



REPUBLIC OF KENYA

**FRAMEWORK
FOR
DEVELOPMENT OF CAREER PROGRESSION
GUIDELINES
IN THE CIVIL SERVICE**

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ISSUED BY THE PUBLIC SERVICE COMMISSION

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Foreword

A Career Progression Guideline is an important human resource management tool that facilitates recruitment, retention, development, training and promotion on the basis of merit, competence and ability.

Over the years, career management has been carried out through Schemes of Service which contained Grading Structures as designed for the Civil Service. It is worth noting that since 1970/71 when the Ndegwa Commission created thirteen (13) Job Groups, ranging from Job Group 'A' to Job Group 'Q', career management has undergone various adjustments to fit in the rapid changes of modern management.

However, the grading structure in the Civil Service has continued to be elongated to facilitate the upward mobility of officers. This is clearly reflected in the current grading structure in the Civil Service which ranges from Job Group 'A' to 'V'. The above scenario has resulted in challenges of career progression in the Civil Service. The new Framework, therefore, seeks to condense the grading structure to enable officers progress in their career paths with ease.

It is envisaged that effective implementation of the new Framework for Development of Career Progression Guidelines will usher in a new dawn for the Civil Service. Officers will not only be empowered but also motivated and facilitated to contribute effectively in the transformation of this country into a world class competitive and prosperous nation. This is in tandem with the aspirations of Government policies to deliver effective services to the citizens of this country.

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

I therefore urge all involved stakeholders to ensure effective implementation of this policy document.

Prof. Margaret Kobia,
Chairperson,
Public Service Commission

Preface

The need to have an effective framework for development of Career Progression Guidelines in the Civil Service cannot be overemphasized. For Ministries/Departments to realize their respective strategic plans, mandates and objectives, Career Progression Guidelines that ensure specific qualifications, skills and competences for cadres are necessary.

Previously schemes of service have been used to manage careers in the service, and it has been observed that they have various shortcomings. They are inflexible in terms of requirements and are structured on the basis of an elongated grading structure which makes job descriptions and specifications unclear. The schemes also lack clear linkage between an officer's performance and his/her career advancement. In addition, the review of these schemes is done on an *ad hoc* basis.

The strategies outlined in the Framework aim at addressing these weaknesses. In addition, the Framework provides for Key Result Areas (KRAs) for each cadre in order to facilitate accurate measurement of performance. It also reduces the current tall hierarchal structure from the current twenty-one (21) to fourteen (14) grades.

Some of the main challenges facing the Civil Service have to do with attraction, motivation and retention of a competent, self driven and qualified workforce. The Framework therefore, seeks to address such challenges, among others, by providing linkages to the Ministerial Strategic Plans, Performance Contracting arrangement and Performance Appraisal System.

In addition, it provides generic job descriptions and specifications which are varied to suit the nature of jobs in the Civil Service in the given classifications. Further, it indicates the personal qualities and core competencies required for each job classification.

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

ALICE A OTWALA (MRS), CBS
SECRETARY/CHIEF EXECUTIVE

PUBLIC SERVICE COMMISSION
LIST OF ACRONYMS

BA	Bachelor of Arts
B.Arc.	Bachelor of Architecture
BDS	Bachelor of Dental Surgery
CSG	Civil Service Grade
CBS	Chief of the Burning Spear
EGH	Elder of Golden Heart
GTI	Government Training Institute
HOPS	Head of Public Service
HRA	Human Resource Audit
HRD	Human Resource Development
HRM	Human Resource Management
HRO	Human Resource Officer
HRP	Human Resource Planning
IPPD	Integrated Personnel and Payroll Database
JD	Job Description
JG	Job Group
JS	Job Specification
KIA	Kenya Institute of Administration
KRA	Key Result Area
MB,CHB	Bachelor of Medicine and Surgery
MCS	Management Consultancy Services
MLS	Middle Level Staff
MSPS	Ministry of State for Public Service
MTEF	Medium Term Expenditure Framework
MTC	Ministerial Training Committee
OS	Operations Staff
PMA	Professional Management and Administrative Staff
PAS	Performance Appraisal System
PHD	Doctor of Philosophy
PIP	Performance Improvement Programme
PMAS	Professional Management and Administrative Staff
PSCK	Public Service Commission of Kenya
TMS	Top Management Staff
TOR	Terms of Reference
TNA	Training Needs Assessment
SS	Support Staff

1.0 INTRODUCTION AND BACKGROUND

1.1 Introduction

A career progression guideline is a human resource management instrument that is designed to provide career management in the public service. The guideline fundamentally embodies the career and grading structure, duties and responsibilities, qualifications, and experience required for the various levels within the grading structure. It informs an employee what is expected of him/her by the employer and what he/she should expect from the employer in return for effective performance, efficiency and productivity.

