**HUMAN RESOURCE MANAGEMENT PROFESSIONAL EXAMINATIONS BOARD (HRMPEB)**

**STRATEGIC PLAN**

**FOR THE**

**PERIOD 2023-2027**

Enhancing Human Resource Competency

****

 **VISION**

Ethical, people-centric Human Resource Professionals

**MISSION**

To develop curricula, examine and certify Human Resource Professionals.

**QUALITY POLICY STATEMENT**

HRMPEB is committed to empowering Human Resource professionals globally by offering quality and credible examinations. This will be achieved through enhanced development of curriculum, administering exams and certification of qualified candidates

The quality Policy shall be communicated with stakeholders and continually reviewed to conform with emerging issues

**CORE VALUES**

***P****rofessionalism*

***I****ntegrity*

***C****ustomer focus*

***T****eamwork*

***I****nnovativeness*

***E****xcellence*

# FOREWORD

The second Strategic Plan for the Human Resource Management Professional Examinations Board (HRMPEB) outlines a comprehensive roadmap for the Board for the period 2023/24-2027/28. It establishes the strategic direction and provides a framework for monitoring and evaluation of performance. The Strategic Plan has identified and prioritized programmes, projects and activities that are crucial in achievement of the mandate of the Board.

The Vision, Mission, Core Values, and Key Result Areas (KRAs) espoused in this Strategic Plan will create a transformative and innovative approach to serving our customers and engaging our stakeholders. We are certain that the implementation of the strategies and activities outlined will add value to our customers both locally and globally and lead to achievement of the strategic objectives. In particular, the Board is committed to broadening its products and services to meet the changing market needs and growth to cover the local and global markets.

The Board commits to implement this Strategic Plan by providing the required human and financial resources and providing oversight through monitoring and evaluation of performance. The Board acknowledges the importance of creating strong partnerships and collaborations with state and non-state actors for the realization of the intended outcomes. The Board will continue to build on the existing relationships, particularly with the Council of the Institute of Human Resource Management (IHRM), training institutions, regulatory bodies, donor organizations and the State Department for Public Service.

The implementation of this Plan is the responsibility of top leadership, management, staff and all stakeholders. The divisions and units of the Board are required to translate the implementation of the Plan into their annual work plans and provide a basis of performance monitoring, evaluation and reporting. At the same time, it is expected that there will be close collaboration, consultations and communication between the divisions and units and key stakeholders in the implementation of the Plan.

Finally, this Strategic Plan will guide assessment and measurement of performance and achievements of results during the Plan period. I implore all staff, stakeholders and Kenyans to join us in execution of the Plan for the Board to achieve its mandate.

**CS. SHARON KISIRE, FIHRM, HSC (MRS.)**

**CHAIRPERSON**

# PREFACE AND ACKNOWLEDGEMENT

The Strategic Plan for the HRMPEB covers the period 2023/24- 2027/28. The Plan has been developed in adherence to the mandate and functions of the Board as outlined in section 16(1) of the Human Resource Management Professionals Act, no. 52 of 2012 and as well as the guidelines issued by the State Department for planning for the development of the Fifth Generation strategic Plans.

In developing the Plan, step one involved the initiation of the process with the Board setting the strategic direction by providing the vision, mission, core values and strategic objectives and constituting a technical committee for development of the Plan. Special thanks to the Board led by Chairperson CS Sharon Kisire, Professor Hazel Gachunga, Nicholas Kanisa, Dr Gladys Asuga, Jacob Omulo, Mohamed Aden, Samuel Kaumba and Emmanuel Mulwa. Step two involved the development of the Plan by the technical committee. Step three involved the validation of the Plan by stakeholders while step four involved the finalization and dissemination of the plan for implementation.

The Plan is a product of extensive collaboration and comprehensive feedback from our internal and external stakeholders. I acknowledge the contribution of Heads of Departments, Staff and all stakeholders for their invaluable input in the process of developing this Plan. My appreciation goes to the members of the technical committee comprising of Rebecca Mureithi, Margaret Nguu, Dr. Jane Wanyoike, Elizabeth Kimeu, Fredrick Laiboni, Laureen Aseka Leonard korir, Geoffrey Nyakwara, George Nyakundi, James Sikuku, Fredrick Ojwang and Beatrice Odera Special thanks to David Kiboi and Joseph Ndata who were resource persons from the State Department for Public Service, for their dedication and tireless efforts in completing this Plan.

Finally, I invite all our partners and other stakeholders to cooperate with the Board in building partnerships necessary for implementation of the Plan and the realization of our goals.

**Ms MARGARET NGUU**

**Ag. CHIEF EXECUTIVE OFFICER / SECRETARY TO THE BOARD**

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# CONCEPTS AND TERMINOLOGIES

**Administration of exams:** The process of an agency or an exam administrator administering an exam to candidates through the laid down exams’ procedures and regulations

**Accreditation:** being officially recognized, accepted, or approved

**Bottom up Economic Transformation Agenda:** An Economic model adopted by the Kenyan Government empowering the people from lower levels to higher levels.

**Emerging Issues**: These refer to recent occurrences /events /phenomena which might impact the sector negatively or positively. They range from environmental, policy, legal, technological, economic, political, social and cultural issues.

**Exam booking:** Booking and registering for an exam in an exam cycle

**Exam Cycle:** A specified duration of exam administration within a year

**Key Result Areas:** specific, measurable goals that are set to track progress and success

**Kenya Gazette:** An official publication of the government of the Republic of Kenya

**Mid-Term Review:** Is an assessment of the progress made halfway into the execution of an operation.

**Outcome:** The intermediate result generated relative to the objective of a programme/ intervention.

**Outcome Indicator:** This is a specific, observable, and measurable characteristic or change that will represent achievement of the outcome. Outcome indicators include quantitative and qualitative measures. Examples are enrolment rates, transition rates, mortality rates, customer satisfaction levels etc.

**Output:** Immediate tangible or intangible result (products, services, among others) achieved directly from the implementation of an activity.

**Performance indicator:** A measurable variable that assesses the progress of a particular project/ programme.

**Programme:** A grouping of related projects and/or services performed by an entity to achieve a common objective. Programmes must be mapped to strategic objectives.

**Project:** A set of coordinated activities implemented to meet specific objectives within defined time, cost and performance parameters/deliverables.

**Quality Assurance**:Is a systematic process used to determine if a product or service meets quality standards.

**Sub-sector**: Is an individual department, agency or organization that provides a specific service/product.

**Test development:** Test development is the process of building an exam aligned with best practices and international standards

ACRONYMS AND ABBREVIATIONS

CBET Competency Based Education and Training

CDACC Curriculum Development Assessment and Certificate Council

CEO Chief Executive Officer

CHRM Certificate in Human Resources Management

CHRP Certified Human Resource Professional

CDE County Director of Education

CLE Council for Legal Education

EA East Africa

EAC East Africa Community

ERP Enterprise Resource Planning

FKE Federation of Kenya Employers

HELB Higher Education Loans Board

HR Human Resource

HRM Human Resource Management

HRMP Human Resource Management Professional

HRMPEB Human Resource Professional Examinations Board

ICT Information, Communication Technology

IHRM Institute of Human Resource Management

KAM Kenya Association of Manufacturers

KASNEB Kenya Accountants and Secretaries National Examinations Board

KICD Kenya Institute of Curriculum development

KISEB Kenya Institute of Supplies Examination Board

KNEC Kenya National Examinations Council

KNQA Kenya National Qualifications Authority

KRAs Key Result Areas

KUCCPS Kenya Universities and Colleges Central Placement Service

MDAs Ministries, Departments and Agencies

MERL Monitoring, Evaluation, Reporting and Learning

MTEF Medium Term Expenditure Framework

MTP Medium Term Plan

MTR Mid-Term Review

NITA National Industrial Training Authority

PESTELE Political, Economic, Social, Technological, Environmental, Legal, Ethical

RPL Recognition of Prior Learning

SCAC State Corporations Advisory Committee

TNA Training Needs Analysis

TVETA Technical, Vocational Education and Training Authority

# EXECUTIVE SUMMARY

This is the second Strategic Plan for the HRMPEB. The Plan stipulates the Board’s strategic direction for the period 2023/24-2027/28. The process of development of the Strategic Plan was consultative, participatory, and took into consideration the guidelines for the preparation of the fifth Generation Strategic Plans (2023-2027) provided by State Department for Planning.

The Board Strategic Plan (2023-2027) is structured as follows: Chapter 1 provides Introduction and background of the Board; Chapter 2 provides the Situational Analysis; Chapter 3 outlines the Strategic Model; Chapter 4 gives the Implementation and Coordination Framework and Chapter 5 provides the MERL Framework. Also provided are the Implementation Matrix (Annex 1) and Outcome Performance Matrix (Annex 2).

The mandate and functions of the Board are derived from section 16 of the HRMP Act, No 52 of 2012. The core mandate of the Board is to be the entity responsible for examination and certification of all Human Resource professionals in Kenya.

Some of the global, regional and national development issues identified include Change of governments and policy; Africa Continental Free Trade Area (ACFTA); East Africa Community expansion - addition of Congo to the EAC; Mental Health Issues; Gender Equality; Uptake of Technology; Customer experience and service delivery; The COVID-19 Pandemic and other epidemics and Instability of the KES against the US Dollar.

Several milestones were realized during the implementation of the first Strategic Plan including: 5 capacity building sessions for the Board; revenue growth from 57M (FY2020/2021) to 73M (FY2021/2022); benchmarking sessions on curriculum development, examination administration and certification were conducted; partnerships were established with key stakeholders; over 3000 students were enrolled and certified for CHRP; 22 accredited institutions were inspected and certified to offer coursework and administer CHRP examinations and a customer satisfaction survey was conducted.

During the period, the following Policy and other documents were developed during the implementation period: Accreditation Policy and Guidelines; Revised CHRP Curriculum – Level 7; Diploma in HRM CBET – Level 6; Certificate in HRM CBET – Level 5; HRMPEB Customer Service Charter; Certification Policy; Examination Rules and Regulations; and Exemptions Policy.

During the implementation of the previous Strategic Plan, key challenges were encountered. These include Limited financial resources; inadequate staff; institutions accredited to offer the CHRP course charge high training fees, hence minimal enrolment; inadequate capacity building for staff on implementation and reporting of Strategic Plan; Slow uptake and acceptance of main product CHRP among stakeholders and high competition from institutions offering same course; and the impact of the COVID-19 pandemic.

Some of the emerging issues include use of technology in administration of exams; online exams; Recognition of prior learning policy framework; submission of CHRP qualified names to KNQA database for listing; Technological changes; and increasing demand for Private candidates for CHRP certification and access to resources and training materials.

The Board conducted a Situation Analysis in terms of SWOT analysis, PESTELE analysis and stakeholder analysis and identified key strategic issues including recognition of the CHRP certification globally; accreditation of at least one (1) training institution in every county; online examinations global coverage; Linkages, partnerships and collaborations locally and internationally; diversification of the Board’s products and Services to include Consultancy, Short Course professional certifications and RPL; financial and operational sustainability; and timely certification of HR Professionals among others.

The mission of the Board is to develop curricula, examine and certify Human Resource Professionals. In implementation of this Strategic Plan, the Board will be guided by the following Core values Professionalism; Integrity; Customer Focus; Teamwork; Innovativeness and Excellence.

Four Key Result Areas have been identified for the Strategic Plan. They are: Curriculum Development, Review and implementation; Examinations development and administration; Recognition of examinations and Institutional capacity development. The Board has come up with strategic objectives, strategies and activities under each Key Result Area.

The HRMPEB comprises five (5) departments and seven (7) divisions based on the interpretation of the mandate as derived from the HRMP Act. The departments are Test Development; Examinations Administration; Corporate Services; Corporate Secretary and Legal Services; and Internal Audit while the divisions are Finance and Accounts; Human Resource and Administration; ICT; Corporate Communication; Supply Chain Management; Research, Quality Assurance and Accreditation; and Planning, Strategy and Risk Management Coordination. However, the Corporate secretary and Legal services department has not been operationalized due to inadequate funds.

