

Talent Management Officer

COMPETENCY MODEL

Talent Management Officer

HUMAN RESOURCES SERVICES | SOCIAL SECURITY BOARD

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Organization of the Talent Management Officer Competency Model Document

The Talent Management Officer Competency Model document is arranged in the following two parts:

PART ONE: THE COMPETENCY MODEL

The competency model is presented as a graphic that visually communicates, briefly, all the competencies that are important to the role of Talent Management Officer. This graphic is supported by a brief narrative providing the following information:

- The key distinction between a competency and a competency model.
- Competency groups for the role of Talent Management Officer, and the specific competencies that make up each group.
- A quick reference table showing all competencies and their corresponding definitions.

Part One is a snapshot of the full collection of knowledge, skills, abilities, behaviours, and attitudes required for effective performance in the role of Talent Management Officer.

PART TWO: THE COMPETENCY GUIDE

The Competency Guide expands the model shown in Part One and provides the following information to assist in understanding the competency model and how to apply it to the role:

- A **one-page illustration** on how to read and interpret the Competency Guide.
- A **definition** of each competency in the model explaining what the competency means in the context of the job.
- A progressive 5-point **proficiency scale** representing progressive levels of strength in each competency that comprises the model.
 - The rating of 1 represents the lowest level of strength in a competency. In an interview and in evaluating performance at the end of a performance year/cycle, the lowest rating that can be achieved for any competency is 1.
 - The rating of 5 represents the highest level of strength in a competency. In an interview and in evaluating performance at the end of a performance year/cycle, the highest rating that can be achieved for any competency is 5.
 - The rating of 3 is the threshold rating for each competency; it is the minimum rating required for success in each competency. Throughout recruitment, and in evaluating performance at the end of a performance year/cycle, the rating of 3 is referred to as the minimum success rating.
- **Indicators** that are associated with each competency and that describe what each competency “looks like” in practice at each of the five levels of strength on the proficiency scale.

PART 1: The Talent Management Officer Competency Model

This Competency Model presents the set of interrelated competencies that collectively define the requirements for effective performance in the role of Talent Management Officer. This competency model is built around three dimensions:

- **Knowledge** – the Officer’s understanding and appropriate application of essential practical and theoretical information.
- **Skills** – the talents and abilities the Officer brings to the role.
- **Mindset** – the attitudes and disposition that shape the Officer’s responses, reactions, and behaviours in doing the work associated with the role.

Each of the above dimensions is described in core, functional (tactical) and technical competencies.

This model underscores the fact that superior performance in the Talent Management Officer’s role results from the successful application of behaviour, knowledge, skills, abilities, and attitudes. In other words, success comes not only from what the Talent Management Officer knows and is able to do, but also from how he/she does it.

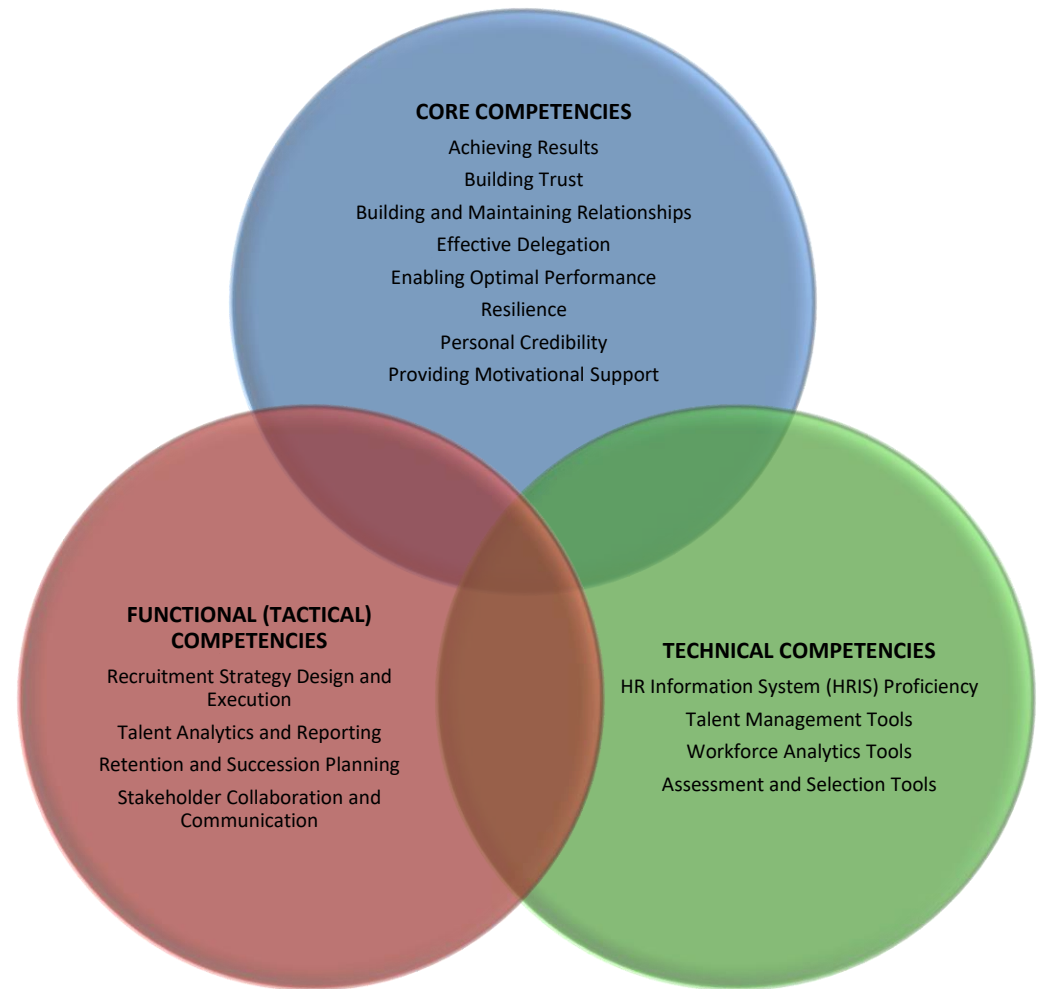
What is a Competency?