Further, it is a guide on the competencies required at each level that inform recruitment, promotion, training and development and performance management.

Recruitment and upward mobility of staff in the civil service is dependent on the grading structure which has over the years been elongated and ranges from Job Groups 'A' to 'V'. This situation has resulted in challenges of career progression in the civil service. Further, the new constitutional dispensation has created two levels of government and reduced the scope of work previously handled through a centralized system of government. These guidelines, therefore, seek to introduce a competency framework to support the de-centralized system of managing staff; and to collapse the grading structure and align it to the existing salary bands.

The Framework provides a link between an officer's performance and career advancement, adopts the Banding System Pay Structure and provides generic competencies by job classification.

1.2 Limitations in the Current System

Career management in the Civil Service is currently guided by Schemes of Service. Each cadre has its own Scheme of Service which guides the career advancement of staff. It contains a broad description of the function of the cadre; grading structure; duties and responsibilities; professional and academic qualifications; experience required for the various levels within the grading structure; and responsibility for administration of the Scheme.

The limitations of the current Schemes of Service include:

- (i) inflexibility in terms of requirements with over-emphasis on basic academic and professional qualifications with little regard to performance;
- (ii) an elongated grading structure which creates ambiguity in job descriptions and specifications;

- (iii) The requirement of three (3) years' experience within the elongated structure makes it difficult for an officer to climb within the career path to the highest terminal grade within a reasonable period in the Service;
- (iv) No clear linkage between an officer's performance and his/her career advancement;
- (v) *ad hoc* revision of Schemes of Service.
- (vi) Lack of a mechanism for monitoring the implementation of the schemes of service;
- (vii) Too many cadres, with some performing related job functions. This leads to a multiplicity of schemes of service with similar job functions, duties and responsibilities.

As a result of the above shortcomings, the Civil Service has for long been faced with challenges of attracting, motivating and retaining a competent, self driven and qualified workforce.

2.0 The Framework for Development of Career Guidelines

2.1 Rationale for a new framework

In order to objectively measure and account for the performance of civil servants at various levels, it has become necessary to review the current approach in developing and managing careers. Career progression guidelines will provide linkages to the Performance Management Systems; and norms and standards in career management.

The progression guidelines will also provide for job descriptions and specifications which are varied to suit the nature of jobs in the civil service offer a mechanism for dealing with under performance and lack of motivation by ensuring that officers can still progress within the band without necessarily moving to the next grade.

The new Framework will therefore, ensure development of clear, consistent and simplified job descriptions that accurately reflect the work to be performed at various levels and grades in conformity with modern classification standards, that are flexible enough to adapt to a changing work environment.

Further, it will provide a competency framework which will contain behavioural attributes required at each job classification. The inclusion of these attributes will assist in entrenching the values and principles of public service.

2.2 Expected benefits of the new Framework

The Framework on development of Career Guidelines will facilitate:-

- (i) evaluation of work effectiveness;
- (ii) simplification of job classification;
- (iii) reflection of labour market realities;
- (iv) alignment of work to performance management and pay policy initiatives;
- (v) career development as well as upward and horizontal mobility; and
- (vi) Mechanism for monitoring and evaluating career progression

2.3 Features of Career Progression Guidelines

(a) Linkages with other HR Processes

To address the weaknesses in the Schemes of Service as expounded earlier, the new Framework provides guidelines on the development of Career Guidelines taking into account the following initiatives:-

- (i) Providing linkage between the organizational Strategic Plans, Performance Contract and Staff Performance Appraisal System (SPAS) in order to enhance evaluation of performance.
- (ii) Providing for flexibility in development of job descriptions and specifications at the time of preparing indents, advertisements, selection, recruitment and placement.
- (iii) Instilling transparency and accountability and the Public Service core values in the delivery of service.
- (iv) Incorporating Human Resource Planning principles to address career progression and succession management.
- (v) Linking Training and Capacity Building to performance and Job deliverables.
- (vi) Reducing the number of levels in the grading structure to fourteen (14) grades and aligning of the same to the Salary Bands as spelt out in the Pay Policy;
- (vii) Introducing of Continuous Competence Development programs to assist staff match the demands of the changing service delivery environment;
- (viii) Inbuilding job-related talents and vocational skills in advertisements (indents), alongside academic and professional qualifications.
- (ix) Establishing linkages between training providers, professional/registration bodies and relevant Ministries/Departments in deriving the minimum qualifications to be included in the career progression guidelines for purposes of advancement.

(b) Grading Structure

The grading structure has been collapsed to fourteen (14) levels and provides for five distinct job classifications. Further, a Job Evaluation exercise will be undertaken in the Civil Service to validate the grading structure.

(c) Job Descriptions and Specifications

A Job Analysis will be carried out whenever career guidelines are being developed/revised in order to come up with job descriptions and specific tasks and competencies and skills required to enable Ministries/Departments to execute their mandates.