The Board has a total in-post of 19 members of staff with clearly defined roles against an authorized establishment of 50. To effectively and efficiently implement this Strategic Plan, the Board will put effort to fill the vacancies. It will enhance human capacity and development to enhance employee productivity through conducting Human Resource, Skills and competences gap analysis; competitive recruitment; conduct trainings based on the approved Training Needs Analysis; implement Board’s coaching and mentorship programmes; job enrichment with well-defined performance targets; and conducting a workforce analysis

The Board will require **Kshs. 1,226.5 Million** during the plan period to implement the activities in the Strategic Plan. The Board will mobilize resources from the Government, Development Partners, Donor organizations as well as savings realized through prudent management of available resources. The Board will collaborate with stakeholders to mobilize resources to bridge the resource gaps amounting to **379.1 Million**

HRMPEB will nurture creativity and innovation especially in the re-engineering its processes. It will spearhead full implementation of Enterprise Resource Planning for automation of all processes including test development and Examinations administration; Students Relationship Management services; pursue ISO Certification; and customer relationship management systems. The Board has also identified and classified the risks it is exposed to under Strategic, Financial, Performance, Environmental, Legal, Operational and Governance categories and has put in mitigation measures and also assigned a risk owner to each.

The Board came up with a comprehensive implementation matrix and Outcome Performance matrix which will form the basis of monitoring and evaluation of the activities in the Strategic Plan. Monitoring of the implementation of the Strategic Plan will provide management with the opportunity to make timely adjustments and corrective actions to improve the programme or project design, work plan and implementation strategies. The monitoring reports will be useful for purpose of funding and learning to the Board, State Department for Public Service, State Department for Planning and stakeholders.

Midterm review of the Strategic Plan will be carried out in the third year of implementation to assess the performance at the Mid-point. The End term review will be carried out in the fifth year to enumerate results and document lessons learnt which are useful in the next strategic planning cycle. During the implementation period, an ad hoc review may be commissioned by the Board. Documentation of best practices will be done by the Strategy and Planning Officer at the midterm and end term reviews and disseminated to all stakeholders for learning

# CHAPTER ONE: INTRODUCTION

This chapter describes the background information of the Board, the framework upon which the Board is anchored and its development role locally and internationally. This is the second Strategic Plan of the Board.

## 1.1 BACKGROUND

Human Resource Management Professionals Examinations Board (HRMPEB) was established by section 16(1) of the Human Resource Management Professionals (HRMP) Act, no. 52, 2012 as an examinations body. The Examinations Board started its operations November 2016. It conducted the first examinations in July 2017. In April 2021, HRMPEB was categorized by State Corporations Advisory Services (SCAC) as a State Corporation in the Ministry of Public Service, Gender and Affirmative Action under the State Department for Public Service.

The Board developed and began implementation of its first Strategic Plan for the period 2020-2025. It also conducted the Mid-Term Review of the Strategic Plan in the year 2022. During the period of implementation, the State Department for Planning released Guidelines for preparation of the Fifth Generation Strategic Plans that also required all Ministries, Departments, Agencies and Counties (MDACs) to develop Strategic Plans for the period 2023-2027.

The purpose of the guidelines was to provide MDACs with a framework for preparation of 5th generation Strategic Plans (2023-2027); provide norms and standards to ensure uniformity of developed Strategic Plans across all Public Sector institutions; and ensure alignment of Strategic plans to National development agenda and policy priorities, regional, international development frameworks and align to Medium Term Plan Four (MTPIV) (2023-2027) of Kenya Vision 2030.

The Board commissioned the development of the second Strategic Plan (2023-2027) by laying out the Vision, Mission, Core Values and Strategic Priorities to guide the institution to meet its overarching mandate. It constituted a Strategic Plan Technical Committee with Terms of Reference (ToRs) to develop the Strategic Plan consisting of the CEO, the eight (8) Heads of Departments and two (2) resource persons drawn from the State Department for Public Service.

## 1.2 MANDATE AND FUNCTIONS OF THE EXAMINATION BOARD

The HRMP Act No. 52 of 2012 of the Laws of Kenya outlines the mandate of the Examinations Board as the entity responsible for examination and certification of all Human Resource professionals in Kenya.

According to the Act, the functions of the Examination Board shall be to—

1. Prescribe and regulate syllabuses of instruction for human resource management professionals’ examinations;
2. Prepare and conduct examinations for persons seeking registration under the Act;
3. Make rules with respect to examinations;
4. Prescribe the fees and other charges payable with respect to such examinations;
5. Issue certificates to candidates who have satisfied examination requirements;
6. Issue professional qualifying certificates and other awards to candidates who have satisfied examination requirements;
7. Investigate and determine cases involving indiscipline by students registered with the Examination Board;
8. Promote recognition of its examinations locally and internationally;
9. Remit a proportion of not less than thirty percent of the fees collected under paragraph (d) to the Institute to support continuing human resource professional development; and
10. Do anything incidental or conducive to the performance of any of the preceding functions.

## 1.3 GLOBAL, REGIONAL AND NATIONAL DEVELOPMENT ISSUES

This section provides an examination of the global, regional and national development issues which form the operating environment within which the Plan will be implemented. They include:

1. **Africa Continental Free Trade Area (ACFTA):** The opening up of the Africa Continental Free Trade Area offers immense opportunity for movement of people and marketing of products and services within the continent.
2. **East Africa Community expansion:** The addition of Democratic Republic of Congo to the EAC is an opportunity for the Board to expand its operations.
3. **Mental Health Issues:** Globally, mental health issues resulting from stressful workplaces, drug and substance abuse, marital problems, addictions, betting, stress and depression and other factors is on an upward trend. It is necessary to incorporate Mental Health in curriculum and examination to equip Human Resource professionals with skills of handling people at work place.
4. **Gender Equality:** Gender parity is a fundamental requirement for thriving economies and societies. Women constitute a significant number of the world’s population and ensuring the full development and appropriate deployment of this talent pool has a vast bearing on the growth, competitiveness and future-readiness of economies and businesses worldwide. The United Nations Sustainable Development Goals, African Union Agenda 2063 and the Kenya Vision 2030 provides a framework for reducing gender inequalities for the prosperity.
5. **Uptake of Technology:** There is increased uptake of technology among the populace therefor the Board can utilize ICT to deliver on its mandate while maintaining cyber security. Other trends include use of social media for advertising and marketing which is an avenue for growth and expansion of business.
6. **Customer experience and service delivery:** Globally, customers are increasingly demanding added value for their money. This has piled pressure for organizations to learn and innovate to keep up with the demand. The operational systems, supply chain, after sales service and processes need to be re-engineered to match up with the piling pressure and demands in the global arena. Customers are also increasingly demanding for responsiveness and attention to their enquiries.
7. **The COVID-19 Pandemic and other epidemics**: The COVID-19 pandemic and its shocks are still being felt across the world including loss of jobs translating to low disposable incomes leading to a low uptake of the Boards products and services. The expenditures for Group medical cover for employees also rose. There is a need to come up with guidelines on response mechanisms in natural disasters, pandemics and economic shutdowns.
8. **Changing Macro Economic Environment:** The continued weakening of the Kenya Shilling relative to major foreign currencies especially the United States of America Dollar and the rising inflation has continued to impact business negatively due to increased costs of operations.
9. **Change in Government Policies:** The likelihood of change in government policies and legislations could affect the Board’s operations.

## 1.4 BOARD’S DEVELOPMENT ROLE VIS-A-VIS THE NATIONAL DEVELOPMENT AGENDA AND INTERNATIONAL FRAMEWORKS

The Strategic Plan has been developed in the context of Kenya's Vision 2030, Sustainable Development Goals, the Constitution of Kenya, the Bottom-Up Transformation Agenda, Mwongozo Code and other national policies, government and sectoral regulatory instruments. The HRMPEB provides examination and certification for Human Resource Management professionals. In achieving its mandate, the Board has integrated the objectives of the policies and instruments in the frameworks including:

1. The development of globally competitive, ethical, motivated and adaptive Human Resource Management professionals through development and implementation of CHRP and CBET curriculum that is in line with the 21st century market needs.
2. Promoting training through accreditation of training institutions nationally to train the CHRP, CBET and other short courses, research and development in line with the Kenya Vision 2030.
3. In line with the government agenda on digitalization of all services and ease of access to government services, the Board will adopt mechanisms to automate all its processes.
4. The implementation of the Sustainable Development Goals, the Africa Agenda 2063, the Kenya Vision 2030 and realization of the Bottom Up Transformation Agenda (BETA) is dependent on the efficient management of the HR function across all sectors of the economy. The mandate of the Board is to examine and certify Agile Human resource Professionals

# CHAPTER TWO: SITUATION ANALYSIS

This chapter covers implementation review of previous strategic plan 2020-2025, stipulates key achievements, challenges, emerging issues and lessons learnt. SWOT, PESTELE, Porters 5 Force and the McKinsey 7s Analysis are provided in addition to identification of strategic issues that should be addressed by the Board to promote achievement of its mandate.

## 2.1 IMPLEMENTATION REVIEW OF PREVIOUS STRATEGIC PLAN (2020-2025)

### 2.1.1 Key Achievements

The following are the key achievements by the Board during the implementation of the Board’s first Strategic Plan;

1. Establishment of the inaugural Institution (HRMPEB) Board with three sub committees namely Examination and quality assurance; Audit and Risk; Human resource, Strategy and Finance
2. The Board developed twenty-two Policies and other documents which are:- The First Generation Strategic Plan 2022-2025; Board Charter; Examination Policy; Business Continuity Plan; HR Policy; Finance Policy; ICT Policy; Organizational Structure; ODEL; Accreditation Policy; Risk Management Policy; Career Guidelines; Procurement Policy; Examinations Security Policy; Corruption and Whistle Blowing policy; Examinations Quality management policy manual; Online Examinations policy; Certification policy; Exemptions policy; Draft Recognition of Prior Learning (RPL) Policy; Revised Curriculum Implementation Guide ; Draft Accreditation Policy and the Revised Examinations rules
3. Board members were taken through at least five capacity building sessions on corporate governance during the implementation period;
4. HRMPEB Customer Service Charter
5. Revenue grew from 57M (FY2020/2021) to 73M (FY2021/2022) attributed to implementation of strategies;
6. The Board conducted benchmarking sessions on curriculum development, examination administration and certification at KASNEB, KNEC and Australian HR Institute during the implementation period;
7. The Board established partnerships and collaborations with Kenya Universities and Colleges Placement Service and KNQA during the implementation period, which saw KNQA license HRMPEB to certify CHRP, Diploma and craft certificate professionals;
8. The Board enrolled and certified over 2000 students during the implementation period;
9. The Board inspected 22 of its accredited institutions and certified them fit to offer coursework and administer CHRP examinations;
10. Revised CHRP Curriculum – Level 7; Diploma in HRM CBET – Level 6; Certificate in HRM CBET – Level 5
11. A customer satisfaction survey conducted in the FY 2021/2022 reflected a positive image of the HRMPEB.
12. In the year 2022, the Board participated in the Champions of Governance (COG) Awards Competition and emerged the winner.
13. The Board undertook the Governance and Compliance audit
14. The organization structure of the Board was approved by SCAC
15. The board participated in CSR activities by visiting Tree House Children’s Home at Lakisama
16. Introduced CHRP certification requirement in career progression guidelines in public service
17. The Board provided a framework for examining students with disabilities

### 2.1.2 Challenges

In implementing the first Strategic Plan, the Board faced the following challenges: -

1. Limited financial resources due to reliance on internally generated revenues. The Strategic Plan was too ambitious especially with finances. Projections could not match the actual cash flows;
2. Limited Human Resource Capacity brought about by inadequate staff hence technical challenges during implementation of the Strategic Plan. In addition, the skills sets required to implement the Strategic Plan were not captured in the organizational structure;
3. Few students enrolled for the CHRP course which was attributed to high cost of education
4. Lack framework to oversee the implementation of the Strategic plan. The Plan Implementation Committee envisaged in the Strategic Plan was not formed and there were no clear structures for reporting.
5. Slow uptake and acceptance of the Board’s products among stakeholders
6. High competition from institutions offering similar programmes
7. The social, economic, technological impact of the COVID-19 pandemic, working from home led to slow implementation of the Strategic Plan.
8. Lack of policies at the initial stages of the board

### Emerging Issues

The emerging issues that were encountered during the Plan implementation period include use of technology in administration of exams; online exams versus credibility and security. There was need for development of recognition of prior learning policy framework underway; access to resources and training materials. Need give exams to candidates abled differently

### Lessons Learnt

In the course of implementation of the first strategic plan, employees during the COVID-19 period were able to work from home, hold meetings online and deliver credible results.

## 2.2 ENVIRONMENTAL SCAN

### 2.2.1 STRENGTH, WEAKNESSES, OPPORTUNITIES AND THREATS (SWOT) ANALYSIS

The Board conducted a SWOT Analysis and summarized the findings in table below.