A **Competency** refers to a specific and observable skill, ability, expertise, behaviour, talent, attitude, or knowledge that enables successful performance in a job.

What is a Competency Model?

A **Competency Model** is a set of interrelated competencies that collectively define the requirements for effective performance in a specific job. In other words, a competency model is a collection of the most important and relevant skills, abilities, expertise, talents, knowledge, behaviours, and attitudes that enable successful performance in a job.

The Talent Management Officer Competency Model is made up of three main groups of competencies: core, functional and technical competencies.



Core Competencies

The **Core Competencies** embody and reflect SSB’s organizational values and describe the behaviours required of anyone who holds a role at Level Eight at the Social Security Board. These core behaviours facilitate proper application of the specialized functional and technical skills and knowledge that are unique to the Talent Management Officer’s role.

Functional and Technical Competencies

The **Functional Competencies** describe the tactical and transactional skills and knowledge, while the **Technical Competencies** describe the unique and specialized skills, knowledge and abilities required specifically to perform successfully in the role of Talent Management Officer.

Competency Model Talent Management Officer		
Competency Type	Competency Name	Competency Definition
CORE	Achieving Results	Maintaining consistent focus on the efforts necessary to achieve quality results in line with operational and strategic goals, objectives, and priorities.
	Building Trust	Interacting with others in ways that inspire confidence in one’s intentions and those of the organization.
	Building and Maintaining Relationships	The ability to successfully establish and maintain reciprocal, high trust, harmonious working relationships that create value for others, support the achievement of role-related objectives and furthers the aims and objectives of the organization.
	Effective Delegation	Allocating authority and autonomy to maximize the individual’s contribution to organizational success.
	Enabling Optimal Performance	Applying strategies and tactics that build the capacity, capability, and confidence of others to fulfil current and future job roles and responsibilities as effectively as possible.
	Resilience	The ability to maintain stamina and performance under stressful conditions and rebound from setbacks and adversities.
	Personal Credibility	Demonstrated concern that one be perceived as responsible, reliable, and trustworthy.
	Providing Motivational Support	Skill at enhancing others’ commitment to their work.
FUNCTIONAL	Recruitment Strategy Design and Execution	Designing, implementing, and evaluating recruitment strategies that attract, assess, and hire high-quality talent aligned with organizational goals while ensuring a positive candidate experience.
	Talent Analytics and Reporting	Collecting, analysing, interpreting, and presenting workforce data in a clear, actionable manner to support evidence-based decision-making, strategic workforce planning, and the evaluation of talent management initiatives.
	Retention and Succession Planning	Designing and implementing strategies to retain key talent and develop high-potential employees for critical leadership or technical roles, ensuring organizational continuity and future readiness.
	Stakeholder Collaboration and Communication	Building effective partnerships with internal and external stakeholders to align talent management initiatives with organizational priorities, leveraging strong communication skills to influence and achieve shared goals.
TECHNICAL	HR Information System (HRIS) Proficiency	Effectively using HRIS platforms to manage employee data, recruitment workflows, and generate reports that support talent management and strategic decision-making.
	Talent Management Tools	Use of tools and platforms (e.g., Applicant Tracking Systems, onboarding platforms, succession planning software) to streamline the recruitment, onboarding, and talent development processes.
	Workforce Analytics Tools	Use data visualization and analytics tools (e.g., Power BI, Excel) to analyse workforce data, identify trends, and provide actionable insights for talent management decisions.
	Assessment and Selection Tools	Applying psychometric, competency-based, or technical assessment tools to objectively evaluate candidates’ skills, aptitude, and alignment with role requirements.

