

REPUBLIC OF KENYA



MINISTRY OF PUBLIC SERVICE, YOUTH AND GENDER AFFAIRS

COMPETENCY FRAMEWORK FOR THE PUBLIC SERVICE

June 2017

COMPETENCY FRAMEWORK FOR THE PUBLIC SERVICE

FOREWORD

The Government recognizes that an efficient and effective Public Service is a major driver in the realisation of the aspirations of Kenyans for timely and cost-effective delivery of public services. The development of the *Competency Framework for the Public Service* is a step forward in transforming the Public Service and represents a paradigm shift in the management of human resource.

The success of the Public Service depends on its ability to optimise on its employees' capabilities and performance to ensure efficiency and effectiveness in the delivery of public services as envisioned in the Kenya Vision2030. To achieve this, Public Service has an obligation to identify, attract, develop and retain highly skilled human resource by creating robust policies and systems.

The Competency Framework will serve as a tool to attract, select and recruit candidates based on clearly defined competencies; identify developmental requirements of individual employees; and entrench a culture of competency based performance and capacity building for improved service delivery.

The framework outlines individual and organisational competencies designed to focus on ability and capability of public servants; and form the basis for identification of the required competencies of any public agency to deliver on their mandate. The ultimate goal of the framework is to entrench behavioural attributes and capabilities in public servants to enable them to perform a job as opposed to the current practices.

I therefore call upon all public entities to prioritise and support the implementation of the in the human resource management and development process. This will lead to the establishment of strong and effective public service institutions with employees who possess the requisite skills and competencies and are able to meet citizens' expectations on service delivery.

Sicily K. Kariuki (Mrs.), EGH

CABINET SECRETARY

MINISTRY OF PUBLIC SERVICE, YOUTH AND GENDER AFFAIRS

STATEMENT BY CHIEF OF STAFF AND HEAD OF PUBLIC SERVICE

The Public Service is expected to be ethical, efficient, effective, motivated and highly competent in order deliver on the aspirations of a rapidly industrializing country providing high quality life to its citizens. This requires the Service to attract, develop and retain highly skilled and competent human resource.

Currently, the Public Service tends to lay more emphasis on qualifications and length of service while paying little attention to the competencies demonstrated in job performance. The development of the *Competency Framework for the Public Service* is timely as it will form the basis for identification and development of the required human resource.

It is expected that this Framework will help Public Service organisations in their endeavours of reengineer their human resource management practices to enhance public service delivery. I, therefore, call upon all Public Service organisations to prioritize the implementation and operationalization of this Framework in their human resource management and development processes.

Dr. Joseph K. Kinyua, EGH

CHIEF OF STAFF AND HEAD OF PUBLIC SERVICE

STATEMENT BY CHAIRPERSON OF THE HUMAN RESOURCE COMMITTEE, COUNCIL OF GOVERNORS

The National and County Government Coordinating Summit during its inaugural meeting held on 19th June, 2013 resolved to undertake a joint Capacity Assessment and Rationalization of the Public Service (CARPS) Programme.

The overall objective of the CARPS Programme is to ensure that Government functions are properly structured and staffed to facilitate transformation of the Public Service for efficient and effective service delivery at the two levels of Government. There is also need for Public Service organizations to have capacity and ability to deliver on their mandates. This calls for public service organizations therefore must have in place a human resource with appropriate competencies.

This Competency Framework for the Public Service is expected to form the basis for public sector agencies to attract, develop and retain a human resource with the desired competencies. The rolling out of the Framework will entrench performance-based culture that embraces good leadership in the Service.

I therefore welcome the release of the Competency Framework for the Public Service and call upon all relevant Institutions at both levels of Government to fully implement the Framework.

Governor James O. Ongwae, CBS

**KISII COUNTY GOVERNMENT & CHAIRPERSON OF THE HUMAN
RESOURCE COMMITTEE, COUNCIL OF GOVERNORS**

ACKNOWLEDGEMENT

The successful development of the Competency Framework for the Public Service is a product of concerted efforts by many individuals and Public Service organisations that made invaluable contribution to the process.

I wish to thank the Cabinet Secretary, Ministry of Public Service, Youth and Gender Affairs, Mrs Sicily K. Kariuki, EGH, for spearheading and providing leadership in the development of the Framework.

