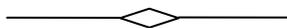




REPUBLIC OF KENYA



**PUBLIC SERVICE
COMPETENCY FRAMEWORK**

September 2011

**PUBLIC SERVICE
COMPETENCY FRAMEWORK**

FOREWORD

The Competency Framework (CF) has been developed within the context and mandate of the Ministry of State for Public Service to provide strategic leadership and policy direction in Public Service Human Resource Management and Development.

The framework aims at supporting the goal of the Government to institutionalise competence-based recruitment and Results Based Management (RBM) in the Service, entrench a performance culture and to develop good leadership, integrity, values, ethics and principles of an exemplary public service as envisaged in the Constitution of Kenya, 2010.

It further provides the Administrators of Schemes of Service and Authorised Officers guidelines for development and/identification of technical, core and general competencies. It enables them to identify the competencies that individuals should possess in order to acquire and retain a job. It also defines the adaptive qualities and behaviour required to cope with an increasingly changing work environment and technology.

The CF has been informed by the need to strengthen description of competencies exhibited by individual officers. It is further informed by the need to develop capacities necessary for achievement of national development priorities envisioned in *Kenya Vision 2030*. The CF also aligns the competencies to the new framework for the development of Schemes of Service and career progression guidelines.

In several ways, the CF shifts focus from the traditional perception of human resource development as just training for skills assembly to innovative ways in such areas as human resource planning, competency development, deployment and assessment against performance and results. The framework is flexible for customization and for addition of role specific competencies by public service agencies.

The framework, therefore, aims at guiding the Service in identifying, managing, developing and harnessing competencies required for the execution of mandates of Ministries/Departments and other Public Service agencies at both National and County levels.

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PERMANENT SECRETARY

MINISTRY OF STATE FOR PUBLIC SERVICE

Abbreviations and Acronyms

CF	-	Competency Framework
RBM	-	Results Based Management
SET	-	Service Entry Test
CAT	-	Career Advancement Test
PAS	-	Performance Appraisal System
GCN	-	Government Core Network
GCDF	-	General Competency Description Form
TCIF	-	Technical Competency Identification Form

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Introduction

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

In *Kenya Vision 2030*, the national development strategy, the country aims at creating a globally competitive and adaptive human resource base to meet the requirements of the Vision. The country recognizes that her main potential for economic growth and development lies in mobilizing competencies in her people.

Public servants are therefore required to demonstrate capacity to apply and utilize their core, technical and general competencies in delivering quality service to the citizenry.

Background

The Framework has been developed to provide guidelines on technical, core and general competencies and adaptive behaviour for use by Administrators of Schemes of Service/Authorised Officers in the Service. It further identifies the competencies that staff needs to acquire and retain a job and the kind of adaptive qualities and behaviour required to cope with changing work environment and technology.

Over time, the Service has laid more emphasis on qualifications while paying little attention to the competency demonstrated in job application. In addition, recruitment has 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. There is need to indicate expected competencies during recruitment, selection and placement of workers.

The CF relates to individual competencies or the sum of individual competencies that affect the ability to achieve set goals. 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 on flexibility, entrepreneurship and personal responsibility. Thus, officers are expected to be adaptive, innovative, creative, self-directed and self-motivated in the way they demonstrate competency in service delivery.

The CF is made up of technical, core and general competencies that are appropriate to all roles and responsibilities across the entire Service. It has been aligned to conform to the New Framework for the Development of Schemes of Service.

It is important to note that the values, skills and competencies contained in Performance Appraisal System (PAS) and the Kenya Vision 2030's have been taken into account in the development of this CF. These have a theme of developing citizen-centred Public Service whose focus is Results for Kenyans. This Framework has also considered the provisions of the Constitution of Kenya, 2010; of a public service that espouses good governance, leadership and integrity, national values, values and principles of public service, ethics and positive organisation values.

The CF is flexible for customization of competencies and addition of other appropriate competencies by Public Service organisations/agencies to be in tandem with their mandates, strategic plans and Kenya Vision 2030.

Rationale for the Framework

Since independence, recruitment, selection and promotion of staff in Kenya's Public Service has largely been based on academic/professional qualifications. This resulted to some staff rising to senior positions without competencies necessary for effective job performance and productivity. While giving guidelines on the development of technical competencies, this CF as well identifies core and general competencies that every public servant should have in order to be effective, productive and progress in their career. The CF will guide Public Service Institutions when developing career progression and performance management guidelines for their staff. This will ensure no staff moves from one job classification to another without the requisite competencies.

General objective of the CF

The overall objective of the Framework is to provide Administrators of the Schemes of Service/Authorized Officers, Supervisors - as line managers and the Recruiting Agencies sound guidelines that assist in the identification of a candidate's demonstrated capacity to apply technical, core and general competencies.