Table 1 SWOT Analysis

|  |  |
| --- | --- |
| **STRENGTHS*** Existence of a legal frame work within which the Board operates - The Board is a Body Corporate under HRMP Act No. 52 of 2012.
* Visionary leadership from determined, resourceful, and experienced members of the Board
* Professional, competent and motivated staff
* Conducive working environment for staff
* The Board’s ICT capability
* Reviewed CHRP curriculum and developed CBET diploma and certificate, accredited by TVETA
* Experience in conducting physical and online examinations at national level
* The Board has accredited institutions to offer CHRP and CBET curriculum
* Existence of policies that guide operations of the Board
* Government funding
* Categorization by SCAC as a State Corporation
* The Board has the mandate of certification and gazettement
* Accreditation of HRMPEB by KNQA as a qualification awarding institution
* Approved Human Resources instruments
* Strong linkages and collaborations with professional bodies and other stakeholders
* CHRP is a requirement in Government career progression guidelines for Human Resources Management officers.
 | **WEAKNESSES*** Legislative gaps exist in the Act creating the Board (HRMP Act No. 52 of 2012).
* Inadequate harnessing of ICT capabilities and capacities
* Inadequate Financial Resources
* Inadequate Human Resource
* Weak brand
* Inadequate curriculum support materials
* Low marketing of the Boards programmes and courses
* Weak Corporate branding
 |
| **OPPORTUNITIES*** HRMPEB is the only professional HR examination and certification body in the region
* HRMPEB’s ability to administer examinations efficiently provides an opportunity to collaborate with local and international examination bodies
* Existence of institutions spread across the country that can be accredited to offer Board’s curriculum and examinations
* Higher employability for CHRP holders
* Availability of many partners willing to support HRMPEB in achieving its mandate
* Many Human Resource professionals who are yet to pursue CHRP programs
* Opportunity for diversification of income generation sources
* Funding of the CHRP candidates by HELB
 | **THREATS*** Competition by other professional examination bodies locally and internationally
* Rapid technological change
* Litigation
* Corruption and other unethical practices
 |

### 2.2.2 POLITICAL, ECONOMICAL, SOCIAL, TECHNOLOGICAL, ENVIRONMENTAL, LEGAL AND ETHICS (PESTELE) ANALYSIS.

The Board conducted a PESTELE Analysis and presented the findings in table 2 below.

Table 2 PESTELE Analysis

| **PESTELE ANALYSIS** |
| --- |
| **Category** | **Factors** | **Description (Can be positive and negative)** |
| **Political Factors** | Political stability | * The general political stability in the country creates a peaceful ambiance conducive for industry and jobs creation, resulting in demand for qualified HR professionals
 |
| Political influence and goodwill in the programmes and policies of HRMPEB  | * Recognition of CHRP under Career progression guidelines for public servants will create a good atmosphere for professional development and raise the demand for certification.
* Political will to support professional education and training
 |
| Appointment of Board members | * Timeliness of appointment and effect on decision making processes
 |
| Insecurity | * Insecurity incidents in parts of the country could affect the operations of the Board in Examination management
 |
| Dynamics of government policy reviews | * Government Policy reviews might affect the uptake of the Boards programmes positively or negatively.
 |
| International relations | * Good international relations will create an environment favourable for recognition of the Board’s programmes globally.
 |
| **Economic Factors** | Macro-economic factors prevailing in the country | * May lead to low/ high cost of operations, limit/ increase purchasing power (ability to pay for training courses) and demand for HRMPEB’s products
* Inadequate Budgetary allocations
* High exchange and fluctuating interest rates
 |
| East African Community, regional and continental integration | * Will provide a wider market for the Board’s products and services.
 |
| Improved government support for TVET (loan and bursary) | * Will increase the demand for HRMPEB programmes.
 |
| **Social Factors** | High Unemployment rate in the countryCustomer Tastes and Preferences | * Low uptake of the Board’s programmes
* Makes it difficult for parents to provide adequately for their children (students), thus the number of candidates may reduce.
* Traditional professions are preferred than CHRP by the masses
 |
| Demographic distribution of the population pointing to high demand of HRMPEB programmes | * Affects demand for courses and programmes offered by the Board
* Creates Market for the certified professionals
* Increased demand for education and skilled workforce
 |
| Mental Health Issues in the countryEmerging pandemics and epidemics e.g. COVID-19, cholera | * Absenteeism, low uptake of programmes and completion rates
* Affects Examination administration
* Creates opportunity for innovation
 |
| **Technological Factors** | ICT Advancement | * Rapid expansion of the National Information Technology Infrastructure has significantly enhanced the Board’s operations
* Rapid improvement, availability and affordability of Computing, Enterprise management, and Business Process Automation Technologies, tools and skills
* Advancement of E-learning, E-examination and e-payment Technologies may cause improvement in service delivery
* Costs of adapting to rapidly changing technology
* Fear of Technology may lead to low uptake of ICT related interventions
 |
| Cyber security | * Prevalence of cybercrimes poses a risk to the Board’s electronic information assets
 |
| **Environmental Factors** | Effects of Climate ChangeWaste DisposalAdoption of Green circular economy  | * Frequency and severity of Natural Disasters and unpredictable weather patterns may affect Boards operations
* Environmentally friendly and sustainable approach to waste management.
* Corporate social responsibility to increase forest cover and protect the environment budgetary implications
* The Board will participate in CSR activities related to improving the environment including planting trees in line with the CSR Policy
* The Board will adopt green practices in all its operations such as using emails instead of paper in normal day-to-day communication
 |
| **Legal Factors** | Applicable laws and regulations governing the Board | * Predictable and sustainable Governance and implementation of the Board’s programmes
* High costs of compliance to the laws and regulations
* National cohesion
* Principles and values of public service article 10 and 232 of the constitution
 |
| Litigation from stakeholders | * The Board to practice bests of corporate governance, management, and human resource code of practice to minimize litigations from stakeholders
 |
| International protocols and obligations  | * The Board must adhere to the protocols as they align to local laws
 |
| **Ethical Factors** | Adhere to the Board’s Core Values | * Code of conducts guiding the Staff, contracted professionals and candidates
* Ethical factors can help to create trust with customers and stakeholders which lead to improved credibility.
 |

### 2.2.3 McKinsey 7-S Analysis

**The Board Conducted McKinsey 7-S Analysis and present the findings in the below.**

Table 3 McKinsey 7-S Analysis

| **Element**  | **Current Situation**  | **Aspiration**  |
| --- | --- | --- |
| **Strategy** | * The Board has a Strategic Plan
* The Board has a robust curriculum that is aligned with the current market needs
* Administering Credible examinations
* Timely certification and gazettement of qualified HR professionals
* A variety of Courses offered
* Clear Vision, Mission and Core values for the organization
 | Continuously review the Curriculum to address any emerging issues |
| **Structure** | * Availability of approved organizational structure with clear chain of command and accountability. This Comprises of Board of Directors, five departments and seven divisions all working together harmoniously
* There’s room to review the organizational structure from time to time
* The Board has career guidelines and job descriptions
 | Ensure the organization structure is adhered to and implemented  |
| **Systems**  | * Policies and regulations to guide on decision making
* Digitalization of the Boards processes
* Customer service charter that defines timelines of service delivery and followed to the letter
* There is a Boards Charter in place
* There is room to review the customer service charter
 | Continue Implementing the existing Policies Come up with Policies that may be needed to address any emerging issues  |
| **Shared Values** | * The Board operates in six clear core values which are Integrity, Professionalism, Customer Focus, Teamwork, Innovativeness and Excellence that guide in administration of its activities to ensure continuous
 | The Board intends to develop performance cultureEnsure congruence between organizations budgets Ensure the set values are followed to the letter |
| **Skills** | * Continues board development
* The Boards conducts TNA
* HRMPEB pays special attention to skills during the recruitment process.
* Training and workshops are regularly held to ensure that staff are able to provide flawless service to customers
* The Board carries out induction programs for new employees
 | Develop a competence frameworkImplement the skills gaps analysis report findings Organise and train staff on short courses where necessary |
| **Style** | * Seniors engage with employees from different levels and ask them to share their feedback to improve strategy and operations or to identify and resolve any conflicts.
* The Board has adopted an open-door policy where employees relate freely amongst each other
* All employees participate in implementation of the Board’s strategies
* All staff are familiar with the HR policy
 | Executive coaching for the leadership team Continue with open door policy engagement |
| **Staff** | * Approved staff establishment of 50 with 19 officers in post
* The staff are drawn from diverse cultures in line with national values and principle of governance
* There is career progression guideline and HR manual which guides on recruitment process, training of employees and motivation of employees
 | Fill the approved staff establishment gradually In recruitment, ensure diversity and inclusivity  |

### 2.2.4. Porters Five Forces Analysis

A Porters Five Forces Analysis carried out by the Board identified the issues as depicted in the table below

Table 4 HRMPEB Porters Five Forces Analysis

| **Force**  | **Current Situation**  | **Aspirations**  |
| --- | --- | --- |
| Competition in the industry  | * There’s high competition for the CBET and short Courses offered by other certification bodies
* Competition from the Local and international examination bodies
* Branding is not adequate
* Offering quality affordable products
 | * Diversify products offered by HRMPEB
* To create unique products and make them affordable
* Market HRMPEB locally and Globally
 |
| Potential of new entrants in the industry  | * Potential entrants for CBET courses
* HRMPEB is the pioneer and therefor has the pioneer advantage
 | * Improve on quality and affordability of products and services
 |
| Power of suppliers  | There exists a cordial relationship with trusted suppliers* There is a pool of trusted suppliers of goods and services which include, test developers, Exam printers and markers who are engaged on short term contracts.
* Suppliers are pain in time
* There is a service framework
 | * Continue in updating the data base of suppliers and service providers
 |
| Power of Customers  | * Being the only body offering CHRP, we have a potential of setting reasonable and moderate fee that we charge without losing the students.
 | * Carry out Surveys that will inform the policies and guidelines
 |
| Threat of substitutes  | * The students have other options of doing the CBET and Short Courses which is a threat to the Board losing revenues**.**
 | * Create unique products
* Tailor the short courses offered by the HRMPEB in a way that they attract the students
* Proper Marketing mix (Price Place Product Promotion)
 |

### 2.2.3 STAKEHOLDER ANALYSIS

In developing this Strategic Plan, the HRMPEB analysed both the internal and external stakeholders and identified the following key stakeholders who have direct or indirect relationships with the Board.

#### **2.2.3.1 Internal Stakeholders**

The Board members, and the staff, are the Board’s key internal stakeholders. For the internal stakeholders to work effectively in meeting the HRMPEB’s goals, good corporate governance is essential. It is therefore critical to delineate their functions and responsibilities for institutional harmony and productivity, as well as addressing each group’s expectations.

Table 5 Internal Stakeholder Analysis

| **Internal****Stakeholder** | **Stakeholder’s expectation from HRMPEB** | **HRMPEB’s expectation from the stakeholder** |
| --- | --- | --- |
| Board | * Adherence and implementation of policy directives.
* Execution of budgets
* Execution of Board’s resolution
* Execution of audit recommendations
 | * Oversight role
* Setting and giving policy direction
* Overall success of the Board
* Approval of Budgets
 |
| Management(CEO and Departmentheads) | * Implementation of policies, plans and strategies
* A conducive working environment
* Clear terms of service
 | * Realization of Board’s Mission
* Effective utilization of resources to

achieve the Board’s goals * Effective management of staff to ensure objectives and targets are met
* Overall success of the Board
* Implement Boards resolutions
 |
| Staff | * Strategic compensation and benefits
* Conducive working environment
* Overall success of the Board
* Clearly defined roles and responsibilities
* Effective execution of individual roles
 | * Ethical behaviour
* Teamwork and shared values
* Delivering service to the clients on behalf of the Board
* Implementing Board strategies and activities

 |

#### **2.2.3.2 External Stakeholder Analysis**

HRMPEB depends on registration fees of students as well as accreditation fees paid by institutions to carry out its activities. It also depends on other stakeholder groups for its continuous operations. The Board shall have effective consultative mechanisms and collaborative arrangements with the various interest groups in order to develop and maintain an integrated approach to its operations. Table 4 below captures the main external stakeholders of the Board.

