and career development.

3.1.1 Career Planning

Career planning is the process of systematically matching career goals and individual capabilities with opportunities for their fulfillment. A career plan is an individual's choice of occupation, and career path. It is based on the employee's professional aspirations and competences, available career paths, and organizational requirements.

To entrench career planning in the service, it will be necessary that it be carried out in a number of specific steps that help to identify personal skills, competences and attributes. MDAs will determine how the skills will be utilized in a number of career fields that are of interest to the employee. MDAs will also plan for succession in order to develop generic pools of talent.

Career planning will include self-assessment, analysis of employee skills, competencies, experiences, strengths and weaknesses, training, mentoring and coaching as well as performance expectations. It will also involve the employer supporting the employee to:

- (i) analyze employee interests, values, goals and capabilities considering available options;
- (ii) making decisions relating to the current job; and
- (iii) Establishing personal development plan that aligns individual and organizational goals.

3.1.2 Career Pathing

Career pathing is the process through which an employee charts a course for career development in a particular organization. It is a systematic approach to career development enabling employees to map multiple career paths scenarios, review job competencies and evaluate skill gaps. Career planning can be vertical, horizontal or diagonal.

Career paths are routes that individuals take from their first foray into the job market through to their final positions before retirement. It is the way employee's progress in their work either in one job or in a series of jobs. A career path provides a sequence of job positions and requirements to rise to the positions.

MDAs will determine a sequence of grades to which employees can be promoted, transferred or rotated to ensure that the Public Service attracts and retains competent and committed employees. A career path provides employees with an on-going mechanism to enhance their skills and knowledge that can lead to mastery of their current jobs. Career paths will represent real progression possibilities, whether vertical (job enrichment), horizontal (job enlargement) or diagonal (application for a job within same job family at a higher level).

Career paths will be responsive to changes in job content, work priorities and organizational needs and will specify requisite competencies for performance at each level along the path; but not necessarily define any required standard speed of progression.

Career paths may include technical specialization without managerial/supervisory responsibilities. These dual career paths will be especially critical in cadres whose members might want to make an option between progressing between technical specialization and management line, for example medical officers.

The objective for using the dual career path approach is:

- (i) To retain the best professional or technical personnel;
- (ii) To increase the morale of professional/technical employees; and
- (iii) To create avenues for highly specialized/professional staff without managerial portfolio to rise to the highest levels within career structures.

3.1.3 Career Development

Career development is a continuous acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities. It is a series of activities or on-going life-long process of developing ones career. It may also be defined as the life long process of managing your or employees work experience within or between organizations

Career development provides opportunities for growth and enhanced skills, which opens up the possibilities for progression. It involves an individual taking responsibility for developing and progressing in their careers with support from the organization. It therefore focuses more on the means by which individuals achieve their career goals.

The MDAs will be required to support, encourage and assist employees in career planning, pathing and development in order to develop their careers and talents, and in effect deliver services.

3.2 Grading Structure

Grading structures provide a logically designed framework within which an organization can determine where jobs should be placed in a hierarchy, defined pay levels and the scope for career and pay progression. A grading structure consists of a sequence or hierarchy of grades, bands or levels into which groups of jobs that are broadly comparable in size and complexity are placed. A grading structure will guide MDAs in placement of jobs and in development of career progression guidelines as dictated by the entry qualification requirements.

The Master grading structure for the Civil Service will start from Public Service Grade PSG 1 (the highest grade) to PSG 17 (the lowest grade). The grading structure is as indicated in Table 3.1 below:

Table 3.1: Grading Structure

Job Group	Patterson Grade	Proposed PSG	Proposed Generic Designation	Responsibilities
V	-	1	Head of Public Service	Head of the Public Service
-	-	2	Principal secretary	Administrative Head of State Department/Ministry
U	E4	3	Director General (DG) / Principal Administrative Secretary (PAS)	Top Management/Executives
T	E3	4	Secretary (Technical Role)	
S	E2 E1	5	Director	
R	D5 D4	6	Deputy Director	Senior Management/Functional Heads
Q	D3			
P	D2 D1	7	Assistant Director	
N	C5	8	Principal	Experienced Specialists/Junior Management
M	C4			
L	C3	9	Senior	Skilled Technically, Academically Qualified
K	C2	10	Officer[1]	Skilled Technically, Academically Qualified (Entry Grade for Graduates with prof. qualifications))
J	C1	11	Officer[2]	Skilled Technically, Academically Qualified (Entry Grade for graduates)
H	B5	12		Operative: Discretionary Decisions
G	B4	13		
F	B3	14		
E	B2	15		Operative: Automatic Decisions
D	B1	16		
A/ B/ C	A3	17		Un/Semi Skilled

To obviate pressure for grade drift, the grading will be accompanied by an expanded salary structure comprising 10 salary notches that allows for progression within it for at least ten (10) years

Table 3.2: Competency Requirements for Career Progression

No	Level of Job/Function	Current Job Group	Proposed Grade	Generic Job Title	Competency Type
1.	Top Management	V	1	Head of Public Service	Leadership Competencies
		U	2	Principal Secretary	
		U	3	Director General (DG)/ Principal Administrative Secretary (PAS)	
		T	4	Secretary(Technical Role)	
		S	5	Director	
		For Progression to Job Group 'S' Leadership Competencies will be required			
2.	Senior management and high level specialists	R	6	Deputy Director	Managerial Competencies
		Q		Assistant Director	Technical Competencies
		P	7		
		For Progression to Job Group 'P' Competency Tests will include SMC, SLDP and related skills training as required by the Scheme Administrator and Professional Body			
3.	Middle management and middle level specialists	N	8	Principal Officer	Technical Competencies
		M			Managerial Competencies
		For Progression following recruitment at Graduate level a written Competency Test will be administered; and professional qualifications required			
	Junior management and high level skilled officers	L	9	Senior Officer	
		K	10	Officer I	
		J	11	Officer II	
	For Progression to job Group 'J' the following Competency Tests will be administered: I. Proficiency Tests, II. Suitability Tests for re-designation III. Core Competency Tests IV. Aptitude Tests				Technical Competencies
4.	Skilled/ Advanced operational Staff	H	12	Assistant Officer III	Technical Competencies
		G	13	Assistant III	
		F	14	Artisan II	
5.	Semi-skilled Operational	E	15	Artisan III	Core Competencies

No	Level of Job/Function	Current Job Group	Proposed Grade	Generic Job Title	Competency Type
	Staff Basic Skills	D	16	Auxiliary Staff II	Core Competencies
	Basic Skills	A-B-C	17	Auxiliary Staff III	Core Competencies

Note:

- (i) *Requisite technical competences to be based on respective cadres*
- (ii) *Competences are found in the Competency Framework;*
- (iii) *Job Families will identify and apply suitable competencies as appropriate.*

The above grading structure provides for five (5) job classifications. For officers to progress from one classification to another, they must possess the competencies required for progression to that classification. The Competency Framework provides details of competencies required and how they will be administered at each level. Progression in the grading structure forms part of career progression guidelines as it is based on increased competencies and changes in job content.

3.3 Transition to Career Progression Guidelines

To objectively measure and account for the performance of the Civil Servants at various levels, particularly for cadres that are related, the Service will move to a broad-based Career Management tool anchored on job families.

This Guide adopts Career Progression Guidelines, classification of cadres into job families and competency framework for the Civil Service as basic tools for career management. The categorization of the existing cadres into job families in this Guide is based on Jobs that have related functions; Jobs that require similar competencies; Jobs that have similar academic or professional qualifications and key accountabilities; and Jobs that are regulated by similar professional bodies, where applicable.

This will provide a clear career path which allows for human resource planning as well as identification of existing skills and gaps in the service.

3.3.1 Job families and Career Progression Guidelines

A job family is a grouping of jobs involving similar types of work and requiring similar training, skills, knowledge, and expertise. Career Progression Guidelines will be developed to accommodate all the cadres in a job family to ensure consistency in the job description and specifications, grading structure and nomenclature, levels of accountability for jobs in the same grade, and mobility within the job family.

3.3.2 Benefits of Career Management based on Job Families

The job family model will facilitate:-

- (i) Parity of treatment for related cadres in terms of appointment, promotion and staff development.
- (ii) vertical and lateral career mobility;
- (iii) Mechanism for monitoring and evaluating career progression;
- (iv) Linkage between capacity building and job family performance needs; and
- (v) Introduction of continuous competency professional development programs to assist staff match the demands of the changing service delivery environment through the Competency Framework.

3.4 Linkages with other Human Resource Management practices

Career management programmes have a direct link to other human resource management and development practices. Some of the practices that are directly associated with individual and organizational career management include, Human resource planning and succession management, recruitment and selection planning, training and development, performance management, talent management, retention management and diversity management.

3.4.1 Human Resource Planning and Succession Management

Human resource planning has a critical role in informing the design of an effective resourcing process of an organization. MDAs have to proactively and innovatively embrace change as part of talent retention and succession management; identify the most effective ways to achieve objectives by attracting the right number of staff, at the right time, in the right place, with the right skills, knowledge, attributes and competencies; and assist individuals realize their career plans and aspirations in order to perform their roles effectively and efficiently.

Human resource planning and succession management processes will be necessary as they will enable MDAs to:

- (i) Make optimal use of its human resources,
- (ii) Anticipate and manage surpluses and shortages of staff,
- (iii) Develop a multi-skilled, representative and flexible workforce, which will enable the organization to adapt rapidly to a changing operational environment

It is necessary for MDAs to identify the current capability and skills of their employees as well as gaps between current and future skill requirements. Once the Human Resource plan is created, it should be used as a basis to provide feedback to the workforce requirements.

3.4.2 Planning for Recruitment, Selection and Promotion

Recruitment is based on existing vacancies in the organization. Entry level recruitment will be based on the prescribed career progression guideline. The entry level for different cadres will be determined by the duration of training in tertiary institutions as shown in **Table 3.3** below. However, the entry levels will be reviewed by the Public Service Commission from time to time.

