

# COUNTY GOVERNMENT OF BUNGOMA



## SKILLS AND COMPETENCY FRAMEWORK

*County Public Service*

2019

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## DEFINITION OF TERMS

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

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

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

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

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

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

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

## 1.0 INTRODUCTION

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

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

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

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

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

## **2.0 RATIONALE FOR THE FRAMEWORK**

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

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

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

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

## **3.0 OBJECTIVES OF THE COMPETENCY FRAMEWORK**

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

### 3.1 Specific Objectives

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

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

### 4.0 STRATIFICATION OF THE COUNTY PUBLIC SERVICE

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

**Table 1: Competency Requirements for Career Progression**

No	Level of Job/Function	Current Job Group	Generic Job Title	Competency Type
1.	Top Management	S and T	County Secretary, County Chief Officers	Leadership Competencies
		R	Directors	Leadership Competencies
	For Progression to Job Group R Leadership and Technical Competencies will be required			Technical Competencies
2.	Senior management and high level specialists	Q	Deputy Director	Managerial Competencies
		P	Assistant Directors	Technical Competencies
	For Progression to Job Group 'Q' Competency Tests will include SMC, SLDP and related skills training as required by the Scheme of service and Professional Body			
3.	Middle management and middle	N	Principal Officer	Technical Competencies

No	Level of Job/Function	Current Job Group	Generic Job Title	Competency Type
	level specialists	M	Chief Officers	Managerial Competencies
For Progression following recruitment at Graduate level a Competency Test will be administered; and professional requirements				
	Junior management and high level skilled officers	L	Senior Officer	
		K	Officer II	
		J	Officer III	
	For Progression to job Group 'J' the following Competency Tests will be administered: I. Supervisory Skills II. Proficiency Tests, III. Suitability Tests for re-designation IV. Core Competency Tests V. Aptitude Tests			Technical Competencies
4.	Skilled/ Advanced operational Staff	H	Assistant Officer I	Technical Competencies
		G	Assistant Officer II	
		F	Assistant Officer III	
5.	Semi-skilled Operational Staff	E	Support Service Officer I	Core Competencies
	Basic Skills	D	Support Service Officer II	Core Competencies
		A-B-C	Support Service Officer III	

## 5.0 STRUCTURE OF THE FRAMEWORK

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

**Figure 1: Competency Framework Structure**

### Structure of the Competency Framework

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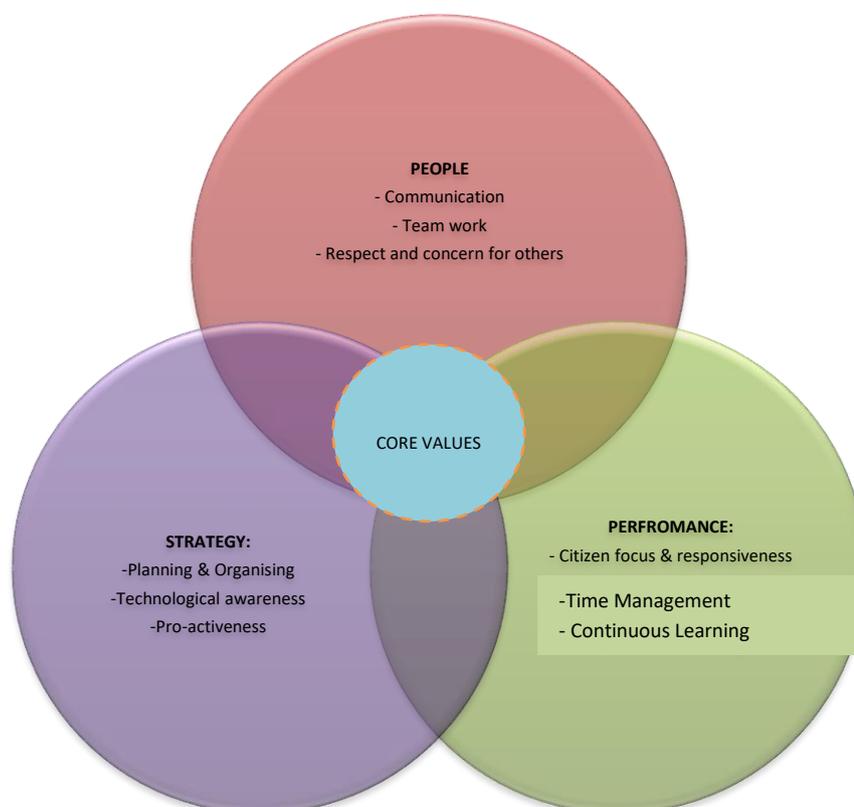
## 5.1 Types of Competencies

The following are different types of competencies.