Table 6 External Stakeholder Analysis

| **Stakeholder** | **Stakeholder’s expectation from HRMPEB** | **HRMPEB’s expectation from the stakeholder** |
| --- | --- | --- |
| IHRM | * Effective examination management
* Certify HR professionals for IHRM registration
 | * Register CHRP qualified professionals
* Collaboration and continued support
* Market the Boards examinations
* Register only CHRP professionals
 |
| Regulatory Bodies | * Offer accredited and approved programmes and courses
 | * Provide guidelines for programmes
* Provide timely feedback
* Curriculum implementation support
* Timely approval of programmes
* Monitoring and evaluation of programmes
 |
| * Offer quality accredited courses
* Apply for registration and accreditation of HRMPEB programmes
* Renewal of course registration certificates after 4 years
 | * Timely Accreditation of the courses
* Timely provision of feedback and technical backstopping services
* Grant only 49 percent exemptions
 |
| AccreditedTraining Institutions | * Timely processing of application for accreditation
* Timely feedback on their applications and other issues
* Inspect their institutions in line with the policy
 | * Timely renewal of annual subscriptions
* Maintain quality standards while offering HRMPEB programmes
* Publicity and awareness for HRMPEB programmes
* Partnership in curriculum implementation
 |
| Suppliers | * Timely payments for their service
* Fair level ground in procurement processes
* Adherence to the contractual obligation
 | * Supply quality goods and services as per the specifications
* Timely provision of service and products
* Feedback and advise on supplies
* Training and technical support related to their products and services
 |
| Examination Bodies  | * Partnership and collaboration
 | * Partnership and collaboration
 |
| The National Treasury | * Compliance with the PFM Act 2012 and regulations from time to time
* Prudence in utilization of resources
* compliance with the law of public finance management
 | * Timely disbursement of funds
 |
| Ministry of Public Service, Gender and Affirmative Action | * Align with government policies direction
* Comply with directives circulars, guidelines and deadlines
 | * Recognition of CHRP within the Government career guidelines
* Timely communication
 |
| Students | * Credible examinations
* Timely release of results and certification
* Gazettement of certified candidates
* Timely communication
* Compliance with the data protection act
 | * Potential clients
* Timely feedback
* Integrity/ compliance with rules and regulations during exams
* Timely Payment of fees
* Valid and accurate information
 |
|  SCAC | * Adherence to Government standards and governance on state corporations
* Continuous Board development
 | * Advisory on governance
 |
| State Corporations Appeal Tribunal | * Appeal when not satisfied with surcharges
 | * Appeal for surcharges
* Fair hearing
 |
| Inspectorate of State Corporations  | * Comply with the State Corporations Act
 | * Surcharge
* processing of Audits for the Board
 |
| KICD | * Partnership and collaboration in curriculum development
 | * Partnership and collaboration in curriculum development
 |
| Industry  | * Deliver quality professionals to the market
* Tracer studies
 | * Employment of CHRP graduates
* Feedback on performance of CHRP graduates
 |
| Contracted Professionals; Examiners, markers, CDEs | * Prompt and commensurate payments
* Timely feedback
* Capacity building
* Fairness in recruitment
* Relevant training and Induction
* Provision of guidelines and standards
* Adherence to our policies
 | * Supply of quality services
* Integrity
* Adhere to all Boards policies while discharging their duties
 |
| Federation of Kenya Employers | * Certification of qualified HR practitioners
 | * Employment of CHRP Graduates
 |
| State Security Agencies | * Ample working environment
* Comply with the security laws
 | * Provision of security services.
* Effective and timely collaboration
 |

## 2.3 STRATEGIC ISSUES

Based on the situational analysis the Board has identified critical gaps and opportunities that need to be addressed or tapped to help the board achieve its mandate. The board has also come up with fundamental policy choices to be included in this strategic plan based on its mandate as summarised below

1. **Critical gaps to be addressed**
	1. Inadequate Automation of processes which negate efficiency of Boards operations.
	2. During implementation of the previous Strategic Plan some strategies were not rolled out due to limited resources
	3. Low uptake of HRMPEB products
	4. Out of 46 institutions accredited to offer HRMPEB programs, only 15 are active
	5. Inadequate staffing to comprehensively implement the mandate of the Board
	6. Increased competition from other professional examination bodies locally and internationally
	7. There is a gap in the product pricing model
2. **Fundamental policy choices**
3. To cause a review on the HRMP Act No. 52 of (2012) to anchor the mandate of the Board and ensure stability of the Boards operations.
4. Fully develop and roll out Boards ICT capabilities to provide end to end automation of services and support the Government in its digitalization agenda
5. Enhance the Boards Financial and Operational Sustainability through diversification of products and Services to include Consultancies, Short professional Courses and RPL.
6. Accreditation of at least one training institution in every county and strengthen the capability of online examinations
7. Corporate rebranding and awareness creation to enhance visibility of the Board locally and Globally
8. Review the product pricing model and create differentiated products
9. Diversify HRMPEB products and processes to introduce mechanisms for private candidates to sit for CHRP examinations and roll out the Recognition of Prior Learning Policy to enable assessing of persons with human resource qualifications and experience with a view to certifying them
10. **Opportunities to be tapped**
11. The need to tap into the Online Examinations ecosystem to market HRMPEB products and services globally
12. Robust Institutional Corporate Governance framework to provide the right culture, team spirit and motivation, and business mindset in the Board
13. Timely certification of HR Professionals: Efficient certification for qualifying professionals
14. Opportunity for recognition of the CHRP Certification globally
15. Opportunity for funding of CHRP candidates by HELB has the potential to increase the enrolment
16. Opportunities for linkages, partnerships and collaboration locally and internationally to advance financial suitability of the Board and benchmarking of best practices in examination development and administration

# CHAPTER THREE: STRATEGIC MODEL

This chapter gives a statement of the vision and mission of the Board, a brief description of the core values, outlines the Key Areas of Focus identified by the Board, the Strategic Objectives under each Key Result Area and the strategies to be employed in the implementation of the Plan.

## 3.1 VISION STATEMENT, MISSION STATEMENT AND CORE VALUES

### 3.1.1 Vision Statement

Ethical, people-centric Human Resource Professionals

### 3.1.2 Mission Statement

To develop curricula, examine and certify Human Resource Professionals.

### 3.1.3 Core Values

The Board is guided by the following Core Values in its operations:

1. **Professionalism** – We demonstrate a high level of knowledge, skills and standards as we interact and provide services to our stakeholders;
2. **Integrity** –The Board maintains ethical, moral standards and accountability at all times;
3. **Customer Focus** –We are customer centric and are driven by our stakeholder needs in our operations;
4. **Teamwork** –We collaborate, coordinate and work together towards achieving the mandate of the Board;
5. **Innovativeness** - The Board delivers creative and sustainable solutions in a dynamic environment; and
6. **Excellence** – We perform to the best of our ability to achieve the highest attainable standard in a timely manner.

## 3.2 KEY RESULT AREAS (KRAs)

The Board has identified four Key areas of focus for the next five years. The Key Result Areas have been derived from the functions of the HRMPEB as described in the HRMP Act and also from the situation analysis. The KRAs are:

1. Curriculum development, review and implementation
2. Examinations development and administration
3. Recognition of Examinations
4. Institutional capacity Development

## 3.3 STRATEGIC OBJECTIVES AND STRATEGIES

This section presents the KRAs, the Strategic Objectives and strategies to be utilized by the Board in the implementation of the Strategic Plan. They are summarized in table 3.3 below.

Table 7 Strategic Objectives and Strategies

| **S.No** | **Key Result Area** | **Strategic Objectives** | **Strategies**  |
| --- | --- | --- | --- |
| 1 | Curriculum development, review and implementation  | Strengthen CHRP curriculum  | * Conduct a review of CHRP curriculum
* Development of Curriculum support materials and E-learning materials
* Promote and recognize prior learning (RPL)
 |
| Strengthen CBET curriculum  | * Conduct Mid-term review of CBET curriculum
* Development of Curriculum support materials and E-learning materials
* Roll out the CBET Curricula
 |
| Develop and implement short professional courses  | * Develop curricula for short courses and other market driven professional certification courses
* Roll out and implement short courses
* Development of short courses support and E-learning materials
 |
| 2 | Examinations development and administration | Prompt development of credible Test items  | * Review the test development procedures and guidelines
* Source Test development professionals
* Develop quality test items in line with approved curriculum for HR professionals
* Book candidates for two cycles of CHRP Courses annually
 |
| Administer Credible Examinations in accordance with HRMP Act 2012 | * Review examination administration regulations
* Maintain a data base of competitively selected invigilators, markers and checkers
* Conduct credible examinations
* Develop and Implement Examination administration norms and standards including logistics, security and administration processes
 |
| Timely certification of candidates who have satisfied examination requirements  | * Review of Awards and Certification policies
* Gazettement of certified candidates
* Hold Certification ceremonies
 |
| 3 | Recognition of Examinations | Enhance recognition of the Board’s Qualifications locally, regionally and globally. | * Partnering with training institutions and examination bodies around the world
* Sensitization and marketing of CHRP programs
* Apply for accreditation by local and International recognized regulatory institutions
* Accredit International institutions to offer CHRP courses
 |
| 4 | Institutional capacity Development  | Strengthen Governance of the Board | * Develop Boards’ Corporate Social Responsibility (CSR) and organizational culture
* Develop Policy on knowledge management Research
* Enhance employee productivity
* Enhance Corporate Branding
 |
| Strengthen Operation structures and systems | * Enhance Boards financial resources
* Monitor and evaluate the Boards Programs, Policies and Projects
* Pursue ISO Certification (9001-2015) check for examinations
* Compliance with procurement and disposal procedures
* Leverage on technology to improve operational efficiency of the Board
 |

# CHAPTER FOUR: IMPLEMENTATION AND COORDINATION FRAMEWORK

This chapter details the structure of the Board, staff establishment, financial resources, business process re-engineering, risk analysis and mitigation measures. The Board as the apex policy making organ is in charge of policy direction while the management of the board headed by the CEO and other staff runs day to day operations

## 4.1 STRUCTURE OF THE BOARD

The HRMPEB has the five (5) departments and seven (7) divisions based on the interpretation of the mandate as derived from the HRMP Act 2012. The departments are Test Development; Examinations Administration; Corporate Services; Cooperation Secretary and Legal Services; and Internal Audit while the divisions are Finance and Accounts; Human Resource and Administration; ICT; Corporate Communication; Supply Chain Management; Research, Quality Assurance and Accreditation; and Planning, Strategy and Risk Management Coordination as depicted in section 4.1.2

The functions of the departments are as described in the next section.

### 4.1.1 DEPARTMENTS AND UNITS OF THE BOARD

The Board will be headed by the Chief Executive Officer (CEO) who will also be the Accounting Officer responsible to the Board. The CEO will be responsible for the day-to-day operations of the Board’s activities ensuring the achievement of the mandate, objectives and strategy through formulation of policies, prudent management of resources, including financial and human resources and implementation of the Board’s decision and enhancing the corporate image of the Board.

1. **Test Development Department**

The department will be responsible to the Chief Executive Officer for efficient and effective Test Development Functions. The functions are:

1. Develop and manage the examinations framework;
2. Oversee the test development for Human Resource Management Professionals;
3. Co-ordinate panel meetings for item and test papers;
4. Design criteria for recruitment of setters
5. Develop, review, evaluate bank test items
6. Proof reading and quality checks;
7. Ensure security and confidentiality of all examination materials and processes
8. Prepare and disseminate examination reports;
9. Ensure that valid and reliable evaluation procedures are integrated into the curriculum.

 **2. Examinations Administration Department**

The department will be responsible to the Chief Executive Officer for efficient and effective management of examination administration function. The functions are:

1. Develop policies, standards and procedures for administering examinations;
2. Conduct examinations for persons seeking professional certification.
3. Administer rules in respect to examinations
4. Propose the fees and other charges payable with respect to such examinations;
5. Design criteria for recruitment of markers and invigilators
6. Investigate and determine cases involving indiscipline by students registered with the Examination Board;
7. Develop/Review examination procedures to ensure efficiency and timely delivery;
8. Review exemption procedures and publicize them to students registered with the Examination Board;
9. Determine and manage logistical requirement to manage the examination process
10. Design evaluation modules and analysing exam results and making recommendations.
11. Certification activities (issuing of certificates)
12. Ensure security and confidentiality of all examination materials and processes

**3. Corporate Services Department**

The department is responsible to the CEO for efficient and effective management of Human Resource and Administration, Finance and Accounts, Corporate communication, and Information Communication and Technology (ICT) Functions. The functions include:

1. Oversee the Human Capital function in the design, development and implementation of sound HR strategies that deliver employee engagement, retention, efficiency and productivity to achieve the Board’s mandate, strategic objectives and goals;
2. Initiate the development of policies, plans and strategies in the functional areas of Finance and Accounts, HR and Administration; ICT; Marketing and Corporate Communication;
3. Foster a culture that promote team capability and reflects the values which facilitate performance, professionalism and innovation by staff throughout the Board;
4. Ensure financial prudence and discipline for Financial Accounting, Planning, Treasury management, budgeting and budgetary controls in compliance with the set legal guidelines;
5. Oversee development and implementation of ICT policies and programmes;
6. Ensure effective implementation and compliance with all legislative requirements relating to corporate services and assets management;
7. Oversee development and implementation of Marketing and Corporate communication policies and programmes;
8. Facilitate provision of administrative services.

