



**LAMU COUNTY PUBLIC SERVICE BOARD**

**HUMAN RESOURCE DEVELOPMENT POLICY**

for the

**LAMU COUNTY PUBLIC SERVICE**

September, 2020



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## **LIST OF ABBREVIATIONS**

CEOs	Chief Executive Officers
CHRIMS	County Human Resource Management Information System
CHRMAC	County Human Resource Management Advisory Committee
CSDC	Citizen Service Delivery Charter
CUE	Commission for University Education
DHRMAC	Departmental Human Resource Management Advisory Committee
GHRIS	Government Human Resource Information System
HELB	Higher Education Loans Board
HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
HRM&D	Human Resource Management and Development
ICT	Information, Communication and Technology
ISO	International organization for Standardization
M&E	Monitoring and Evaluation
ME&R	Monitoring, Evaluation and Reporting
NGO	Non-Governmental Organization
PAS	Performance Appraisal System
PC	Performance Contract
PMS	Performance Management System
PPP	Public Private Partnership
PSC	Public Service Commission
PSRP	Public Sector Reform Programme
RBM	Results Based Management
SAPs	Structural Adjustment Programmes
SDS	Service Delivery Surveys
SSS	Staff Suggestion Schemes
TIA	Training Impact Assessment
TNA	Training Needs Assessment
TRF	Training Revolving Fund

## **DEFINITION OF TERMS**

### **Attachment**

The temporary placement of a trainee/learner/attachee to a section/unit to learn practical aspects of a job

### **Attachee**

A learner/trainee/student who has duly entered into an industrial attachment in an organization to acquire practical aspects of a job

### **Board**

Refers to Lamu County Public Service Board

### **Capacity**

Ability of individuals, organizations or systems to perform appropriate functions effectively, efficiently and sustainably

### **Capacity Building**

A long term and continuous process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in the fast-changing world

### **Career Counselling**

A process in performance management where an individual employee and the supervisor discuss the career opportunities and aspirations open to the employee

### **Career guidance**

The provision of information to assist officers make informed choices for their careers

### **Career Guidance and Counselling**

A comprehensive developmental program designed to assist an individual make informed training and occupational choices

### **Coaching**

A development process through which an individual is supported while achieving a specific personal or professional competence and organizational goals

**Government**

Government of Kenya

**Evaluation**

A process of gathering data and information on the value and effectiveness of a training programme

**Explicit knowledge**

Documented knowledge in the public domain

**Human Resource Development**

A process by which continuous efforts are made to develop the employees for their present and future roles and to identify and utilize their inherent potentialities

**Induction**

The process of receiving and orientating/familiarizing a new employee to an organization's work procedures and environment

**Intern**

A student or a recent graduate undergoing supervised practical training

**Knowledge Management**

A range of strategies and mechanisms used in an organization to identify, capture, store, share and disseminate information and data

**Long Term Training**

Training courses lasting more than four (4) weeks

**Mentoring**

A relationship in which a more experienced and knowledgeable person guides another person (protégé) to develop professionally

**Monitoring**

A systematic collection, analysis and use of training information for decision making

**Performance Management**

A strategic and integrated approach to delivering sustained success to organizations

**Policy**

A framework that provides broad guidelines

**Self-development**

A process through which officers undertake a course of training on their own initiative

**Short term training**

Training Courses lasting not more than four (4) weeks

**Staff Suggestion Schemes (SSS)**

A framework that encourages employees to suggest new ideas for improving service delivery and performance

**Structured Training**

Constitutes a cost-effective and systematic approach to development of employee's potential from the time one joins the service until exit

**Succession Management**

A strategic and deliberate effort to build the capacity of an employee to acquire skills, knowledge and competences for a higher position

**Tacit knowledge**

Knowledge inherent in an individual employee

**Talent Management**

The process of identifying and developing individuals with unique endowments for the benefit of the individual and the organization

**Training**

Deliberate and systematic learning experience designed to provide skills, knowledge and appropriate attitudes to an employee for performance of a particular job

**Training Bond**

A formal agreement between an employee and employer that commits the employee to serve in the Public Service for a specified period of time after completion of training

**Training Needs Assessment (TNA)**

A performance audit that generates and provides management with data and analytical

information on knowledge, skills and competency gaps for decision making

**Training Impact Assessment**

A process of measuring the effectiveness and relevance of a training programme

## **FOREWORD**

A professional, efficient and effective public service is the aspiration of many modern states. It enables a country to achieve, with relative ease, the socio-economic progress that is the hallmark of a democratic society. The commitment of employees towards the goals and aspirations of the employer are dependent on how the employees are managed and developed. Central to this theme of people- management is training and capacity building.

The County Public Service Board is conscious that human resource development is a catalyst in management and implementation of change, building learning organizations and creating a culture of performance. Effective training and development benefits both the individual and the organization through sharing of ideas and dissemination of good practices resulting in efficient and effective performance. This policy is the Board's commitment to promoting an environment of structured and systematic training, learning and continuous professional development of county public services to enable them delivers quality services to the citizens.

The policy outlines measures and strategies for ensuring that human resource development and capacity building in the county public service is guided by Articles 10, 27, 54, 55, 56, 232 and Chapter six of the Constitution. Further, the policy provides a framework within which decisions can be made and supported with regard to training and development.