PART 2: The Competency Guide

How to Read the Competency Guide

Competency Type and Classification: A word that describes the type of skill, knowledge or ability that's required for the job. The type of competency can be behavioural, functional, or technical. At SSB a competency of any type may be classified as core if it is common to an organization grouping.

Competency Name: This is the name given to the specific skill, ability, expertise, attitude, or behaviour that is required to successfully perform the job. The job of Talent Management Officer requires skill in Assessment and Selection Tools to successfully perform this job.

Technical Competency: Assessment and Selection Tools

DEFINITION: Applying psychometric, competency-based, or technical assessment tools to objectively evaluate candidates' skills, aptitude, and alignment with role requirements.

Competency Definition: The definition explains what the required skill, ability, expertise, or behaviour is about in the context of the job. E.g. Assessment and Selection Tools is about "applying psychometric, competency-based, or technical assessment tools to objectively evaluate candidates' skills, aptitude and alignment with role requirements."

Proficiency Levels (scale): This is a 5-point numerical scale that measures how strong someone is in a required skill, ability, expertise, or behaviour; 1 is the lowest level of strength, while 5 is the highest level of strength in a competency.

No indicators at Level 1: Level 1 (Introductory) signifies the start of growth and development in a competency. Since development is only just beginning, there are no indicators associated with Level 1.

5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others.</i>	Shapes organizational policy on assessment and selection, ensuring alignment with long-term goals.
4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i>	Implements and maintains cutting-edge assessment tools, mentoring HR staff on their use. Collaborates with industry experts to validate and improve assessment methodologies.
3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	Designs or adapts assessments to align with organizational needs, ensuring relevance and fairness. Analyses assessment trends across roles (e.g., skills gaps among candidates) and recommends solutions. Coaches hiring managers on using assessment results for informed decision-making.
2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	Selects appropriate assessment tools based on job competencies and role requirements. Integrates assessment results into hiring decisions, providing structured, evidence-based recommendations. Evaluates the effectiveness of tools, suggesting adjustments where needed.
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	Relies on templates or guidance to interpret basic assessment results. Administers common assessments (e.g., personality or technical tests) with limited support. Prepares basic summaries of assessment results, highlighting top-scoring candidates.

Proficiency Description: Immediately below the proficiency level is the description of the proficiency rating: a short statement that describes what the numerical rating on the proficiency scale represents. E.g., 2 represents potential for growth in the competency required for the job.

Indicators: For each proficiency level, there are short descriptive statements that describe the behaviours, skills, knowledge, abilities seen at that level and for that competency. Indicators show what the level "looks like" in practice but do not provide an exhaustive list. Here, indicators are illustrated as a series of connected steps, indicating there is a gradual progression in complexity of the indicators from one level to the next. As one progresses through each level, the indicators get more complex, indicating that growth and development is a process that happens over time. As that process occurs there is a gradual strengthening of the required skill, knowledge, attitude, or ability.

Core Competencies

The position of Talent Management Officer is classified as Organizational Level Eight. The core competency group for the Talent Management Officer contains the eight core competencies which are universal to Organizational Level Eight:

1. Achieving Results
2. Building Trust
3. Building and Maintaining Relationships
4. Effective Delegation
5. Enabling Optimal Performance
6. Resilience
7. Personal Credibility
8. Providing Motivational Support

These eight competencies reflect and embody the organization's core values:

A **Accountability:** “We are responsible, reliable and answerable to the public, as well as to our own standards.”

T **Transparency:** “We are open, straightforward, and honest, ensuring visibility and clarity in the process and results. Through transparency, we promote an environment of inclusive communication.”

I **Integrity:** “We uphold the highest standards of ethics and integrity. Through this, we also endeavour to build trust.”

R **Respect:** “We are respectful of all people, all customers, and of ourselves.”

E **Excellence:** “We endeavour to excel in whatever we do, with a focus on the customer to ensure the highest quality of service delivery.”

Core Competency: Achieving Results

DEFINITION: Maintaining consistent focus on the efforts necessary to achieve quality results in line with operational and strategic goals, objectives, and priorities.

WHY IT'S IMPORTANT: Achieving results is about moving through work with a sense of purpose. It is that deep understanding of the intricate link between individual outcomes and operational and strategic goals and priorities of the organization. This sense of purpose – that we are connected to and working toward something bigger than ourselves – guides us in how to maximize the use of available resources and deliver quality results against the organization's strategy and objectives.