Specific Objectives

This framework will assist organisations and individual officers to meet specific objectives as outlined here below:

1. Identify competencies that are required for one to perform a job;
2. Determine Competencies that are required for career advancement; and
3. Provide a basis for identification of competency gaps for purposes of human resource planning and development activities in an organization.

Definition of Terms

a) Competency Framework

This is a Technical, Core and General Competency outline that describes a set of competency standards and makes the expected knowledge and capabilities of employees explicit. It applies to a complete collection of competencies and behavioural indicators related to performance of specific roles and responsibilities.

b) Service Entry Test

This is a test to be administered to officers joining Public Service organisations in any job classification and will comprise both oral interview and written/practical assessment.

c) Career Advancement Test

This is a test to be administered to serving Public Service officers transiting from one job classification to another and it will comprise both oral interview and written/practical assessment.

d) Pooled Recruitment

This is a centralised system of recruitment which entails submission of approval requests to respective public service recruitment agencies by Authorized Officers for establishment of posts in their respective institutions. This will enable the public service recruitment agencies to coordinate, schedule interviews and administer competency tests to ensure parity and recruitment of competent candidates.

e) Recruitment Authority

This is the approval granted by recruitment agencies at National and County levels allowing institutions falling under their jurisdiction to employ/fill established posts.

f) Competency

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

g) Competencies

These are the knowledge, skills, behaviour and personal attributes necessary to produce effective performance in a certain role/task.

h) Technical Competencies

Technical Competencies define the knowledge, skills and experience required to perform effectively in a job. These 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 roles (group of similar jobs) or individual roles (as role specific competencies).

i) Core Competencies

These are the skills, behaviour and work related attributes that are considered important for all staff in the Public Service regardless of their job grades or functions.

j) General Competencies

General Competencies are the motives, traits, cross-cutting operational skills and attributes that shape behaviour and reflect how one applies knowledge and skills in order to achieve results. They are broader in application and apply to different jobs

Structure of the Framework

This framework identifies and describes Technical, Core and General Competencies that a public officer must possess to be able to perform at certain levels in the Service.

A. Technical Competencies

The following guidelines will enable the Administrators of the Schemes of Service/Career progression guidelines to identify and facilitate development of Technical Competencies.

1. Development of Technical Competencies

In the development of Technical Competencies, Administrators of the Schemes of Service/Career Progression Guidelines will:

- a) Review job descriptions and specifications in relation to the functions. The job specifications should spell out the following areas which relate to technical competencies;
 - i. Academic level
 - ii. professional skills
 - iii. desired technical qualifications
 - iv. requisite or valid experience, achievement/performance

- v. required professional registration
 - vi. personal disposition, conduct/character
 - vii. nature of work environment (working conditions).
- b) clearly define the technical competencies required for career advancement from one job classification (band) or grade to another;
 - c) define technical competencies required for common establishment;
 - d) may co-opt subject matter experts to develop the draft syllabi;
 - e) jointly with the ministry responsible for public service develop syllabi for Service entry and Career Advancement tests;
 - f) conduct workload/workforce analysis in order to determine the available competencies and subsequently update the competency database for appropriate employee deployment and placement; and
 - g) undertake performance gap analysis to determine competency deficiency and areas where new competencies should be developed.

2. Technical Competency Description

The Technical Competency Description will adopt the following levels to gauge the required qualifications, experience, and factor professional affiliation and subscription to the organisation core values:

- a) Compulsory (**C**) = obligatory requirement since it is at the heart of performance at the organizational/individual level;
- b) Desirable (**D**) = valuable requirement since it also impacts on performance at the organizational/individual level;
- c) *Added Advantage* (**A**) = complementary requirement that may impact on performance at the organizational/individual level.

The Administrator of a Scheme of Service will describe the Technical Competencies as shown in the Technical Competency Description Form (TCDF) (**See Appendix I**).

B. Core Competencies

These are defined in the Performance Appraisal System (PAS) used in the public service. The core competencies are skills, behaviour and work related attributes that are considered important to all staff in the Public Service regardless of their grades or functions. (**See Appendix II**)

C. General Competencies

General Competencies are the motives, traits, cross-cutting operational skills and attributes that shape behaviour and reflect how one applies knowledge and skills in order to achieve results.

The General Competencies in the framework will specifically be used to:

- i. Identify general competencies expected of various job category in the service;
- ii. Describe behavioural attributes of each of the competence;
- iii. Develop assessment instruments/tools to be applied on new entrants into the Service or on promotion of serving officers;
- iv. Form a basis of determining why officers occupying similar position and working on similar duties in the organisation perform differently given similar environment and resources; and
- v. Trace an officer's competence in relation to work performance and results.