The entry grades based on the duration of training will be as follows:

Table 3.3 Proposed Generic Designations and Entry Grades

Job Group	Patterson Grade	Proposed PSG	Proposed Generic Designation				
V		1	Head of Public Service				
		2	Principal Secretary				
U	E4	3	Director General (DG) /Principal Administrative Secretary (PAS)				
T	E3	4	Secretary (Technical)				
S	E2	5	Director				
	E1						
R	D5	6	Deputy Director				
	D4						
Q	D3			Diploma Cadres			
P	D2	7	Assistant Director	Senior Principal Assistant Officer*			
	D1						
N	C5	8	Principal Officer	Principal Assistant Officer	Certificate Cadres		
M	C4						
L	C3	9	Senior Officer	Senior Assistant Officer	Principal Assistant		
K	C2	10	Officer[1]	Assistant Officer[1]	Senior Assistant	Artisan Cadres	
J	C1	11	Officer[2]	Assistant Officer[2]	Assistant[1]	Senior Charge Hand	
H	B5	12		Assistant Officer[3]	Assistant[2]	Charge Hand	
G	B4	13			Assistant[3]	Artisan[1]	Auxiliar

Job Group	Patterson Grade	Proposed PSG	Proposed Generic Designation				
							y Staff
F	B3	14				Artisan[2]	Senior Auxiliary Staff
E	B2	15				Artisan[3]	Auxiliary Staff[1]
D	B1	16					Auxiliary Staff[2]
A/B/C	A3	17					Auxiliary Staff [3]

* The Grade is restricted to highly specialised diploma cadres

Table 3.4: Entry Points

Level of training	Number of Years of training	Entry Grade	Equivalent Job Group
Auxiliary/Support Staff	N/A	17	A/B/C
Artisans	Trade Test level	15	E
Certificate (Other than School certificate)	Lasting 1 year and above	13	G
Diploma	Lasting 2 years and above	12	H
Bachelors' Degree	4 years	11	J
	4 years and Internship	10	K
	5 years and above	9	L
	5 years and above with one year Internship	8	M

3.4.3 Training and Development

Training and acquisition of skills, competencies and knowledge involves the integrated use of coaching, mentoring, instructing and putting in place career management strategies to improve individual, group and organizational effectiveness.

Training and development has a dual objective of growth of the employee and that of the organization, and focuses on providing employees with knowledge, skills, competencies and positive attitudes for effectiveness in their current and future responsibilities.

Career progression guidelines will provide the relevant training and development needs required by employees to acquire skills and competencies as well as the right attitude for their jobs and enable them advance in their career.

3.4.3.1 Talent Management

MDAs will undertake Training Needs Assessments (TNA) and identify officers with special talents and assist them fit in suitable career paths. By managing talent strategically, the Civil Service will build a high performance workforce. The Ministry responsible for Public Service, in consultation with PSC, will develop a talent management framework to facilitate identification and management of unique talents.

3.4.3.2 Competency Appointment

The Competency Framework will provide an outline of required competencies based on defined Job Classifications. The classification is based on a pre-determined grading structure.

The overall objective of the Competency Framework is to provide oversight bodies and MDAs with the framework for identification of requisite competencies at various levels in the grading structure. The Competency Framework will act as a foundation for recruitment and selection among other HR functions to provide a means of consistently identifying and assessing suitability of individuals at all stages of the employment cycle.

Note: *The Competency Framework forms an annexure to this document.*

3.4.4 Performance Management

The Performance Management System forms the basis for managing employee's performance and career development towards achieving organizational objectives.

Through a performance-feedback process employees are able to create, in conjunction with their supervisors, an individual development and career plan. The plan should reflect on what competencies will be developed, the rationale for why it is important to develop these areas and a list of activities that will be undertaken to achieve the goals.

To a large extent, progression to higher levels in the career path will be based on performance, and meeting requirements as stipulated in the career progression guidelines.

CHAPTER 4: CLASSIFICATION OF CADRES INTO JOB FAMILIES

4.0 Overview

This chapter provides a framework for classification of cadres into job families; highlighting the criteria used for the classification; the principles for career management within the job families; and the advantages and benefits of the job families in relation to other career management tools.

4.1 From Stand-Alone Cadres to Job Families

Schemes of Service have been the primary documents for guiding career management in the Civil Service. The Schemes are mainly cadre-based and fragmented, hence causing challenges in career management and making it difficult to ensure equity amongst employees in similar cadres. The move towards grouping cadres into job families will ensure consistency in career management. There is therefore need for consolidation of cadres into job families to ensure consistency in career management. The classification of cadres into job families in a functional model will result in the development and management of career management strategy in the public service.

The job family concept helps in grouping related jobs and results in the following advantages:

- (i) Clarifying career paths to allow lateral career movement within a job family;
- (ii) Increasing flexibility in pay structures;
- (iii) Guiding line managers on progression for their staff;
- (iv) Providing appropriate structure and progression opportunities;
- (v) Identifying skills and competency gaps;
- (vi) Providing training and professional development;
- (vii) Managing succession;
- (viii) Providing for uniform norms and standards; and
- (ix) Parity of treatment for related cadres in terms of appointments, promotions and staff development.

4.2 Criteria for Classification of Job Families

The career management approach will adopt a functional classification of cadres into job families. This will provide a clear career path which allows for human resource planning as well as identification of existing skills and gaps in the service. The classification is expected to address the rigidity in career growth and pave way for lateral movement across various cadres as well as eliminate duplications and overlaps of functions and ensure clarity of roles. There will be parity of treatment for related cadres in terms of appointment, promotion and staff development.

The following is the criteria for classification of job families:-

- (i) Jobs that have related functions
- (ii) Jobs that require similar competencies;
- (iii) Jobs that have similar academic or professional qualifications and key accountabilities;
- (iv) Jobs that are regulated by similar professional bodies, where applicable.

4.3 Principles for Career Management within Job Families

- (i) **Flexibility:** on recruitment candidates will be eligible to join other cadres within the job family, when and if opportunities arise.
- (ii) **Lateral Movement:** progression and movement across cadres in a job family will be provided to facilitate optional career opportunities.
- (iii) **Grading structure:** a similar grading structure and nomenclature will be applied for all cadres within the same job family.
- (iv) **Re-designation:** re-designation will be within the same job family and in related functions and will be subject to suitability interviews.
- (v) **Performance:** career mobility will be determined by individual performance towards achievement of organizational goals.
- (vi) **Job descriptions and specifications:** there will be distinct job roles for each grade making tasks clearer thereby eliminating overlaps and duplications.
- (vii) **Career progression Guidelines:** these will cover a job family.

4.4 Other Guiding Parameters in Career Management

All career progression guidelines falling under the same Job Family will be developed and/or revised at the same time. This will solve the problem of piecemeal development or revision. Further, it is to be noted that:

- (i) Where a new cadre is introduced into the Service , it will be placed within the relevant existing job family and subsequently introduced into the career progression guidelines for the family;
- (ii) Entry requirements will be based on academic and professional qualifications.
- (iii) Promotion will largely be based on acquisition of the relevant competencies in addition to relevant work experience; and
- (iv) Officers will be responsible for self-development to acquire necessary professional qualifications and competencies required for promotion.

4.5 Job Families in the Public Service

This document comprises of twenty Four (24) Job Families which will be classified as follows:-

S/No.	Job Family
1.	Public Service Management
2	Human Capital Services
3	Foreign Service
4	Financial Management Services
5	Economic Policy and Planning Personnel
6	Legal Services
7	Curative Health Services
8	Preventive Health Services
9	Education and Training Services
10	Agricultural, Livestock and Fisheries Services
11	Environment and Natural Resources
12	Lands Personnel
13	Engineering and Related Services
14	Building Services
15	Science Services
16	Information Communication Services
17	Records and Documentation Services
18	Trade and Industry Services
19.	Security Services
20	Social and Rehabilitative Services
21	Transportation Services
22	Office Services
23	Operations
24.	Hospitality Personnel

4.5.1 Public Service Management

Public Service Management Function involves: formulation, implementation, management, monitoring, evaluation and review of public service policies, standards and benchmarks.

The cadres identified under this family include: -

S/No.	Cadre
1	Administrative Officers, including Chiefs and Assistant Chiefs
2	Management Analysts/Consultants
3	Human Resource Management and Development Officers and Assistants
4	Inspectors of State Corporation
5	Pensions Personnel

S/No.	Cadre
6	Efficiency Monitoring Officers
7	Programme Officers (Civil Service)

4.5.2 Human Capital Services

Human Capital Services Function involves: formulation, implementation, monitoring, evaluation and review of national human capital policies, standards and benchmarks as well as international engagement.

The cadres identified under this service include:-

S/No	Cadre
1	Human Resource Planning and Development Officers
2	Labour Officers
3	Employment Officers
4	Manpower Planning and Development Officers

4.5.3 Foreign Service

The Foreign Service Function involves: formulation, implementation, monitoring, evaluation and review of Foreign Service and international relations policies, standards and benchmarks.

The cadres identified under this service include:-

S/No	Cadre
1	Foreign Service Personnel
2	Refugee Affairs Personnel

4.5.4 Financial Management Services

Finance Management/Services Function involves development and implementation of finance, accounting and procurement policies, systems and procedures and control of public accounts.

The cadres identified under this service include:-

S/No.	Cadre
1	Accountants
2	External Resource Officers
3	Debt management officers
4	Finance/Budget Officers
5	Supply Chain Management Personnel
6	Internal Auditors
7	Government Clearing Officers
8	Investment and Public Enterprises Officers

4.5.5 Economic Policy and Planning Personnel

Economic Policy and planning function involves development, implementation, monitoring and evaluation of National economic planning policies, standards, systems and procedures.

The cadres identified under this Service include:-

S/No.	Cadre
1	Economists
2	Statisticians
3	Economic Policy Analysts
5	Cooperative Personnel
6	Actuaries Personnel

4.5.6 Legal Services

Legal Services Function involves formulation and drafting of laws and provision of legal advice to the Government. The cadres identified under this service include:-

S/No.	Cadre
1	State Counsel/Legal Officers
2	Registrars
3	Legal Clerks

4.5.7 Curative Health Services

Curative Health Services function is responsible for planning of health and medical programmes. The cadres identified under this service include:-

No.	Cadre
1	Medical Officer/Specialist
2	Dental Personnel
3	Medical Laboratory Technologists and Technicians
4	Pharmaceutical Personnel
5	Plaster Technicians
6	Orthopedic Technologists and Technicians
7	Medical Engineering Technologists and Technicians
8	Nursing Personnel
9	Clinical Personnel
10	Physiotherapists

No.	Cadre
11	Occupational Therapists
12	Radiography Personnel
13	Radiographic Film Processors
14	Medical Parasitologist
15	Entomologist
16	Mortuary Attendants
17	Medical Social Workers
18	Medical psychological Counselors
19	Health Administrative Officers

4.5.8 Preventive Health Services

Preventive Health Services Function is responsible for educating the Public on ways and means of keeping healthy and protecting the public from harmful products and practices.