I am grateful to the Chief of Staff and Head of Public Service, Dr. Joseph K. Kinyua, EGH, for the support accorded in the development of this Framework.

I also appreciate the efforts of Governor James O. Ongwae, CBS and the Council of Governors for their continued support and collaboration in transforming the Public Service for enhancement of service delivery.

Appreciation goes to the Inter-Governmental Steering Committee of the CARPS Programme, Inter-Governmental Sectoral Forum for Public Service Management, Ministries and State Departments, Constitutional Commissions and Independent Offices, County Public Service and County Assembly Boards, Employees' Unions for the role they played in the development of the Framework.

Finally, let me acknowledge the efforts and commitment of the Inter-Agency Technical Committee and Secretariat of the CARPS Programme, Technical Teams, Heads of Departments and all the stakeholders involved in the development of the Framework.

LILLIAN MBOGO-OMOLLO, CBS

PRINCIPAL SECRETARY

STATE DEPARTMENT FOR PUBLIC SERVICE AND YOUTH AFFAIRS

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DEFINITION OF TERMS

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

Competence is the ability of an individual to perform a task effectively.

Competency is the ability to apply a set of related knowledge, skills, and behaviours required to successfully perform a task in a defined work setting.

Competency Framework is a structure that sets out **competencies** required of an individual working in an organisation.

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

Skills are those practical and technical abilities required to do a job, such as developing a budget or computer literacy.

CHAPTER ONE

1.1 Background

Globalisation and modernisation of service delivery systems has created an increasingly dynamic and competitive work environment. This has resulted in the demand for demonstration of competency by employees in the application of knowledge, skills and experience in work performance and results.

Human resource and organizational development professionals are paying more attention to the notion of competencies as a key element and measure of staff performance. Competencies are frequently used and written-about practice in organizational management and particularly in selecting applicants for positions using competency-based interviewing techniques, defining the factors for success in jobs and work roles, assessing the current performance, determining employee development needs and designing compensation systems.

Public sector organisations in many countries are striving to respond to the challenges of supporting national competitiveness and demand for services of higher quality. For the public sector to cope with today's challenges it requires employees who have the abilities to tackle the ever-changing and complex job-related tasks.

The Constitution of Kenya requires that all public servants uphold and demonstrate specific values and principles. It further places on the Public Service the responsibility of delivering services in an efficient and effective manner. To actualize this, the Government has continuously reformed the Service and adopted a more efficient, ethical and results-focused leadership and management practices. This then requires new set of skills and competencies in public servants.

The Kenya Vision 2030 endeavours at creating a globally competitive and adaptive human resource base that will drive the transformation of the country. The Vision further recognises that the main potential for economic development and transformation of the country will only be realised by harnessing competencies of the human resource. The Vision therefore prioritizes the need to develop new competencies for government founded on strong public service values and ethics for efficient and effective service delivery. To meet the constitutional requirements and national development priorities it is therefore necessary to have a public service that resonates with the aspirations of Kenyans.

One of the strategies that will ensure that the Public Service is responsive to Kenyan's aspirations is a re-focus on the skills and competencies required for public service delivery. This calls for the development of a competency framework. The Competency

Framework for Public Service is therefore aimed at transforming the Public Service for enhanced productivity.

The Public Service in the past has tended to place more emphasis on qualifications while paying little attention to the competency demonstrated in job performance. In addition, recruitment systems have emphasised more on oral interviews at the expense of written or practical tests at entry into the Service and during promotion or career advancement.

The Framework relates to individual competencies that affect the ability to achieve job performance set goals. The competencies can be improved through various interventions such as induction, training, internship, coaching, mentoring, role modelling, experience, job rotation, career counselling and guidance.

The introduction of the Competency Framework for the Public Service is geared towards entrenching of behavioural attributes required of all public servants. The Framework is made up of core, technical, managerial and leadership, 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.

1.2 Rationale for the Framework

The Government has over the years undertaken various transformational initiatives aimed at improving public service delivery. Some of the initiatives have targeted human resource systems in the Public Service with an aim of ensuring that the Service is able to deliver efficient and effective public services.