The Corporate Services Department is organized into four (4) Divisions: Finance and Accounts; Human Resource and Administration; ICT; and Corporate Communication.

1. **Finance and Accounts Division**

The Finance and Accounts Division is responsible for ensuring that the Board’s financial resources are prudently managed, accountable, transparent manner to achieve effectiveness, economy and efficiency, maintaining a financial management system for use by the Board in producing accurate and reliable accounts free from errors and fraud, and which will be useful in management decisions and statutory reporting.

The Finance and Accounts Division will be responsible for the following functions:

1. Oversee the development and maintenance of an efficient financial management, organizational governance and administration system in accordance with the financial procedures of the Board and international accounting standards and best management practices
2. Provide professional advice to management on financial planning, spearhead budgeting, cash flow management and investment;
3. Ensure effective and timely financial management on all Board’s matters and reporting in accordance with the laid down guidelines;
4. Administer and monitor HRMPEB’s budget in accordance with the Board’s financial management procedures;
5. Ensure statutory deductions are remitted to relevant authorities;
6. Liaise with tax authorities to ensure compliance with the laid down internal and external tax regulations;
7. Manage accounting information, which includes co-ordination and rationalization of estimates, annual appropriation and fund accounts, cash flow control and cost analysis;
8. Oversee commitment of funds and expenditure trends; and
9. Provide support in the mobilization of resources for the Board.
10. **Human Resource and Administration Division:**

The division is responsible for ensuring that the Board attracts, motivates and retains competent, talented and adequate human resources to meet its objectives**.** They are also responsible for formulating and developing a comprehensive human resources management policies, standards, rules, regulations and procedures; human resource planning; employee resourcing, compensation and benefits; staff training and development (competent and productive workforce); employee relations; staff performance appraisal; succession management; employee welfare and health; and employee separation.

1. Implement and review Human Resource and Administrative policies, procedures, strategies and plans;
2. Co-ordinate human resource training and development programmes;
3. Implement the Board’s strategic objectives on Human Resources and Administration;
4. Develop, review and co-ordinate implementation of performance management system;
5. Initiate the development and implementation of compensation and benefits schemes;
6. Implement human resource management rules and regulations;
7. Develop and maintain human resource management information systems;
8. Ensure compliance with Human Resource and Administration statutory and regulatory requirements;
9. Co-ordinate general Office administrative services and security;
10. Manage the Board’s office environment, facilities and assets;
11. Manage transport and common user facilities;
12. Manage logistics and the Board’s fleet of vehicles;
13. Manage and maintain equipment and assets including the offices and buildings of HRMPEB;
14. Manage the security function at HRMPEB;
15. Manage payroll, time and attendance of all the staff;
16. Formulation, implementation and administration of policies and standard operating procedures;
17. Resolve public complaints with the organization;
18. Promote cordial employee relations, values and work ethics in the Board;
19. Develop and manage staff welfare schemes such as Group Personal Life and accident, medical or insurance schemes.
20. **Information Communication Technology (ICT) Division:**

The Information Communication Technology Division will be headed by a Principal Information Communication Technology (ICT), Job Grade HRMPEB 3, who will be responsible to Manager, Corporate Services for the following functions:

1. Formulation and implementation of ICT policies, procedures and systems;
2. Plan, Design, Implement and align ICT strategies for effective management of examinations and other services at all levels;
3. Oversee the Boards ’s intranet and internet issues;
4. Provision of specifications and standards in the procurement of ICT software and equipment, especially that relating to processing of examinations;
5. Planning, developing, reviewing and implementing ICT business disaster recovery strategy;
6. Ensuring compliance with established Information Communication Technology standards, procedures and regulations;
7. Provision of technical support services to computer users as well as train them to acquire skills needed to implement computer-based information systems;
8. To develop and implement appropriate ICT solutions;
9. Advice the Board on current technology trends and best practices, especially relating to the implementation of online examinations;
10. Maintain custody and accountability of all ICT processes across the organization; and
11. Develop and implement Business Continuity and Disaster Recovery plans within the Board
12. **Corporate Communication Division**

The Corporate Communications Division is responsible for sales, marketing and promotion of effective communication of programmes, products and services of HRMPEB to stakeholders. The Division will be responsible for the following functions:

1. Develop, review and implement communications strategy to support the Board’s objectives;
2. Develop and implement corporate communication plans to enhance the visibility of the Board; Co-ordinate the Board’s public functions and corporate events;
3. Initiate the development of Information, Education, Communication (IEC) materials;
4. Promote the corporate brand and image of the Board;
5. Carry out customer satisfaction surveys and advice the management;
6. Manage Board’s relationship with the media;
7. Co-ordinate the Board’s Corporate Social Responsibility programmes;
8. Develop and disseminate corporate and promotional materials in liaison with relevant Departments; and
9. Prepare, edit, publish press releases, newsletters, features, speeches, articles media supplements and documentaries.

**4. Corporation Secretary and Legal Services Department:**

The Office of the Corporation Secretary/Principal Legal Services Officer reports to the CEO and is responsible for the overall co-ordination and management of the Legal Services function at the Board.

The functions relating to management of the Board will entail:

1. Providing guidance to the Board on their duties and responsibilities and on matters of governance.
2. Assisting the Board in carrying out the following:
	1. Board of management induction and training;
	2. Updating the Board and Committee Charters;
	3. Preparing Board work plans;
	4. Board evaluation;
	5. Governance audit; and
	6. Implementing the code of conduct and ethics.
3. Ensuring timely preparation and circulation of Board and Committee papers and minutes;
4. Custodian of the seal of the Organization and account to the Board for its use;
5. Maintaining and updating the register of conflicts of interest;
6. Ensures that Board members are aware of all relevant laws affecting the organization;
7. Facilitating effective communication between the organization and the shareholders;
8. Ensuring that annual returns are promptly filed with the relevant authorities; and
9. Ensuring that Board and Committee papers are circulated in advance of any meeting.

Functions relating to Legal Services will include:

1. Formulating and implementing strategies on all legal matters;
2. Providing legal opinion or advice on governance matters within the Board;
3. Authenticating documents issued to the Board as collateral, securities or support documents for loans and undertaking conveyance;
4. Conducting legal research, investigation, preparation of witnesses for pre-trial and hearing;
5. Developing concept papers, prepare legal briefs and opinions as well as develop effective defence strategies, arguments and testimony in Preparation for legal proceedings of cases in liaison with external lawyers;
6. Maintaining an up to date record of gazetted matters which relate to the Board;
7. Ensuring that the Board complies with statutory and other regulatory requirements by undertaking periodic legal audit compliance;
8. Coordinating the review of laws, by-laws and regulations relating to the Board; and
9. Compiling information and evidence on legal matters touching on the Board.

**5.Internal Audit Department:**

The Unit will be responsible to the Board of Directors functionally and to the CEO administratively for the co-ordination and management of the Internal Audit function at the Board. The functions of the unit will be:

1. Formulate and co-ordinate the implementation of internal audit policies, strategies and plans;
2. Carry out internal audits in accordance with generally accepted government auditing standards;
3. Evaluate the adequacy of internal controls, generate quarterly report findings and recommend improvements for effective management;
4. Ensure adherence to the laid down financial rules and regulations and procedures;
5. Compile and issue internal audit reports;
6. Conduct special audits and investigations;
7. Set up and implement systems in accordance with auditing standards;
8. Ensure observance of internal controls and statutory obligation compliance;
9. Review for correctness and accuracy of accounting reports;
10. Provision of independent assurance on risk management process on both design and operation;
11. Provide secretariat to the Audit committee;
12. Review the adequacy of the controls established to ensure compliance with internal policies, procedures, statutory and regulatory requirements;
13. Ensure the Board utilizes its resources according to the financial guidelines, value for more in procurement for goods and services; and
14. Ensure the Board has controls in place to ensure that the physical assets are safeguarded.

**6. Supply Chain Management Division:**

The Supply Chain Management Unit will responsible for the following functions in accordance with Public Procurement and Assets Disposals Act, 2015:

1. Implement supply chain management policies, procedures, strategies and processes;
2. Maintain and safeguard procurement and disposal documents and records in accordance to the Public Procurement and Assets Disposals Act, 2015;
3. Monitor contract management by user departments to ensure implementation of contract in accordance with the terms and conditions of contracts;
4. Undertake market surveys to ascertain market trends and technology;
5. Develop guidelines and manuals to streamline, standardize and improve integrity of procurement processes;
6. Prepare annual procurement plans and ensuring that procurement is carried out within approved budget;
7. Develop terms of contracts and tenders for procurement of equipment, materials and services;
8. Maintain an inventory of procured equipment services, vehicles and any other related machinery; and
9. Disposal of obsolete assets of the Board.

**7. Research, Quality Assurance and Accreditation Division:**

The department will be responsible to the CEO for undertaking Research, Quality Assurance and Accreditation at the Board. The Functions include:

1. Initiate, develop and implement policies relating to curriculum development and review;
2. Prescribe and regulate syllabuses of instruction for Human Resource Management Professionals Examinations;
3. Review CHRO curricula to align current trends of HR practice and market demands;
4. Develop accreditation criteria;
5. Develop guidelines for syllabi delivery for accredited institutions
6. Carrying out curriculum-based research;
7. Undertaking consultancy on Human Resource Management Professionals’ Examination matters

The department will be organized into the following Divisions:

1. Quality Assurance and Accreditation Division.
2. Research, Consultancy and Curriculum Development Division.

**8.Planning, Strategy and Risk Management Co-ordination Division:**

The Planning, Strategy and Risk management co-ordination Division will be responsibility for updating and enhancing strategic policy initiatives and Board’s priorities in line with the MTPF guidelines and Strategic Plan. The Division also ensures that the Board adopts and implements effective strategies for planning, monitoring and evaluation of projects that deliver maximum value for the Board.

Specific functions of the Division will be to:

1. Develop, review and implement planning and corporate strategy policies;
2. Co-ordinate the development, review and implementation of the Board’s Strategic Plan and performance contracts;
3. Co-ordinate the development of a service charter for the Board;
4. Co-ordinate the development, implementation and evaluation of the Board’s performance contracting and Strategic Plan;
5. Co-ordinate development of Board’s Strategic Plans and aligning them to the budget;
6. Monitor, evaluate and prepare progress reports on the implementation of projects and programmes;
7. Co-ordinate preparation of development plans;
8. Prepare and monitor the implementation of strategic and tactical plans relating to examinations of the Board;
9. Co-ordinate and undertake service delivery surveys.

However, the Corporate secretary and Legal services department has not been operationalized due to inadequate funds.

### 4.1.2 ORGANIZATIONAL STRUCTURE

The organizational structure that was approved by SCAC on 7th April 2021 is illustrated below. Given that the organizational structure has not been fully implemented, the Board will use the existing structure to implement the Strategic Plan.



## 4.2: STAFF ESTABLISHMENT

### 4.2.1 APPROVED STAFF ESTABLISHMENT FOR THE BOARD

HRMPEB staff establishment can be summarized in table 4.2.1 as shown below.