The cadres identified under this service include:-

S/No.	Cadre
1	Health Education Personnel
2	Family Planning Educators Personnel
3	Public Health Personnel
4	Community Oral Health Officers
5	Inspectors of Drugs
6	Radiation Protection Officers
7	Nutrition Personnel

4.5.9 Education and Training Services

Education and Training Services Function is responsible for development, implementation, monitoring and evaluation of education, training and research development policies, programmes and standards for the pre-school, primary, secondary, tertiary learning, in-service and vocational levels as well as for private and public institutions of learning.

The cadres identified under this Service include:-

S/No	Cadre
1.	Adult Education Teachers and Instructors
2.	Adult Education Officers
3.	Quality Assurance and Standards Education Officers
4.	Examination Officers
5.	Education Administration Personnel

S/No	Cadre
6.	Technical Education Personnel
7.	Education Staff Trainers
8.	Industrial Training Officers
9.	Teachers
10.	Lecturers/Trainers/Instructors at various Public Training Institutions
11.	Trainers at National Youth Service Institutions
12.	Technical Instructors (Vocational Training Institutions)
13.	Research Personnel

4.5.10 Agricultural, Livestock and Fisheries Services

Agricultural, livestock and fisheries Function is responsible for development, implementation, evaluation and review of policies, programmes and standards

The cadres identified under this Service include:-

S/No	Cadre
1.	Agriculture Personnel/officer
2.	Fisheries Personnel
3.	Livestock Production Personnel
4.	Veterinary Services Personnel
5.	Leather Development Officer
6.	Hides and Skins Personnel
7.	Range Management Officers
8.	Irrigation personnel

4.5.11 Environment and Natural Resources

The Environment and Natural Resources Function involves formulation, implementation, evaluation and review of policies such as land, water, forests and minerals resources. The cadres identified under this service include:-

S/No	Cadre
1.	Forestry Personnel
2.	Wildlife Personnel
3.	Explosives Personnel
4.	Drilling Personnel
5.	Conservators of Forests
6.	Mines and Geology Personnel
7.	Hydrology Personnel
8.	Water Technical Personnel
9.	Water Research Personnel
10.	Renewable Energy Officers/Assistants

S/No	Cadre
11.	Climate Change
12.	Meteorological Personnel
13	Inspector of Mines

4.5.12 Land Services Personnel

The Land Services function involves formulation, implementation, evaluation and review of land policies.

The cadres identified under this Service include:-

S/No	Cadre
1.	Land Administration Personnel
2.	Land Registration Officer
3.	Land Survey Personnel
4.	Land Adjudication and Settlement Personnel
5.	Physical Planning Personnel
6.	Land Valuers
7.	Urban Development Officers
8.	Land Reclamation Officers
9.	Cartographers and Cartographic Assistants Draftsmen
10.	Survey Records Officers
11.	Photogrammetry Personnel
12.	Draftsman

4.5.13 Engineering and Related Service Personnel

Engineering and Related Service Function facilitates development of engineering and related services policies, standards and procedures and development of engineering-based infrastructure. It also enforces the relevant Acts.

The cadres identified under this Service include:-

S/No	Cadre
1.	Mechanical Engineers
2.	Electrical/Electronics Engineers
3.	Structural Engineers
4.	Civil Engineers
5.	Mining Engineers
6.	Agriculture Engineers
7.	Water Engineers
8.	Oil and Gas Engineers

4.5.14 Building Services

The Building Services Function is responsible for Building Services policies, standards and benchmarks

The cadres identified under this Service include:-

S/No	Cadre
1.	Architects and Architectural Assistants
2.	Housing Infrastructure Officers
3.	Social Infrastructure Officers
4.	Inspectors (Building)
5.	Housing Planning Officers
6.	Quantity Surveyors and Quality Survey Assistants
7.	Building Surveyors
8.	Estate Management Personnel
9.	Rent Inspectors
10.	Graphic Design Personnel
11.	Structural Assistants

4.5.15 Science Services

The Science Services Function provides research and analysis services and expertise in areas of environment, geology, mineral resources and pure science, as well as designing policies, standards and procedures in the science and related services.

The cadres identified under this service include:-

S/No	Cadre
1.	Physicists
2.	Water Research Personnel
3.	Chemists/Analysts/Biochemists
4.	Zoologists/Botanists
5.	Natural Research Scientists
6.	Resource Surveys and Remote Sensing Personnel
7.	Laboratory Technologists and Technicians
8.	Parasitologists
9.	Science Secretaries

4.5.16 Information Communication Services

The Information Communication Services Function involves the development of Information Communication Services Policies standards as well as computerized information management systems, information security, and public communication.

The cadres identified under this service include:-

S/No	Cadre
1.	Film Personnel
2.	Producers
3.	Studio Personnel
4.	Information Officers
5.	Geo information officers
6.	Telecommunications Personnel
7.	Rigging Personnel
8.	Archives Personnel
9.	Audio Visual
10.	Public Communications Officers
11.	Printing Personnel
12.	Tele Printers
13.	Telephone Personnel
14.	Information Communication Technology Personnel
15.	Photographers/Assistants/Photography Personnel
16.	Photolithographers

4.5.17: Records and Documentation Services

The Records and Documentation Services Function involves development of policies and standards on records and documentation services. This involves preservation of records, development of information management systems, information security, archives and documentation services and records management.

The cadres identified under this service include:-

S/No	Cadre
1.	Library Personnel
2.	Records Management Officers

S/No	Cadre
3.	Health Records and Information Personnel
4.	Documentalists
5.	Archives Personnel

4.5.18 Trade and Industry Services

Trade and Industry Services Function involves facilitation and regulation of trade and industry, through policies and standards.

The cadres identified under this service include:-

S/No	Cadre
1.	Industrial Development Officers
2.	Weights and Measures Personnel
3.	Tourism Personnel
4.	Enterprise Development Officers
5.	Trade Development Officers

4.5.19 Security Services

Security Services Function involves facilitation of safety and maintenance of law and order as well as ensuring the safety of entry-points into the country through immigration and national registration policies and procedures.

The cadres identified under this service include:-

S/No	Cadre
1.	Prisons Officers
2.	National Youth Service Uniformed Personnel
3.	Fingerprint Personnel
4.	Civil Registration Personnel
5.	Immigration Officers
6.	Armourers
7.	Balistic Assistants
8.	Fire Officers
9.	Security Wardens
10.	Civilian Security Personnel

4.5.20 Social and Rehabilitative Services

Social and Rehabilitative Function involves development of policies and standards on social and rehabilitative services as well as cultivation and preservation of historical heritage, values and customs; improvement of socio-economic status; development of sports, talents and vocational skills; and entertainment.

The cadres identified under this Service include:-

S/No	Cadre
1.	Children's Personnel
2.	House Mother Personnel
3.	Counselors
4.	Catechists/Chaplains and Maalims/Imams
5.	Probation Officers
6.	Youth Development Officers
7.	Culture Personnel
8.	Gender and Social Development officers
9.	Social Welfare Officers
10.	National Cohesion Personnel
11.	Gaming Officers
12.	Sports Personnel
13.	Troupe and Artiste
14.	Acrobatic Troupe
15.	Music Personnel

4.5.21 Transportation Services

Transportation Services Function includes establishment of operational and enforcement policies, systems and procedures. This, among others, entails regulation and management of maritime matters, land transportation, air transport and enforcement of relevant Acts of Parliament.

The cadres identified under this Service include:-

S/No	Cadre
1.	Pilots
2.	Shipping and Maritime Personnel
3.	Air Transport Personnel
4.	Air Craft Accident Investigators
5.	Ship Crew, Shipmasters and Coxswains
6.	Aircraft Surface Finishers
7.	Parachute Packers

4.5.22 Office Services

Office services Function involves facilitating and providing support services

The cadres identified under this service include:-

S/No	Cadre
1.	Office Administration Personnel
2.	Clerical Officers
3.	Drivers
4	Cleaning and Support Staff

4.5.23 Operations Function

The Operations Function is carried out through manual dexterity and basic skills and proficiency.

The cadres identified under this Service include:-

S/No	Cadre
1.	Plant Operators
2.	Artisans
3.	Tailors
4.	Mechanics
5.	Technicians
6.	Gardens Personnel
7.	Equipment Technicians
8	Boiler Attendants
9	Herders

4.5.24 Hospitality Services

The hospitality services function entails handling visitors and provision of catering and housekeeping services. The cadres identified under this Service include:-

S/No	Cadre
8.	Catering and Housekeeping Personnel
9.	Cooks/Chefs
10.	Waiters
11.	Telephone Services Personnel
12.	Reception Personnel

The above classification of cadres into job families will be reviewed from time to time to address emerging strategic human resource issues and policies.

Each of the above job families will have a career progression guideline to facilitate career management for officers within the cadres.

CHAPTER 5: MONITORING, EVALUATION AND REVIEW

5.0 Overview

The Public Service Commission shall continuously monitor and evaluate the implementation of the career management guide to ensure effectiveness. Monitoring and evaluation will be in-built in the process to facilitate implementation and achievement of results.

Information on implementation will be obtained from ministry/departmental reports; visits; and through surveys. Specifically, quarterly reports on implementation from MDAs will inform further intervention and reviews.

These processes will require commitment of all the implementing institutions as provided for through the established institutional framework. The PSC will release an annual evaluation report on the status of this function.

5.1 Review of the Guide

The Guide will be reviewed after five (5) years from the date of implementation or as circumstances shall determine.