### 5.1.1 Core Competencies

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

**Figure 2: Core Competencies**



### 5.1.2 Strategy Cluster

#### (a) Planning & Organizing

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

#### (b) Technological Awareness

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

### **(c) Creativity & Innovativeness (Pro-activeness)**

- (i) Actively seeks to improve programs or services
- (ii) Offers new and different options to solve problems or meet client needs
- (iii) Promotes and persuades others to consider new ideas
- (iv) Takes calculated risks on new and unusual ideas and learning from mistakes
- (v) Takes an interest in new ideas and new ways of doing things
- (vi) Is not bound by current thinking or traditional approaches
- (vii) Open minded and takes a proactive approach to deal with issues

### **5.1.3 People**

#### **(a) Communication**

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

#### **(b) Team Working**

- (i) Works collaboratively with colleagues to achieve organizational goals.
- (ii) Solicits input by genuinely valuing others' ideas and expertise; is willing to learn from others.
- (iii) Places team agenda before personal agenda.
- (iv) Easily adapts and blends with the team
- (v) Builds consensus for task purpose and direction with team members.

- (vi) Supports and acts in accordance with final group decisions, even when such decisions may not entirely reflect own position.
- (vii) Shares credit for team accomplishments and accepts joint responsibility for team shortcomings.
- (viii) Treats others with dignity and respect and maintains a friendly demeanor

**(c) Respect and concern for others**

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

**5.1.4 Performance**

**(a) Citizen focus and Responsiveness**

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

**(b) Time Management**

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

**(c) Continuous Learning**

- (i) Keeps abreast of new development in own occupation/ profession
- (ii) Actively seeks to develop oneself professionally and personally
- (iii) Contributes to the learning of colleagues and subordinates

- (iv) Shows willingness to learn from others
- (v) Seeks feedback to learn and improve
- (vi) Assesses and recognizes own strengths and weaknesses

## 5.2 LEADERSHIP COMPETENCIES

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

**Figure 3**



### 5.2.1 Strategy

#### (a) Strategic Visioning

- (i) anticipates possible future events and developments;
- (ii) takes a long term view and builds a shared vision with others;
- (iii) acts as a catalyst for organizational change;
- (iv) influences others to translate vision into action;
- (v) inspires and empowers individuals to give their best to achieve a desired result;

- (vi) ensures that the team is equipped to achieve set objectives and organizational goals and
- (vii) Leads and engages others in strategy formulation.

**(b) Change leadership**

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

**(c) Policy formulation**

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

**(d) Strategic thinking**

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

## **5.2.2 People**

**(a) Interpersonal skills**

- (i) Works collaboratively with colleagues to achieve organization goals;
- (ii) builds consensus for task purpose and direction among team members;
- (iii) shows empathy; listens, supports and cares for others;
- (iv) treats others with sensitivity, courtesy and respect;
- (v) consults others and shares information and experience with them;
- (vi) builds team spirit and reconciles conflict;

- (vii) embraces diversity and inclusiveness;
- (viii) Builds and maintain positive relationships; and values the opinion of others.

**(b) Communication**

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

**(c) Managing Managers**

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

**(a) Mentoring**

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

**(b) Political Savvy**

- (i) Identifies the internal and external politics that impacts the organization;
- (ii) negotiates political agenda skillfully;
- (iii) understands the interrelationships, roles and responsibilities of the organization;

- (iv) develops and maintains professional relationships;
- (v) uses knowledge of the organizational culture in making decisions and perceives the impact and implications of such decisions;
- (vi) identifies when issues need to be escalated to higher authorities and effectively alerts appropriate officials;
- (vii) demonstrates sensitivity to surroundings and acts accordingly in conversations;
- (viii) perceives organizational and political sensitivities and acts accordingly;
- (ix) understands corporate priorities, cultural norms and unwritten rules for success;

**(c) Protocol and diplomacy**

- (i) Upholds the etiquette and courtesy rules of diplomacy and affairs of office;
- (ii) Builds coalitions internally and with other government agencies, international organizations, non -profit and private sector organizations to achieve common goals;
- (iii) conducts negotiations and resolves issues through peaceful means between representatives of groups and gets them to listen;
- (iv) observes etiquette;
- (v) handles conflict situations and puts forward one's point of view without causing offence; and
- (vi) Seeks to understand colleagues and what motivates them.