Table 8 Approved Staff Establishment for HRMPEB

| **DESIGNATION** | **CADRE** | **APPROVED ESTABLISHMENT** | **IN-POST** | **VARIANCE** |
| --- | --- | --- | --- | --- |
| **OFFICE OF THE CHIEF EXECUTIVE OFFICER** |
| CEO | 1 | 1 | 1 | - |
| Assistant Office Administrator/ Senior | 7/6 | 1 | - | 1 |
| Personal Assistant  | 4 | 1 | \* | \* |
| Driver/Senior | 8/7 | 1 | - | 1 |
| Office Assistant/Senior | 9/8 | 1 | - | 1 |
| **EXAMINATIONS ADMINISTRATION DEPARTMENT** |
| Manager, Examinations Administration | 2 | 1 | 1 | - |
| Principal Examinations Officer | 3 | 2 | 0 | 3 |
| Examinations Officer/Senior | 5/4 | 3 | 3 | 0 |
| Examination Records and Registration Assistant/Senior | 7/6 | 3 | - | 3 |
| **TEST DEVELOPMENT DEPARTMENT** |
| Manager, Test Development | 2 | 1 | 1 | - |
| Principal Test Development Officer | 3 | 2 | 1 | 1 |
| Test Development Officer/Senior | 5/4 | 3 | 1 | 2 |
| **RESEARCH, QUALITY ASSURANCE AND ACCREDITATION DEPARTMENT** |
| Manager, Quality Assurance and Accreditation | 2 | 1 | - | 1 |
| Principal, Quality Assurance and Accreditation Officer/Senior | 3 | 1 | - | 1 |
| Quality Assurance and Accreditation Officer /Senior | 5/4 | 2 | 1 | 1 |
| Research and Curriculum Development/Senior | 5/4 | 2 | - | 2 |
| **INFORMATION COMMUNICATION TECHNOLOGY (ICT) DIVISION** |
| Principal ICT Officer | 3 | 1 | 1 | 0 |
| ICT Officer/Senior | 5/4 | 1 | 1 | - |
| **CORPORATE COMMUNICATION DIVISION** |
| Principal, Corporate Communication Officer | 3 | 1 | - | - |
| Corporate Communication Officer | 5/4 | 1 |
| Customer Care Assistant/ Senior | 7/6 | 2 | - | 2 |
| **OFFICE OF THE CORPORATION SECRETARY/LEGAL SERVICES** |
| Corporation Secretary | 2 | 1 | - | 1 |
| Legal Assistant/Senior | 7/6 | 1 | - | 1 |
| **CORPORATE SERVICES** |
| Manager, Corporate Services | 2 | 1 | - | 1 |
| **FINANCE AND ACCOUNTS DIVISION** |
| Principal Finance and Accounts Officer | 3 | 1 | - | 1 |
| Accountant / Senior | 5/4 | 3 | 2 |  -1  |
| **HUMAN RESOURCE AND ADMINISTRATION DIVISION** |
| Principal, Human Resource Management and Administration Officer | 3 | 1 | - | 1 |
| Human Resource Management Officer /Senior | 5/4 | 1 | 1 | - |
| Administration Officer/Senior | 5/4 | 1 | - | 1 |
| Record Management Assistant/Senior | 7/6 | 1 | - | 1 |
| Assistant Office Administrator/Senior | 7/6 | 1 | - | 1 |
| Driver/Senior | 8/7 | 2 | - | 2 |
| Security Assistant/Senior | 8/7 | 1 | - | 1 |
| **SUPPLY CHAIN MANAGEMENT DIVISION** |
| Principal, Supply Chain Management Officer | 3 | 1 | 1 | - |
| Supply Chain Management Officer/Officer | 6/5 |
| Supply Chain Management Assistant/Senior | 7/6 | 1 | - | 1 |
| **INTERNAL AUDIT DEPARTMENT** |
| Manager, Internal Auditor | 2 | 1 | - | 1 |
| Principal, Internal Auditor | 3 | 1 | - |
| Internal Auditor/Senior | 5/4 | 1 |
| **PLANNING, STRATEGY AND RISK CO-ORDINATION DIVISION** |
| Principal, Planning and Strategy Officer | 3 | 1 | - | 1 |
| Planning and Strategy Officer/ Senior | 5/4 | 1 | 1 | 0 |
| **TOTAL** | **50** | 19 |  31 |

\*To be deployed from the existing staff

### 4.2.2 HUMAN RESOURCE/ CAPITAL MANAGEMENT AND DEVELOPMENT STRATEGIES

The Board will employ the following Strategies to address the Human Resource gap with numbers, skills and competencies needed for implementation of the Strategic Plan.

The Board will:

1. Conducting Human Resource, Skills and Competences Gap Analysis;
2. Recruit competitively for the positions;
3. Conduct trainings based on the approved Training Needs Analysis;
4. Implement Board’s Coaching and Mentorship programmes;
5. Job enrichment with well-defined performance targets; and
6. Conduct a workforce analysis;

The Board will put in place mechanisms to enhance staff productivity using the following strategies:

1. Staff recruitment and retention strategies that will ensure on-boarding and retention of the right skills and competencies to the Board;
2. Providing opportunities for learning and development;
3. Foster cordial employer-employee relations to ensure conducive working environment, Conflict Management to enhance cordial relationship, teamwork and workforce productivity
4. Promote Staff wellness and work-life integration
5. Effective communication and feedback;
6. Staff engagement in implementation of Board decisions
7. Building a high-performance culture in the Board. Provide competitive rewards and incentives to staff to attract, motivate and retain high performance employees;

## 4.3 FINANCIAL RESOURCES

### 4.3.1 FINANCIAL RESOURCE REQUIREMENTS BY KEY RESULT AREAS

The Board analysed its financial resource requirements and tabulated them in table 4.3.1 below.

Table 9 : Financial Resource Requirements by Key Result Areas

|  |  |
| --- | --- |
| **Key Result Area** | **Projected resources requirements (Kshs) millions**  |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Total**  |
| KRA1: Curriculum Development, Review and implementation  | 46 | 35 | 41.2 | 10 | 5 | 137.2 |
| KRA2: Examinations development and administration | 35.1 | 39.1 | 36.1 | 25.1 | 25.1 | 160.5 |
| KRA3: Recognition of examinations | 9 | 9 | 9 | 9 | 9 | 45 |
| KRA4: Institutional capacity development | 86.9 | 64.1 | 62.5 | 60.8 | 59.5 | 333.8 |
| **Sub totals**  | **177** | **147.2** | **148.8** | **104.9** | **98.6** | **676.5** |
| Personnel emoluments  | 30 | 35 | 40 | 45 | 50 | 200 |
| Operations and Maintenance  | 60 | 65 | 70 | 75 | 80 | 300 |
| **Sub totals**  | **90** | **100** | **110** | **120** | **130** | **550** |
| **Grand totals**  | **267** | **247.2** | **258.8** | **224.9** | **228.6** | **1226.5** |

### RESOURCE GAPS

The Board identified the gaps in financial requirements and summarized them in the table below.

Table 10 Resource Gaps

|  |  |  |  |
| --- | --- | --- | --- |
| FY  | REQUIREMENT (KSH. MN) | ESTIMATED RESOURCE ALLOCATION (KSH. MN) | VARIANCE (KSH. MN) |
| YEAR 1 | 267 | 142.9 | 124.1 |
| YEAR 2 | 247.2 | 154.1 | 93.1 |
| YEAR 3 | 258.8 | 166.3 | 92.5 |
| YEAR 4 | 224.9 | 182.9 | 42 |
| YEAR 5 | 228.6 | 201.2 | 27.4 |
| **TOTAL**  | **1,226.50** | **847.4** | **379.1** |

### 4.3.3 RESOURCE MOBILIZATION STRATEGIES

The Board will mobilize financial resources to bridge the gap between resource requirements and available funds. In order to achieve this, the Board will develop and implement a Resource Mobilization Strategy. The strategy will provide for, among others;

1. Increasing Government of Kenya funding to the Board;
2. Efficient collection of examination fees and debts;
3. Identification and engagement of development partners, private donors and philanthropists to jointly undertake projects including research and awarding well performing students.
4. Diversification of the Board’s income streams through private candidates, RPL, consultancies, curriculum support materials and short courses; and
5. Strengthen strategic communication to enhance the Board’s visibility as a means of attracting more customers.

### 4.3.4 RESOURCE MANAGEMENT STRATEGIES

The Board will put measures and compliance mechanisms on utilization of available resources in an efficient and prudent manner. The measures include:

1. Resource planning, budgeting and control measures through appropriate resource forecasting, resource allocation and resource utilization;
2. Reducing operational costs by using appropriate cost-saving methods
3. Prudent cash flow management;
4. Utilize up-to-date technology to automate workflows, improve efficiency and productivity, and reducing administrative expenses;
5. Adherence to the Public Procurement and Disposal Act;
6. Outsourcing non-core services
7. Financial discipline in utilization of the Board’s resources in line with the Strategic Plan and Annual Work Plans

## 4.4. BUSINESS PROCESS RE-ENGINEERING

Business Process Re-engineering will be guided by the Public Service Business Process Re-Engineering Strategy and Manuals. Business process re-engineering will be institutionalized to calibrate the Board for high performance leading to effective and efficient service delivery. The management will put in place interventions to rethink and redesign critical business processes and inject synergies for end-to-end improvement in productivity and quality service delivery to internal and external stakeholders. To achieve the above, the Board intends to put strategies geared towards promoting creativity and innovation in implementation of the Strategic Plan. The strategies include:

1. Full implementation of Enterprise Resource Planning in the Board to make the Board a highly automated, cost effective, efficient and responsive organization, providing value added internal and external services within acceptable timelines, and quality expectations;
2. Automate test development and Examinations administration processes by digitalizing selected test development activities, introduce Information Security Controls and eliminate various inherent risks associated with manual test item development. In addition, the board will explore Examinations administration improvement interventions such as Grading Automation, introduction of 3-tier candidate identification and Improve Student Information Management;
3. Developing students feedback mechanism to streamline student services workflows and introduce curriculum support services portal to enhance candidates’ examinations preparedness. Enhance Customer Responsiveness by the Board through Implementation of the customer relationship management system to improve the turnaround times for resolution and inquiry management.
4. Pursue ISO Certification (9001) to institutionalize international Quality Management Standards in the Board; and

## RISK ANALYSIS AND MITIGATION MEASURES

HRMPEB has analysed its risks and mitigation measures and has presented in table4.5 below;

Table 11 Risk Analysis and Mitigation measures

| **Risk Category** | **Risk and description** | **Likelihood-L/M/H** | **Impact-L/M/H** | **Overall Risk Level-L/M/H** | **Mitigation Measures** | **Risk Owner** |
| --- | --- | --- | --- | --- | --- | --- |
| Strategic Risks | Insufficient funds to implement the proposed strategies | M | H | H | * Diversify income streams for example, curriculum support materials of CHRP
* Roll out more programs e.g. CBET, and RPL
* Mobilize for resource allocation through Partnerships.
* Moby for more funding from the National treasury
 | CEO |
| Organizational Culture that is not congruent with the Board’s vision | M | H | H | * Incorporate core values into the Board processes and culture
* Institute culture audits
* Team Building activities
* Recognition and awards for staff and Board
* Cultivate and encourage a healthy culture that will enhance the implementation of the strategy.
* Set strong systems and foundations for HRMPEBs posterity.
* Evaluation and Feedback mechanisms
* Continuous vetting of employees
* Effective communication
* Institute culture assessments and audit
 | CEO |
| Disruption or discontinuity of operations due to loss of data and physical records. | M | H | H | * Develop and implement a reliable off-site data backup system
* Implement Business continuity plan
* Develop Disaster recovery policy
 | CEOHead of ICTHead of Human Resource |
| Governance Risks | Poor Credibility whereby stakeholders lose confidence and trust in CHRP certificate  | H | H | H | * Enhancing the security of examinations in all the processes.
* Improving the quality of the test developed
* Recruiting competent test item writers
* Policy guidelines to guide the test item writing exercise.
* Ensure a wide pool of setters to choose from to avoid over-reliance
* Institute punitive measures to discourage examination malpractices
* Continuous research to respond to emerging market needs
* Continuous vetting of the staff and contracted professionals involved in examination administration
 | CEO, Test Development, Examination administration Managers |
| Corporate governance that is not aligned to best governance practices.  | M | H | H | * Establish proper governance structures
* Continuous Board capacity development
* Benchmarking with best governance practices
* Board Evaluation for strategic alignment
 | Board |
| Board processes are heavily reliant on key individuals.  | H | H | H | * Continuously implement the approved organizational structure and staff establishment
* Implementation of mentorship and knowledge management strategies
* Develop and implement Board SOP’s
* HR planning and management
 | Board/CEO |
| Reputational damage as a result of integrity issues related to examination process | H | H | H | * Clear and enforceable examination development and administration procedures
* Strengthen stakeholder relationships
 | CEO/Technical Managers |
| Performance Risks | Poor Performance of the staff | M | H | M | * Develop and implement a performance management system aligned to the Board Objectives and goals/ performance contracting
* Staff Capacity building in line with the TNA and skills gap analysis
* Competitive recruitment of staff
* Develop and implement strategies to motivate and retain staff
* Performance appraisal system linked to strategic plan and annual work plans
* Objectivity in undertaking performance appraisals
 | CEOHead of HRDepartmental Heads |
| Legal Risks  | Litigation risks from internal and external stakeholders  | M | M | M | * Compliance with laws and regulations
 | Board/ CEO |
| Financial Risks | Theft, fraud, embezzlement, misappropriation, Loss of Revenue and unqualified value for money | H | H | H | * Sensitization staff on financial policies
* Improve controls and systems
* Consider Fidelity insurance policy as a risk transfer.
* Collect Examinations fees directly from candidates as opposed to Training Institutions collecting revenue on behalf of the Board.
* Automate revenue collection processes through the ERP.
* Strengthening internal control processes and audit
 | Finance Officer |
| Occupational and Safety Risks | Fireand other environmental disastersPhysical and personal security | L | H | H | * Proper maintenance and service of electrical appliances
* Proper storage of inflammable materials Insurance as a risk transfer
* Engage security firms
 | HR &Admin |
| Human Resource Risks | Talent flight | L | H | H | * Enhance employee welfare
* Improve on organization culture
 | CEO/HR& Admin |

# CHAPTER FIVE: MONITORING, EVALUATION, REPORTING AND LEARNING

**Overview**

Monitoring and evaluation is a management tool that ensures feedback on the suitability, effectiveness and efficiency of implementation of programmes and projects to inform corrective actions, future decision making, continuous improvement and learning. This chapter provides the monitoring and evaluation framework that will be utilized during the implementation of the Strategic Plan.