The General Competencies Description Form (GCDF) (**See Appendix III**) illustrates expected levels of general competency that an officer ought to demonstrate while performing duties in each job classification and will form part of the requirements in Schemes of Service/Career Progression Guidelines.

D. General Competencies overlaps and similarities in CF

The General Competencies:-

- i) overlaps in the job classifications are essential;
 - a) enable the new entrants into the Public Service to acquire, develop and demonstrate the competencies;
 - b) assist to correlate the supervisor's and appraisee's competence and performance; and
 - c) Where the responsibility and functions in a Scheme of Service overlaps.
- ii) are demonstrated at the same level of behaviour in different job classifications since they;
 - a) are directly linked to work ethics and code of conduct e.g. discipline, etiquette and grooming; time management;
 - b) relate to psychological preparedness of an officer (*usually a requirement in recruitment*) and are more qualitative in nature, e.g. coping with pressure of work and setbacks;

- c) are deemed very crucial for daily management of organisation resources and operations whether an officer is deployed at the national or county governments; and
- d) Facilitate direct working relationships with co-workers/teams and/or directly impact on the organisation internal and external clientele in the course of service delivery e.g. Team working and interpersonal relations; Client service support and public relations.

E. Convergence of the CF and PAS

It should be acknowledged that the competencies stipulated and rated in the PAS are expected to be possessed by every public servant irrespective of job classification and therefore the PAS instrument will continue to be used for employee performance appraisal. In the CF, the Managerial and Supervisory competencies are in the general competencies and must be possessed by officers depending on the job classification.

F. Recruitment and Career Progression within the Framework

In this framework emphasis will be laid on both entry into the Service and progression within Schemes of Service/Career Progression Guidelines while adhering to basic tenets of HR practices during recruitment, deployment and development of staff in the Service. In this regard, Pooled Recruitment, Service Entry Test (SET) and Career Advancement Test (CAT) will be used.

1. Pooled Recruitment

Annually, respective public service recruitment agencies will conduct Pooled Recruitment during the third and fourth quarter of a financial year. Recruitment Authority will be granted to Authorized Officers to allow public service institutions fill established posts.

2. Service Entry Test

This test will be administered to all candidates joining the Service. The test shall comprise both oral and written/practical test where written/practical test will account for seventy percent (70%) while oral test will attract thirty per cent (30%) of the overall score. The practical/written test shall be *one (1) paper* that will comprehensively assess all the aspects of work and the capacity of the candidate to demonstrate competency as may be prescribed. The tests will be conducted in public service institutions that meet quality standards, are accessible by most candidates, have appropriate facilities, and are accredited as exam/test centres by public service recruitment agencies.

Cadres offering administrative and management services will sit for *written tests* while *practical tests* will be administered to cadres that offer specialised professional services.

3. Career Advancement Test

An oral and written/practical test will be administered to officers being promoted from one job classification (band) to another while officers being promoted from one job group to another, within a band, will be assessed through oral interviews only. The criteria applied in SET will be used in the administration and grading of CAT for candidates transiting from one job classification to another.

G. Areas to be tested in SET and CAT

Areas on which a candidate may be assessed in oral interviews and written/practical tests may include but not limited to:

- i. Aptitude - a candidate may be assessed on relevant numerical reasoning; logical reasoning; verbal reasoning;
- ii. Technical, Core and General Competencies falling under the job classification specific to the posts being filled;
- iii. Computer aptitude – a candidate may be assessed on the awareness and appreciation of working with computers. This is aimed at supporting the e-government initiatives in service delivery and taking cognisance of investment the Government has made in establishing and equipping digital villages (*Pasha centres*) and Public Service institutions that are linked nationally to the Government Core Network (GCN); and
- iv. General experience, work attitude, outlook towards life, values and conduct or understanding of the work involved in the specific position for which one is being recruited /promoted.

It is important to note that standards should be maintained in the setting of technical and (any additional) general competencies. Emphasis should be placed on the demonstration of application of the competencies in task /roles to assure work performance and results by the candidate upon being recruited.

H. Institutional Framework for Implementing the CF

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

1. Public Service Recruitment Agencies

These agencies will be responsible for:

- a) Approval of technical, core and general competencies.
- b) Conducting oral interviews for officers joining the Service and those being promoted within a job classification (band) or to a higher one.
- c) Developing the syllabi for SET and CAT.
- d) Setting, administering and marking written and practical tests for both SET and CAT.

2. Ministry responsible for Public Service

The ministry responsible for public service will be expected to:

- a) Provide policy direction;
- b) review and update Competency Framework to incorporate emerging trends in the Public Service;
- c) provide technical support on competency development and assessment;
- d) review staffing norms to align them to Results Based Management approach with a view to facilitating competence-based recruitment;
- e) develop a framework for structured induction and orientation for newly recruited officers during the probationary period; and
- f) facilitate development of curriculum for identified competency gaps.