There has however, been a number of challenges in recruitment, selection, promotion, and training and development. Appointments and promotions in the Public Service has largely been based on academic or professional qualifications and length of service, without giving regard to the acquisition of requisite competencies for effective job performance and productivity. Recruitment and promotion also emphasizes more on oral interviews without giving attention to written or practical tests which are better in determining individual's abilities and competencies.

To address these gaps, there is need for a Competency Framework that will put more emphasis on job performance abilities instead of qualifications and length of service. The Framework will provide a list of expected competencies to guide recruitment and selection, career progression, promotion and retention, performance management and productivity, HR planning and succession management, training and development.

1.3 Objectives of the Competency Framework

The overall objective of the Competency Framework is to provide the Public Service with an approach of appraising competencies required for effective and efficient service delivery.

Specifically, the objective of the Framework is to:

- (i) guide in attracting, selecting and recruiting candidates;
- (ii) identify competencies required for one to perform a task effectively;
- (iii) guide performance management in the Public Service;
- (iv) determine competencies necessary for training, career progression and development;
- (v) manage human resource planning and succession management;
- (vi) institutionalize a value-based and ethical culture in the Public Service;

1.4 Guiding Values of the Framework

This Framework will be guided by Values and Principles of the Public Service as enshrined in the Constitution and other legislations. These include:

1.4.1 Professionalism

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

1.4.2 Integrity

- (i) Upholds and demonstrates the values and principles of the Public Service in daily activities and behaviour
- (ii) Acts without consideration of personal gain
- (iii) Declares any conflict of interest in the course of duty
- (iv) Does not abuse power or authority
- (v) Stands by decisions that are in the Organization's interest even if they are unpopular

- (vi) Takes prompt action in cases of unprofessional or unethical behaviour

1.4.3 Transparency

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

1.4.4 Accountability

- (i) Takes individual responsibility for actions taken
- (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 responsibility for own shortcomings and the work unit

1.4.5 Respect for Diversity

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

1.4.6 Impartiality

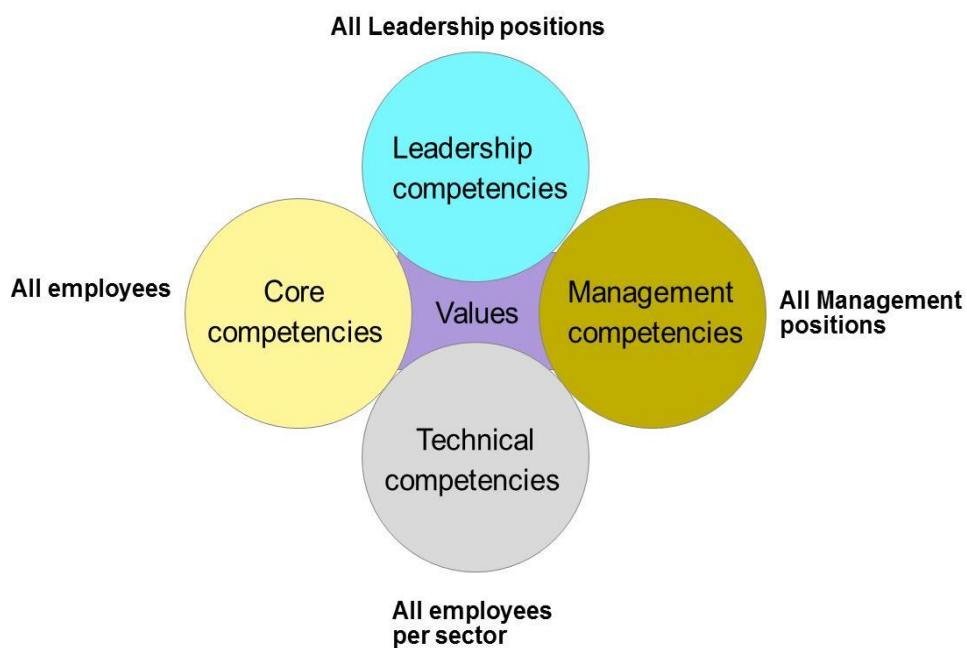
- (i) Upholds fairness in discharge of duty
- (ii) Observes objectivity
- (iii) Treats all persons equally, reasonably and consistently
- (iv) Provides equal opportunity for all
- (v) Demonstrates an open minded approach to understanding people regardless of gender, ethnicity, religion, age, race and disability
- (vi) Effectively works with people from diverse backgrounds by treating them with dignity and respect