<p>1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i></p>	<p>Stays focused on operational objectives despite distractions.</p> <p>Monitors progress and quality of own work.</p> <p>Clarifies expectations for all work he/she is taking on.</p> <p>Works around typical problems and obstacles to get work done.</p>	<p>3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p> <p>Keeps track of and measures outcomes against a standard of excellence not imposed by others.</p> <p>Manages own and others' performance against operational plans and keeps focused on key activities.</p> <p>Checks results to make sure solutions were effective and takes appropriate corrective action if resolution has not been accomplished.</p> <p>Displays a strong sense of urgency about solving problems and getting work done.</p> <p>Realistically assesses and allocates appropriate amount of time and resources for completing work.</p>	<p>4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i></p> <p>Sustains long working hours when necessary, works with enthusiasm, effectiveness and determination over a sustained period.</p> <p>Proposes new ideas and methods to work/operating policies and procedures to improve business processes and achieve better results.</p> <p>Maintains commitment to goals even in the face of obstacles and frustrations.</p> <p>Frequently uses fewer than expected resources while still delivering high-quality work ahead of time, resulting in cost savings or improved efficiencies.</p> <p>Identifies and engages others who can help “turn the tides” towards successful goal achievement.</p>	<p>5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i></p> <p>Re-prioritizes and adapts to changes in work requirements with minimal disruption to deadlines.</p> <p>Identifies “vital few” goals and allocates time and resources accordingly to achieve those goals when faced with competing priorities.</p> <p>Demonstrates tenacity, persevering through significant challenges/obstacles/setbacks until the goal is achieved.</p> <p>Gives sound advice and guidance to others on how to define their work in terms of expected results.</p>
<p>2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i></p>				

Core Competency: Building Trust

DEFINITION: Interacting with others in ways that inspire confidence in one’s intentions and those of the organization.

WHY IT’S IMPORTANT: Trust lies at the heart of successful relationships, especially those you have with direct reports and superiors. Trust generates feelings of goodwill. It enables successful collaboration and more productive outcomes for those whom you lead. When there’s trust, things go more smoothly. People pull together, relying on each other to do their part. They’re better able to work through conflicts and tough times. Without trust, there are unnecessary speed bumps, heightened doubt, dips in performance, low morale. Being trustworthy is about being honest and authentic. It’s about acting with integrity. Showing consistency. Being credible. If you’re trusted, it means others can count on you to deliver and to look after their highest interests. Trust is based on reciprocity—you need to give it to get it.

				5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i>
			4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i>	Consistently behaves according to the organization’s code of ethics and core values.
		3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	Is consistently open and honest with staff and others about what can and can’t be done about their needs and concerns.	Does the right thing, no matter what the situation.
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	Is consistent in words and actions.	Shows confidence in colleagues and staff, allocating them responsibilities and providing them with a reasonable degree of freedom to deliver.	Creates an environment where others feel safe to talk and act without fear or repercussion.
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	Shares accurate information.	Keeps promises made and follows through on commitments.	Applies policies and procedures consistently when dealing with employee issues.	Articulates the specific contributions of others and ensures all contributors receive due credit and recognition for their actions and efforts.
	Gives due credit to others for their contributions and achievements.	Keeps private all information shared in confidence.	Stays true to his or her values even when it is unpopular to do so.	Consistently applies personal values to appropriately address difficult situations.
	Addresses concerns with employee behaviour in a confidential and respectful manner.	Expresses a consistent point of view to different audiences.		
	Accepts responsibility for mistakes.	Recognizes the sensitivity or confidentiality of information and handles it accordingly.		
	Actively listens to others.	Listens to others and objectively considers their ideas and opinions, even when they conflict with one’s own.		

Core Competency: Building and Maintaining Relationships

DEFINITION: The ability to successfully establish and maintain reciprocal, high trust, harmonious working relationships that create value for others, support the achievement of role-related objectives and furthers the aims and objectives of the organization.

WHY IT'S IMPORTANT: The ability to build and maintain relationships is about your effectiveness at first establishing and then maintaining constructive working relations, partnerships, or networks of contacts with people within and outside the organization who can be instrumental in achieving work goals and priorities. It is the desire to work cooperatively with all direct reports, peers, and stakeholders to meet mutual goals. It includes demonstrating strong interpersonal skills, respect, trust, and mutual understanding and interacting with others in ways that recognize the uniqueness of the individual and advances the organization's work. It involves awareness that a relationship based on trust is the foundation for success in delivering results. And it is the new norm for how work gets done now.

<p>1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i></p>	<p>2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i></p>	<p>3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p>	<p>4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i></p>	<p>5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i></p>
<p>Shows courtesy and consideration when interacting with others.</p> <p>Looks for shared interests, experiences, or other common ground.</p> <p>Shows interest in others by listening to their perspectives and ideas.</p> <p>Offers assistance, information and support to others, whose help may be needed later on.</p> <p>Shows concern about the general well-being of others.</p>	<p>Pro-actively approaches others, despite the risk of possible rejection.</p> <p>Takes the time to learn about others' interests and aspirations outside of the work environment.</p> <p>Spends time thinking or talking through issues and concerns with others, making them feel heard and seen.</p> <p>Consistently responsive, acknowledging requests from others promptly.</p> <p>Adapts own style appropriately to work effectively with others, building consensus, trust, and respect.</p>	<p>Pro-actively approaches others, in different organizational units to build rapport, seek or provide help and enhance one's own network of business relationships.</p> <p>Negotiates new and mutually beneficial partnerships that may also serve the interests of other organizational units.</p> <p>Helps team members identify and build key relationships and networks across the organization.</p> <p>Openly recognizes the contributions that staff at all levels make to delivering on priorities.</p>	<p>Expresses appreciation to others who have provided information, assistance or support giving them a sense of satisfaction about their contributions.</p> <p>Works with managers and staff across department and level boundaries to resolve mutual issues and concerns.</p> <p>Helps others to improve their relationship building skills by coaching them in how to establish and maintain networks.</p>	

Core Competency: Effective Delegation

DEFINITION: Allocating authority and autonomy to maximize the individual's contribution to organizational success.