3. Authorised Officer/Administrator of Scheme of Service

The Authorized Officer/ Administrator of the Scheme of service will:

- a) Customise and align CF to the respective cadres and organization's mandates;
- b) liaise with the respective public service recruitment agencies and the ministry responsible for public service in the development of syllabi for Service Entry and Career Advancement tests;
- c) develop Technical Competencies for (various) cadres under their jurisdiction in consultation with respective public service recruitment agencies and the ministry responsible for public service;
- d) monitor, evaluate and report to the ministry responsible for public service on the status of implementation of CF;
- e) undertake competence development;

- f) implement CF;
- g) obtain authority for recruitment and/establishment of post(s) from respective public service recruitment agency by the second quarter of every financial year to facilitate pooled recruitment; and
- h) implement structured induction programmes.

4. Ministry of Finance

The Ministry will allocate funds for implementation of the Framework.

5. Public Service Training Institutions

Public service training institutions, accredited by public service recruitment agencies under whose jurisdiction they operate, will facilitate the administration of SET and CAT as well as train staff on the respective competencies.

I. Review and Feedback Mechanism

The ministry responsible for public service will oversee continuous monitoring and periodic evaluation of the implementation of the framework. This will be aligned to new changes in respective functional areas; technological change; and job re-designing among other national and international developmental goals affecting a particular cadre /job classification. The CF will be reviewed after every five (5) years.

Appendices

Appendix I: Technical Competency Identification Form (TCIF)

Technical Competencies are the specific knowledge, skills and experience required to be effective in a job

MINISTRY/DEPARTMENT/ AGENCY/COUNTY			
Division/Section			
Job Title			
Job Classification & Grade			
Responsible to/Supervised by/Reporting to:	<i>(Name & Designation)</i>		
Responsible for/Key Responsibilities:	<i>List major functions</i>		
Job Description			
1.			
2.			
3.			
Job Specification <i>(indicate whether knowledge/skill (qualification), experience is Compulsory (C), Desirable (D), or Added Advantage (A) in work performance and results)</i>			
Relevant Qualifications	C	D	A
1. Secondary education			
2. Professional/Technical certificate (e.g. KATC, Short-Hand, Craft, etc)			
3. Diploma			
4. Bachelors degree			
5. Masters degree/M. Phil			
6. PhD			
7. Other <i>(state)</i>			
Experience			
1. Relevant experience in the specific field			
2. Comparable experience in the Sector			
3. Experience of working with relevant specialised equipment, software/hardware			
4. Comprehensive knowledge of the work practices, processes and procedures relevant to the function			
5. Operating knowledge of service/systems/processes in own area that is required to provide first line advice and guidance, typically of a more technical/specialised nature, to customers/clients			
6. Experience of working independently and without close supervision			
7. Working knowledge of the activities of other functions of the Ministry relevant to the department			
8. Other <i>(state)</i>			

Public Service Values and Principles <i>(these are mandatory and candidates must undertake to abide by them)</i>	C	D	A
1. High standards of professional ethics	C		
2. efficient, effective and economic use of resources	C		
3. responsive, prompt, effective, impartial and equitable provision of services	C		
4. involvement of the people in the process of policy making	C		
5. accountability for administrative acts	C		
6. transparency and provision to the public of timely, accurate information	C		
Registration/Membership with a Professional body <i>(Indicate whether professional registration/membership is Compulsory (C), Desirable (D), or Added Advantage (A) in work performance and results)</i>	C	D	A
1. <i>(Specify the professional body)</i>			
2.			
3.			
4.			

Appendix II: Core Competencies

These are the skills, behaviour and work related attributes that are compulsory for all categories of officers in the Public Service.

1.	Name of competency	Description of Competency
2.	Customer/Citizen Focus	Identifies customers' needs and matches them to appropriate solutions; conforms to provisions of the respective organisation's Service Charter; keeps customer informed on progress or setbacks in service delivery; meets timelines for delivery of services to the customer.
3.	Professionalism	Demonstrates professional competence and mastery of subject matter; shows pride in work and achievements; is conscientious and efficient in meeting commitments, observing deadlines and achieving results; is motivated by professional rather than personal concerns; shows persistence when faced with difficult problems or challenges.
4.	Technical Competency	Command and use of relevant technical and job related knowledge and skills; possession of the relevant technical knowledge and skills and the ability to use or apply them.
5.	Communication	Speaks and writes effectively; listens to others, correctly interprets messages from others and responds appropriately; engages in two-way communication; tailors language, tone, style and format to match the audience; demonstrates openness in sharing information and keeping people informed.
6.	Teamwork	Works collaboratively with colleagues to achieve organizational goals; solicits inputs by genuinely valuing others' ideas and expertise; willingness to learn from others; places team agenda before personal agenda; builds consensus for tasks purpose and direction with team members; supports and acts in accordance with final group decisions even when such decisions may not entirely reflect own position; shares credit for team accomplishments and accepts joint responsibility for team shortcomings.
7.	Time Management	Ability to work on schedule and meet deadlines.
8.	Continuous learning and performance improvement	Continuously seeks to develop themselves professionally; shows willingness to learn from others.