CHAPTER TWO

PUBLIC SERVICE COMPETENCIES

This Chapter discusses the Public Service competencies and the components that describe each of the competencies. The Competency Framework identifies and describes the **core, technical, managerial, and Leadership competencies** that a public officer must possess to be able to perform at certain levels in the Service. This is as illustrated by Figure 1 below.

Figure 1: Public Service Competencies

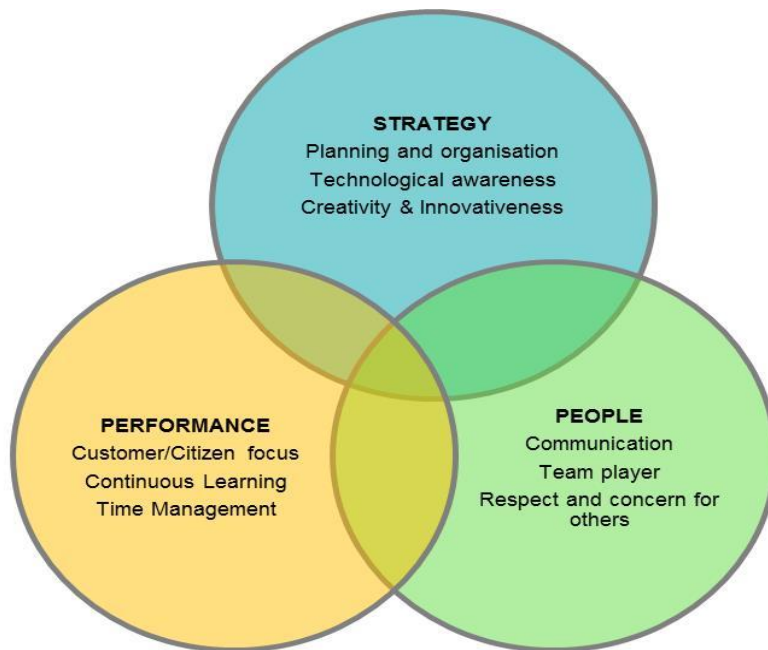


All public servants are expected to uphold and respect the values regardless of their positions.

2.1 Core Competencies

The Core competencies are classified into three clusters namely; strategy, people and performance. Each of the cluster has three core competencies as illustrated in Figure 2 below.

Figure 2: Core Competency Clusters



2.1.1 Strategy

2.1.1.1 Planning and Organising

- (i) Develops clear goals that are consistent with agreed strategies
- (ii) Identifies priority activities, assignments and adjusts them appropriately
- (iii) Allocates resources for roles and tasks
- (iv) Foresees risks and allows for contingencies in planning
- (v) Monitors and adjusts plans and actions as necessary
- (vi) Uses time efficiently

2.1.1.2 Technological Awareness

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

2.1.1.3 Creativity and Innovativeness

- (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 learns 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

2.1.2 People

2.1.2.1 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(s) informed about progress and challenges

2.1.2.2 Team Management

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

2.1.2.3 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

2.1.3 Performance

2.1.3.1 Customer focus

- (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

2.1.3.2 Continuous Learning

- (i) Keeps abreast of new development in own occupation and profession
- (ii) Actively seeks to develop 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

2.1.3.3 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

2.2 Technical Competencies

Technical Competencies have been categorized into four broad occupational clusters based on International Standards Classifications of Occupations (ISCO) which is an ILO classification structure for organizing information on labour and jobs. The four occupational clusters are:

- (i) crafts and related trade;
- (ii) technicians and technologists;
- (iii) professionals; and

(iv) Specialized services managers.

The occupations of each cluster and competency descriptor are as listed below.