WHY IT'S IMPORTANT: Delegation, simply stated, is the ability to shift from doing the work to getting the work done through others. It requires giving up direct control over the work, which, naturally, involves more risk. It requires equipping others to get the work done and then trusting them to do it well. Delegation shifts the spotlight from your own personal contribution and achievement to enabling and empowering others to contribute to and achieve results. To enable and empower others means that you stop being the expert in a particular function, area, discipline, process, or procedure and instead start leading the experts. It all comes down to three critical areas: Guide. Delegate. And trust. Leaders who succeed in these areas start developing new skills and know when it's time to stop relying on the old. They learn to set clear expectations, to track progress, and to communicate information that people need to do their jobs. Their focus shifts to helping others develop their skills and gain confidence. When you successfully navigate these leadership rites of passage, you'll not only help other people grow and be successful in their roles, but you'll be on your way to becoming more successful and effective in yours.

				5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i>
			4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i>	<p>Masterfully matches people to assignments.</p> <p>Gives full authority and responsibility to individuals with the latitude to do a task in their own way to develop specific skills and to learn from their own mistakes in a non-critical setting.</p> <p>Asks employee for his/her plan to address issue to be delegated, allowing person to create and "own" the solution.</p> <p>Delegates important and attractive projects to the right people, even if it decreases personal status.</p>
	3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	<p>Clearly states the parameters of the delegated responsibility (e.g. decision-making authority and required actions, constraints, or deadlines).</p> <p>Intervenes as needed to remove obstacles to individual or team progress.</p> <p>Clearly states performance expectations or boundaries.</p> <p>Reviews performance against clear standards or expectations.</p> <p>Periodically tracks how work is progressing without micro-managing.</p>	4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i>	<p>Sets stretch goals and objectives, pushing individuals or teams to perform at higher levels.</p> <p>Generates commitment by involving team members when setting team direction and objectives.</p> <p>States assigned accountabilities as clear end results, not simply tasks to be completed.</p> <p>Matches authority for decisions and control of resources to assigned accountabilities.</p> <p>Identifies and manages risks associated with assigned accountabilities by making relevant contingency plans with employee.</p>
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	<p>Identifies or suggests activities that could help others develop new technical or operational skills.</p> <p>Gives directions or demonstrations with reasons or rationale as a training strategy.</p> <p>Demonstrates how to accomplish tasks to acceptable levels.</p> <p>Provides appropriate information, tools and resources to best enable task completion.</p> <p>Provides instruction, guidance and support in a helpful and supportive manner when asked.</p>	4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i>	<p>Masterfully matches people to assignments.</p> <p>Gives full authority and responsibility to individuals with the latitude to do a task in their own way to develop specific skills and to learn from their own mistakes in a non-critical setting.</p> <p>Asks employee for his/her plan to address issue to be delegated, allowing person to create and "own" the solution.</p> <p>Delegates important and attractive projects to the right people, even if it decreases personal status.</p>
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	<p>Identifies or suggests activities that could help others develop new technical or operational skills.</p> <p>Gives directions or demonstrations with reasons or rationale as a training strategy.</p> <p>Demonstrates how to accomplish tasks to acceptable levels.</p> <p>Provides appropriate information, tools and resources to best enable task completion.</p> <p>Provides instruction, guidance and support in a helpful and supportive manner when asked.</p>	<p>Clearly states the parameters of the delegated responsibility (e.g. decision-making authority and required actions, constraints, or deadlines).</p> <p>Intervenes as needed to remove obstacles to individual or team progress.</p> <p>Clearly states performance expectations or boundaries.</p> <p>Reviews performance against clear standards or expectations.</p> <p>Periodically tracks how work is progressing without micro-managing.</p>	4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i>	<p>Masterfully matches people to assignments.</p> <p>Gives full authority and responsibility to individuals with the latitude to do a task in their own way to develop specific skills and to learn from their own mistakes in a non-critical setting.</p> <p>Asks employee for his/her plan to address issue to be delegated, allowing person to create and "own" the solution.</p> <p>Delegates important and attractive projects to the right people, even if it decreases personal status.</p>

Core Competency: Enabling Optimal Performance

DEFINITION: Applying strategies and tactics that build the capacity, capability, and confidence of others to fulfil current and future job roles and responsibilities as effectively as possible.