Job descriptions and specifications will be varied in accordance to the prevailing circumstances and the nature of the job at the time of advertisement. They will take into account the core competencies and skills required for a particular job, e.g. Financial Management, Policy Making, Leadership, and People Management.

(d) Generic Features to be included in the Career Guidelines

The following features will be reflected in each Career Guideline under the New Framework:-

- (i) Aims and objectives
- (ii) Core functions of the Ministry/Department
- (iii) Core and technical competencies
- (iv) Banding and grading structure
- (v) Job descriptions and specifications
- (vi) Recognized academic and professional qualifications
- (vii) Administration of the Career Guidelines
- (viii) Entry and terminal grades
- (xi) Advancement to higher grades

(e) Banding System and New Job Classification

The Framework embodies fourteen (14) new grades in the Civil Service which are stratified (grouped) into five (5) Job Classifications representing broad distinctive categories of staff in which the main features of their roles share similar characteristics. Each of the above five (5) classifications will have:

- (i) Distinct job characteristics or functional areas. There will be minimum educational requirements for entry into various grades.
- (ii) A number of job grades which demonstrate career paths for staff and provide an efficient means of matching jobs to their appropriate grades.
- (iii) Clear job descriptions and specifications entailing:
 - key responsibilities;
 - outputs required; and
 - Knowledge, competencies, values, qualifications, skills and experience required for the job.

(f) Job Classification and Grading structure

The following will be the new Job Classification and Grading Structure under the framework:

Table2. 1: New Job Classifications and Grading Structure

No	New Job Classifications	Current Job Group	Current Band	New Grade
1	Top Management Staff (TM)	V	A ₁	CSG ₁
		U	A ₂	CSG ₂
		T	A ₂	CSG ₃
		S	B ₁	CSG ₄
2	Professional ,Management, and Administrative Staff (PMA)	Q-R	B ₁	CSG ₅
		P	B ₁	CSG ₆
3	Middle Level Staff (MLS)	M-N	B ₂	CSG ₇
		L	B ₂	CSG ₈
		K	B ₂	CSG ₉
		J	C	CSG ₁₀
4	Operations Staff (OS)	H	C	CSG ₁₁
		G	C	CSG ₁₂
5	Service Staff (SS)	E-F	D	CSG ₁₃
		A-B-C-D	D	CSG ₁₄

Notes:

- (i) *Some of the current Job Groups have been merged and collapsed to form new grades as follows: - CSG₃ (T), CSG₅ (Q-R), CSG₇ (M-N), CSG₁₃ (E-F) and CSG₁₄ (A-B-C-D). The Public Service Commission and Ministry of State for Public Service in conjunction with the Treasury and Salaries and remuneration Commission will develop salary structures and adjust salary*

points to conform to the new grading structure. The salary matrix will form an annex to this framework and will be reviewed periodically.

- (ii) Academic/professional qualifications, key responsibilities, core skills, and core competencies will be in-built in the job descriptions and specifications.*
- (iii) Promotion for officers who have fulfilled the minimum three (3) years prerequisite requirement for advancement to a higher grade will be dependent upon mastery and effective performance of the job.*
- (iv) An officer who fulfils the minimum requisite qualifications for promotion to the next higher grades but has not performed as per the agreed performance targets will work with the first and second supervisor on a work performance improvement programme with a view to bridge the gap. However, necessary measures will be put in place to ensure that the officer registers sufficient improvement.*
- (v) Where officers are in a grade but do not possess the minimum requirements for the grade, they will hold such grades personal to themselves*
- (vi) Competency tests will be administered at three levels i.e. CSG10/9/8 (Entry levels); CSG7; CSG5.*

(g) Objectives of the New Job Classifications

The objectives of the new job classifications are to:

- (i) Provide an efficient means for matching individual posts to levels of responsibility.
- (ii) Help articulate career advancement and development paths.
- (iii) Be used in performance and development reviews, in considering any training needs and when developing job descriptions and specifications
- (iv) Provide levels for competency testing

(h) Entry and Terminal Levels for Various Qualifications

The Career Guidelines will indicate the entry and terminal levels for appointment of holders of Academic/Professional Degrees, Diplomas and Certificates in the civil service as shown below:-