APPENDIX I: IMPLEMENTATION MATRIX

Roadmap on review of career management in the Civil Service:-

S/No	Issue	Activity	Actor	Cost (Ksh)	Timeline
1.	Establishment of working Team	Formation of a taskforce team to unbundle the ToRs and initiate process.		-	By 15.09.2017
2.	Formation of working teams	<ul style="list-style-type: none"> Situational analysis on career management in the civil service Job families in the civil service Competency framework 		-	By 15.09.2017
3.	Guide on career management in the civil service	Develop draft Guide on career management in the civil service	EMCS	-	By 15 th - 20 th Oct. 2017
		Working sessions on finalizing the draft Guide		-	30 th Nov. 2017
		Finalize the Guide /Consultation with experts		-	By 26 th - 30.03.2018
	Seek Expert views on career management document	Workshop	PSC Committee/ EMCS	1,000,000	30.03. 2018
4.	Presentation of the draft Guide for Career management to relevant Commission Committee	Presentation of the Guide on Career Management in the Civil Service	EMCS	-	30 .04.2017
5.	Presentation of the draft Guide for Career management to Board	Presentation of the Guide on Career Management in the Civil Service	PSC/ Commission	-	09.05.2018
6.	Circulation of the Guide on career Management in the Service to stakeholders	Circulation of the Guide on career Management in the Service to stakeholders in preparation for KSG Stakeholders meeting	EMCS	-	16.05. 2018
7.	Stakeholders Meeting	Engagement with stakeholders and feedback At KSG	PSC/MDAs	5,000,000	23-24.05.2018

S/No	Issue	Activity	Actor	Cost (Ksh)	Timeline
		(570 Pax) 3 HRM&DX20MDAs; 2 HODs x 240 Cadres +20 secretariat + 10 officiating.			
8.	Incorporation of feedback from stakeholders	Incorporation of stakeholder feedback	EMCS	-	31.05.2018
9.	Presentation of Guide on career Management in the Service to the Commission Board	Review and amendments as per feedback	PSC/EMCS	-	06.06.2018
10	Policy for Career Management in the Civil Service	Development of Policy for Career Management in the Civil Service	PSC/EMCS	1.8M	25-30.06.2018
11.	Presentation of Guide on career Management in the Service to the Commission Board	Approval of the Guide on career Management in the Service.	PSC	-	27.06.2018
12.	Launch of the Guide on career Management in the Service to the service	To launch at KICC	PSC/MDAs	1,000,000	05.07.2018
13.	Transition to career progression guidelines in management of career in the civil service.	career progression guideline documents preparation	MSPSY&GA	6,000,000	07-10. 2018
14.	Implementation of the Guide on career management in the Service	Roll out and Implementation of the Guide	MPSYGA	-	01.11.2018
Grand Total				<u>14.8 M</u>	

ANNEXTURE III: COMPETENCY FRAMEWORK FOR THE PUBLIC SERVICE

REPUBLIC OF KENYA



COMPETENCY FRAMEWORK FOR THE PUBLIC SERVICE

SEPTEMBER, 2017

Issued by the Public Service Commission

Table of Contents

TABLE OF CONTENTS	i
LIST OF TABLES	iii
LIST OF FIGURES	iv
DEFINITION OF TERMS	1
1.0 INTRODUCTION	2
2.0 RATIONALE FOR THE FRAMEWORK	2
3.0 OBJECTIVES OF THE COMPETENCY FRAMEWORK	3
3.1 Specific Objectives	3
4.0 STRATIFICATION OF THE PUBLIC SERVICE	4
5.1 Types of Competencies	6
5.1.1 Core Competencies	6
5.1.2 Strategy Cluster	7
5.1.3 People	8
5.1.4 Performance	9
5.2 LEADERSHIP COMPETENCIES	9
5.2.1 Strategy	10
5.2.2 People	11
5.2.3 Performance	13
5.4 MANAGERIAL COMPETENCIES	14
5.4.1 Strategy	14
5.4.2 People	15
5.4.3 Performance	17
5.5 TECHNICAL COMPETENCIES	18
5.5.1 Craft and Related Trades Workers	19
5.5.1.1 Generic competency descriptors	19
5.5.2 Technicians & Technologists	20
5.5.2.1 Generic Competency Descriptors	21
5.5.3 Professionals	21
5.5.3.1 Generic Competency Descriptors	22
5.5.4 Specialized Services Managers	22
5.5.4.1 Generic Competency Descriptors	22
5.6 Public Service values and principles	23
6.0 RECRUITMENT AND CAREER PROGRESSION WITHIN THE _____ FRAMEWORK	23
6.1 Service Entry Test	23
6.2 Career Advancement Test	23
7.0 PUBLIC SERVICE COMPETENCIES	24
7.1 Introduction	24
6.2 PUBLIC SERVICE VALUES AND PRINCIPLES	24
6.2.1 Professionalism	24

6.2.2 Integrity	24
6.2.3 Transparency	25
6.2.4 Accountability	25
6.2.5 Respect for Diversity	25
6.2.6 Impartiality	25
8.0 INSTITUTIONAL FRAMEWORK FOR IMPLEMENTING THE COMPETENCY FRAMEWORK	26
8.1 Public Service Commission	26
8.2 Ministry Responsible for Public Service	26
8.3 Ministries/Departments	26
8.4 Oversight Agency Responsible for State Corporations	27
8.5 State Agencies	27
8.6 The National Treasury	27
9.0 MONITORING, EVALUATION AND REPORTING	27
10.0 REVIEW OF THE FRAMEWORK	27
IMPLEMENTATION MATRIX	1

LIST OF TABLES

Table 1: Stratification of the Public Service	5
---	---

LIST OF FIGURES

Figure 1: Competency Framework Structure	6
Figure 2: Core Competencies	7
Figure 3: Managerial Competencies	14

DEFINITION OF TERMS

Competency Framework is a structure that sets out and defines each individual **competency** required by individuals working in an organisation or part of an organisation.

Competence is the ability of an individual to do a job properly.

Competency is the capacity that exists in an individual that enables him/her to perform tasks and duties to the expected performance standard.

Competencies are the knowledge, skills, behaviour and personal attributes necessary to produce effective performance in a certain role or task. Competencies represent clusters of knowledge, skills and behaviors that are required to perform a job successfully.

Knowledge refers to the prior education and experience that an individual knows and needs in order to be successful in a particular job.

Skills refer to practical and technical expertise required to do a job, such as developing a budget or computer literacy.

Behavioural attributes refer to personal characteristics that are important for performance, for example being excellence-oriented or showing honesty and integrity.

1.0 INTRODUCTION

The introduction of the Competency Framework for the Public Service is geared towards entrenchment of behavioural attributes required of all public servants. The Constitution requires that all public servants demonstrate national values and principles as enshrined in Articles 10, 232 and Chapter 6. These articles espouse good governance, national values, values and principles of public service and leadership and integrity.

The objective of the Competency Framework is to provide a comprehensive way of linking individual performance to the goals of the service. The framework intends to integrate the knowledge, skills, judgment, and attributes that public servants need to perform a job effectively. The competencies in the framework correlate with job performance and can be measured against standards as well as be improved through induction, training, internship, coaching, mentoring and modelling, experience, career counselling and guidance. The framework, therefore, consists of a set of specific competencies, bound together in an integrated way where value is placed at the core of service delivery. Thus, employees are expected to be responsible, accountable, adaptive, innovative, creative, self-directed and self-motivated in the way they demonstrate competency in service delivery.

The Competency Framework is made up of core, leadership, managerial and technical competencies that are appropriate to all roles and responsibilities across the Public Service. The framework, therefore, aims at guiding the Service in identifying, managing, developing and harnessing competencies required for the execution of mandates of Ministries/departments, state corporations and other public service entities.

The CF provides detailed descriptions of the competencies required for job entry, career progression and retention in the Public Service. The competency requirements are dynamic and dictated by the kind of adaptive qualities and behaviour required to cope with a changing work environment and technology.

This undertaking is therefore meant to ensure that: public officers demonstrate sufficient expertise during recruitment and selection of new staff; evaluating performance is focused and more effective; identifying skill and competency gaps is more efficient; provision of training and professional development is more customised; and finally, planning for succession is managed effectively.

2.0 RATIONALE FOR THE FRAMEWORK

Globalisation and modernisation of service delivery systems has created an increasingly dynamic and competitive work environment This has resulted in the

demand for actual demonstration of competency by employees in the application of knowledge, skills and experience in work performance and results.

The Kenya Vision 2030 aims at creating a globally competitive and adaptive human resource base to meet the requirements of the Vision. The country recognises that the main potential for economic growth and development lies in mobilising competencies in her people. However, since independence, recruitment, selection and promotion of staff in Kenya's Public Service has largely been based on academic/professional qualifications and seniority. This resulted in some staff rising to senior positions without the requisite competencies necessary for effective job performance and productivity. In addition, the recruitment process tended to give more emphasis on oral interviews at the expense of written/practical tests at entry into the Service and during promotion/career advancement.

To address these gaps, the Competency Framework has been developed with the aim of developing a citizen-centred Public Service whose focus is on 'Results for Kenyans.' The framework therefore provides expected competencies during recruitment, selection, placement and advancement of employees. While providing guidance on the development of competencies, the demonstration of the capacity to apply and utilise the core, leadership, managerial and technical competencies in delivering quality services to the citizens has been taken into account.

The CF will guide Public Service institutions in recruitment, development of career guidelines, performance management and measurement, and transforming the culture and performance of staff. The framework will be used as a tool for capacity assessment, competency testing and as a basis for review of performance management system in the Public Service. Further, it will ensure that employees are promoted from one job classification to another based on possession of the requisite competencies.

3.0 OBJECTIVES OF THE COMPETENCY FRAMEWORK

The overall objective of the Competency Framework is to provide oversight bodies, supervisors and recruiting agencies with sound guidelines that will assist in the identification of a candidate's demonstrated capacity to apply the requisite competencies.

3.1 Specific Objectives

The Competency Framework will be applicable in guiding organizations and individual employees to possess the required professional and ethical standards for an efficient and effective workforce. Specifically, the Framework will assist public service organizations in:

- (i) determining competencies required for one to perform a job;

- (ii) determining competencies for career progression and development;
- (iii) attracting, selecting and recruiting candidates based on known requirements;
- (iv) managing human resource planning and succession management;
- (v) institutionalizing a value based and ethical culture in the Public Service;
- (vi) guiding performance management and appraisal in the Public Service; and
- (vii) Providing a framework for competency testing.

4.0 STRATIFICATION OF THE PUBLIC SERVICE

The Competency framework has been stratified into five (5) categories of employees which include; Top management level; Senior management and high level specialists; Middle management and middle level specialists; Junior management and high level skilled officers ; Skilled/ Advanced operational Staff; Semi-skilled Operational Staff ; Basic Skills. The following table shows the stratification of the different levels in government.