WHY IT'S IMPORTANT: Consistently investing time and effort in developing others is essential for growing a competent and committed workforce. Enabling optimal performance means finding and applying ways to increase the effectiveness of others now and making them ready to take on new challenges when necessary. The organization needs people to develop as the nature of their job role, and the organization, changes. Those with responsibility for developing others must play an active part. People won't grow if you don't make it a priority. Without your time, interest, and effort, people won't develop to their full potential. People need support, encouragement, mentoring, coaching and consistent and fair application of performance management principles and practices.

				5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i>
			4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i>	Delegates to others full authority and responsibility with the latitude to do a task in their own way to develop full potential. Designs approaches for resolving competency deficiencies in emerging leaders. Guides or mentors others through the process of identifying and developing critical competencies. Creates or connects others to opportunities in which newly acquired knowledge or skills can be practiced and further developed.
		3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	Guides others in assessing their strengths and weaknesses in relation to their career goals. Collaborates with other supervisors/leaders to create opportunities that facilitate acquiring new knowledge and skills. Schedules regular feedback sessions with others to provide helpful, behaviourally specific feedback and suggestions in a way that preserves and enhances confidence and self-esteem. Actively participates in the development of talent management strategies for staff.	
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	Specifically explains desired performance to others. Delegates tasks, assignments or projects to others that will help them to develop specific abilities and skills. Treats mistakes as learning opportunities. Explores or discusses learning with others after mistakes are made. Gives behaviourally specific feedback in a way that builds others' self-esteem.		
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	Willingly shares own task-related knowledge and expertise with staff when asked. Devotes significant time to providing task-related guidance to staff. Provides informal suggestions to others to expand their operational knowledge. Encourages others to try new approaches or ways of doing things.			

Core Competency: Resilience

DEFINITION: The ability to maintain stamina and performance under stressful conditions and rebound from setbacks and adversities.

WHY IT'S IMPORTANT: Setbacks are unavoidable. Potential pitfalls are everywhere, especially in today's demanding, adverse, and often volatile working environment. Even the most resilient people experience setbacks. The difference is they anticipate them, meet them head-on and have the ability to withstand them. They bounce back from disappointments or confrontations, not letting them negatively influence ongoing performance. Resilient people believe there is a way forward, that better and brighter things lie ahead, even when they can't be seen. They recover quickly, learn from the setback, and move forward with resolve. But resilience doesn't come easy. It requires courage and commitment. But without it, stress can rise to unmanageable levels. Performance can fall away. You can burn out. The more resilient you become, the more you'll stay calm under pressure and positively adapt to difficult situations. You'll keep going when you feel like giving up. You'll bounce back to baseline levels of performance, confidence, and satisfaction sooner. Not only that, you'll be better equipped to confront the next challenge that arises. You'll be stronger.

<p>1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i></p>	<p>2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i></p>	<p>3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p>	<p>4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i></p>	<p>5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i></p>
<p>Grows from hardships and negative experiences.</p> <p>Maintains self-motivation in the face of routine/repetitive tasks.</p> <p>Maintains level of outputs as pressure increases.</p> <p>Is not discouraged by challenges and uncertainty.</p>	<p>Displays calmness and ease in stressful or ambiguous situations.</p> <p>Focuses on how to successfully overcome a challenge rather than on the obstacles or constraints.</p> <p>Remains positive in the face of adversity, quickly recovering from setbacks and keeping problems in perspective.</p> <p>Maintains positive demeanour and self-motivation under trying conditions.</p> <p>Withstands criticism and remains composed under pressure.</p>	<p>Maintains a forward-thinking attitude despite troubling circumstances or setbacks.</p> <p>Persists towards solutions and goals despite frequent or repeated rejection and/or frustration.</p> <p>Maintains positive demeanour and high levels of self-motivation whatever the circumstances.</p> <p>Maintains visibly high levels of morale in the face of difficulties.</p> <p>Responds to challenges with logic and reason, avoiding emotional reactions.</p>	<p>Is viewed as a source of confidence in high-stress, uncertain or ambiguous situations.</p> <p>Remains upbeat about the future at all times demonstrating to others a firm belief that obstacles and adversity will be conquered.</p> <p>Fosters a positive outlook in others during period of stress or excessively heavy workload, inspiring others towards goal achievement.</p> <p>Remains calm and focused even in complex, critical situations when the picture is unclear and much is unknown.</p>	

Core Competency: Personal Credibility

DEFINITION: Demonstrated concern that one be perceived as responsible, reliable, and trustworthy.

WHY IT'S IMPORTANT: Personal credibility involves other people's perceptions of three personal characteristics: reliability, trustworthiness, and competence. Reliability means fulfilling promises and commitments. If you consistently demonstrate reliability, other people will assign important responsibilities and leadership roles to you. If you are trustworthy, others will share their real concerns and feelings with you, and you will be able to use this information to influence them, by finding win-win solutions. If others perceive you as competent in your area of expertise, they will seek your services. Your overall credibility determines whether others will treat you as a serious player in the organization. Without credibility, it is difficult to enlist others' support and cooperation.