Appendix III: General Competencies Description Form (GCDF)

General Competencies are the motives, traits, cross-cutting operational skills and attributes that shape behaviour and reflect how one applies knowledge and skills in order to achieve results.

Job Classification and New Grades	Competencies required in each cadre within job classification	Competency description
Top Management Staff (TMS) [New Grades = CSG 4 – CSG 1] or Job Groups S - V	Political Savvy	Demonstrates an understanding of the interrelationships, roles and responsibilities of the organization; develops and maintains professional relationships; uses knowledge of the organizational culture in making decisions and perceives the impact and implications of such decisions; identifies when issues need to be escalated to higher authorities and effectively alerts appropriate officials; demonstrates sensitivity to surroundings and acts accordingly in conversations; perceives organizational and political sensitivities and acts accordingly; understands the political environment, management priorities, staff roles and responsibilities, and grasps external factors impacting the organization; ensures positive outcomes and mission achievement; understands corporate priorities, cultural norms and unwritten rules for success; and understands different people’s attitudes about power and politics and adapts personal approaches for optimal influence.
	Visioning	Has the ability to anticipate possible future events and developments; sets a clear direction for a group and spearheads attainment of the vision as both a shepherd and steward; enlists the aid and support of others in the accomplishment of a common task due to his/her character, commitment and chemistry (charisma); able to inspire and empower individuals to give their best to achieve a desired result and maintain effective relationships with individuals and the team as a whole; ensures that the team is equipped to achieve objectives set according to the overall organisation need; leads and engages others as a developer in strategy execution and innovation to hold sway in organisation success; handles public affairs and strategy; spearheads transformational programmes such as laying clear leadership structures and systems as a priority; avoids over-management and under-leading by embracing co-leadership with others for succession planning; and takes advice or criticism as an opportunity and learning points.

Policy Development	Demonstrates thorough knowledge and understanding of issues pertaining to the specific area of policy; plays a lead role in identifying the need for new or improved policies and either develops the policies or oversees their development; is able to incorporate new thinking in policy development and implementation; and has the capacity to analyse stakeholders and options, design responses and advice on policy issues.
Analytical, Problem Solving and Decision Making	Considers the information that is available, identifies options and makes timely decisions; analyses situations, diagnoses problems and identifies the key issues; establishes and evaluates alternative courses of action and produces a logical, practical and acceptable solution; applies specialist and detailed technical expertise and uses technology to achieve work objectives and solve problems; takes responsibility for actions, projects and people; takes initiative and works under own direction; initiates and generates activities and introduces changes into work processes; and makes quick, clear and appropriate decisions which may include tough choices or considered risks.
Performance Management	Develops and implements strategic plans, work plans and performance contracts; understands performance culture; delegates the appropriate responsibility, accountability and decision-making authority; makes sure that roles, responsibilities and reporting lines are clear to each staff member; regularly discusses performance and provides feedback; passes along credit and compliments everyone who makes a contribution to the achievement of results; accurately judges the amount of time and resources needed to accomplish a task and matches task to skills; and provides /explores mechanism to recognise and reward exemplary performance.
Influencing, Persuasion and Negotiation	Makes effective use of socio-political processes to influence and persuade others to create acceptance and support for ideas; promotes ideas on behalf of oneself or others; makes a strong personal impact on others; speaks well of co-workers and always points out their accomplishments to any interested party; takes care to manage one's impression on others; and gains clear agreement and commitment from others by persuading, convincing and negotiating.
Human Resource Management and Development	Understands human resources strategy, policies, guidelines and operational manuals and is ready to implement them; motivates and empowers others; recruits staff of a high calibre; provides staff with development opportunities; sets appropriate standards of performance behaviour; coaches and mentors staff; supports creativity and innovation; and espouses the basic tenets of knowledge management; institutionalizes succession management by developing an organisation