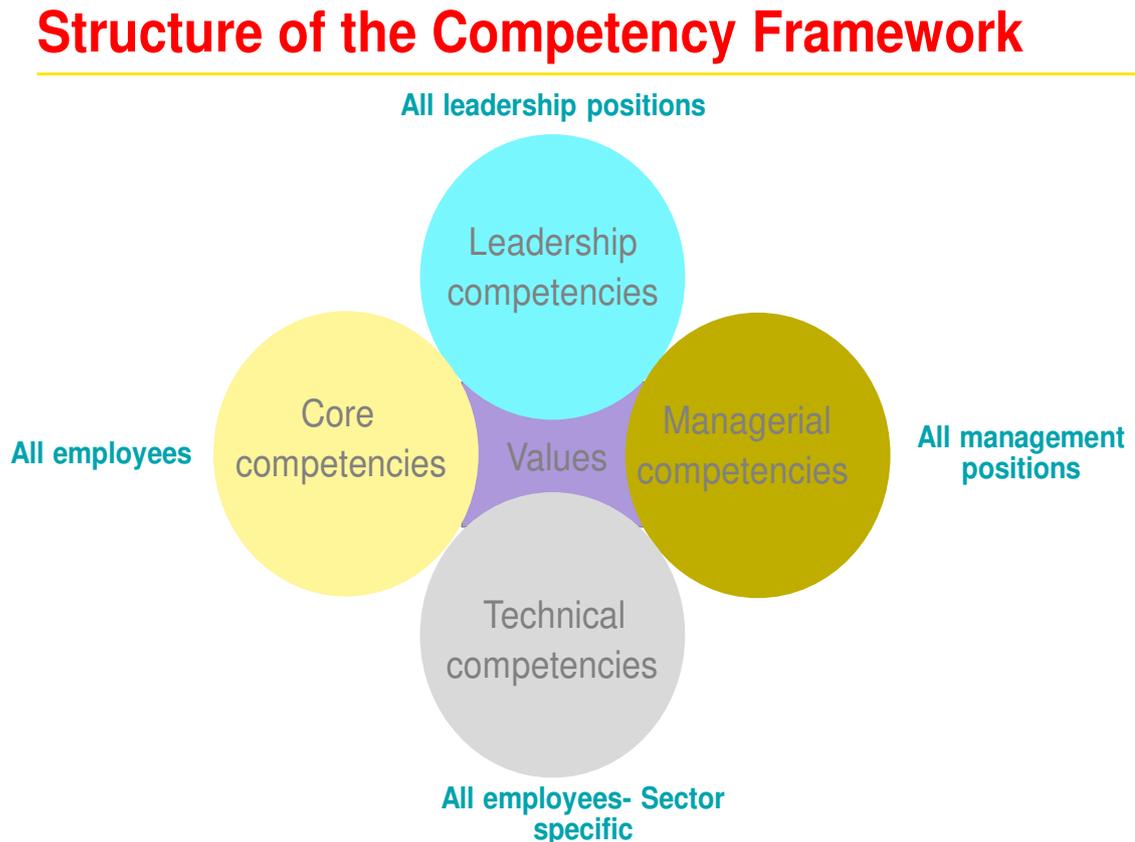
Table 1: Competency Requirements for Career Progression

No	Level of Job/Function	Current Job Group	Generic Job Title	Competency Type
1.	Top Management	U	Principal Administrative Secretary	Leadership Competencies
		T	Secretary	
		S	Director	
	For Progression to Job Group 'S' Leadership Competencies will be required			
2.	Senior management and high level specialists	R	Deputy Director	Managerial Competencies
		Q	Senior Assistant Director	Technical Competencies
		P	Assistant Director	
	For Progression to Job Group 'P' Competency Tests will include SMC, SLDP and related skills training as required by the Scheme Administrator and Professional Body			
3.	Middle management and middle level specialists	N	Chief Principal Officer	Technical Competencies
		M	Senior Principal Officer	Managerial Competencies
	For Progression following recruitment at Graduate level a written Competency Test will be administered; and professional requirements			
	Junior management and high level skilled officers	L	Principal Officer I	
		K	Principal Officer II	
		J	Principal Officer III	
	For Progression to job Group 'J' the following Competency Tests will be administered: V. Proficiency Tests, VI. Suitability Tests for re-designation VII. Core Competency Tests VIII. Aptitude Tests			
4.	Skilled/ Advanced operational Staff	H	Operations Officer I	Technical Competencies
		G	Operations Officer II	
		F	Operations Officer III	
5.	Semi-skilled Operational Staff	E	Service Officer I	Core Competencies
	Basic Skills	D	Service Officer II	Core Competencies
		A-B-C	Service Officer III	

5.0 STRUCTURE OF THE FRAMEWORK

The Competency Framework identifies and describes the **core, leadership, managerial, and technical competencies** that a public officer must possess to be able to perform at certain levels in the service.

Figure 1: Competency Framework Structure



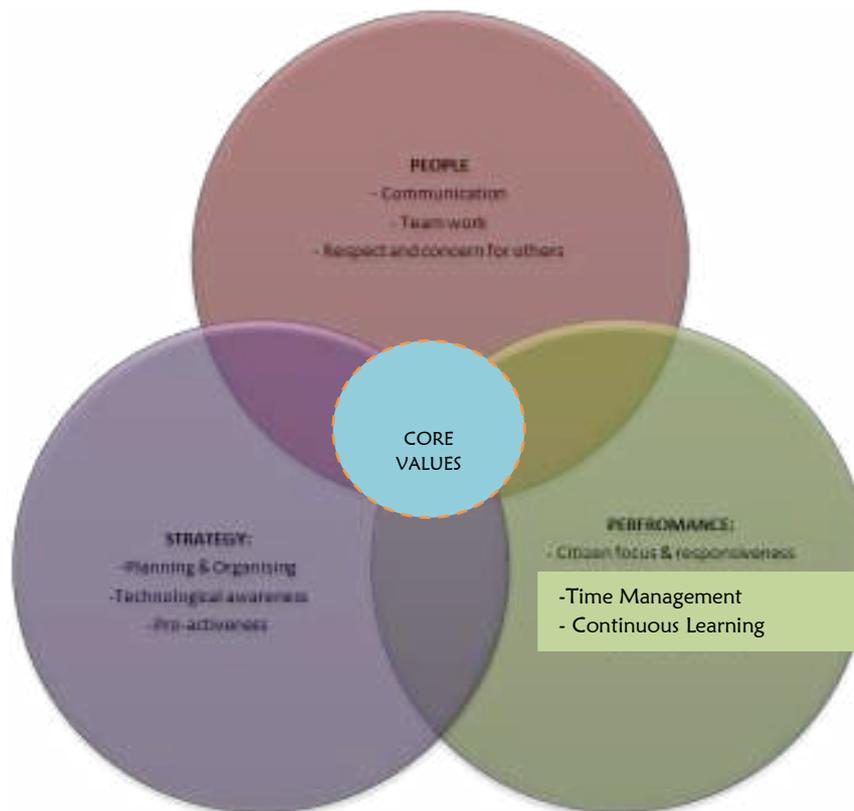
5.1 Types of Competencies

The following are different types of competencies.

5.1.1 Core Competencies

These are the behavioural attributes that are mandatory for all public servants regardless of their job grades or functions. The framework outlines nine (9) core competencies which are grouped into three (3) clusters as set out in **Figure 2**.

Figure 2: Core Competencies



5.1.2 Strategy Cluster

(a) Planning & Organizing

- (i) Develops clear goals that are consistent with agreed strategies.
- (ii) Identifies priority activities and assignments; adjusts priorities as required.
- (iii) Allocates appropriate amount of time and resources for completing work.
- (iv) Foresees risks and allows for contingencies when planning.
- (v) Monitors and adjusts plans and actions as necessary.
- (vi) Uses time efficiently.

(b) Technological Awareness

- (i) Keeps abreast of available technology
- (ii) Understands applicability and limitation of technology to the work of the office
- (iii) Actively seeks to apply technology to appropriate tasks
- (iv) Shows willingness to learn new technology.

(c) Creativity & Innovativeness (Pro-activeness)

- (i) Actively seeks to improve programs or services
- (ii) Offers new and different options to solve problems or meet client needs

- (iii) Promotes and persuades others to consider new ideas
- (iv) Takes calculated risks on new and unusual ideas and learning from mistakes
- (v) Takes an interest in new ideas and new ways of doing things
- (vi) Is not bound by current thinking or traditional approaches
- (vii) Open minded and takes a proactive approach to deal with issues

5.1.3 People

(a) Communication

- (i) Speaks and writes clearly and effectively.
- (ii) Listens to others, correctly interprets messages from others and responds appropriately.
- (iii) Identifies appropriate channels of communication
- (iv) Values feedback
- (v) Seeks clarity.
- (vi) Tailors language, tone, style, and format to match the audience.
- (vii) Demonstrates openness in sharing information and keeping people informed.
- (viii) Uses appropriate public service style of writing
- (ix) Able to clearly and accurately explain issues, policies, procedures and other pertinent information to clients and co-workers
- (x) Keeps the supervisor informed about progress and challenges.

(b) Team Working

- (i) Works collaboratively with colleagues to achieve organizational goals.
- (ii) Solicits input by genuinely valuing others' ideas and expertise; is willing to learn from others.
- (iii) Places team agenda before personal agenda.
- (iv) Easily adapts and blends with the team
- (v) Builds consensus for task purpose and direction with team members.
- (vi) Supports and acts in accordance with final group decisions, even when such decisions may not entirely reflect own position.
- (vii) Shares credit for team accomplishments and accepts joint responsibility for team shortcomings.
- (viii) Treats others with dignity and respect and maintains a friendly demeanor

(c) Respect and concern for others

- (i) Behaves in a way that shows you care, value other peoples' feelings, perspectives, time and space
- (ii) Showing kindness and courtesy
- (iii) Being polite

5.1.4 Performance

(a) Citizen focus and Responsiveness

- (i) Considers all those to whom services are provided to be “clients” and treat them with respect
- (ii) Seeing things from clients’ point of view.
- (iii) Establishes and maintains productive partnerships with clients by gaining their trust and respect.
- (iv) Identifies clients and their needs and matches them to appropriate solutions.
- (v) Monitors ongoing developments inside and outside the clients’ environment to keep informed and anticipate challenges.
- (vi) Keeps a client informed of progress or setbacks in projects.
- (vii) Meets timeline for delivery of product or services to client.
- (viii) Seeks to maintain the organization image and reputation while dealing with clientele and co-workers

(b) Time Management

- (i) Breaks indecision and procrastination habits
- (ii) Uses technology to help manage time
- (iii) Prioritizes or chooses activities to balance life and work
- (iv) Schedules and focuses on results with less stress

(c) Continuous Learning

- (i) Keeps abreast of new development in own occupation/ profession
- (ii) Actively seeks to develop oneself professionally and personally
- (iii) Contributes to the learning of colleagues and subordinates
- (iv) Shows willingness to learn from others
- (v) Seeks feedback to learn and improve
- (vi) Assesses and recognizes own strengths and weaknesses

5.2 LEADERSHIP COMPETENCIES

These are skills and behaviors that lead to strategic visioning and superior performance in the public service. The framework outlines fifteen (15) leadership competencies which are grouped into three (3) clusters as set out in figure 3 below:

Figure 3



5.2.1 Strategy

(a) Strategic Visioning

- (i) anticipates possible future events and developments;
- (ii) takes a long term view and builds a shared vision with others;
- (iii) acts as a catalyst for organizational change;
- (iv) influences others to translate vision into action;
- (v) inspires and empowers individuals to give their best to achieve a desired result;
- (vi) ensures that the team is equipped to achieve set objectives and organizational goals and
- (vii) Leads and engages others in strategy formulation.