				5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i>
			4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i>	<p>Has a track record of being extremely truthful, forthright, and honest with all people.</p> <p>Sets an example by consistently modelling high standards of honesty, and integrity in actions.</p> <p>Conveys a superior command of the relevant facts and information of a situation.</p> <p>Has the organization's and employees' interests at heart when making decisions.</p>
		3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	<p>Consistently shares information that is complete and accurate.</p> <p>Acts in the best interests of others.</p> <p>Acquires and applies new skills and knowledge to remain current in own field or area of work.</p> <p>Is open and honest about one's motive(s) and agenda(s).</p>	
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	<p>Maintains the confidentiality of information; keeps personal conversations with others in strict privacy.</p> <p>Takes responsibility for own errors and sets an example of how to bounce back from them.</p> <p>Practices what he/she preaches.</p> <p>Keeps promises and follows fully through on commitments.</p>		
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	<p>Dependable; delivers on commitments.</p> <p>Understands that giving respect is essential to building one's credibility.</p> <p>Admits to mistakes and takes responsibility; doesn't blame others.</p> <p>Recognizes the confidentiality of information.</p> <p>Only makes promises that can be kept.</p>			

Core Competency: Providing Motivational Support

DEFINITION: Skill at enhancing others' commitment to their work.

WHY IT'S IMPORTANT: Providing motivational support is a key competency that distinguishes leaders from everyone else. It is by providing motivational support that a leader gets results through other people. The productivity and creativity of your team is likely to depend to a significant degree on your ability to keep your team motivated, especially through difficult times. The emphasis here is on the leader's responsibility for creating an environment in which each employee feels motivated to perform at a superior level.

				5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i>
			4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i>	Personally builds the confidence of others in their own capacity to succeed.
	3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	Reassures after setbacks, discusses issues and ways to prevent reoccurrence.	Recognizes and finds creative ways to reward team members for their achievements; motivates them to do more.	Catches people doing good each day; honours and recognizes individuals when they do something good.
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	Recognizes and rewards team members for their achievements.	Finds creative ways to make people's work rewarding and helps them stay engaged no matter the task.	Demonstrates own belief in and high expectations for the success of a particular plan or strategy.
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	Knows the achievements of team members and peers.	Expresses appreciation for the contribution and efforts of other team members and colleagues.	Promptly tackles morale problems.	Creates strategies to recognize, reward and celebrate contribution and achievement.
	Acknowledges team members for their contributions.	Signals own commitment to a process by being personally present and involved at key events.		
	Expresses pride in the team or work group.	Expresses confidence in others' ability to be successful at a task/assignment/project.		
	Identifies morale problems; tries to deal with them effectively.			

Functional Competencies

Recruitment Strategy Design and Execution

Talent Analytics and Reporting

Retention and Succession Planning

Stakeholder Communication and Collaboration

Functional Competency: Recruitment Strategy Design and Execution

DEFINITION: Designing, implementing, and evaluating recruitment strategies that attract, assess, and hire high-quality talent aligned with organizational goals while ensuring a positive candidate experience.

<p>1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i></p>	<p>2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i></p>	<p>3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p>	<p>4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i></p>	<p>5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i></p>
<p>Consults with hiring managers to clarify basic role requirements and ensure accurate posting.</p> <p>Screen resumes for obvious matches and mismatches but still require input to finalize candidate shortlists.</p> <p>Participates in developing recruitment plans for specific roles with input from supervisors.</p> <p>Prepares a simple summary of recruitment activities (e.g., “15 candidates applied; 5 shortlisted”) but relies on supervisors to analyse overall recruitment effectiveness.</p>	<p>Measures recruitment success by analysing time-to-hire and quality of hire metrics and propose adjustments (e.g. adjusting certain steps reduces time-to-fill by 20%).</p> <p>Uses structured interviews and assessment tools in candidate selection, providing hiring managers with data-driven recommended hires.</p> <p>Designs a targeted recruitment plan, identifying key job boards and talent networks to attract the right candidates.</p>	<p>Creates innovative recruitment campaigns to target hard-to-reach or high-calibre talent pools.</p> <p>Proactively aligns recruitment strategies with workforce planning and long-term organizational needs.</p> <p>Coaches hiring managers and other stakeholders in selection tools and techniques.</p> <p>Partners with hiring managers to define competencies for success, aligning job descriptions and interviews with organizational goals.</p>	<p>Serves as the go-to expert for recruitment strategy, mentoring HR staff and influencing senior leaders.</p> <p>Presents recruitment data to senior leadership quarterly, showing trends, risks, and success stories that align with organizational strategy.</p> <p>Mentors staff and trains hiring managers on competency-based selection methods.</p> <p>Leads the overhaul of recruitment processes.</p>	

Functional Competency: Talent Analytics and Reporting

DEFINITION: Collecting, analysing, interpreting, and presenting workforce data in a clear, actionable manner to support evidence-based decision-making, strategic workforce planning, and the evaluation of talent management initiatives.