Table 2.2: Entry and Terminal Levels for Various Qualifications

	Qualification from a Recognised and accredited Institution	Current Entry Grade	New Entry Grade	New Terminal Level
1.	Certificates: Primary School Certificate with Vocational apprenticeship Secondary School Education	A/B	CSG ₁₄	CSG ₁₃
	Secondary School Certificate Mean Grade D- or D(Plain) or its equivalent with Vocational Training	C/D	CSG ₁₄	CSG ₁₂
	Secondary School Certificate mean grade C- or Secondary School Certificate (D+) with vocational Training/Trade Test Certificate (Final)	E/F	CSG ₁₃	CSG ₁₁
2.	Relevant Certificate in the functional area plus Secondary School Certificate (C-)	G	CSG ₁₂	CSG ₉
3.	Diploma (includes Higher Diplomas)	H	CSG ₁₁	CSG ₆
4.	Degree (general/ semi-professional)	J	CSG ₁₀	CSG ₃ and above
5.	Degree (Professional)	K	CSG ₉	CSG ₃ and above
6.	Masters Degree(Research & Government Training Institutions)	L	CSG ₈	CSG ₃ and above
7.	Doctorate Degrees (without experience)	-	CSG ₈ (at the third incremental point)	CSG ₃ and above

Under the condensed grading structure, the entry and terminal grades will be as indicated below:

- (i) Minimum entry point for holders of Primary School Certificate with vocational apprenticeship or Secondary School Education will be at CSG₁₄.

Entry to this grade will be considered on the basis of application of affirmative action.

Note: Candidates with "Secondary School Education" are those who have undergone Secondary School Education but obtained below KCSE Mean Grade 'D-'.

Support Staff will enter the Service as hereunder:-

- Holders of Primary School Certificate with Vocational Training or Secondary School Education - Support Staff III – Grade 14 (Entry Level)
- Holders of KCSE Mean Grade D- (Minus) or D+(plus) with Vocational Training - Support Staff II, will enter at CSG₁₄ Enhanced – (two increments).
- Holders of KCSE Mean grade D+ with vocational training Trade Test certificates (Final) or Secondary School Certificate Holders mean Grade C- or its equivalent - Senior Support Staff, will enter at CSG₁₃.

(ii) Minimum entry point for relevant Certificate in the functional area holders will be at CSG₁₂.

(iii) Minimum entry point for Diploma Holders will be at CSG₁₁.

Note: Holders of Higher Diploma will enter the Service at two (2) salary points above the minimum entry level of Scale CSG₁₁.

(iv) Minimum entry point for degree (non-professional) holders will be at CSG₁₀

(v) Minimum entry point for degree (professional) holders will be at CSG₉

(vi) Minimum entry point for Masters Degree Holders (Research & Government Training Institutions) and holders of Bachelor of Medicine and Surgery (MB, CHB), Bachelor of Dental Surgery (BDS), and Bachelor of Arts in Architecture (B.Arch.), Bsc. Actuarial Science or their approved equivalents will be at CSG₈.

(vii) Minimum entry point for doctorate degree holders will be at the third incremental point of CSG₈.

Note it is however, emphasised that advertisements of posts of PhD holders at this entry level will be reserved for institutions which utilize academic qualifications as key elements in their jobs such as Research and Training Institutions.

(i) Codes denoting officers qualifications

For purposes of distinguishing officers in terms of academic qualifications and for creation of posts, the following codes will be used under this Framework:

- (i) SPV- Secondary School Education or Primary Education with vocational certificates

- (ii) SC1- Secondary School Certificate mean Grade D- or D(plain) or their equivalent with vocational training
- (iii) SC2- Secondary School Certificate mean grade D+ with vocational training (Trade Test final) or Secondary School Certificate mean grade C-.
- (iv) SPC- Secondary School Certificate mean grade C- plus relevant certificate in a functional area.
- (v) DP -Diplomas – including Higher National Diploma.
- (vi) DG1 -Bachelor’s Degrees -- Professional/General.
- (vii) DG2 –Masters.
- (viii) DG3 –Doctorates.

The requisite qualifications and the corresponding entry certification codes are indicated in the table below:

Table 2.3: New Entry Certification Levels

NO.	Qualification from Recognised and Accredited Institutions	Entry Certification Code
1	Secondary School Education or Primary Education with vocational certificates	SPV
	Secondary School Certificate mean Grade D- or D(plain) or their equivalent with vocational training	SC1
	Secondary School Certificate mean grade D+ with vocational training (Trade Test final) or Secondary School Certificate mean grade C-.	SC2
	Secondary School Certificate mean grade C- plus professional Certificate	SPC
2	Diploma (includes Higher Diploma)	DP
3	Bachelors Degree (professional and general)	DG ₁
4	Masters Degree(Research & Government Training Institutions)	DG ₂
5	Doctorate Degrees	DG ₃

(j) Conditions for implementation of the Framework

During the implementation of this Framework, the following conditions will apply:

- (i) Only holders of Diploma certificates from recognized examining bodies will be considered for the purpose of entry at Grade CSG₁₁.
- (ii) Only holders of professional/technical Certificates from recognised examining bodies will be considered for the purpose of entry at Grade CSG₁₂.
- (iii) The new codes will be used to reflect different levels of certification as well as disaggregate posts where grading of two or more cadres overlap.
- (iv) Officers who have attained qualifications for the next level of certification will be considered for re-designation or promotion provided a vacancy exists within the authorised establishment, concurrence of the Administrator of the career progression guidelines and the Public Service Commission.