(b) Change leadership

- (i) Identifies windows of opportunity and takes advantage;
- (ii) Responds promptly to unforeseen changes in the organization's environment;
- (iii) Questions conventional approaches; and
- (iv) Proactively identifies new initiatives in managing change.

(c) Policy formulation

- (i) Demonstrates thorough knowledge and understanding of issues pertaining to the specific area of policy;
- (ii) plays a lead role in identifying the need for new or improved policies and either develops the policies or oversees their development;
- (iii) incorporates new thinking in policy development and implementation;
- (iv) identifies and involves stakeholders in policy formulation;
- (v) makes effective use of socio-political processes to influence and persuade others to create acceptance and support for ideas;
- (vi) gains commitment from others by persuading, convincing and negotiating.
- (vii) Creates evidence based strategies, evaluating options, impacts, risks and solutions

(d) Strategic thinking

- (i) Formulates objectives and priorities;
- (ii) Implements plans consistent with long term interests of the organization in a global environment; and
- (iii) Capitalizes on opportunities and manages risks.

5.2.2 People

(a) Interpersonal skills

- (i) Works collaboratively with colleagues to achieve organization goals;
- (ii) builds consensus for task purpose and direction among team members;
- (iii) shows empathy; listens, supports and cares for others;
- (iv) treats others with sensitivity, courtesy and respect;
- (v) consults others and shares information and experience with them;
- (vi) builds team spirit and reconciles conflict;
- (vii) embraces diversity and inclusiveness;
- (viii) Builds and maintain positive relationships; and values the opinion of others.

(b) Communication

- (i) Effectively communicates organizations strategies, goals and objectives;
- (ii) Involves others, listens and builds commitments;
- (iii) Uses effective listening skills to gain clarification from others;
- (iv) Expresses ideas clearly and concisely;
- (v) Disseminates information about decisions, plans and activities;
- (vi) Appropriately adapts his or her message, style and tone to accommodate a variety of audience; and
- (vii) Orientates arguments and presents them in different way.

(c) Managing Managers

- (i) Coaches and encourages other managers to challenge the status quo and experiment in new ways of doing things;
- (ii) Sets performance criteria that stimulates innovative thinking;
- (iii) Leverages diversity in the group;
- (iv) Helps managers to respond appropriately and variably to different situations and uncertainties;
- (v) Builds consensus and support through persuasion.

(a) Mentoring

- (i) Delegates responsibility, clarifies expectations and gives staff autonomy in important areas of their work;
- (ii) Encourages others to set challenging goals;
- (iii) Holds others accountable for achieving results related to their areas of responsibility;
- (iv) Genuinely values all staff members input and expertise;
- (v) Shows appreciation and rewards achievement and effort; and
Involves others when making decision that affect them.

(b) Political Savvy

- (i) Identifies the internal and external politics that impacts the organization;
- (ii) negotiates political agenda skillfully;
- (iii) understands the interrelationships, roles and responsibilities of the organization;
- (iv) develops and maintains professional relationships;
- (v) uses knowledge of the organizational culture in making decisions and perceives the impact and implications of such decisions;
- (vi) identifies when issues need to be escalated to higher authorities and effectively alerts appropriate officials;
- (vii) demonstrates sensitivity to surroundings and acts accordingly in conversations;
- (viii) perceives organizational and political sensitivities and acts accordingly;
- (ix) understands corporate priorities, cultural norms and unwritten rules for success;

(c) Protocol and diplomacy

- (i) Upholds the etiquette and courtesy rules of diplomacy and affairs of office;
- (ii) Builds coalitions internally and with other government agencies, international organizations, non -profit and private sector organizations to achieve common goals;
- (iii) conducts negotiations and resolves issues through peaceful means between representatives of groups and gets them to listen;

- (iv) observes etiquette;
- (v) handles conflict situations and puts forward one's point of view without causing offence; and
- (vi) Seeks to understand colleagues and what motivates them.

(d) Negotiations

- (i) effectively represents his or her position to gain support and buy in from others;
- (ii) generates multiple alternatives to challenges to meet the needs of other stakeholders;
- (iii) works to achieve win - win outcomes;
- (iv) appropriately utilizes settlement strategies such as compromise;
- (v) makes a strong personal impact on others;

(e) Collaboration and Partnerships

- (i) Develops relationship with partners/stakeholders;
- (ii) Creates an environment to deliver shared policy outcome;
- (iii) Lobbies partners/stakeholders to achieve outcomes;
- (iv) Influences external partners/stakeholders; and
- (v) Establishes and maintains linkages.

5.2.3 Performance

(a) Resilience

- (i) Deals effectively with pressure;
- (ii) Remains optimistic and persistent even under adversity;
- (iii) Recovers quickly from setbacks;
- (iv) Manages issues to completion despite the challenges; and
- (v) Views failures and mistakes as an opportunity to learn.

(b) Flexibility

- (i) Is open to change and new information;
- (ii) Rapidly adapts to new information, changing conditions or unexpected obstacles; and
- (iii) Demonstrates a willingness to embrace new systems, process, technology and ideas.

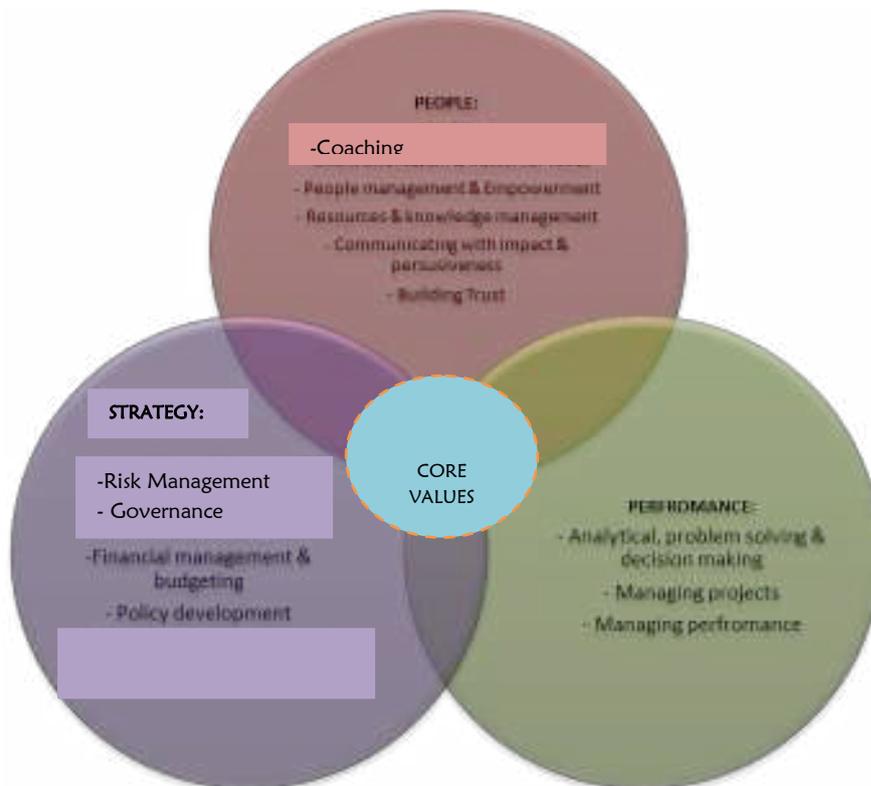
(c) Decision Making

- (i) Makes well informed, effective and timely decisions;
- (ii) Perceives the impact and implications of decisions;
- (iii) analyses situations, diagnoses problems and identifies the key issues;
- (iv) establishes and evaluates alternative courses of action and produces a logical, practical and acceptable solution; and
- (v) takes responsibility for actions, projects and decisions.

5.4 MANAGERIAL COMPETENCIES

These are competencies associated with planning, coordinating, organizing and motivating employees in a work environment. The framework outlines eleven (11) managerial competencies which are grouped into three (3) clusters as set out in **Figure 3**.

Figure 3: Managerial Competencies



5.4.1 Strategy

(f) Risk management

- (i) Ability to identify, analyse, mitigate uncertainty in decision making
- (ii) Ability to carry out both internal and external environmental scan and recommend best alternatives
- (iii) Ability to monitor and evaluate trends in public service management
- (iv) Takes an active role in anticipating and minimizing the possibility of loss due to occurrence of risk
- (v) Provides objective assurance, accountability and audit reports on effectiveness of risk management programs
- (vi) Actively seeks alternative solutions, recognizes challenges as opportunities for process improvement

- (vii) Exalts in testing and celebrates calculated and workable risky ventures/innovations for higher rewards
- (viii) Generates ideas through management and action planning

(g) Governance

- (i) Organizes qualitative information and data to identify/explain trends, challenges and their causes.
- (ii) Compares, contrasts and combines information to identify underlying issues at management level.
- (iii) Implements sound approaches that are value adding to public service processes
- (iv) Develops short and long term strategic goals and determines long range objectives, develops broad timelines based on strategic goals
- (v) Looks for and capitalizes on opportunities to encourage and reward successful team performers.

(c) Financial management & budgeting

- (i) Accurately performs financial analysis and implications of the financial information
- (ii) Uses appropriate financial strategies and systems to maximize cash flow and limit risk to the organization
- (iii) Integrates financial data effectively allowing for the identification of key issues, decision making criteria and determination of strategies and plans.