Emphasis is placed on the need to base Human Resource Development decisions on training and development plans. It stresses the prudent management of resources devoted to training and capacity building, while recommending other approaches to mobilizing training funds as well as individual self-financed development plans. Employees are encouraged to acquire skills, knowledge and attitude; and to develop to their full potential in order to realize their needs as well as the objectives of the county departments and the entities they work for.

With the introduction of this policy, training and development plans and programmes shall be undertaken on the premise that they support the overall human resource plans and the country's social and economic strategies.

The policy replaces the Recruitment and Training Policy of 2015, and it should be read

in conjunction with the current Human Resource Policies and Procedures Manual for the County Public Service.

**Naima Ahmed Mohammed**

*Chairperson, Public Service Board*

## **PREFACE**

The Constitution of Kenya provides for a public service that is professional, responsive, accountable, impartial, efficient and effective. The public service needs to be equipped with an optimum number of staff with relevant skills mix, knowledge and attitudes in tandem with the competency framework, with a view to promoting a value based public service.

This Policy provides clear guidelines for efficient, effective and purpose driven management of human resource development in the public service for socio-economic development. Further, it provides for systematic identification and mitigation of performance gaps; and creation of an environment that promotes Private Public Partnerships in training and development, innovativeness and creativity in service delivery. In addition, it provides direction in planning and implementation of capacity building programmes and mechanisms for performance improvement, while ensuring continuous and life- long learning for public servants.

The Policy presents a mechanism for structured training, competency development and assessment; knowledge and talent management; entrenchment of Values and Principles of Public Service, human resource development audit and development of a monitoring, evaluation and reporting framework for human resource development programmes.

**FADHIL MAAMUN ALI**

*Secretary/Chief Executive Public Service Board*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Preamble**

In order to harmonize the training and development function in the county Public Service, the Board developed the recruitment and training policy in 2015. The policy aimed at assisting the county government achieve the goal of having a lean, efficient and effective service that is manned by qualified and committed county public service. Subsequently, the Lamu Public Service Board developed Human Resource Development Policy 2020 to align with the Constitution of Kenya 2010 and Vision 2030. It is on this background that the Board has developed this policy in conformity of uniform norms and standards of public service.

#### **Background**

The public service plays a major role in national development through promotion and maintenance of a conducive socio- economic and political environment for other sectors to thrive. This role is supported by legal and policy frameworks, such as the Constitution and the Vision 2030, both of which provide the country with the necessary guide to achieve accelerated development.

Over the years, the Human Resource Development (HRD) function has undergone various phases. The first phase was the Kenyanization programme of 1960s that aimed at preparing indigenous Kenyans to occupy positions left vacant by the departing colonial administration. The second phase of the 1970s, aimed at professionalizing the service by addressing the various challenges facing the public sector such as inadequate supply of qualified, professional, technical and managerial staff to match institutional expansion; insufficient evaluation of HRD and its impact on job performance; and lack of a coherent approach to HRD function.

The third phase coincided with the Structural Adjustment Programmes (SAPs) of the 1980s and Public Sector Reforms

Programme (PSRP) of 1990s. During this period, HRD became a major driver of public sector reforms.

During the fourth phase, from the year 2000, there was a paradigm shift in

government training policy that emphasized on short term job-related courses for performance improvement and leadership development as opposed to long-term training programmes that focused on promotion.

In the ongoing phase, the government has adopted a policy on decentralization of human resource management to enhance performance management. The policy merges human resource management and development functions in the public service to ensure effectiveness and efficiency in service delivery, enhance transparency and accountability and reduce bureaucracy. The HRD function will therefore focus on developing skills and competencies for the implementation of the Constitution and realization of Kenya Vision 2030 in light of the decentralized policy.

In view of globalization and advancement in Information and Communication Technology (ICT) the demand by citizens for quality service delivery has increased. This has put pressure on the human resource development function which is expected to transform cultures of organizations and attitudes of employees to meet the demands of the rapidly changing environment. Therefore, HRD in the public service plays a crucial role in improving performance through systematic development of knowledge, skills, attitudes and values of employees so that they can contribute to the realization of national development goals and objectives.

In addition, HRD plays a critical role in inculcating the values and principles in Articles 10 and 232 in the public service and developing a human resource which is creative and innovative. Further, new human resource development approaches such as coaching, mentoring, career guidance and counselling have been introduced with emphasis on local as opposed to foreign training.

### **1.1 Rationale for the Review of the Policy**

The Lamu County Government Recruitment and Training Policy, 2015 addressed two HR functions namely recruitment and development with emphasis on individual training for career growth and development. To effectively address the critical function of HR development it has become necessary to separate the two policy areas. A policy on HRD is central to creating a modern human resource base in the County public service to accelerate the county's development agenda. Further, the emergence of inconsistencies in the application of Recruitment and Training Policy (2015) by county departments has necessitated the Board to review the same.

The Constitution of Kenya underscores the need to afford all public servants adequate

and equal opportunities for appointment, training and advancement, at all levels of the public service of men and women; members of all ethnic groups; and persons living with disabilities. This policy takes into account these provisions and puts in place mechanisms for achieving the Constitutional requirements.

In order to transform the County and the Country into prosperity with high quality life and dynamic human resource as envisaged in Vision 2030 and Lamu County Integrated Development Plan (CIDP), the policy aims to achieve an efficient, motivated and well-trained county public service that is more citizen-focused and results oriented. This is through introduction of new approaches to management and development of employees such as, the decentralization of human resource management, the Public Private Partnerships (PPP), Performance Management Systems (PMS) and financing of training.