		talent portfolio to ensure a seamless transition to help next generation of protégé measure up to the service, and for service continuity by identifying officers who will work well within existing corporate culture and extrapolate success; and develops talent feedback programmes by tracking and developing talents as an organisation-wide strategy.
	Adhering to Organisation Principles, Values and Diversity	Upholds ethics, values and code of conduct; demonstrates integrity; promotes and defends diversity and equal opportunities; and builds diverse teams; demonstrates awareness of developments in the organisation structure and politics; does not abuse power or authority; and recognises strength, uniqueness and differences in gender and diversity and takes measures to harness it.
	Resource Management	Demonstrates financial and non-financial resource awareness; controls and costs and think in terms of added value; uses best efforts to prevent any prejudice to the financial interests of the organisation; ensures that all applicable procedures are followed in the acquisition or disposal of property and that adequate arrangement is made for the custody, safeguarding and maintenance of property; and organises and oversees work processes to achieve quality results within budgetary provisions.
	Protocol and Diplomacy	Upholds the etiquette and courtesy rules of diplomacy and affairs of office; conducts negotiations and resolves issues through peaceful means between representatives of groups and gets them to listen; is able to handle conflict situations or put forward one's point of view without causing offence; sees both sides and gets to know colleagues and understands what motivates them; is aware of the local (office informal) customs on reciprocity such as specific nomenclature for dressing during functions; and keeps the language gender neutral in both verbal and written communication.
	Use of ICT	Provides leadership in mainstreaming Information Communications Technology (ICT) in work place operations.
	Risk Management	Anticipates and minimises the possibility of losses due to occurrence of risk.
Professional Management and Administrative Staff (PMAS) [New Grades = CSG 6– CSG 5] or Job Groups P – R	Strategic Leadership	Spearheads transformational programmes such as laying clear leadership structures and systems as a priority; avoids over-management and under-leading by embracing co-leadership with others for succession planning; takes advice or criticism as opportunity and learning points; leads and engages others in strategy execution and innovation to hold sway in organisation success; promotes a trusting and empathetic environment and equality of opportunity; and employs an individual and supportive approach when dealing with staff issues and problems to ensure that the team achieves strategic objectives.

Adhering to Organisation Principles, Values and Diversity	Upholds ethics, values and code of conduct; demonstrates integrity; promotes and defends diversity and equal opportunities; builds diverse teams; encourages organisational and individual responsibility towards the community and the environment; and demonstrates awareness of developments in the organisation structure and politics.
Performance Management	Develops and implements strategic plans, work plans and performance contracts; understands performance culture; regularly discusses performance and provides feedback; and accurately judges the amount of time and resources needed to accomplish a task and matches task to skills.
Influencing, Persuasion and Negotiation	Relates well with peers, subordinates and third parties; operates effectively as a member of a negotiation team and contributes to the achievement of favourable results; researches on the subject matter, then prepares and presents convincing arguments; and views conflict as a learning process.
Continuous Improvement and Strategic Thinking	Continually looks to improve own skills, knowledge and the way of work; develops job knowledge and expertise (theoretical and practical) through continual professional development; demonstrates understanding of different departments in the organisation and functions; and takes account of a wide range of issues across, and related to the organisation.
HR Management and Development	Implements human resource policies, plans and guidelines with ease; makes use of Training Needs Assessment (TNA) reports to effectively develop staff; correctly interprets and implements human resource management procedures and regulations to reward /sanction staff; and effectively uses the human resource databases/systems.
Project Planning and Management	Has in-depth understanding of the project management cycle; scans the business/service environment for intelligence; recognises opportunities in the environment; and diagnoses the threats that the organisation would face to develop appropriate interventions and quality assurance systems that guarantee expected results.
Resources Management	Has sufficient skills to successfully manage financial and non-financial aspects of own area of work for instance budgeting and budgetary control; performs low level financial and non-financial management/accounting tasks; knows when to seek technical support from experts; and operates in compliance to regulations and rules regarding management of resources.
Protocol and Diplomacy	Enthusiastic to develop protocol and diplomacy and needs exposure to work environment where these skills are developed; aware of the local (office informal) customs on reciprocity such as specific nomenclature/code for dressing during functions; and keeps language