2.2.1 Craft and Related Trades

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

2.2.1.1 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
- (vii) Acts as the front line point of contact in providing solutions to emerging risks and uncertainties

2.2.2 Technicians and 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

2.2.2.1 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

2.2.3 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

2.2.3.1 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

2.2.4 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

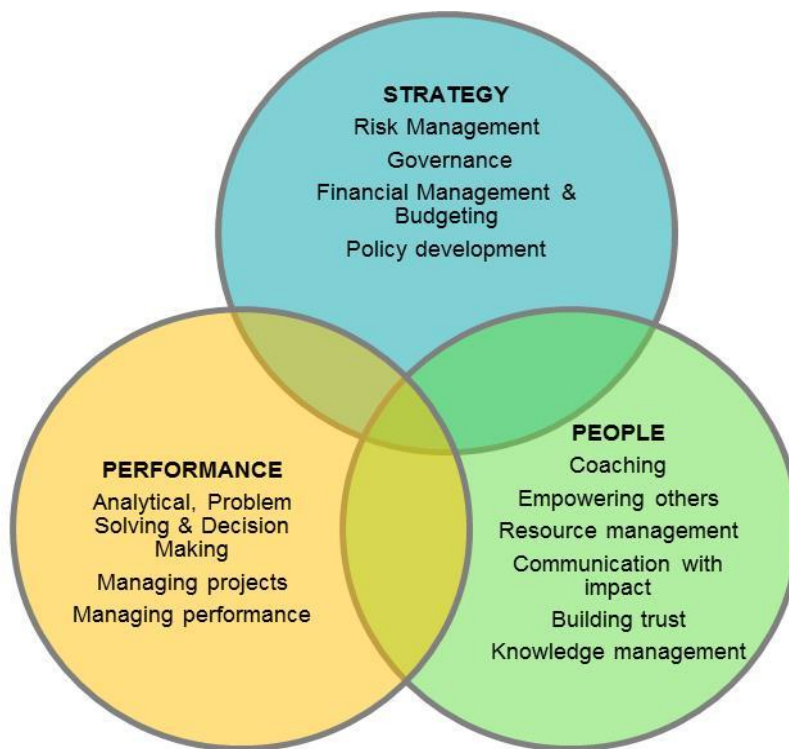
2.2.4.1 Generic competency descriptors

- (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

2.3 Managerial Competencies

The framework outlines thirteen (13) managerial competencies which are grouped into three (3) clusters as illustrated in Figure 3.

Figure 3: Managerial Competency Clusters



2.3.1 Strategy

2.3.1.1 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 the 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 testing of calculated and workable risky ventures/innovations and celebrates achievement
- (viii) Generates ideas through management and action planning

2.3.1.2 Governance

- (i) Organizes qualitative information and data to identify and 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
- (v) Develops broad timelines based on strategic goals
- (vi) Looks for and capitalizes on opportunities to encourage and reward successful team performers

2.3.1.3 Financial Management and Budgeting

- (i) Undertakes financial analysis and makes appropriate decisions
- (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
- (iv) ensuring sufficient resources are available for delivering key priority areas
- (v) Ensuring achievement of the best return on investment and maximising the use of assets
- (vi) Plans, forecasts and monitors expenditure against budget, investigates variances, and takes timely action to address significant deviations
- (vii) Demonstrates understanding of budgeting concepts
- (viii) Exhibits ability of gathering and managing the data required for budgeting
- (ix) Undertakes checks on spent against agreed budgets according to approved procedures
- (x) Takes action on irregularities or inappropriate use of budgets
- (xi) Making the appropriate adjustments needed to budgets to ensure overall budgetary compliance
- (xii) Undertakes monitoring and review of expenditures in light of the prevailing economic and social policy environment
- (xiii) Deals effectively with changing priorities within a budget period

2.3.1.4 Policy Development

- (i) Demonstrates a thorough knowledge and understanding of policy issues pertaining to the specific area of work
- (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 analyse stakeholders views and options , design responses and advise on policy issues

2.3.2 People

2.3.2.1 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 team goals and objectives are met
- (iv) Sets objectives for teams and gets team members to perform at their best
- (v) Provides clear and constructive feedback without hoarding 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 and expected contribution
- (viii) Recognizes and rewards desired behaviour and results to employees
- (ix) Identifies employee development needs and helps them to achieve optimal performance