## 5.1 MONITORING

The Board will establish a Plan Implementation Committee (PIC), whose members will be appointed on recommendation by the CEO. The chairperson of the PIC will be the Head of Planning Department. The PIC will assess the progress of implementation of the Strategic Plan; prepare progress reports based on the implementation matrix and report to the Board on a quarterly basis. The PIC will involve all heads of departments, staff at all levels and other stakeholders in collecting information on the implementation of the Plan.

The PIC will conduct monthly review meetings to obtain and provide feedback on implementation status. Detailed annual work plans with clear performance indicators and assigned responsibilities for their achievement will be developed and approved. They will be formulated and reviewed annually by the PIC as a way of tracking the progress of implementation of the Plan.

Elaborate data and information collection templates and procedures will be developed by the Planning department and shared to all Heads of Departments to provide a coherent framework within which evaluated evidence is systematically generated on the relevance, effectiveness, efficiency, impact and sustainability of work under the Strategic Plan. All Heads of Departments will systematically track implementation of strategies, activities and actions by measuring progress against specific targets and budgets in the Plan on a monthly basis and report to the PIC. The PIC will identify opportunities, challenges and emerging issues that can be addressed or tapped so as to fast track implementation of the Strategic Plan.

## 5.2 EVALUATION

Evaluation of the implementation of the Strategic Plan will be conducted majorly through the Mid-term and End-Term review. Ad hoc reviews may be initiated by the Board as need arises. To ensure objectivity, the reviews will be conducted by external parties with the support of the management team.

### 5.2.1 Mid-Term Review

Mid-term review will be carried at the midpoint of the implementation of this Strategic Plan. Its aim is to evaluate the two and a half years on the progress in the implementation of activities and indicates the extent to which the Board has implemented the Plan.

The review will seek to measure the relevance of design of programmes and activities to achieve the desired outcomes, effectiveness, efficiency in realization of targets, impact of the programmes to the stakeholders and the sustainability of programmes in terms of technical, human and financial capacities.

The report generated will provide status of implementation of the programmes, targets and activities to aid in decision making. In addition, it will guide the Board in measures required for the completion of the pending activities as well as inform the development of the next generation Strategic Plan.

### 5.2.2 End Term Review

The end-term review will be carried out in the fifth year. The objective is to enumerate results and document lessons learnt. The lessons will inform the next Strategic Planning cycle. If the Strategic Plan is not carried through the five-year cycle, the End-Term Review is not applicable.

### 5.2.3 *Ad-hoc* Review

During the Plan period, an *ad hoc* review may be carried out in case of significant unexplained variation between the goal and performance to inform decision-making and implementation.

## 5.3 REPORTING

All Heads of Departments will prepare monthly progress reports and submit to the PIC. The PIC will collate all reports and prepare quarterly and annual reports for deliberation and presentation to the Board.

The reports will describe actions taken towards achieving outputs, specific outcomes and strategies of the Plan and will include costs, benefits, performance measures, and progress updates.

## 5.4 LEARNING

Documentation of best practices will be done by the PIC at the Mid-Term and End-Term reviews and disseminated to all stakeholders for learning.