		gender neutral in both verbal and written communication.
	Analytical Problem Solving and Decision Making	Demonstrates expertise in analytical problem solving and decision making; considers the information that is available, identifies options and makes timely decisions; analyses situations, diagnoses problems and identifies the key issues; establishes and evaluates alternative courses of action and produces a logical, practical and acceptable solution; applies specialist and detailed technical expertise and uses technology to achieve work objectives and solve problems. takes responsibility for actions, projects and people; takes initiative and works under own direction; initiates and generates activities and introduces changes into work processes; and makes quick, clear and appropriate decisions which may include tough choices or considered risks.
	Creativity and Innovation	Identifies issues and takes a proactive approach to deal with them; seeks ways to provide added value; has the ability to initiate new ideas, approaches or insights; creates innovative products/service or designs; produces a range of solutions to problems and new ways of doing things; actively seeks to improve programmes, and thinks outside the box; formulates distinctive strategies emphasising high levels of creative thinking; and emphasizes on being prepared for stumbling blocks to innovation by developing an implementation plan.
	Teamwork and Interpersonal Relations	Works collaboratively with colleagues to achieve organisation goals; builds consensus for task purpose and direction among team members; shows empathy; listens, supports and cares for others; consults others and shares information and experience with them; builds team spirit and reconciles conflict; adapts to the team and jointly celebrates results; has proven interpersonal skills, and an ability to work in a multi-cultural and multi-ethnic environment with sensitivity and respect for diversity; takes responsibility to build and maintain positive relationships; and values the opinion of others.
	Use of ICT	Takes an active role in introduction and application of ICT at the work place.
	Risk Management	Takes an active role in anticipating and minimising the possibility of loss due to occurrence of risk; provides objective assurance, accountability and audit reports on the effectiveness of risk management programmes; exults in testing and celebrates calculated and workable risky ventures/innovations for higher rewards; and generates ideas through management and action planning.
Middle Management Staff (MMS) [New Grades =	Leadership	Provides leadership to teams by using special proficiency or expertise to perform particular tasks and work with others; plays decisional roles as an entrepreneur, disturbance handler, resource allocator and negotiator; pursues continuous learning to upgrade skills in order to

CSG 10 – CSG 7] or Job Groups J - N		cope with changing trends; adapts and works effectively in different situations, in order to carry out a variety of tasks and remains calm and focused in the face of change; empowers others by delegating duties with authority but retains accountability over results achieved; familiar with legal procedures and regulations applicable in the workplace; and coaches and mentors other staff.
	Communication and Report Writing	Prepares periodical reports, in own area of work, including basic analytical work for presentation to superiors; demonstrates openness in sharing information and keeping people informed; makes quality briefs to peers or bosses; understands the classification of official correspondence and information; and requires minimal input from supervisor.
	Project Planning and Management	Interprets the business plan in terms of own area of work; is able to deliver work outputs that link directly with the plans and to organize work so as to ensure that the plan is delivered; and effectively manages records as a resource.
	Analytical Problem Solving and Decision Making	Assesses and interprets information in order to identify issues or problems and makes routine decisions; and demonstrates an understanding of how one issue may be a part of a much larger system.
	Training and Development	Identifies staff performance gaps and recommends appropriate training programmes; coaches and mentors staff to raise their level of competence; offers guidance to enable them take up more challenging assignments and responsibilities.
	Teamwork and Interpersonal Relations	Respects and co-operates with others to execute assignments; supports team decisions even when such may not reflect own position; is sensitive to diversity in the workplace; and relates well with peers, subordinates and third parties.
	Creativity and Innovation	Initiates new ideas, approaches, or insights; and creates innovative products or designs.
	Risk Management	Provides objective assurance, accountability, monitors and audits reports on the effectiveness of risk management programmes; and generates a range of solutions to mitigate the problems by mobilising resources.
	Use of ICT	Uses computers and telecommunications to gather, analyse, retrieve, store and transmit information; is conversant with ICT hardware and software and can apply them to perform expected tasks.
	Continuous Improvement and Strategic Thinking	Continually looks to improve own skills, knowledge and the way of work; develops job knowledge and expertise (theoretical and practical) through continual professional development; demonstrates

		understanding of different departments and functions in the organisation; and takes account of a wide range of issues across, and related to the organisation.
	Resources Management	Conversant with government financial and procurement processes, procedures and regulations; endorses the issuance of goods, works and services received notes; implements and accounts for the Authority to Incur Expenditure (AIE), Appropriation in Aid (A-in-A) and imprest; prepares any reports required for submission to the procurement unit, the procurement committee, the tender committee, head of procuring entity or the accounting officer; and organises and oversees work processes to implement projects/tasks within budgetary provisions.
	Management and Adaptation to Change	Uses special proficiency or expertise to perform particular tasks and work with others; plays decisional roles as an entrepreneur, disturbance handler, resource allocator and negotiator; pursues continuous learning to upgrade skills in order to cope with changing trends; adapts and works effectively in different situations, in order to carry out a variety of tasks and remains calm and focused in the face of change; empowers others by delegating duties with authority but retains accountability over results achieved; familiar with legal procedures and regulations applicable in the workplace; and coaches and mentors other members of staff.
	Coping with Pressure and Setbacks	Maintains a positive outlook at work; works productively in a pressurised environment; keeps emotions under control during difficult situations; handles criticism well and learns from it; balances the demands of a work life and a personal/family life; becomes more organised and concentrates more in ambiguous tasks; does more in less time; generates practical and alternative ideas/options to alleviate crises; neglects unimportant things; and views pressure as a challenge and opportunity for accomplishment and achievement.
Operation Staff (OS) [New Grades = CSG 12 – CSG 11] or Job Groups G-H	Management and Adaptation to Change	Gets activities completed efficiently and effectively with and through other people; plays informational roles as a monitor, spokesperson and disseminator; enhances career development through training and personal development; familiar with legal procedures and regulations applicable in the workplace; delegates work and demands constant accountability; helps the workers to perform tasks and solve problems; and coaches and counsels others for improved performance.
	Use of ICT	Appreciates ICT and is enthusiastic to apply the skill and may require assistance to apply it in a busy work environment.
	Client Service Support and Public	Cherishes the feeling that a product or service has met customer's expectations; exhibits professionalism, friendliness and expertise in handling client; matches service to customer needs; efficient and