2.3.2.2 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

2.3.2.3 Resources Management

- (i) Demonstrates financial and non - financial resources management capability
- (ii) Controls, 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 and disposal of property.
- (v) Organizes and oversees work processes to achieve quality results within budgetary provisions

2.3.2.4 Communication 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

2.3.2.5 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

2.3.2.6 Knowledge Management

- (i) Ability to apply broad knowledge of theory and principles within a professional discipline to solve managerial challenges
- (ii) Ability to collate, analyse and derive information from data to inform decision making
- (iii) Identifies skills and competencies for succession planning
- (iv) Ability to identify talent from relevant institutions of learning to match the human capital needs of the organization
- (v) Ability to harness informal, non-formal and traditional knowledge for productive use

2.3.3 Performance

2.3.3.1 Analytical, Problem Solving and Decision Making

- (i) Makes timely decisions in relation to the implementation of solutions or completion of tasks
- (ii) Applies appropriate judgment to challenges
- (iii) Decisive under pressure, even when there is 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 behaviours for success
- (vi) Implements changes to work processes
- (vii) Responds to changes in situation on available information – can alter response to suit situational requirement

2.3.3.2 Managing Projects

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

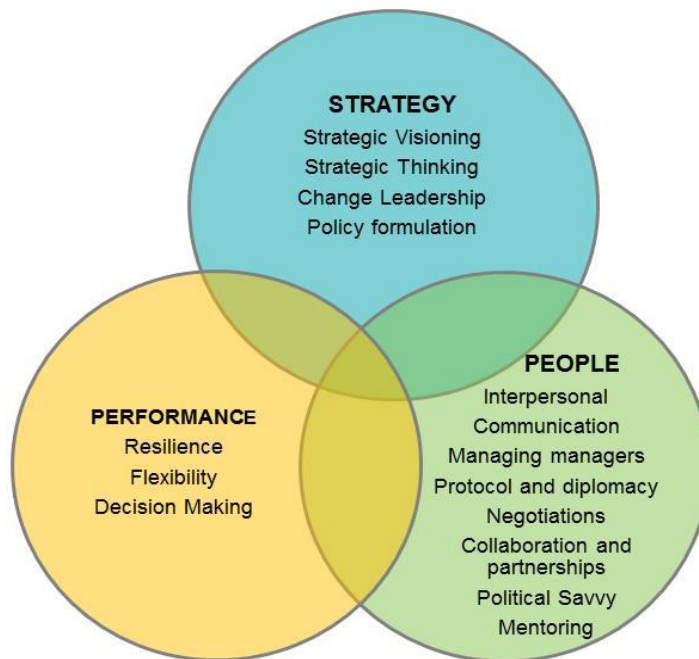
2.3.3.3 Managing Performance

- (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) Celebrates achievement of results
- (vi) Explores mechanisms to recognize and reward exemplary performance
- (vii) Makes appropriate decision on resources needed to accomplish a task
- (viii) Monitors progress against milestones and deadlines
- (ix) Regularly discusses performance and provides feedback
- (x) Coaches and mentors staff
- (xi) Encourages risk-taking
- (xii) Actively supports the development and career aspirations of staff
- (xiii) Appraises performance fairly
- (xiv) Consistently delivers expected results
- (xv) Consistently complies with quality standards and meets deadlines

2.4 Leadership Competencies

These are skills, behaviours and abilities required for effective performance of leadership roles in the Public Service. The framework outlines fifteen (15) leadership competencies which are grouped into three (3) clusters namely; strategy, people and performance as illustrated in Figure 4 below.

Figure 4: Leadership competencies clusters



2.4.1 Strategy

2.4.1.1 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
- (vii) leads and engages others in strategy formulation

2.4.1.2 Strategic Thinking

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

2.4.1.3 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
- (iv) Proactively identifies new initiatives in managing change

2.4.1.4 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

2.4.2 People

2.4.2.1 Interpersonal Skills

- (i) Works collaboratively with colleagues to achieve organisation goals
- (ii) Builds consensus for task purpose and gives direction to 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
- (vi) Builds team spirit and reconciles conflict
- (vii) Embraces diversity and inclusiveness
- (viii) Builds and maintain positive relationships
- (ix) Effectively communicates organization's strategies, goals and objectives
- (x) Involves others, listens and builds commitments
- (xi) Uses effective listening skills to gain clarification from others
- (xii) Expresses ideas clearly and concisely