### **1.2 Objectives of the Human Resource Development Policy**

This Policy provides a framework for the human resource development function in the county public service.

The objectives of the Policy are to:

- a) entrench national and public service values and principles in training and development;
- b) ensure that county public servants are accorded equal opportunities for relevant training at all levels.
- c) ensure that county public servants possess the necessary knowledge, skills, attitudes and competencies for performance improvement and career progression;
- d) create a mechanism for ensuring adequate funding for human resource development, and capacity building programmes in the county public service;
- e) ensure implementation of prioritized, demand driven programmes that are cost-effective;
- f) encourage a culture of life-long learning, knowledge sharing, innovation and creativity in order to create a strong human resource base in the county public service for human resource planning and management;
- g) encourage the development of research and consultancy capacities of public sector institutions while strengthening collaboration and linkages with the private sector, recognized training institutions and development partners;

- h) promote linkages between the industry, training and research institutions in order to ensure training that is demand-driven and responsive to the requirements of the industry;
- i) enhance attraction and retention of competent talent locally, other counties and from the diaspora;
- j) regulate training and development functions of the county government; and
- k) ensure an effective monitoring, evaluation and audit system that is integrated in county public service human resource development programmes for efficiency and effectiveness.

### **1.3 Scope of the Policy**

This policy shall apply to all county public servants serving in the County Government of Lamu and other County Government entities.

Further, the policy shall guide capacity building and technical assistance by the National Government to the Counties.

### **1.4 Guiding Principles on Human Resource Development function**

This policy is guided by values and principles embedded in Articles 10, 232 and Chapter six of the Constitution, the Kenya Vision 2030 as well as the CIDP.

#### **1.4.1 Human Resource Development and Value Systems**

The HRD function seeks to create an environment that ensures integration of values and principles in all human resource development programmes. The Board developed a framework for the implementation of values and principles in Article 10 and 232 of the Constitution in public service.

### **1.5 Policy Statement**

The County Government is committed to developing the requisite competencies for all county public servants and growing the right leadership based on national values and principles of governance, principles of leadership and integrity and values and principles of public service as enshrined in the Constitution. This policy integrates these values and principles with other public service management systems and practices through capacity building, training and development at the County level.

## **CHAPTER TWO**

### **HUMAN RESOURCE DEVELOPMENT**

#### **2.1 Introduction**

The County Government Act 2012, mandates the Board to advise the County Government on Human Resource Management and Development. HRD entails all aspects relating to education, training and capacity development of employees. HRD has a dual objective of growth of the employee and the growth of organization, and focuses on providing employees with knowledge, skills, competencies and positive attitudes for effectiveness in their current or future responsibilities. This chapter focuses on key components of training and capacity development function in the County public service.

#### **2.2 Training**

Training is the most cost-effective intervention for improving human resource competencies in any organization. In the public service, training plays a key role in improving performance to realize national and county goals and objectives. To enhance the outcome of training, the process should be systematic, aligned to the principles of Results Based Management (RBM) and guided by national values and principles of governance and, values and principles of public service.

#### **2.3 Policy Statement**

The County Government is committed to continually and sustainably train its employees to upgrade their knowledge, skills, attitudes and competencies. The purpose is to enhance their performance and career growth, ability to assimilate technology, adopt favourable mind-sets, create and seize opportunities for social advancement, economic growth and individual fulfilment. To promote training that is responsive to the requirements of the public service, the County Government will endeavour to strengthen linkages between training and/or research institutions and industry.

To implement the provisions of this policy and ensure systematic training, county departments and entities shall undertake the following;

##### **2.3.1 Training Needs Assessment**

All training in the county departments/entities shall be based on comprehensive Training Needs Assessments (TNA) to be conducted every three (3) years or as need

arises. The aim is to identify performance gaps, determine their causes and recommend the appropriate interventions. Each county department shall submit the approved TNA report to the Board.

To identify the training needs of individual employees that impact on their performance, the immediate supervisor shall be expected to hold regular discussions with the employees. To adequately address the performance gaps, training objectives should be aligned to the organization's strategic plan, objectives and goals; and the Performance Appraisal System (PAS). The identified training needs should be prioritized and training plans developed and implemented.

### **2.3.2 Training Projections**

Training Projections are part of an organization's HRM plans. All county departments/entities shall be required to prepare annual training projections to guide in nominating and selecting officers for training before presenting to the CHRMAC for recommendation. The projections should be linked to the county goals and priorities, strategic plans, TNA reports, Performance Appraisal reports and the training budget.

Each department shall submit a copy of the annual training projections to the Board for approval at the beginning of every financial year.

### **2.3.3 Design of Training Programmes**

Training Programmes comprise short and long-term, local and foreign courses in specific professions that are intended to impart required knowledge, skills, attitudes and competencies to enhance staff performance. County departments are encouraged to design and implement work related in-house and group training programmes to address the identified training needs while taking into account the following:

- a) organizational needs and priorities;
- b) availability of professionally qualified and experienced trainers/facilitators;
- c) appropriate training facilities and equipment;
- d) guidelines on standards of training;
- e) funding; and
- f) cost-effectiveness vis-à-vis expected benefits.

Training should generally be provided by public service training institutions, consultants selected through the prevailing government procurement regulations and

other accredited local and foreign training institutions. The County Government recognises the role of public-private partnerships in training provision and encourages this collaboration.