Relations	reliable in fulfilling orders/serving client by meeting timelines; keeps customers informed on progress or setbacks in service delivery; and has good articulation, warm face and voice.
Coping with Pressure and Setbacks	Calm, composed and ready for challenging work environment; and assists co-workers to adapt and cope with ambiguity.
Time Management	Breaks indecision and procrastination habits; uses technology to help manage time; prioritizes and chooses activities to balance life and work; and schedules and focuses on results with less stress.
Discipline, Etiquette and Personal Grooming	Respects authority, follows procedures and policies; keeps to schedules, arrives punctually for work and meetings; demonstrates commitment to the organisation and dutifully complies with legal obligations/codes and safety requirements of the role; upholds manners like the golden rule of social behaviour in the organisation; is courteous; observes etiquette to keep peace and gets along with colleagues; demonstrates care about personal appearance; communicates to clients and co-workers that they are important; pays close attention to business/service details; projects a professional look; pays attention to personal grooming and appropriate attitude; and apologizes whenever one must interrupt a conversation, meeting, or someone's concentration on a task.
Disaster Management (Emergency Skills)	Understands preliminary and basic recovery, mitigation, preparedness and response drills to avoid or ameliorate the impact of disasters resulting from the hazards/accidents at workplace; understands the procedural prevention techniques that relate to activities performed on a day-to-day basis such as ensuring security of colleagues and no access to offices without clearance; and is equipped with physical prevention and preparedness techniques such as use of first-aid-kit and other facilities/survival skills and tool-kits.
Communication and Report Writing	Demonstrates an understanding of the views of others and responds in a realistic and practical manner using appropriate language and method for each situation; conveys and receives information effectively and builds positive working relationships; has proven communication skills (both oral and written) including ability to prepare quality reports, briefs, proposals, minutes, and memoranda; takes instructions; and makes quality presentations; articulates options concisely.
Planning, Organising and Delivery of Work	Plans and organises work to meet individual, team and departmental/unit objectives whilst achieving quality and value for money; sets clearly defined objectives and standards; plans activities and projects well in advance and takes account of possible changing circumstances; identifies and organizes resources needed to accomplish tasks; manages time frames/deadlines effectively; monitors

		performance against deadlines, specifications and milestones; and can translate work plans into clear action plans and measurable outputs.
Support Staff (SS) [New Grades = CSG14 – CSG13] or Job Groups A - F	Client Service Support and Public Relations	Clearly understands the services offered by the organisation; seeks to maintain the organisation image and reputation while dealing with clientele and co-workers; poises well and demonstrates patience with diverse clientele; is articulate; has warm face and voice; and conforms to provisions of the organization’s service charter.
	Discipline, Etiquette and Personal Grooming	Respects authority, follows procedures and policies; keeps to schedules, arrives punctually for work and meetings; demonstrates commitment to the organisation and dutifully complies with legal obligations/codes and safety requirements of the role; upholds manners like the golden rule of social behaviour in the organisation; is courteous; observes etiquette to keep peace and gets along with colleagues; demonstrates care about personal appearance; communicates to clients and co-workers that they are important; pays close attention to business/service details; projects a professional look; pays attention to personal grooming and appropriate attitude; and apologizes whenever one must interrupt a conversation, meeting, or someone’s concentration on a task.
	Disaster Management (Emergency Skills)	Understands preliminary and basic recovery, mitigation, preparedness and response drills to avoid or ameliorate the impact of disasters resulting from the hazards/accidents at workplace; understands the procedural prevention techniques that relate to activities performed on a day-to-day basis such as ensuring security of colleagues and no access to offices without clearance; and is equipped with physical prevention and preparedness techniques such as use of first-aid-kit and other facilities/survival skills and tool-kits.
	Communication and Report Writing	Communicates orally in official language; and drafts simple memos and letters under guidance.
	Time Management	Keeps a calendar or daily planner to stay on task and is self-disciplined to follow it; brings workload under control; and breaks indecision and procrastination habits.

OUR CONTACT

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