**(d) Negotiations**

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

**(e) Collaboration and Partnerships**

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

- (v) Establishes and maintains linkages.

### **5.2.3 Performance**

#### **(a) Resilience**

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

#### **(b) Flexibility**

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

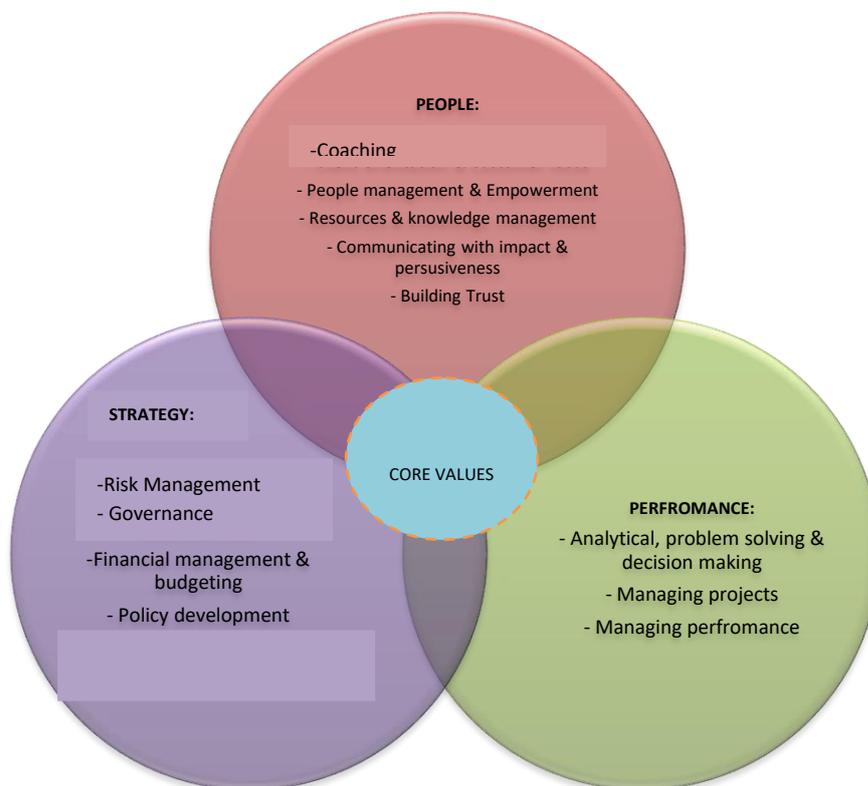
#### **(c) Decision Making**

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

## 5.4 MANAGERIAL COMPETENCIES

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

**Figure 3: Managerial Competencies**



### 5.4.1 Strategy

#### (f) Risk management

- (i) Ability to identify, analyse, mitigate uncertainty in decision making
- (ii) Ability to carry out both internal and external environmental scan and recommend best alternatives
- (iii) Ability to monitor and evaluate trends in public service management
- (iv) Takes an active role in anticipating and minimizing the possibility of loss due to occurrence of risk

- (v) Provides objective assurance, accountability and audit reports on effectiveness of risk management programs
- (vi) Actively seeks alternative solutions, recognizes challenges as opportunities for process improvement
- (vii) Exalts in testing and celebrates calculated and workable risky ventures/innovations for higher rewards
- (viii) Generates ideas through management and action planning

**(g) Governance**

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

**(c) Financial management & budgeting**

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

**(d) Policy development**

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

## 5.4.2 People

### (a) Coaching

- (i) Assigns roles and responsibilities to team members for tasks and decisions
- (ii) Communicates performance indicators, objectives and measures to team(s)
- (iii) Monitors and tracks team performance through implementing performance management systems so that teams goals and objectives are met
- (iv) Sets stretch objectives for teams – gets others to perform at their best
- (v) Provides unambiguous, constructive, (corrective and positive) feedback without holding information
- (vi) Actively supports team members to successfully deliver on performance targets
- (vii) Speaks of team members in positive terms thus expresses positive expectations of others in terms of their abilities, expected contributions
- (viii) Recognizes and rewards desired behavior and results to employees
- (ix) Provides effective feedback
- (x) Identifies employee development needs and helps them to achieve optimal performance.