Training may be delivered through e-learning, distance/open learning, sandwich/holiday modes, part-time, regular and parallel programmes among others.

#### **2.3.4 Departmental Human Resource Management Advisory Committee (DHRMAC)**

Each County department/entity shall manage the training and development function through the DHRMAC. The Committee shall consider and approve training objectives, staff development strategies, training needs, training projections, skills inventory and training data.

The Committee shall also advise on optimal utilization of local and foreign training resources and opportunities, identification and selection of suitable applicants for various training programmes and assessment of the impact and effectiveness of the training. The composition of the Committee shall be as directed by the respective County Chief Officer.

#### **2.3.5 County Human Resource Management Advisory Committee (CHRMAC)**

The County Government shall manage the training function through the CHRMAC which consist of the County Secretary as the Chair person, all County Chief Officers as members, and the County Director of Human Resource Management and Development as the Secretary.

Each County Chief Officer shall forward the proposal of DHRMAC on training and development function to the CHRMAC for recommendations and onwards submission to the Board for approval.

#### **2.3.6 Nomination and Selection of Trainees**

Nomination and selection for individual and group training shall be based on prioritized training projections. The approved programmes should address national, county, departmental and individual goals. Selection of trainees shall be in accordance with the national values and principles of governance (Article 10), leadership and integrity (Chapter 6), Bill of rights (Article 27) and values and principles of public service (Articles 232).

#### **2.3.7 Authorization for Training**

Approval of training for officers shall be in accordance with service regulations. An

officer on an approved training shall be deemed to be on duty and entitled to requisite benefits.

Authority for short term local training, including in-service training in the public service training institutions shall be granted by the respective County Chief Officer on recommendation of DHRMAC. While, for long term local training will be approved by the Board upon recommendation of the CHRMAC.

Authority for short term foreign training shall be undertaken by the County Secretary from recommendation of County Chief Officer of the respective department. While for long term foreign training will be approved by the Board on the recommendation of CHRMAC.

An officer on an approved training shall be expected to successfully complete the programme within the stipulated period, submit a training report and a copy of the certificate. An officer, who fails to complete a training programme without valid reason, shall be required to refund the cost of the training.

An officer who fails to complete an approved training programme within the stipulated period and/or repeats the programme shall undertake the course at own time and cost.

A public servant who returns from local or foreign long-term training will not be eligible for approval for another long course until after the expiry of two years. For short courses, an officer will be eligible after six (6) months of service. However, the restriction does not apply for courses organized and conducted internally within the organization.

An officer who has served in the county public service for less than three years shall not be eligible for long term courses (both local and foreign).

It is important to note that, approval for long term foreign and local trainings by the Board shall be accompanied with a six months' notice prior to commencement of the course.

### **2.3.8 Standardization, Accreditation and Certification**

The Government is committed to developing mechanisms, frameworks and guidelines for quality assurance through quality assessment, quality audit and accreditation of training programmes, institutions and trainers.

The Commission for University Education (CUE), as a national regulating and quality assurance agency, shall accredit and review standards of training in universities. It

shall also recognize certificates issued by the accredited universities. The Technical and Vocational Education and Training Authority shall regulate, develop and review education policy, standards, curricula and examinations for Technical and Vocational Education, while the sectoral middle level training shall be regulated by the respective accrediting institutions.

The government shall only recognize examinations administered and certified by legally and/or administratively recognized examining, certifying and regulating institutions and professional bodies.

### **2.3.9 Trainers in Public Service Training Institutions**

To enable training institutions, provide relevant and quality training, engagement of both regular and part-time trainers in public service training institutions should take into account the suitability of the person in terms of qualifications, experience and values and principles as stipulated in the Constitution.

The training institutions are encouraged to engage, on part-time arrangements, the expertise, insight and practical experience of public servants. The purpose is to blend theory and practice in training.

### **2.3.10 Training Levy**

Officers undertaking residential courses lasting more than four (4) weeks and above in local training institutions will be required to contribute to the cost of their training at the rate of ten percent (10%) of their basic salary per month for the duration of the course.

Officers attending residential courses lasting more than four (4) weeks in institutions outside the country will contribute at the rate of twenty percent (20%) of their basic salary per month for the duration of the course. This is regardless of whether the courses are sponsored by the Government of Kenya or by Development Partners through bilateral or multilateral arrangements.

Officers undertaking part-time or full time self-sponsored courses are however, exempted from paying the training levy.

Accounting Officers should ensure that the officers' training contributions are remitted in lump sum for the duration of the course to the County department for Public Service Management and Administration.

### **2.3.11 Training Allowances**

County Public servants attending training programmes sponsored by the government

or development partners shall be paid respective allowances at rates determined by the Salaries and Remuneration Commission.

### **2.3.12 Bonding Public Service Trainees**

The County Government shall bond county public servants who proceed on approved training lasting six (6) months and above either in local or foreign institutions. However, county departments/entities will bond employees undertaking courses lasting less than six months where the cost of the training constrains the training budget. The purpose of bonding is to ensure that the public service benefits adequately from the skills, knowledge, competencies and positive attitudes acquired through the training and that the county government gets value for its investment in training.

The bond amount will be the total cost of the training, and the bond period will be as per guidelines released to the service by the government. In case of default, the bondee and/or surety will be required to redeem the bond amount on prorata basis with immediate effect.