The above requirements for 'certificate' and 'Diploma' qualifications will be varied in accordance with advice from the relevant professional bodies.

(k) Common Establishment Grades

Common establishment refers to grades within a band in which the duties and responsibilities are similar. Officers in grades forming common establishment advance to the next higher grade with their posts and without requirement for additional posts. Common establishment will only be considered for the first two grades at entry level.

(l) Staff Development

Authorised Officers who will be the Administrators of Career Guidelines will ensure that appropriate induction/training opportunities and facilities are provided to assist serving officers acquire the necessary additional qualifications/specialization and experience required for both efficient performance of their duties and advancement within the Career Guidelines. Officers will particularly be encouraged to undertake training privately for self-development. An officer who acquires higher qualifications (next level of certification) will be given priority when posts are advertised for the next higher category (classification) as long as the performance record is satisfactory.

3.0 Development of Generic Career Progression Guidelines

3.1 Generic Job Descriptions and Specifications

As indicated above, jobs in the Civil Service will be categorized into five (5) Job Classifications based on the complexity of roles and the qualifications and

competencies required to undertake work at different levels. The five (5) classifications are:

- (i) Top Management Staff (TM)
- (ii) Professional, Management and Administrative Staff (PMA)
- (iii) Middle Level Staff (MLS)
- (iv) Operations Staff (OS)
- (v) Service Staff (SS)

The table below describes the five (5) Job classifications and indicates the generic tasks, requirements for appointment, personal qualities and core competencies required for each job classification:

Table 2.4: Generic Job Descriptions and Specifications for Job Classifications

Job Classification	Representative Tasks	Requirements for Appointment	Personal Qualities	Core Competencies
<p>Top Management Jobs</p> <p>This Classification will comprise four (4) Job Grades:- CSG₄ CSG₃ CSG₂ CSG₁ (S/T/U/V). An Officer at the Top Management level will play the role of the Chief Executive Officer.</p>	<ul style="list-style-type: none"> • Formulate sectoral policies and programmes in line with Government policies • Institutionalise result-based management, performance contracting and performance-based reward systems. • Oversee efficient and effective business operations of the Ministry/Department. • Supervise development and implementation of national strategies, policies, budgets, programs and projects. • Determine requirements and manage effective utilization and administration of human, financial, information and physical resources to meet the organization's mission, goals, strategic direction and plans 	<ul style="list-style-type: none"> • Bachelors degree • Minimum of a Masters Degree in the relevant training/profession from a recognised and accredited institution. • Doctorate in the relevant area (where applicable). • Minimum of fifteen (15) years' experience for Job Grade CSG 4 and above (Job Group S and above) in a relevant field or profession. • Proven Strategic leadership and management skills. • Computer literacy 	<ul style="list-style-type: none"> • Ability to articulate, interpret and implement national and international policies and development goals • Organizational, conceptual, managerial and decisive abilities. • Creativity and innovation. • Integrity and commitment to producing results. • Leadership, self-drive and initiative to achieve expected results. • Advocacy, relationship building and collaboration, • Emotional Intelligence 	<ul style="list-style-type: none"> • Resource management skills. • Coaching/Managing performance • Driving for outcomes • Establishing Strategic directions • Leading Change • Building Organisational capability • Policy Development • Influencing, Persuasion and Negotiation • Protocol and Diplomacy • Risk Management • Effective Communication Skills • Policy and strategy implementation • Strategic People Management • Public service focus • Delivery of quality

Job Classification	Representative Tasks	Requirements for Appointment	Personal Qualities	Core Competencies
	<ul style="list-style-type: none"> • Institutionalise attitudinal change programs that enhance transparency and accountability. • Develop citizen-focused and results-oriented service delivery systems. • Identify, promote and institutionalise public private partnerships with stakeholders, training institutions, industries and strategic investors. 	skills.		<p>results</p> <ul style="list-style-type: none"> • Stakeholder focus • Building working relationships • Influencing others • Ability to delegate • Visionary • High standards of professional ethics; • Meritocracy
<p>Professional, Management, and Administrative</p> <p>This Classification will comprise two (2) Job Grades, i.e. CSG₆, and CSG₅, (P/Q-R). The responsibilities in this Classification will involve the provision of professional, managerial and administrative</p>	<ul style="list-style-type: none"> • Develop and implement specific policies and programmes in line with the Ministry's/Department's mandates and strategic plans. • Develop annual and departmental work-plans in line with Ministry's/Department's performance contracts. • Guide the setting of performance targets 	<ul style="list-style-type: none"> • Bachelors Degree from a recognised and accredited institution. • Masters Degree in the relevant field of specialisation, where applicable. • Relevant professional qualifications. • Doctorate in the relevant field, where applicable. • Management/Leadership Training (for officers whose technical background 	<ul style="list-style-type: none"> • Ability to articulate and implement Ministerial/Departmental Mandates. • Organizational, analytical, managerial and decision making abilities. • Creativity and innovation. • Integrity • Resultsoriented, self-driven. • Appreciation and application of technology in the 	<ul style="list-style-type: none"> • Adaptability • Communicating Effectively • Planning and Organizingthe job • Resource management • Technical competence • Project Planning and Management • Analytical Problem Solving and Decision Making • High standards