- (xiii) Disseminates information about decisions, plans and activities
- (xiv) Appropriately adapts style and tone to accommodate a variety of audience

2.4.2.2 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

2.4.2.3 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
- (iv) Manages conflict and puts forward one's point of view without causing offence; and
- (v) Seeks to understand colleagues and what motivates them

2.4.2.4 Negotiations

- (i) Effectively presents own 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

2.4.2.5 Collaborations and Partnerships

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

2.4.2.6 Political Savviness

- (i) Identifies the internal and external politics that impacts the organization
- (ii) Negotiates political agenda skilfully
- (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 issues that need to be escalated to higher authorities and takes appropriate action
- (vii) Demonstrates sensitivity to surroundings and engages in appropriate conversation
- (viii) Perceives organizational and political sensitivities and acts accordingly
- (ix) Understands corporate priorities, cultural norms and unwritten rules in an organisation

2.4.2.7 Mentorship

- (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) Appreciates and rewards achievement and effort
- (vi) Involves others when making decision that affect them

2.4.3 Performance

2.4.3.1 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
- (v) Views failures and mistakes as an opportunity to learn

2.4.3.2 Flexibility

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

2.4.3.3 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
- (v) Takes responsibility for actions and decisions made

2.5 Recruitment and Career Progression within the Framework

This Framework will guide the attraction and retention of qualified and competent employees in the Public Service. This will require a standardized approach in the assessment and measurement of the competencies for such personnel. 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 human resource practices during recruitment and progression of employees in the service.

2.5.1 Service Entry Test

This test will be administered to all candidates joining the Service by the relevant authority. The authority shall adhere to the constitutional provisions on diversity, regional balance, and affirmative action.

2.5.2 Career Advancement Test

This test will be administered to all serving officers by the relevant authority as they move from one level to another.

CHAPTER THREE

INSTITUTIONAL FRAMEWORK

The following institutions will have the mandates listed below:

3.1 Service Commission/Boards/Authorities

The Service Commissions/Boards/Authorities to:

- (i) Oversight over competency development in line with their respective mandate;
- (ii) Use the competency framework in the management of human resource management;

3.2 The Ministry responsible for Public Service

The Ministry responsible for Public Service will be expected to:

- (i) Provide policy, leadership and direction on competence development in the Public Service;
- (ii) Liaise with the Service Commissions/Boards/Authorities in the implementation of the Framework;
- (iii) Provide technical support on competency development and assessment;
- (iv) Review norms and standards on competency development; and
- (v) Monitor, evaluate and report on competency development.

3.3 Ministries/Departments/Counties/Agencies

Ministries/Departments/Counties/Agencies to:

- (i) Implement the Competency Framework;
- (ii) Develop competencies for all cadres under their jurisdiction;
- (iii) Mobilize resources for competence development; and
- (iv) Monitor, evaluate and report on the status of implementation of Competency Framework to the respective Service Commission/Board/Authority.

CHAPTER FOUR

MONITORING, EVALUATION AND REPORTING

The implementation of this Framework will continuously be monitored, evaluated and an appropriate reporting made so as to ensure the intended objectives are achieved. Monitoring and Evaluation will ensure that challenges experienced are mitigated and necessary reviews undertaken to the Framework.

Below is a proposed template for monitoring, evaluation and reporting of the implementation of the framework:

Table 1: Monitoring and Evaluation reporting template

Category	Cluster	Competency	Remarks/Observations	Recommendations
Core Competencies	Strategy			
	People			
	Performance			
Technical Competencies	Strategy			
	People			
	Performance			
Managerial Competencies	Strategy			
	People			
	Performance			
Leadership Competencies	Strategy			
	People			
	Performance			
Values	National			
	Public Service			
	Organizational			

Below is a proposed template for competency development reporting:

Table 2: Competency development reporting template

Area of competency development	Cadre	Cumulative number of officers trained in the year	No. Of officers not yet trained in the year	Mode of training (indicate as appropriate)			Institution	Duration of programme
				Individualized/Group	Full time	Others (Specify)		



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