## **2.4 Structured Training**

County Public officers shall undertake the following training programmes at different levels within their careers:

### **2.4.1 Induction**

County departments/entities are responsible for ensuring that all officers joining the organization on first appointment, transfer, re-designation, re-appointment and promotion are inducted within the first three (3) months.

The purpose of induction is to enable an officer adapt and acquaint self with the position/job requirements, organizational/work environment and public service culture.

### **2.4.2 Competency-Based Training**

Competency is related to individual's ability to perform tasks and duties to pre-determined standards, goals and objectives. Officers joining public service organizations in any job classification enter with different types and levels of competencies. As serving officers progress in their careers they are expected to gain higher levels of competency which will be grouped into core, technical, managerial and leadership.

The government will entrench competency-based training and assessment in the

public service for enhanced productivity and performance improvement. Public service organizations are required to base their training activities on the Competency Framework.

### **2.4.3 Certificate/Diploma**

Where knowledge and skills are required at this level for the officer's performance improvement and career progression, approval of the training shall be based on the prevailing training regulations.

### **2.4.4 Undergraduate Programmes**

The County government shall not sponsor serving officers for undergraduate programmes. Where there is need for skills at this level, the County government will procure the same from the labour market.

Serving officers are encouraged to undertake relevant undergraduate studies under self-development and part time arrangements. Employees who wish to sponsor their training shall be granted course approval. However, attainment of such qualification in itself is not a guarantee for automatic promotion.

#### **2.4.4.1 Affirmative Action for Undergraduate Programmes**

In a bid to ensure the marginalized and minority groups and persons living with disabilities are represented at all levels of the county public service, county departments/entities may recommend sponsorship of officers for relevant undergraduate degree programmes and identified training needs in line with affirmative action programmes. Recommendations made on such requests shall be forwarded to the Board for approval.

The affirmative action for under-graduate degree programmes shall remain in force until such time that a representative public service is achieved.

### **2.4.5 Masters Programmes**

The County Government will continue to support and approve training at Master's level for officers requiring the skills as prescribed in the respective career progression guidelines. An officer wishing to pursue self-sponsored master's programme shall get approval from the Board as recommended by CHRMAC. Approvals and sponsorship for a second Masters Programmes shall not be granted.

### **2.4.6 PhD Programmes**

Training at PhD level will be approved for officers working in research institutions and in departments or agencies where research is a major component of their job. The

county government will also approve and sponsor requests for training at PhD level on a case-by-case basis provided that the area of study is a national/county priority or is focused towards the organization's strategic needs as outlined in its strategic plan.

Requests by officers wishing to pursue PhD on self-sponsorship shall be approved on condition that the area of study is relevant to their duties and that the approval shall not provide for reimbursement of training expenses.

#### **2.4.7 Foreign Training**

Government sponsorship for foreign training will specifically be focused on national/county priorities and limited to specialized technical skills that are not available in local training institutions.

Coordination of foreign training programmes under development partners, bilateral and multilateral are to be undertaken by the County Secretary. Nomination and selection of trainees for short term foreign training should be recommended by County Chief Officer of the respective department and approved by County Secretary. While for long term foreign training will be approved by the Board on the recommendation of CHRMAC.

#### **2.4.8 Pre-retirement**

County departments/entities are expected to adequately prepare their employees for retirement by developing and implementing customized pre-retirement training programmes.

The Kenya School of Government, in collaboration with the relevant stakeholders will facilitate in development and review of a pre-retirement curriculum.

#### **2.4.9 Appeals on Training**

Where an officer is dissatisfied with a decision on award of training opportunities the officer may appeal to the Board through the County Secretary for review after exhausting the internal appeals mechanisms at the department.

### **2.5 Human Resource Development and Capacity Building**

Development of human resources may be viewed as a set of activities and processes undertaken to promote the intellectual, moral, psychological, cultural, social and economic development of the individual. It seeks to positively transform attitudes, commitment, integrity, assertiveness and responsibility into values and competencies. Capacity building focuses on making the public servant highly qualified, adaptable,

flexible and able to respond to the changes triggered by globalization while providing efficient and effective services to the citizens.

### **2.5.1 Policy Statement**

The County government is committed to continuously develop employee's intellectual, moral, psychological and inherent potentialities through life-long learning so as to achieve the highest human potential for the county's development goals. Learning within employment will be institutionalized with emphasis on learning through the use of technology.

County departments/entities are to adopt the following approaches for development and capacity building:

### **2.5.2 Talent Management**

The county public service has a pool of talent that has not been identified, adequately developed and fully utilized. The County departments/entities will therefore develop a mechanism for identifying, harnessing, recognizing, developing, nurturing and retaining talented staff in their respective departments.

The county government will also provide a conducive environment to enable officers bring out and utilize their full potential; offer attractive terms and conditions of service to reverse brain drain; and attract more talent from the diaspora as well as other sectors of the economy. Further, funds will be set aside in the respective departments to facilitate specialized training, develop recognition and awards schemes for fast-tracking officers with special talents which will be at least 2% of their recurrent budget. In addition, the county government will create a linkage with the education sector to identify and nurture specialized talent with a view to fast-track such talent for key career specializations that may be in short supply.

### **2.5.3 Career Guidance and Counselling**

Career guidance and counselling shall be institutionalized in the county public service and all public officers, irrespective of gender, age, race, religion and socio-economic status, will be encouraged to pursue available career opportunities in line with their abilities, talent and interests. The County government will develop guidelines to provide operational and strategic direction for Career guidance and counselling.