Job Classification	Representative Tasks	Requirements for Appointment	Personal Qualities	Core Competencies
<p>support to the attainment of the mandate of respective Ministries/Departments.</p>	<p>and their evaluation using the performance appraisal system.</p> <ul style="list-style-type: none"> • Manage and develop human resources. • Determine, allocate and prudently manage the utilisation of physical and financial resources. • Supervise development and implementation of Ministerial/Departmental strategies, policies, programmes and projects. • Develop and implement attitudinal change programs that enhance transparency and accountability. • Inculcate values as contained in the Constitution and the Public Service Code of Ethics. • Develop service delivery system benchmarks and implement Service Charters. • Provide 	<p>does not include management studies.)</p> <ul style="list-style-type: none"> • Minimum of twelve (12) year's experience for CSG₆-CSG₇(Job Group P-R) in the relevant profession. 	<p>work environment.</p> <ul style="list-style-type: none"> • Passion for continuous professional development. • Initiative to achieve expected results. • Policy and strategy implementation • Team leadership 	<p>of professional ethics;</p> <ul style="list-style-type: none"> • Responsive, prompt, effective, impartial and equitable provision of services • Target setting • Managerial and administrative skills • Interpersonal skills. • Leading teams • Financial Acumen • Coping with Pressure and Setbacks <ul style="list-style-type: none"> • Empowering/Delegating • Coaching/mentoring • managing performance • Computer literacy skills.

Job Classification	Representative Tasks	Requirements for Appointment	Personal Qualities	Core Competencies
	<p>specialist/expert advisory services to facilitate implementation of policies, programme and projects.</p> <ul style="list-style-type: none"> • Liaise and consult with stakeholders, training providers, professional bodies and industries on areas of mutual interest. • Develop human resource skills inventory to facilitate human resource planning. • Establish a human-resource database to facilitate human resource management. • 			

Job Classification	Representative Tasks	Requirements for Appointment	Personal Qualities	Core Competencies
<p>Middle Level Staff</p> <p>The Middle Level Staff in this Job Classification will comprise four (4) Job Grades CSG₁₀ CSG₉ CSG₈ CSG₇ (J/K/L/M-N'). The Classification will consist of officers providing technical advisory services in their areas of specialisation for the execution of mandates of Ministries/ Departments.</p>	<p>The officers will assist in the implementation of the roles of the Management, Professional and Administrative Cadres in various functional areas. These include line operations, human resources management, finance and public affairs management as well as research and information support.</p>	<ul style="list-style-type: none"> • Minimum qualification of a Bachelors degree in the relevant field. • Minimum of ten (10) years experience for CSG₇ (Job Group M-N) in the relevant profession • Management Training from a recognised institution. 	<ul style="list-style-type: none"> • Organizational, managerial and administrative abilities. • Ability to get on well with a diverse workforce • Honesty and integrity • Positive working attitude and ability to give and take instructions. • Ability to work with minimum supervision. • Creativity and innovativeness. • Interpersonal relations including being a team player. 	<ul style="list-style-type: none"> • Supervisory skills • Policy implementation • Oral/Written Communication skills • Administrative skills • Problem solving • Target setting • Delivery on work plans • Pro activeness • Computer literacy skills.