### (b) People Management and Empowering Others

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

### (c) Resource and Knowledge Management

- (i) Demonstrates financial and non - financial resource awareness
- (ii) Controls and costs and thinks in terms of added value
- (iii) Uses best efforts to prevent any prejudice to the financial interest of the organization
- (iv) Ensures that all applicable procedures are followed in the acquisition or disposal of property.
- (v) Organizes and oversees work processes to achieve quality results with thin budgetary provisions

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

**(d) Communicating with Impact**

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

**(e) Building Trust**

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

### 5.4.3 Performance

#### (a) Analytical, problem solving & decision making

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

#### (b) Managing projects

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

#### (h) Managing Performance

- (i) Develops and implements strategic plans, work plans and performance contracts
- (ii) Understands performance culture
- (iii) Delegates appropriate responsibility, accountability and decision-making authority.
- (iv) Ensures that roles, responsibilities and reporting lines are clear to each staff member.
- (v) Passes along credit and compliments everyone who makes a contribution to the achievement of results
- (vi) Provides / explores mechanisms to recognize and reward exemplary performance
- (vii) Makes appropriate decision on the amount of time and resources needed to accomplish a task.
- (viii) Monitors progress against milestones and deadlines.

- (ix) Regularly discusses performance and provides feedback and coaching to staff.
- (x) Encourages risk-taking and supports staff when they make mistakes.
- (xi) Actively supports the development and career aspirations of staff.
- (xii) Appraises performance fairly.
- (xiii) Consistently delivers expected results.
- (xiv) Consistently complies with quality standards and meets deadlines.

## **5.5 TECHNICAL COMPETENCIES**

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

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

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

### **5.5.2 Technicians & Technologists**

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

- (i) Physical and engineering science technicians
- (ii) Mining, manufacturing and construction supervisors
- (iii) Process control technicians
- (iv) Life science technicians and related associate professionals
- (v) Ship crews and aircraft controllers and technicians
- (vi) Medical and pharmaceutical technicians
- (vii) Nursing and midwifery associate professionals

- (viii) Veterinary technicians and assistants
- (ix) Other health associate professionals
- (x) Financial and statistical professionals
- (xi) Supply chain professionals
- (xii) Administrative and specialized secretaries
- (xiii) Regulatory government associate professionals
- (xiv) Legal, social and religious associate professionals
- (xv) Sports and fitness workers
- (xvi) Artistic, cultural and culinary associate professionals
- (xvii) Information and communications technology operations and user support technicians
- (xviii) Telecommunications and broadcasting technicians
- (xix) General office clerks
- (xx) Secretaries (general)
- (xxi) Telephone operators
- (xxii) Tellers, revenue collectors and related clerks
- (xxiii) Client information workers
- (xxiv) Data clerks
- (xxv) Material-recording and transport clerks
- (xxvi) Other clerical support workers
- (xxvii) Chefs and Cooks
- (xxviii) Waiters and bartenders
- (xxix) Building and housekeeping supervisors
- (xxx) Other personal services workers
- (xxxi) Market superintendents
- (xxxii) Cashiers and ticket clerks
- (xxxiii) Child care workers and teachers' aides
- (xxxiv) Social workers
- (xxxv) Gardeners
- (xxxvi) Animal production officers
- (xxxvii) Agricultural officers
- (xxxviii) Forestry and related workers
- (xxxix) Fisheries officers
- (xl) Security Officers
- (xli) Sign Language Interpreters

### 5.5.2.1 Generic Competency Descriptors

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

### 5.5.3 Professionals

The following occupational titles constitute the professional cluster:-

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

- (xxi) Marketing and Public relations professionals
- (xxii) ICT professionals
- (xxiii) Legal professionals
- (xxiv) Information scientists
- (xxv) Social and religious professionals
- (xxvi) Authors, journalists and linguists
- (xxvii) Creative and performing artists

#### **5.5.3.1 Generic Competency Descriptors**

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

#### **5.5.4 Specialized Services Managers**

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

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

#### **5.5.4.1 Generic Competency Descriptors**

- (i) Demonstrate mastery and application of in-depth knowledge in area of specialization;
- (ii) Demonstrates leadership and expertise in area of specialization;
- (iii) Ability to effectively delegate and remain accountable;