(d) Policy development

- (i) Demonstrates thorough knowledge and understanding of issues pertaining to the specific area of policy
- (ii) Plays a lead role in identifying the need for new or improved policies and either develops the policy or oversees their development
- (iii) Incorporates new thinking in policy development and implementation
- (iv) Ability to analyze stakeholders views and options , design responses and advise on policy issues

5.4.2 People

(a) Coaching

- (i) Assigns roles and responsibilities to team members for tasks and decisions
- (ii) Communicates performance indicators, objectives and measures to team(s)
- (iii) Monitors and tracks team performance through implementing performance management systems so that teams goals and objectives are met
- (iv) Sets stretch objectives for teams – gets others to perform at their best
- (v) Provides unambiguous, constructive, (corrective and positive) feedback without holding information

- (vi) Actively supports team members to successfully deliver on performance targets
- (vii) Speaks of team members in positive terms thus expresses positive expectations of others in terms of their abilities, expected contributions
- (viii) Recognizes and rewards desired behavior and results to employees
- (ix) Provides effective feedback
- (x) Identifies employee development needs and helps them to achieve optimal performance.

(b) People Management and Empowering Others

- (i) Delegates responsibility clarifies expectations and gives staff autonomy in important areas of their work.
- (ii) Encourages others to set challenging goals.
- (iii) Holds others accountable for achieving results related to their area of responsibility.
- (iv) Genuinely values all staff members' input and expertise.
- (v) Shows appreciation and rewards achievement and effort.
- (vi) Involves others when making decisions that affect them.

(c) Resource and Knowledge Management

- (i) Demonstrates financial and non - financial resource awareness
- (ii) Controls and costs and thinks in terms of added value
- (iii) Uses best efforts to prevent any prejudice to the financial interest of the organization
- (iv) Ensures that all applicable procedures are followed in the acquisition or disposal of property.
- (v) Organizes and oversees work processes to achieve quality results with thin budgetary provisions
- (vi) Ability to apply broad knowledge of theory and principles within a professional discipline to solve managerial challenges
- (vii) Ability to collate, analyze and derive information from data to inform decision making
- (viii) Identifies skills and competencies for succession planning
- (ix) Ability to identify talent from relevant institutions of learning to match the human capital needs of the organization
- (x) Ability to harness informal, non-formal and traditional knowledge for productive use

(d) Communicating with Impact

- (i) Communicates with impact and authority at all levels
- (ii) Demonstrate effective listening skills
- (iii) Effectively presents ideas which persuade and motivate executive leadership

- (iv) Effectively presents ideas to external stakeholders which persuade and motivate
- (v) Able to facilitate strategic and contentious discussions which persuade and influence others towards a desired objective
- (vi) Ability to present effectively at all levels (one on one, small and large groups, with peers, direct reports and superiors) both within and outside the organization
- (vii) Ability to create a strong impression and impact – presents views assertively and confidently but not aggressively
- (viii) Self - confident and has presence in uncharted territory
- (ix) Establishes rapport and projects credibility and confidence in tough times through their magnetism and quiet persuasion

(e) Building Trust

- (i) Provides an environment in which others can talk and act without fear or repercussion.
- (ii) Manages in a deliberate and predictable way.
- (iii) Operates with transparency.
- (iv) Places confidence in colleagues, staff members and clients.
- (v) Gives credit where due.
- (vi) Follows through on agreed upon actions.
- (vii) Upholds confidentiality.

5.4.3 Performance

(a) Analytical, problem solving & decision making

- (i) Makes timely decisions in relation to the implementation of solutions or completion of tasks
- (ii) Applies appropriate judgment to challenges
- (iii) Is decisive under pressure, despite paucity (scarcity) of information
- (iv) Takes personal responsibility for correcting any mistakes that may have occurred in dealing with the client
- (v) Implements policies and procedures that reinforce behaviors for success
- (vi) Implements changes to work processes
- (vii) Responds to changes in situation on available information – can alter response to suit situational requirement.

(b) Managing projects

- (i) Has in-depth understanding of the project management cycle
- (ii) Scans the business/service environment for intelligence
- (iii) Recognizes and exploits opportunities in the environment
- (iv) Identifies threats and weaknesses and develop appropriate intervention mechanisms.

(h) Managing Performance

- (i) Develops and implements strategic plans, work plans and performance contracts
- (ii) Understands performance culture
- (iii) Delegates appropriate responsibility, accountability and decision-making authority.
- (iv) Ensures that roles, responsibilities and reporting lines are clear to each staff member.
- (v) Passes along credit and compliments everyone who makes a contribution to the achievement of results
- (vi) Provides / explores mechanisms to recognize and reward exemplary performance
- (vii) Makes appropriate decision on the amount of time and resources needed to accomplish a task.
- (viii) Monitors progress against milestones and deadlines.
- (ix) Regularly discusses performance and provides feedback and coaching to staff.
- (x) Encourages risk-taking and supports staff when they make mistakes.
- (xi) Actively supports the development and career aspirations of staff.
- (xii) Appraises performance fairly.
- (xiii) Consistently delivers expected results.
- (xiv) Consistently complies with quality standards and meets deadlines.

5.5 TECHNICAL COMPETENCIES

These are specific Knowledge, skills and attitudes that are required for effective and efficient performance. They are acquired through professional skill based training and must be demonstrated in a work environment. They are diverse in nature and form part of the job requirements and are related to either generic or individual roles.

Technical competencies have been categorized into four(4) broad occupational clusters based on International Standards Classifications of Occupations (ISCO) namely; Crafts & related trade; technicians & technologists; professionals; and, specialized services managers.

Ministries, departments, state corporations and other public service agencies will be expected to develop requisite technical competencies for their respective cadres based on the generic descriptors provided under each cluster for each technical function.

5.5.1 Craft and Related Trades Workers

The following occupational titles constitute the craft and related trades workers cluster:-

- (i) Building frame and related trades workers
- (ii) Building finishers and related trades workers
- (iii) Painters, building structure cleaners and related trades workers
- (iv) Sheet and structural metal workers, moulders and welders, and related workers
- (v) Machinery mechanics and repairers
- (vi) Handicraft workers
- (vii) Printing trades workers
- (viii) Electrical equipment installers and repairers
- (ix) Electronics and telecommunications installers and repairers
- (x) Food processing and related trades workers
- (xi) Wood treaters, cabinet-makers and related trades workers
- (xii) Garment and related trades workers
- (xiii) Other craft and related workers
- (xiv) Mining and mineral processing plant operators
- (xv) Metal processing and finishing plant operators
- (xvi) Chemical and photographic products plant and machine operators
- (xvii) Rubber, plastic and paper products machine operators
- (xviii) Textile, fur and leather products machine operators
- (xix) Food and related products machine operators
- (xx) Wood processing and papermaking plant operators
- (xxi) Other stationary plant and machine operators
- (xxii) Assemblers
- (xxiii) Locomotive engine drivers and related workers
- (xxiv) Car, van and motorcycle drivers
- (xxv) Heavy truck and bus drivers
- (xxvi) Mobile plant operators
- (xxvii) Ships' deck crews and related workers

5.5.1 Generic competency descriptors

- (i) Demonstrate basic understanding and appreciation of knowledge in the functional area;
- (ii) Demonstrate basic understanding of the concepts;
- (iii) Upholds professional ethics and adheres to the code of conduct;
- (iv) Operates within the regulatory and legislative framework;
- (v) Demonstrate teamwork and maintains effective relationships;
- (vi) Understands and easily adapts to change; and

- (vii) Acts as the front line point of contact in providing solutions to emerging risks and uncertainties.

5.5.2 Technicians & Technologists

The following occupational titles constitute the technicians and technologists cluster:-

- (i) Physical and engineering science technicians
- (ii) Mining, manufacturing and construction supervisors
- (iii) Process control technicians
- (iv) Life science technicians and related associate professionals
- (v) Ship and aircraft controllers and technicians
- (vi) Medical and pharmaceutical technicians
- (vii) Nursing and midwifery associate professionals
- (viii) Veterinary technicians and assistants
- (ix) Other health associate professionals
- (x) Financial and mathematical associate professionals
- (xi) Supply chain professionals
- (xii) Administrative and specialized secretaries
- (xiii) Regulatory government associate professionals
- (xiv) Legal, social and religious associate professionals
- (xv) Sports and fitness workers
- (xvi) Artistic, cultural and culinary associate professionals
- (xvii) Information and communications technology operations and user support technicians
- (xviii) Telecommunications and broadcasting technicians
- (xix) General office clerks
- (xx) Secretaries (general)
- (xxi) Telephone operators
- (xxii) Tellers, revenue collectors and related clerks
- (xxiii) Client information workers
- (xxiv) Data clerks
- (xxv) Material-recording and transport clerks
- (xxvi) Other clerical support workers
- (xxvii) Chefs and Cooks
- (xxviii) Waiters and bartenders
- (xxix) Building and housekeeping supervisors
- (xxx) Other personal services workers
- (xxxi) Market superintendents
- (xxxii) Cashiers and ticket clerks
- (xxxiii) Child care workers and teachers' aides

- (xxxiv) Social workers
- (xxxv) Protective services workers
- (xxxvi) Gardeners
- (xxxvii) Animal producers
- (xxxviii) Mixed crop and animal producers
- (xxxix) Forestry and related workers
- (xl) Fishery workers, hunters and trappers

5.5.2.1 Generic Competency Descriptors

- (i) Demonstrate comprehensive understanding and appreciation of knowledge in the functional area
- (ii) Demonstrate comprehensive competency in working with relevant equipment/tools
- (iii) Demonstrate in-depth understanding of the various concepts
- (iv) Upholds professional ethics and adheres to the code of conduct
- (v) Ability to coach and develop officers under their jurisdiction;
- (vi) Operates within the regulatory and legislative framework
- (vii) Works independently with minimum supervision
- (viii) Acquires new technical skills and applies the knowledge to work situations
- (ix) Embraces technological developments in the area of specialization
- (x) Acts as the first point of contact in providing solutions
- (xi) Ability to detect risks

5.5.3 Professionals

The following occupational titles constitute the professional cluster:-

- (i) Physical and earth science professionals
- (ii) Mathematicians, actuaries and statisticians
- (iii) Life science professionals
- (iv) Engineering professionals
- (v) Electro technology engineers
- (vi) Architects, planners, surveyors and designers
- (vii) Medical doctors
- (viii) Occupational, health and safety professionals
- (ix) Nursing and midwifery professionals
- (x) Paramedical practitioners
- (xi) Veterinarians
- (xii) Agriculture & livestock professionals
- (xiii) Other health professionals
- (xiv) Medical Assistant professionals
- (xv) University and higher education teachers
- (xvi) Vocational education teachers
- (xvii) Secondary education teachers