County government shall put in place special career guidance and counselling initiatives to address the needs of county public servants who become physically and/or psychologically disoriented while in service in order to rehabilitate and

reintegrate them in ways that will enhance their performance.

#### **2.5.4 Mentoring**

Mentoring as an approach to Human Resource Development involves transfer of knowledge, skills, attitudes and competencies from the mentor to the mentee. A mentor can be instrumental in facilitating self-reflective learning, induction, career growth, personal development and change management. County departments/entities shall institutionalize a mentoring culture in their workplace by encouraging implementation of mentoring programmes as a way of developing staff.

#### **2.5.5 Coaching**

Through coaching the employee is made to accept responsibility for his own actions or omissions and is assisted to address work related problems so as to achieve superior performance. The Coach can apply performance, life, business coaching and facilitative learning for a short period of time and thereafter assign the Coachee the responsibility of continuous learning.

County departments/entities will develop and entrench coaching programs in their human resource development strategies.

#### **2.5.6 Role Modelling**

County Public servants are encouraged to learn and emulate positive behaviour from their leaders, senior managers, colleagues and juniors in the Internal/external environments. County departments/entities shall institutionalize role modeling programs in their activities by adapting and entrenching a culture of value-based leadership and those in positions of leadership shall be expected to be good role models.

#### **2.5.7 Knowledge Management**

The Public Service generates a lot of knowledge and information through normal operations, research, reports and observations. The knowledge is usually in the custody of the individual officers as tacit knowledge or in the organization as explicit knowledge. Knowledge is a resource to be shared by all and hence the need to harness, conserve and protect the knowledge from loss, misuse, mismanagement and abuse. Proper knowledge management enhances economic growth and productivity, improves service delivery and supports generation of new ideas.

County departments and entities are expected to promote a culture of openness and information sharing. The county department responsible for Culture shall archive

important information for future reference, learning and preservation of cultural heritage.

Knowledge management will be institutionalized through establishment of knowledge sharing-platforms, including well-equipped and managed documentation, information, learning and resource centres in the public service. The county government will also build the capacity of county public servants on knowledge management techniques, procedures, processes and encourage a culture of reading.

#### **2.5.8 Industrial Attachment**

Industrial attachment is an important component of education and training. It provides attachees with opportunities to acquire practical aspects of their respective areas of specialization in a real work place environment. The county government will support industrial attachment by providing opportunities to students in tertiary and higher education institutions.

Attachment will be undertaken during the course and the duration will be for a maximum period of three (3) months. The attachment shall be in line with the values and principles of public service and the existing labour laws.

#### **2.5.9 Internship**

Trainees graduating from training institutions join the labour market with academic and theoretical approaches to work and hence require practical exposure in a real work environment. The public service uses internship programmes as part of on-the-job training for purpose of moulding interns to become responsible citizens who will contribute effectively to the socio- economic development of the country. Internship programmes shall be guided by the Constitution, relevant laws and internship policy.

#### **2.5.10 Staff Secondment**

The county government utilizes secondment as a way of providing public servants with opportunities to learn, benchmark, and acquire practical knowledge and skills from organizations with known areas of specialization. Public service employees may be seconded to other public organizations for a period not exceeding three (3) years and may be renewable once.

#### **2.5.11 Research and Development**

Research and development explore, investigates and informs on the best options to existing problems. It enhances policy interpretation, implementation and alignment to emerging issues. It also fosters creativity and innovativeness in the public service.

This policy envisages applied research directed towards gaining knowledge, better understanding and generating new ideas.

The county government shall support research and development activities in the county public service as a tool for making informed decisions and policies. It will promote a participatory approach to Research and Development whereby all stakeholders will be involved. The following measures shall be taken to encourage research in county departments/entities and training institutions:

- a) balance the work load and research by allocating a minimum of 15% of working time for research activities;
- b) budget for research activities and develop appropriate mechanisms for implementation of relevant research findings;
- c) allocate 1% of each county department recurrent budget for research activities. The resources shall be prioritized on untapped areas of research;
- d) dedicate a percentage of the revenue internally generated by public service training institutions for research activities;
- e) provide physical and other support facilities to encourage research and establish avenues for disseminating the findings; and
- f) encourage creativity and innovation by introducing incubation centres and Staff Suggestion Schemes (SSS).

#### **2.5.12 Professional Development**

A professional body creates a forum for its members to interact and deliberate on issues affecting their profession, establish minimum standards of behaviour, guiding regulations, ethics, quality assurance and professional credibility and disciplinary control criteria.

The county government will continually develop its employee's professional knowledge and skills and encourage them to join relevant professional bodies. The county departments/entities will establish mechanisms for supporting employees especially where the career guidelines require them to be registered by a professional body. Individual employees shall be expected to take initiatives for their professional development.

#### **2.5.13 HRD Data, Records and Information**

The county public service shall promote accessibility to information held in any county

public office or by any county public officer as a constitutional right to the citizens of Kenya. To promote transparency and accountability for administrative actions and decisions, it is imperative that all HRD activities are documented, updated and the records properly stored and managed for the purpose of providing timely and accurate information, as and when required.

To keep abreast with technological advancement and information explosion, the county government shall build the capacity of county public servants in the use of Information Communication and Technology (ICT) and electronic records management.