Table 12 Annex 1. Implementation Matrix

| **Key Result Area** | **Strategic Objectives** | **Strategy** | **Key Activities** | **Expected Output** | **Output Indicators** | **Target for 5 years** | **Targets** | **Budget (Ksh Mn)** | **TOTAL (Kes.M)** | **Responsibility** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** |   |   |
| Curriculum development, review and implementation | Strengthen CHRP Curriculum | Conduct a review of CHRP curriculum | Undertake review of CHRP Curriculum | Reviewed and approved CHRP curriculum | No of Curriculum reviewed | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 5 | 0 | 5 | CEO, Manager Test Development |
| Development of Curriculum support materials and E-learning materials | Develop CHRP Student Curricula support materials | CHRP Student Curricula materials | No of CHRP Curricula materials | 18 | 7 | 6 | 6 | 0 | 0 | 7 | 6 | 6 | 0 | 0 | 19 | CEO, Manager Test Development |
| Develop CHRP Instructor curricula support materials | CHRP Instructor Curricula materials | No of CHRP Instructor Curricula materials | 18 | 6 | 6 | 6 | 0 | 0 | 6 | 6 | 6 | 0 | 0 | 18 | CEO, Manager Test Development |
| Promote recognition of prior learning (RPL) | Develop and implement RPL policy guidelines | RPL Policy guidelines developed | RPL approved and operationalize | 1 | 1 | 0 | 0 | 0 | 0 | 7 | 7 | 7 | 5 | 5 | 31 | CEO, Manager Test Development |
| Strengthen CBET Curriculum | Conduct Mid-term review of CBET curriculum | Undertake mid-term review of CBET Curriculum | Reviewed CBET curriculum | Dully approved CBET Curriculum  | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 3 | CEO, Manager Test Development |
| Development of Curriculum support materials and E-learning materials | Develop Diploma CBET student E-learning materials | Diploma CBET student E-learning materials | No of Diploma CBET student E-learning materials Developed | 16 | 5 | 5 | 6 | 0 | 0 | 4 | 4 | 4.8 | 0 | 0 | 12.8 | CEO, Manager Test Development |
| Develop Diploma CBET Instructor E-learning materials | Diploma CBET Instructor E-learning materials | No of Diploma CBET Instructor E-learning materials Developed | 16 | 5 | 5 | 6 | 0 | 0 | 4 | 4 | 4.8 | 0 | 0 | 12.8 | CEO, Manager Test Development |
| Develop Certificate CBET student E-learning materials | Certificate CBET student E-learning materials | No. of certificate CBET student E-learning materials Developed | 16 | 5 | 5 | 6 | 0 | 0 | 4 | 4 | 4.8 | 0 | 0 | 12.8 | CEO, Manager Test Development |
| Develop certificate CBET teacher E-learning materials | Certificate CBET Instructor E-learning materials | No of certificate CBET Instructor E-learning materials Developed | 16 | 5 | 5 | 6 | 0 | 0 | 4 | 4 | 4.8 | 0 | 0 | 12.8 | CEO, Manager Test Development |
| Develop and implement short professional courses | Develop curricula for short courses | Develop and implement short certification courses | Professional Short Certification Courses developed | No of professional short courses developed | 5 | 5 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 5 | CEO, Manager Test Development |
| Develop student short courses support and E-learning materials | Develop and circulate student short courses support and E-learning materials | Student’s short courses E-learning materials developed | No of Student’s short courses E-learning materials developed | 5 | 5 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 5 | CEO, Manager Test Development |
| **Sub totals** |   |   |   |   |   |   |   |   |   |   |   | **46** | **35** | **41.2** | **10** | **5** | **137.2** |   |
| Examinations development and administration | Prompt development of credible Test items | Review test development procedures and guidelines | Review and standardize test development procedures and guidelines | Test development processes reviewed and standardized | No of test development procedures and manual guidelines developed | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | CEO, Manager Test Development |
| Implementation of test development automation software module | Test development ERP module developed | ERP test development module developed | % level  | 100 | 100 | 100 | 100 | 100 | 6 | 1 | 1 | 1 | 1 | 10 | Manager, TD |
| Source Test development professionals | Identify and contract test development professionals | Test development professionals Sourced | No. of test development professionals sourced | 70 | 14 | 14 | 14 | 14 | 14 | 6 | 6 | 6 | 6 | 6 | 30 | CEO, Manager Test Development |
| Capacity building of professional test developers | Professional Test developer’s capacity built | No. of professional test developer’s capacity built | 70 | 30 | 30 | 10 | 0 | 0 | 4 | 4 | 2 | 0 | 0 | 10 | CEO, Manager Test Development |
| Conduct performance appraisal and vetting for contracted professionals | Contracted professionals appraised and vetted | % of Vetted and appraised contracted professionals | 100 | 100 | 100 | 100 | 100 | 100 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 3.5 | CEO, Manager Test Development |
| Develop quality test items in line with approved curriculum for HR professionals | Set and Moderate test items to create banks of live papers (Per paper per series) | No. of three sets per series of fully moderated live papers per series | Moderated sets of Test items banked and verified | 270 | 18 | 18 | 18 | 18 | 18 | 5 | 5 | 5 | 5 | 5 | 25 | CEO, Manager Test Development |
| Enrol candidates for CHRP examination per cycle | Candidates Enrolled for CHRP exams per cycle | No. of Enrolled CHRP candidates for examinations per cycle | 20000 | 1500 | 1700 | 2000 | 2300 | 2500 | 1 | 1 | 1 | 1 | 1 | 5 | CEO, Manager Exam Administration |
| Enrol candidates for CBET diploma examinations per cycle | Candidates Enrolled for CBET diploma exams per cycle | No. of Enrolled CBET diploma candidates for examinations per cycle | 1100 | 50 | 50 | 100 | 150 | 200 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 1 | CEO, Manager Exam Administration |
| Enrol candidates for CBET certificates examination per cycle | Candidates Enrolled for CBET certificates exams per cycle | No. of Enrolled CBET certificates candidates for examinations per cycle | 2100 | 50 | 100 | 200 | 300 | 400 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 1 | CEO, Manager Exam Administration |
| Enrol candidates for Short courses examinations per cycle | Candidates Enrolled for Short courses exams per cycle | No. of Enrolled Short courses candidates for examinations per cycle | 1400 | 0 | 50 | 150 | 200 | 300 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 1 | CEO, Manager Exam Administration |
| Administer Credible Examinations in accordance with HRMP Act 2012 | Review examination administration regulations | Acquire 2 motor vehicles (Van and CEO Car) | Motor vehicle log books | No of Vehicles purchased | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 10 | 7 | 0 | 0 | 17 | CEO |
| Maintain a data base of competitively selected invigilators, markers and checkers | Identify and contract 70 competent contracted professionals | competitively recruited professionals | No. of contracted professionals | 350 | 70 | 70 | 70 | 70 | 70 | 5 | 5 | 5 | 5 | 5 | 25 | CEO, Manager Exam Administration |
| Continuous training of contracted professionals and update of exam professional’s database | Data base of trained exam professionals | No of exam professionals trained | 350 | 70 | 70 | 70 | 70 | 70 | 1 | 1 | 1 | 1 | 1 | 5 | CEO, Manager Exam Administration |
| Conduct credible examinations | Engage examinations management agents | Examination management agents engaged | No of examination management agents engaged | 100 | 20 | 20 | 20 | 20 | 20 | 1 | 1 | 1 | 1 | 1 | 5 | CEO, Manager Exam Administration |
| Integration of Biometric registration and identification of students with existing systems | candidates identified biometrically during examination | % of candidates identified biometrically during examination | 100 | 100 | 100 | 100 | 100 | 100 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 2.5 | CEO, Manager Exam Administration |
| Timely certification of candidates who have satisfied examination requirements | Review of Awards and Certification policies | Review of Awards and Certification Policy | Approved Awards and Certification Policy | No. of Policies reviewed | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | CEO, Manager Exam Administration |
| Review of Exemptions Policy | Exemptions Policy reviewed and approved. | No. of Policies reviewed | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | CEO, Manager Exam Administration |
| Gazettement of certified candidates | Gazette qualified candidates for Certification | Qualified candidates for certification Gazetted | % of qualified candidates for certification Gazetted | 100 | 100 | 100 | 100 | 100 | 100 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 1.5 | CEO, Manager Exam Administration |
| Awards and certificates to qualifying candidates | Award and issue certificates to qualifying candidates | Qualifying candidates awarded and issued certificates | % of qualifying candidates awarded and issued certificates | 100 | 100 | 100 | 100 | 100 | 100 | 1 | 1 | 1 | 1 | 1 | 5 | CEO, Manager Exam Administration |
| Hold Certification ceremonies | Hold certification ceremony for qualified candidates | Certification ceremony for qualified candidates held | No. of certification ceremonies held | 5 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 10 | CEO, Manager Exam Administration |
| **Sub – Total** |   |   |   |   |   |   |   |   |   |   |   | **35.1** | **39.1** | **36.1** | **25.1** | **25.1** | **160.5** |   |
| Recognition of examinations | Enhance recognition of the Board’s Qualifications locally, regionally and globally. | Partnering with international training institutions and examination bodies on curriculum development and Examination administration | look for international Partners and training institutions and Sign MOU’s | International Partners and training Institutions entered engagement with | No of International Partners and training Institutions entered engagements with | 5 | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 15 | CEO, Manager Exam Administration |
| Sensitization and marketing of CHRP programs | Benchmark against professional examinations bodies | Examinations management processes guidelines | No. Examinations Management Guidelines | Examinations Management Guidelines approved and implemented | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 10 | CEO, Manager Exam Administration |
| Accreditation by local and International recognized regulatory institutions | Applications for accreditation | Local and international recognition of HRMPEB qualifications | No. of Approved programs and Accreditation Documents | Local and international recognition of HRMPEB qualifications | 2 | 2 | 2 | 2 | 2 | 4 | 4 | 4 | 4 | 4 | 20 | CEO, Manager Exam Administration |
| **Sub totals** |  |  |  |  |  |  | **4** | **4** | **4** | **4** | **4** | **9** | **9** | **9** | **9** | **9** | **45** |  |
| 4.Institutional capacity development | Strengthen Governance of the Board | Develop Boards’ Corporate Social Responsibility (CSR) and organizational culture | Develop and implement a Corporate social responsibility (CSR) Policy | CSR Policy Developed | No of CSR Policy developed and implemented | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 10 | CEO, Head of Human resource |
| Capacity building of the board members | An informed Board | No of capacity building sessions held | 4 | 4 | 4 | 4 | 4 | 4 | 12 | 12 | 12 | 12 | 12 | 60 | CEO, Head of Human resource |
| Benchmark on best corporate governance practices | Benchmarking undertaken | No of benchmarking excises undertaken | 5 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 10 | CEO, Head of Human resource |
| Carry out governance and compliance audit | Governance and compliance audit exercise | No of Governance and Audit Compliance exercises carried out | 3 | 0 | 1 | 0 | 1 | 0 | 0 | 1.5 | 0 | 1.5 | 0 | 3 | CEO, Head of Human resource |
| Provide comprehensive medical cover for Board members | 4 Board members provided with Comprehensive medical cover  | No of Board Member benefitting from medical cover  | 4 | 2 | 2 | 4 | 4 | 4 | 2 | 2 | 2 | 2 | 2 | 10 | CEO, Head of Human resource |
| Develop Policy on knowledge management Research | Develop and implement a records management policy. | Record management policy developed | Duly approved records management policy | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | CEO, Head of Human resource |
| Acquisition of modern record storage equipment | Modern Record storage equipment acquired  | Assorted Records storage items acquired  |   | 1 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 5 | CEO, Head of Human resource |
| Digitization of Boards physical records | Digitized Board's records | % level of digitization of Board's records | 100 | 100 | 100 | 100 | 100 | 100 | 0.6 | 0.6 | 0.3 | 0.3 | 0.3 | 2.1 | CEO, Head of Human resource |
| Develop and operationalize Board’s information repository and knowledge management system | Develop and operationalized information repository and knowledge management system | No of repository and knowledge management system developed | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 4 | CEO, Head of Human resource, |
| Establish a Central registry | An Established Central registry | An established registry | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | CEO, Head of Human resource, |
| Enhance employee productivity  | Undertake Annual performance appraisals | Staff appraised and rewarded | % of staff appraised and rewarded | 100 | 100 | 100 | 100 | 100 | 100 | 2 | 2 | 2 | 2 | 2 | 10 | CEO, Head of Human resource |
| Undertake Capacity building and trainings for staff | Trained and capacity-built staff | % of staff capacity built and trained | 100 | 100 | 100 | 100 | 100 | 100 | 5 | 5 | 5 | 5 | 5 | 25 | CEO, Head of Human resource |
| Conduct employee engagement surveys | Surveys conducted | No of surveys carried out | 2 | 1 | 0 | 1 | 0 | 0 | 0.5 | 0 | 0.5 | 0 | 0 | 1 | CEO, Head of Human resource |
| Implement Boards policy | HSE policy implement ed | % of compliance HSE Policy implemented | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0.5 | 0.5 | 0.5 | 0.5 | 3 | CEO, Head of Human resource |
| Conduct HSE audit | HSE audit conducted | No of HSE audit conducted | 2 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0.2 | 0 | 0.2 | 0.4 | CEO, Head of Human resource |
| Provide comprehensive medical cover for all staff | All staff provided with medical cover | % of staff on medical cover | 100 | 100 | 100 | 100 | 100 | 100 | 7.5 | 7.5 | 7.5 | 7.5 | 7.5 | 37.5 | CEO, Head of Human resource |
| Organize for staff mentorship program | All Board staff mentored | % of staff mentored | 100 | 100 | 100 | 100 | 100 | 100 | 1 | 1 | 1 | 1 | 1 | 5 | CEO, Head of Human resource |
| Undertake Team building initiatives to build group synergy | Team building events | No of team building events held | 10 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 15 | CEO, Head of Human resource |
| Create mental health awareness among the staff | Staff aware on mental health issues | % of staff sensitized on mental health | 100 | 100 | 100 | 100 | 100 | 100 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 2.5 | CEO, Head of Human resource |
| Enhance Corporate branding | Engage brand ambassadors and influencers for brand visibility | Brand ambassadors and influencers for brand visibility | No of Brand ambassadors and influencers for brand visibility | 360 | 60 | 60 | 60 | 60 | 60 | 5 | 5 | 5 | 5 | 5 | 25 | CEO, Head of Human resource |
| Carry out customer satisfaction and brand awareness survey | Customer satisfaction surveys | No of customer satisfaction surveys | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 5 | CEO, Head of Human resource |
| Carry out tracer studies | Carry out tracer studies | Carry out tracer studies | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | CEO, Head of Human resource |
| Develop and operationalization of Customer Relationship Management System | Customer Relationship Management System | No of Customer Relationship Management System | 1 | 1 | 1 | 1 | 1 | 1 | 0.6 | 0.3 | 0.3 | 0.3 | 0.3 | 1.8 | CEO, Head of Human resource, Head of ICT |
| Strengthen Operation structures and systems | Enhance Boards financial resources  | Develop a resource mobilization policy | Develop resource mobilization Policy | An approved Resource mobilization policy | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | CEO, Head of Finance  |
| Carry out resource mobilization  | Resource mobilization sessions held  | No of resource mobilization sessions held | 5 | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 15 | CEO, Head of Finance |
|  Monitor and evaluate the Boards Programs, Policies and Projects  | Conduct Quarterly Monitoring and evaluation | Monitoring and evaluation exercise conducted | No of M&E Exercises conducted | 20 | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 2 | 2 | 2 | 10 | CEO, Head of Planning and strategy |
| Develop M&E Policy | M&E Policy prepared | No of M&E Policies prepared | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | CEO, Head of Planning and strategy |
| Prepare annual progress reports | Annual progress reports prepared | No of annual progress reports prepared | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 5 | CEO, Head of Planning and strategy |
| Pursue ISO Certification (9001-2015) check for examinations | Undertake ISO certification processes | Board ISO Certification | ISO certification | 100 | 100 | 0 | 0 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 12 | CEO, Head of Human resource |
| Conduct ISO 9001:2015 Audits | ISO audits conducted | No of Internal ISO Audit reports | 5 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 10 | CEO, Head of Human resource |
| Compliance with procurement and disposal procedures | Prepared and implement annual procurement and asset disposal plans | Annual procurement and asset disposal plans | No of procurement and asset disposal plans | 5 | 5 | 5 | 5 | 5 | 5 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 1 | CEO, Head of Supplies Management |
| Review the Supply Chain Management (SCM) Policy and procedures Manual | Approved SCM Policy and Procedures Manual | No of SCM Policy and Procedures Manual reviewed | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0.5 | 0 | 0 | 0.5 | CEO, Head of Supplies Management |
| Leverage on technology to improve operational efficiency of the Board | Acquire and install modern ICT infrastructure | Modern ICT Infrastructure Acquired and installed  | % level of ICT infrastructure integration | 100 | 20 | 60 | 100 | 0 | 0 | 5 | 5 | 5 | 3 | 3 | 21 | CEO, Head of ICT |
| Develop and implement ICT Disaster Recovery Plan | ICT Disaster Recovery Plan developed | No of ICT Disaster Recovery Plan developed | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 8 | CEO, Head of ICT |
| Acquire and implement an ERP system | ERP system acquired | % level of ERP implementation | 100 | 100 | 100 | 100 | 100 | 100 | 5 | 1 | 1 | 1 | 1 | 9 | CEO, Head of ICT |
|  Totals |   |   |   |   |   |   |   |   |   |   |   | 86.9 | 64.1 | 62.5 | 60.8 | 59.5 | 333.8 |   |

Table 13 OUTCOME PERFORMANCE MATRIX

| Key Result Area  | Outcome(s) | Key Performance Indicator  | Baseline  | Target  |
| --- | --- | --- | --- | --- |
| Value  | Year  | Mid-term Period Target  | End Term Period Target  |
| Curriculum development, review and implementation | Skilled and competent Certified Human Resource Professionals | Number of certified CHRP professionals in Kenya | 2242 | 2023 | 3500 | 5000 |
| Number of curriculum support materials developed and approved for students and lecturers | N/A | N/A | 18 | 18 |
| Skilled and Competency Based Human Resource Management Practitioners | Number of CBET diploma finalists | N/A | N/A | 50 | 100 |
| Number of CBET certificate finalists | N/A | N/A | 150 | 300 |
| Globally Recognized CHRP curricula | Number of international institutions offering CBET curricula |  |  |  |  |
| Examinations development and administration | Globally and Locally Recognized CHRP Curricula | Number of Institutions offering CHRP Curricula Locally | 46 | 2023 | 56 | 66 |
| Number of Institutions offering CHRP Curricula Globally | N/A | 2023 | 2 | 5 |
| Uniform Examination administration across the globe | Number of accredited institutions offering CHRP locally | 46 | 2023 | 56 | 66 |
| Number of accredited institutions offering CHRP Examinations Globally | N/A | 2023 | 2 | 5 |
| Certified, Gazetted and listed Human Resource Professionals | Number of candidates gazetted as per the certification policy timelines | 2242 | 2023 | 8000 | 18000 |
| Recognition of examinations | HRMPEB examinations recognized and offered by institutions locally, regionally and across the globe  | Number of accredited local institutions actively offering HRMPEB Programs  | 17 | 2023 | 25 | 40 |
| Recognition of HRMPEB certification by foreign Institutes of Human Resources Management | Number of local candidates taking HRMPEB Examinations | 2,400 | 2023 | 8,000 | 18,000 |
| Number of international institutions offering HRMPEB Examinations | 0 | 2023 | 2 | 5 |
| Number of international students taking HRMPEB Examinations | 1 | 2023 | 50 | 100 |
| Numbers of Countries recognizing CHRP qualification  | 1 | 2023 | 3 | 6 |
| Institutional capacity of the Board | Board activities undertaken as planned within timelines and budgets | Grants allocated by the National Treasury (Kshs. Million) | 50 | 2023 | 54 | 58 |
| Amount of money raised from Board A-in-A | 73.5 | 2023 | 88 | 106 |
| Efficient and effective Board operations | Percentage Level of automated processes | 2 | 2023 | 10 | 20 |
| Duly approved and assented amendment bill of HRMP Act | N/A | 2023 | 1 | 2 |
| Number of policies, procedures and regulations developed by the Board | 22 | 2023 | 25 | 30 |
| Number of policies, procedures and regulations reviewed by the Board | N/A | 2023 | 10 | 20 |
| Employee engagement/ satisfaction surveys findings | 8% | 2023 | <5% | <5% |