Job Classification	Representative Tasks	Requirements for Appointment	Personal Qualities	Core Competencies
<p>Operation Staff</p> <p>The Operation Staff classification will comprise two (2) Job Grades i.e. CSG₁₂, CSG₁₃, ('G', 'H' and 'J'). The Classification will comprise officers from a range of Professional/Technical Certificate jobs which require special technical knowledge, skills and training.</p>	<p>The roles of this job classification will be provision of technical support in diverse functional areas and will require skills in maintenance/inspection/installation of equipment/plants, technical drawing, civil/mechanical/electrical related works, dispensing and compounding of medicine, dental-works, driving, etc.</p>	<ul style="list-style-type: none"> • Kenya Certificate of Secondary Education (KCSE), mean grade C- or recognised equivalent certification. • Professional Certificate in the relevant field. • Minimum experience of three (3) years in relevant work. 	<ul style="list-style-type: none"> • Ability to get on well with a diverse workforce • Good knowledge in the field of specialisation • Ability to take instructions <ul style="list-style-type: none"> • Ability to care for resources 	<ul style="list-style-type: none"> • Good communication skills • Interpersonal skills • Records Management skills • Self-drive and commitment to duty • Team Player-collaborative • Client Service Support and Public Relations • Disaster Management (Emergency Skills) • Follow procedures and policies
<p>Service Staff</p> <p>This Classification will comprise the following two (2) Job Grades: CSG₁₄ and CSG₁₃ (A-B-C-D/E-F').</p> <p>Roles in this Classification will involve direct or indirect service provision such as maintenance,</p>	<p>The Service Staff function will involve paperwork, usage of basic language and numerical skills and the operation of office equipment, cleaning, messengerial services, supporting the management in the Ministry or Department's registry or performing clerical functions or related operations.</p>	<ul style="list-style-type: none"> • Kenya Certificate of Primary Education and in possession of a vocational certificate or Kenya Certificate of Secondary Education (KCSE), Mean Grade D+ and below. • Professional Certificate in the relevant field or Minimum experience of 	<ul style="list-style-type: none"> • Integrity and commitment to serve. • Ability to communicate appropriately. • Ability to support management and get on well with all types of people. 	<ul style="list-style-type: none"> • Care for resources • Execution of instructions • Interpersonal skills • Multi-Skilled • Commitment to duty • Discipline, Etiquette and Personal Grooming • Compiles with

Job Classification	Representative Tasks	Requirements for Appointment	Personal Qualities	Core Competencies
<p>ground work, security, catering, cleaning and other site and related services.</p> <p>The Service Staff Classification will employ officers who have completed at least primary school education with a broad range of vocational training certificates and secondary school leavers.</p>		<p>three (3) years in a relevant field.</p>	<ul style="list-style-type: none"> • Good work attitudes and ability to follow instructions. • Punctuality • Manual dexterity 	<p>codes/obligation and safety requirements of the role</p> <ul style="list-style-type: none"> • Courteous

4.0 ROLES OF STAKEHOLDERS IN THE IMPLEMENTATION OF THE FRAMEWORK

4.1 Public Service Commission

The Public Service Commission will be responsible for recruitment and selection, rewards and sanctions and institutionalising competency assessment tests for all cadres and at all levels in the service. In addition, the PSC will institutionalise a mechanism for vetting officers at all levels in all cadres. The Human Resource Compliance Unit will monitor and evaluate the implementation of human resource policies.

Public Service Commission will also provide policy guidelines on development, standardization and review of job descriptions and specifications, establishment control, vetting of indents for advertising vacancies falling under both the delegated powers and the Public Service Commission, undertake workload and workforce analysis and sensitize and train on policy issues.

4.2 Ministry responsible for Public Service

The Ministry responsible for Public Service will coordinate and perform tasks as delegated by PSC.

4.3 Ministry responsible for Finances

The National Treasury will be responsible for allocation of funds.

4.4 Authorized Officers

Authorized Officers will be the Administrators of Career progression guidelines whose cadres fall under their docket. They will be expected to ensure development, review and implementation of the guidelines as well as the training of officers.

4.5 Ministries/Departments

The Heads of Department will develop job descriptions and specifications in line with the Strategic Plans, Performance Contracts, Work Plans and the set Performance Targets. The Ministries/Departments will be responsible for induction and training of their respective officers. Further, they will advertise vacant posts in consultation with the Public Service Commission.