County departments/entities shall develop and maintain records, data and information on HRD programmes and activities as independent records or part of the Government Human Resource Information System (GHRIS)/County Human Resource Management Integrated system (CHRMIS) and ensure that the same is shared with the relevant key stakeholders.

#### **2.5.14 Skills Inventory**

Vision 2030 lays emphasis on the need to develop, update and maintain a comprehensive skills inventory that would indicate the distribution of well-trained human resource and as a tool for planning the country's future training programmes. Therefore, accurate data is necessary for strengthening the management and development of HR in the public service.

County departments/entities shall develop, update, analyze and maintain the skills inventories for all their staff as part of GHRIS/CHMRIS and share with key stakeholders. The analysis will establish the type and level of skills available, existing skills gaps and recommend appropriate interventions. Electronic data shall be submitted to the county department responsible for public service management for consolidation and submission to the Board.

#### **2.5.15 Staff Development**

The County government commits to develop its employees' potential and encourage them to train and upgrade their knowledge, skills, attitudes and competencies for performance improvement, effective service delivery and career progression. Therefore, all county public servants will be eligible to at least five (5) days of training in each financial year.

All officers in the managerial cadre and top-level management shall be expected to

undertake training in policy formulation and implementation, project management and effective leadership, among others.

The Government encourages public servants to undertake self-development programmes. An employee who undertakes self-development programme at own time and cost will be eligible for reimbursement of fifty percent (50%) of the cost of tuition and examination upon successful completion on condition that, the:

- a) course pursued is relevant to the officer's career progression guidelines;
- b) course had been recommended by the respective DHRMAC and approved by CHRMAC;
- c) course is not an undergraduate degree;
- d) officer had not been sponsored for a similar course before;
- e) Officer has availed the original certificate for the course and a training report; and
- f) subject to availability of funds

The County Government shall establish a Training Revolving Fund from which county public servants can borrow funds for training, at subsidized interest rates, based on guidelines issued from time to time. An officer who borrows from this Fund for self-development will not be eligible for reimbursement of the cost of tuition and examinations as provided for in this Policy. However, candidates who pass examinations administered by the Public Service Commission will be refunded the full amount of the prescribed examination fee by their respective Accounting Officers.

The respective County Chief Officer will ensure that appropriate training opportunities and facilities are provided to assist serving officers acquire the necessary qualification/specialization/experience to progress within their careers and enhance performance.

#### **2.5.16 Capacity Building for institutional development**

Capacity building is concerned with the provision of adequate intellectual capability, physical facilities and a supportive work environment. The county government recognizes that quality human resource capital is a pre-requisite for socio-economic development. County public servants join the service with different levels of knowledge, skills, experiences and attitudes obtained from diverse backgrounds which require to be upgraded to enable them cope with emerging developments in their

internal and external environments.

The public service works for and with the society, which should be empowered to effectively participate in decision making, policy formulation and implementation of issues that affect their well-being. Therefore, county departments/entities and other public service organizations and agencies shall be modernized and strengthened to enable them formulate sound policies; create flexible and responsive structures, legal frameworks and effective management systems for effective service delivery.

#### **2.5.17 Human Resource Development and Performance Management**

The Constitution and the Vision 2030 have provided for a systemic approach to performance management, where an all- inclusive, shared vision, operational and standardized feedback process demands for results. The Vision recognizes performance contracting as one of the key strategies to strengthen public administration and ensure effective service delivery. Further, it emphasizes on the development of a globally competitive and adaptive human resource, based on the principle of life-long learning and education.

Human Resource Development identifies individual and organizational performance gaps through the appraisal system and Training Needs Assessment and recommends training and non-training interventions. It also builds employees capacities to enable them cascade performance contracting to the lower levels.

The county department/entity responsible for public service in collaboration with training institutions will, among others, co-ordinate implementation of training programmes on performance management systems; public sector transformation and enhanced public service operational standards.

#### **2.5.18 Policy Statement**

The county government will support county public officers to perform to the best of their abilities by retraining and redirecting them from areas with excess supply to those experiencing shortages. All state and public officers shall be placed on performance contracts and will be evaluated on a regular basis through the Performance Appraisal System.

County departments/entities shall be expected to equip their employees with knowledge and skills on undertaking: ISO certification; service delivery and customer satisfaction surveys; delivery of customer-centric service; standardization of public service operations; and other performance management systems.

## **CHAPTER THREE**

### **INSTITUTIONAL FRAMEWORK FOR HUMAN RESOURCE DEVELOPMENT FUNCTION**

Human Resource Development function shall be undertaken in the public service within the following institutional framework:

#### **3.1 County Public Service Board**

125. The Board shall be responsible for the overall HRD function in the county public service. The Board shall:

- a) develop human resources in the county Public Service;
- b) ensure that the county Public Service is efficient and effective;
- c) formulate HRD policies necessary for the achievement of its mandate;
- d) Receive and analyze the Training Impact Assessment report (TIA); and
- e) Monitor the matching of competencies to the job after training.

#### **3.2 County department responsible for Public Service**

Pursuant to the section 86 of the CGA 2012, The Board has delegated to the county department responsible for Public Service the authority to carry the following HRD functions:

- a) plan and coordinate training and capacity building;
- b) coordinate Training Needs Assessment and development of training projections;
- c) coordinate course approvals and sponsorship awards;
- d) carry out training impact assessment;
- e) update the skills inventory; and
- f) submit quarterly reports on HRD activities to the Board.