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

### **5.6 Public Service values and principles**

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

## **6.0 RECRUITMENT, PROMOTION AND CAREER PROGRESSION WITHIN THE FRAMEWORK**

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

### **6.1 Serving officers**

- (i) Serving staff who are employees of the county Government of Bungoma that entered in the service on permanent and pensionable terms, whenever a vacant post is declared shall be considered to fill such vacancies if they have requisite qualifications, experience and competency and shall to retain P& P terms.
- (ii) Those officers who are already serving on job group ‘R’ and is on P&P to retain their status.
- (iii) In order to motivate employees, serving officers should be allowed to grow in the system through career progression, human resource development and to be considered for promotions or appointments to fill declared vacant posts using internal sourcing based on requisite qualification, experience, length of service and individual performance;

(iv) Employees who have stagnated in one job group for over 10 years and have requisite qualifications, experience and competency to be considered for waiver to move more than one job group for relevant promotions

(v) Serving officers in senior positions and in acting capacity who have requisite qualifications, experience and competency to be considered for confirmation in the positions they are serving;

(vi) Serving officers from the defunct Local Authorities whose basic salary surpasses their substantive job groups and has requisite qualification and experience, to be re-designated and harmonize their basic salary to reflect the current County salary structures and grades;

## 6.2 Service Entry

(i) New entrants in the service for position of Director to be hired on contract terms and new entrants in lower positions to enter on P&P for the purpose of succession management and career progression. The Recruitment shall adhere to the constitutional provisions on diversity, regional balance, and affirmative action.

## 6.3 Career Advancement

This will be based on competency of the officers being promoted from one job classification to another.

## 7.0 PUBLIC SERVICE COMPETENCIES

### 7.1 Introduction

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

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

underpinned on the Public service values and principles that are mandatory to all public officers in execution of their duties.

## **6.2 PUBLIC SERVICE VALUES AND PRINCIPLES**

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

### **6.2.1 Professionalism**

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

### **6.2.2 Integrity**

- I. Upholds and demonstrates the values and principles of the Public Service, including impartiality, fairness, honesty and truthfulness, in daily activities and behaviours.
- II. Acts without consideration of personal gain.
- III. Declares any conflict of interest in the course of duty
- IV. Resists undue political pressure in decision-making.
- V. Does not abuse power or authority.
- VI. Stands by decisions that are in the Organization's interest even if they are unpopular.
- VII. Takes prompt action in cases of unprofessional or unethical behaviour.

### **6.2.3 Transparency**

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

### **6.2.4 Accountability**

- (i) Takes ownership for all responsibilities and honors commitments.

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

### **6.2.5 Respect for Diversity**

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

### **6.2.6 Impartiality**

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



## 8.0 INSTITUTIONAL FRAMEWORK FOR IMPLEMENTING THE COMPETENCY FRAMEWORK

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

### 8.1 County Public Service Board

The Board shall be expected to:

- a) Provide policy direction on competency development for the County Public Service in line with the Constitution.
- b) Serve as the recruiting agency for the County public service as provided for by the County Governments Act 2012.
- c) Be responsible for norms and standards for the County Public Service.
- d) Approve technical competencies for the County Public Service.
- e) Regulate development of technical competencies for the common cadre employees.
- f) Be responsible for development of human resources in the Public Service.

### 8.2 County Human Resource Advisory Committee

i. Receives recommendations from the departmental HR committees

### 8.3 Department Responsible for Public Service

The Department responsible for public service will be expected to:

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

### 8.4 Other County Departments

Departments shall:

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

d. Undertake competency development.

### **8.5 County Agencies**

The County Agencies shall:

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

### **8.5 The County Treasury**

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

## **9.0 MONITORING, EVALUATION AND REPORTING**

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

The Board shall also carry out an annual audit on implementation of the Framework in the County Public service

## **10.0 REVIEW OF THE FRAMEWORK**

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

## IMPLEMENTATION MATRIX

### Action Plan for the Implementation of the Competency Framework

Activity	Actors	Expected Output
Presentation to CPSB Board for Adoption	County Public Service Board CECM - PSM&A	Draft framework adopted
Presentation to CEC	CECMs	Draft framework discussed for adoption
Identification of stakeholders	County Directorate of HRM	Identified stakeholders
Incorporation of stakeholders views	County Directorate of HRM	Draft final framework
Presentation to CPSB for approval	County Directorate of HRM	Approved competency framework
Development of CF and implementation of guidelines	CPSB County Directorate of HRM	Guidelines developed
Printing and release of CF and guidelines	County Directorate of HRM	Printed CF and guidelines
Sensitization of the County Public Service on the CF and guidelines	CPSB County Directorate of HRM	Sensitization program implemented
Implementation of the CF and guidelines	CPSB County Directorate of HRM County Departments County Agencies	CF & guidelines rolled out