4.6 Human Resource Management Officers in Ministries/Departments

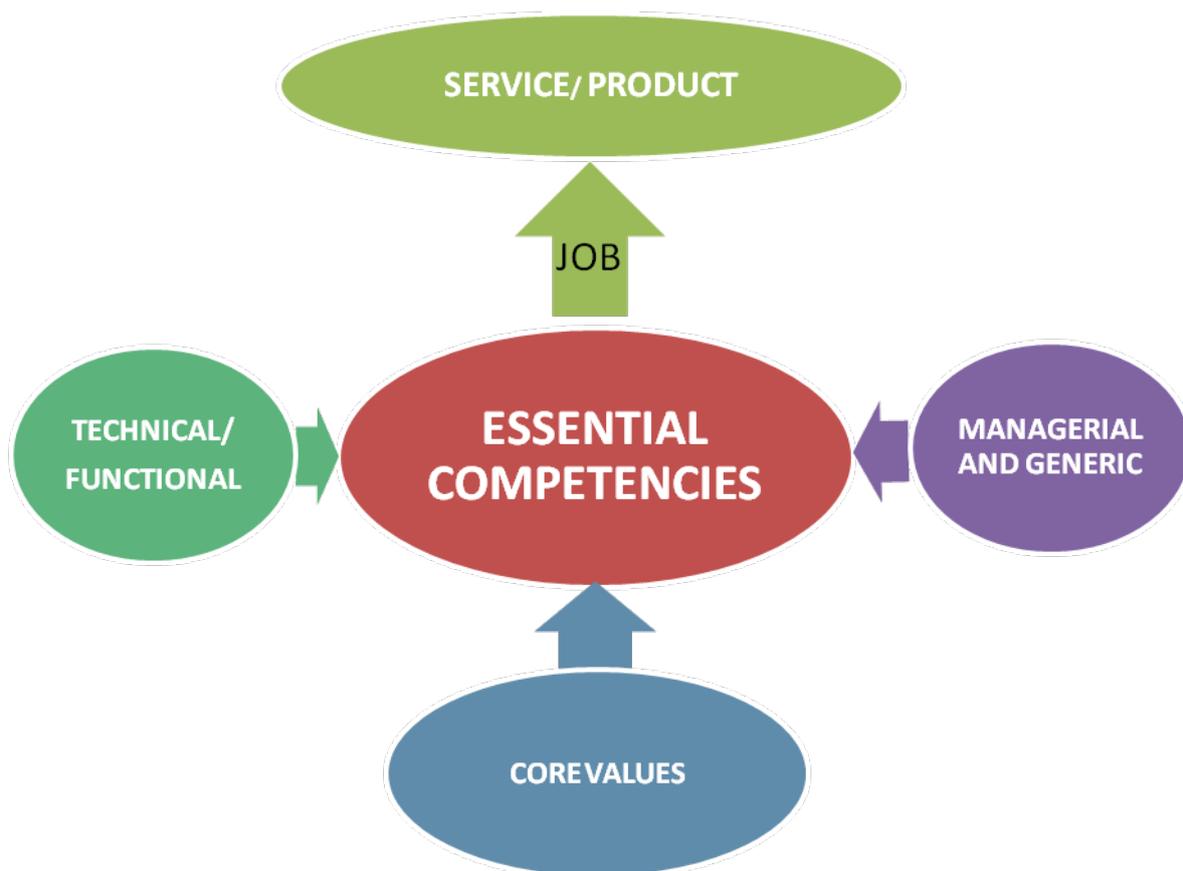
Heads of Human Resource will guide Ministries/Departments on the development of job descriptions and specifications. They will report directly to the Authorised Officers. Specifically, they will:-

- (i) initiate recruitment and selection, rewards and sanctions and promotion of officers under delegated powers and those falling under the purview of PSC;
- (ii) ensure confirmation of officers on successful completion of the required probation period;
- (iii) conduct job analysis;
- (iv) ensure timely implementation of HRM circulars and policies;
- (v) manage human resource planning, career and succession management and link the HRM work plan to the Ministries'/Departments' strategic plans, MTEF, and Vision 2030; and
- (vi) Carry out Training Needs Assessment.
- (vii) Budget for and implement training programmes
- (viii) Monitor and evaluate implementation of the career progression guidelines.

Appendix : Competency Framework for the Public Service

The new competency framework will support the new dispensation of managing the human resource in the public service. The competency framework sets out how staff will work in the Civil Service.

Essential Competencies for Transformation of the Public Service



KEY:

(i) Managerial Competencies

Essential for staff with managerial or supervisory responsibility in the Public Service.

(ii) Generic Competencies

Essential for all staff regardless of their function or level.

(iii) Technical Competencies

Essential to perform any job in the Public Service within a defined technical or functional area of work.

(iv) Core Values

Public Service core values are essential and need to be permanently lived by everyone and must be integrated in our daily intervention with colleagues, clients and society at large.

N.B: For any function in the Public Service to be performed effectively, it requires a set of essential managerial/generic and technical/functional competencies supported by core values.

Application of Competencies

- (i) Application of competencies is subdivided into three levels namely; advanced, proficient and knowledgeable (from top to lower level).
- (ii) Values in the Public Service are considered as **core competencies** as they are important for all staff in the Public Service regardless of their job grades or functions.
- (iii) Competency based Management will link competencies with strategic objectives, plans and capabilities of the Public Service.
- (iv) Competencies will increasingly be used as a basis for identifying individual and organizational needs and planning for development.
- (v) Essential managerial/generic or technical competencies will be incorporated systematically into job descriptions and vacancy announcements.

Training and Development

- (i) Staff development programmes are directly connected with the need to update or upgrade specific competencies. New learning experiences will be introduced to support them.
- (ii) Updating or upgrading competencies is not a onetime event, but rather an on-going process. Formal training will help, but applied experience, self-reflection, coaching, feedback by others and individual learning initiatives will be needed.

Competency Testing

The following two types of tests will be conducted:

(i) Service Entry Test

The test will be administered to candidates joining the service to assess all the aspects of work and capacity of the candidates to demonstrate competencies applicable in the respective cadre. The test shall comprise of both oral and written/practical.

(ii) 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 will be assessed through oral interviews only. The criteria applied in the service entry test will be used in the administration and grading of career advancement test for candidates transiting from one job classification to another.