#### **3.3 County Department for Finance**

The County Department responsible for finance will ensure that adequate funds for HRD programmes are availed on a timely basis to county departments/entities.

### **3.4 County Departments/entities**

The departments/entities shall be responsible for the following:

- a) implement HRD policies, standards, guidelines, rules and regulations;
- b) manage and co-ordinate the training and development function;
- c) update and maintain the skills inventory;
- d) develop, update and maintain records of training and development activities;
- e) develop HR development plans to support achievement of goals and objectives in their strategic plans;
- f) carry out Training Impact Assessment; and
- g) monitor, evaluate, audit and submit quarterly reports on HRD programmes to the Board

### **3.5 County Human Resource Management Advisory Committee (CHRMAC)**

To ensure effective Human Resource Management, CHRAC shall make recommendations to the Board regarding:

- (i) Training and development
- (ii) Training impact assessment
- (iii) Management of skills inventory
- (iv) Course approval

### **3.6 Departmental Human Resource Management Advisory committee (DHRMAC)**

To ensure effective Human Resource Management, each county department/entity shall constitute and operationalize a Departmental Human Resource Management Advisory Committee. The Committee shall, among others, deliberate and determine training and development matters in line with the Constitution, policies and other guidelines issued by the Board; and manage the skills inventory.

### **3.6 Public Service Training Institutions**

The Public service training institutions shall be responsible for:

- a) designing, implementing and reviewing training programmes in collaboration with key stakeholders;

- b) establishing, equipping and maintaining documentation/information, learning and/or resource centres;
- c) quality assurance of the training programmes, materials, trainers' qualifications and institutional capacity; and
- d) developing and maintaining of infrastructure, in tandem with local /international standards.

## **CHAPTER FOUR**

### **FUNDING**

#### **4.0 Background**

Funding of training activities in the county public service is critical for effective and efficient execution of human resource development programmes. Most of the HRD programmes have over time been funded through the county treasury. However, training programs have also received considerable support from development partners, other agencies and the private sector.

#### **4.1 Policy Statement**

County departments/entities shall be responsible for budgeting, administering, managing, accounting for and ensuring efficient, effective and economic use of funds allocated for HRD activities.

#### **4.2 Strategies for Resource Mobilization**

To mobilize additional resources:

- a) County departments will allocate at least 2% of recurrent budget for staff trainings;
- b) allow county public service training institutions to retain part of revenue from their income generating activities to develop their capacities;
- c) undertake proactive measures to identify and mobilize untapped resources from private sector organizations, non- governmental organizations (NGOs) and development partners;
- d) enforce prudent management of the allocated financial resources;
- e) establishment and efficient and effective operationalization of the Training Revolving Fund (TRF); and
- f) protect training funds from budgetary cuts and reallocation.

## **CHAPTER FIVE**

### **5.0 MONITORING, EVALUATION AND REPORTING**

#### **5.1 Introduction**

Monitoring and Evaluation (M&E) ensures control and provides information needed for decision-making. Monitoring involves a continuous tracking of the progress made on training while evaluation deals with gathering data and information to establish the value of a training programme and the return on investment in HRD activities.

Monitoring and Evaluation helps public service organizations to measure the results against pre-determined objectives, fast track the implementation and compliance with policies, strategies, standards, rules and regulations. It also provides feedback on the relevance, efficiency and effectiveness of various training programmes.

#### **5.2 Policy Statement**

The County Government is committed to continually mainstream M&E systems to ensure control and provide information needed for improvement and sustainability of training and development programmes at the county and the extent to which values and principles of public service as stipulated in the Constitution, policies and guidelines on HRD have been complied with. In addition, the County Government will develop capacity of county public servants.

#### **5.3 Monitoring and Evaluation Reporting**

County Departments/entities shall continuously carry out M&E and report quarterly. The reports will, among others, cover the following:

- (i) distribution of training opportunities in terms of gender, age, cadre/designation, ethnicity, persons living with disabilities, minorities and marginalized groups, and sponsor;
- (ii) number and types of group courses organized;
- (iii) cost of the training programme(s);
- (iv) relevance of the programme(s);
- (v) officers bonded, the cost and the defaulters; and
- (vi) officers paying relevant Training Levy.

#### **5.4 Training Impact Assessment (TIA)**

Training impact assessment evaluates the effectiveness and relevance of a training

programme in terms of content, application, adaptability and the behaviour change of the trainee on the job and in the work environment. This can be measured by comparing the performance of employees before and after the various trainings programmes.

Training Impact Assessment shall be entrenched in the public service as a basis for future decisions on HRD programmes and shall be undertaken by all county departments/entities within 3 months following completion of the training programme. County departments/entities shall carry out and submit Training Impact Assessment reports to the county department for Public Service within three months of undertaking the TIA.

### **5.5 Human Resource Development Audit**

Human Resource Development Audit serves as a means through which an organization can measure the management of its training and capacity building function. The HRD activities and systems should be regularly reviewed, monitored and audited to facilitate optimum utilization of employees' potential and improved productivity.

The Board will develop norms and standards and institutionalize mechanisms for auditing human resource functions in the public service. Human Resource Development audit shall aim at establishing the extent of compliance with the Constitution, HRD policies, guidelines, rules and regulations. It shall also be used for HRD risk mitigation.

### **5.6 Review of the Policy**

The HRD Policy shall be reviewed after every five (5) years or as need arises to take into account emerging issues and international trends.

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