- (xviii) Primary school and early childhood teachers
- (xix) Other teaching professionals
- (xx) Finance professionals
- (xxi) Administration professionals
- (xxii) Human Resource professionals
- (xxiii) Marketing and Public relations professionals
- (xxiv) Software and applications developers and analysts
- (xxv) Database and network professionals
- (xxvi) Legal professionals
- (xxvii) Librarians, archivists and curators
- (xxviii) Social and religious professionals
- (xxix) Authors, journalists and linguists
- (xxx) Creative and performing artists

5.5.3.1 Generic Competency Descriptors

- (i) Demonstrate mastery and application of in-depth knowledge in area of specialization;
- (ii) Demonstrate expertise in the subject matter;
- (iii) Is conscientious and efficient to achieve performance targets and results;
- (iv) Ability to coach, mentor and develop officers under their jurisdiction;
- (v) Uphold professional ethics and adheres to the code of conduct;
- (vi) Acquires new technical skills and applies the knowledge to work situations;
- (vii) Ability to embrace technological developments in the area of specialization;
- (viii) Provides solutions and acts as a point of recourse to risks and uncertainties.
- (ix) Possess extensive knowledge of the regulatory and legislative framework

5.5.4 Specialized Services Managers

The following occupational titles constitute the specialized services managers cluster:-

- (i) Directors (departmental heads)
- (ii) Business services and administration managers
- (iii) Marketing and development managers
- (iv) Production managers in agriculture, forestry and fisheries
- (v) Manufacturing, mining, construction, and distribution managers
- (vi) Information and communications technology service managers
- (vii) Professional services managers
- (viii) Hotel and restaurant managers
- (ix) Other production and services managers

5.5.4.1 Generic Competency Descriptors

- (i) Demonstrate mastery and application of in-depth knowledge in area of specialization;

- (ii) Demonstrates leadership and expertise in area of specialization;
- (iii) Ability to effectively delegate and remain accountable;
- (iv) Possess extensive knowledge and experience of the operating and external environment;
- (v) Ability to coach, mentor and develop professionals under their jurisdiction;
- (vi) Ability to effectively delegate and remain accountable;
- (vii) Is conscientious and efficient to achieve performance targets and results;
- (viii) Upholds professional ethics and adheres to the code of conduct;
- (ix) Embraces new ideas and technological development and applies them in decision making;
- (x) Possess extensive knowledge of the regulatory and legislative framework;
- (xi) Ability to manage change;
- (xii) Ability to mitigate and handle risks and uncertainties.

5.6 Public Service Values and Principles

These are the guiding values and principles that are mandatory for all public officers in the execution of their duties. They include: professionalism, integrity, transparency, accountability, respect for diversity and impartiality.

6.0 RECRUITMENT AND CAREER PROGRESSION WITHIN THE FRAMEWORK

Attraction and retention of qualified and competent employees into the Public Service requires a standardized approach to the measurement of the competencies. It is on this strength that the framework lays emphasis on the introduction of service entry tests and career advancement tests while adhering to basic tenets of HR practices during recruitment and progression of employees in the service. The following tests will be administered as appropriate:

6.1 Service Entry Test

This test will be administered to all candidates joining the Service by respective Public Service Recruitment Agencies. The Recruitment Agencies shall adhere to the constitutional provisions on diversity, regional balance, and affirmative action. The tests will include:

6.2 Career Advancement Test

This will be administered to officers being promoted from one job classification to another and will include Competency written tests.

7.0 PUBLIC SERVICE COMPETENCIES

7.1 Introduction

This competency framework sets out the aspirations of a Public Service that is responsive, prompt, efficient, effective, impartial and equitable in provision of services. It puts the Public Service values of professionalism, meritocracy, integrity, transparency, accountability, respect for diversity, and impartiality at the heart of public service practice and management. It provides for core, technical, managerial and leadership competencies.

The Core, managerial and leadership competencies are grouped into three (3) major clusters namely; **Strategy, People and Performance**. Technical competencies are categorized into four (4) broad occupational clusters based on International Standards Classifications of Occupations (ISCO) namely: Crafts & related trade; technicians & technologists; Professionals; and specialized services managers. The framework provides generic descriptors for each cluster that will be used as a guide in the development of expected competencies for each technical function. Ministries, departments, state corporations and other public service agencies will develop requisite technical competencies for their respective cadres. The competencies are underpinned on the Public service values and principles that are mandatory to all public officers in execution of their duties.

6.2 PUBLIC SERVICE VALUES AND PRINCIPLES

The core values of the Public Service as derived from the Constitution and other legislations, include:

6.2.1 Professionalism

- (i) Shows pride in work and achievements.
- (ii) Demonstrates professional competence and mastery of subject matter.
- (iii) Is conscientious and efficient in meeting commitments, observing deadlines and
- (iv) Achieving results.
- (v) Is motivated by professional rather than personal concerns.
- (vi) Upholds professional ethics
- (vii) Shows persistence when faced with difficult problems or challenges.
- (viii) Remains calm in stressful situations.

6.2.2 Integrity

- (ix) Upholds and demonstrates the values and principles of the Public Service, including impartiality, fairness, honesty and truthfulness, in daily activities and behaviours.
- (x) Acts without consideration of personal gain.

- (xi) Declares any conflict of interest in the course of duty
- (xii) Resists undue political pressure in decision-making.
- (xiii) Does not abuse power or authority.
- (xiv) Stands by decisions that are in the Organization's interest even if they are unpopular.
- (xv) Takes prompt action in cases of unprofessional or unethical behaviour.

6.2.3 Transparency

- (i) Upholds openness in the discharge of duty
- (ii) Willingly shares knowledge and information
- (iii) Provides accurate information

6.2.4 Accountability

- (i) Takes ownership for all responsibilities and honors commitments.
- (ii) Delivers outputs for which one has responsibility within prescribed time, cost and quality standards.
- (iii) Operates in compliance with organizational regulations and rules.
- (iv) Supports subordinates, provides oversight and takes responsibility for delegated assignments.
- (v) Takes personal responsibility for his/her own shortcomings and those of the work unit, where applicable.

6.2.5 Respect for Diversity

- (i) Works effectively with people from all backgrounds.
- (ii) Treats all people equitably with dignity and respect
- (iii) Treats men and women equally.
- (iv) Shows respect for, and understanding of, diverse points of view and demonstrates this understanding in daily work and decision-making.
- (v) Examines own biases and behaviours to avoid stereotypical responses.
- (vi) Does not discriminate against any individual, religion, ethnicity or group.
- (vii) Recognizes the strengths in national diversity and takes measures to harness them
- (viii) Appreciates cross cultural uniqueness and recognizes differences in socio-economic status

6.2.6 Impartiality

- (i) Upholds fairness in discharge of duty
- (ii) Observes objectivity
- (iii) Treating all equally, reasonably and consistently
- (iv) Provides equal opportunity for all
- (v) Effectively works with people from diverse backgrounds by treating them with dignity and respect

- (vi) Demonstrate an open minded approach to understanding people regardless of gender, ethnicity, religion, age, race and disability.

8.0 INSTITUTIONAL FRAMEWORK FOR IMPLEMENTING THE COMPETENCY FRAMEWORK

The following parties will have the respective mandates in the implementation of CF.

8.1 Public Service Commission

The Commission shall be expected to:

- a) Provide policy direction on competency development for the Public Service in line with the Constitution.
- b) Serve as the recruiting agency for the public service as provided for under Article 234 of the Constitution.
- c) Be responsible for norms and standards for the Public Service.
- d) Approve technical competencies for the Public Service.
- e) Regulate development of technical competencies for the common cadre employees.
- f) Be responsible for development of human resources in the Public Service.

8.2 Ministry Responsible for Public Service

The Ministry responsible for public service will be expected to:

- a. liaise with the Public Service Commission on training and capacity development for the implementation of the framework;
- b. provide technical support on competency development and assessment;
- c. propose reviews of staffing norms; and
- d. Develop a framework for structured induction and orientation for newly recruited officers during the probationary period.

8.3 Ministries/Departments

Ministries/Departments shall:

- a. customize and align the CF to the respective cadres and organization's mandates;
- b. develop Technical Competencies for various cadres under their jurisdiction in consultation with the Ministry responsible for Public Service and the Public Service Commission;
- c. monitor, evaluate and report to the Public Service Commission on the status of implementation of CF; and
- d. Undertake competency development.

8.4 Oversight Agency Responsible for State Corporations

The Oversight Agency responsible for State Corporations will be expected to:

- a. Liaise with the Public Service Commission on training and capacity development for the implementation of the framework;
- b. Provide technical support on competency development and assessment; and
- c. Co-ordinate monitoring and evaluation of the competency framework implementation and submit periodic reports.

8.5 State Agencies

The State Agencies shall:

- a. customize and align CF to the respective cadres and organization's mandates;
- b. develop Technical Competencies for various cadres under their jurisdiction in consultation with the oversight body;
- c. monitor, evaluate and report to the oversight body on the status of implementation of CF; and
- d. Undertake competency development.

8.6 The National Treasury

The National Treasury will be responsible for sourcing and allocating funds for implementation of the Framework.

9.0 MONITORING, EVALUATION AND REPORTING

The Public Service Commission shall develop and issue guidelines to monitor and evaluate the implementation of the competency framework in the Public Service.

The Commission shall also carry out an annual audit on implementation of the Framework in the Public service while the Oversight body for State Agencies will do the same for State corporations and agencies and present the audit report to the Public Service Commission.

10.0 REVIEW OF THE FRAMEWORK

This framework will be reviewed from time to time as circumstances may determine.

IMPLEMENTATION MATRIX

Action Plan for the Implementation of the Competency Framework

Activity	Actors	Expected Output
Presentation to PSC Board for Adoption	Public Service Commission ECMS	Draft framework adopted
Identification of stakeholders	Task force	Identified stakeholders
Stakeholder Engagement	PSC	Stakeholder report
Incorporation of stakeholders views	Taskforce	Draft final framework
Presentation to PSC Board for approval	PSC ECMS	Approved competency framework
Development of CF and implementation of guidelines	PSC DPSM SCAC Taskforce	Guidelines developed
Printing and release of CF and guidelines	PSC ECMS	Printed CF and guidelines
Sensitization of the Public Service on the CF and guidelines	PSC DPSM SCAC Taskforce	Sensitization program implemented
Implementation of the CF and guidelines	PSC Head of Public Service SCAC Ministries Agencies	CF & guidelines rolled out