<p>1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i></p>	<p>2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i></p>	<p>3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p>	<p>4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i></p>	<p>5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i></p>
<p>Produces straightforward visualizations (e.g., bar charts, pie charts) to display metrics like retention or time-to-hire.</p> <p>Identifies obvious trends in workforce data, such as high turnover rates in specific departments, with limited support.</p> <p>Generates routine reports (e.g., monthly or quarterly hiring metrics) with moderate accuracy and timeliness.</p>	<p>Analyses workforce metrics (e.g., time-to-hire, quality-of-hire, engagement scores) to identify trends and root causes.</p> <p>Creates interactive dashboards or detailed reports tailored to specific stakeholder needs (e.g. showing turnover rates by department, tenure, or job level).</p> <p>Provides actionable insights based on data analysis (e.g., recommending strategies to reduce turnover or reduce time-to-hire).</p> <p>Recommends strategies or initiatives, such as mentorship programs, career pathing, learning and development programs to address the identified issues.</p>	<p>Use predictive analytics tools (e.g., Power BI, Excel) to highlight upcoming hiring gaps.</p> <p>Customizes dashboards and reports to align with evolving organizational priorities and stakeholder requirements.</p> <p>Proactively identifies opportunities for improvement in talent processes based on deep data analysis (e.g., optimizing recruitment processes or succession planning).</p> <p>Correlates retention rates with onboarding effectiveness, recommending specific improvements.</p>	<p>Introduces advanced analytics to forecast workforce trends (e.g., retirement, turnover risk) and guide long-term planning.</p> <p>Mentors other HR practitioners and leaders on data-driven decision-making and best practices for analytics and reporting.</p> <p>Serves as a trusted advisor to executives, using talent analytics to drive long-term planning and transformation initiatives.</p> <p>Develops frameworks for continuous monitoring of workforce data.</p>	

Functional Competency: Retention and Succession Planning

DEFINITION: Designing and implementing strategies to retain key talent and develop high-potential employees for critical leadership or technical roles, ensuring organizational continuity and future readiness.

<p>1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i></p>	<p>2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i></p>	<p>3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p>	<p>4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i></p>	<p>5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i></p>
<p>Participates in conducting exit or stay interviews under supervision.</p> <p>Assists in tracking basic retention metrics, such as turnover rates.</p> <p>Identifies obvious retention risks based on employee feedback and provides input on possible solutions.</p> <p>Supports the administration of basic development plans for high-potential employees.</p>	<p>Collaborates with HR leaders to design and implement tailored retention strategies.</p> <p>Creates and monitors succession plans for critical roles, ensuring readiness in the talent pipeline.</p> <p>Analyses data and feedback from exit and stay interviews to recommend retention improvements.</p> <p>Recommend targeted solutions, such as mentorship programs or recognition initiatives, to improve employee satisfaction.</p>	<p>Work with department heads to identify successors for key roles and implement tailored development plans.</p> <p>Leads efforts to integrate leadership development into succession planning frameworks.</p> <p>Evaluates and reports on the effectiveness of succession and retention efforts.</p>	<p>Shapes retention and succession planning policies for the organization.</p> <p>Implements advanced tools to track succession readiness and retention risk across departments.</p> <p>Presents long-term talent continuity strategies, ensuring alignment with business priorities.</p>	

Functional Competency: Stakeholder Collaboration and Communication

DEFINITION: Building effective partnerships with internal and external stakeholders to align talent management initiatives with organizational priorities, leveraging strong communication skills to influence and achieve shared goals.

<p>1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i></p>	<p>Provides clear and timely updates to stakeholders on progress in recruitment or talent management initiatives.</p> <p>Participates in meetings but relies on guidance to manage stakeholder relationships or conflicts.</p> <p>Coordinates with hiring managers to clarify role requirements and expectations.</p>	<p>3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p> <p>Builds strong, collaborative relationships with hiring managers and HR peers to align on talent strategies.</p> <p>Communicates workforce insights effectively to influence decision-making.</p> <p>Mediates stakeholder disagreements or misaligned expectations with minimal support.</p> <p>Maintains strong, proactive communication to keep stakeholders aligned throughout the recruitment and retention process.</p>	<p>4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i></p> <p>Anticipates stakeholder needs and proactively aligns talent management strategies to address them.</p> <p>Influences senior leadership through clear, data-driven communication and relationship-building.</p> <p>Facilitates cross-functional collaboration to integrate talent initiatives across departments.</p> <p>Gains buy-in for changes, such as incorporating inclusive interview practices, and provides training to stakeholders.</p>	<p>5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i></p> <p>Is sought out as a trusted advisor by senior leaders and external partners.</p> <p>Shapes organizational approaches to stakeholder collaboration and communication, mentoring others in best practices.</p> <p>Advocates for talent management priorities at the executive level, driving long-term alignment.</p>
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Technical Competencies

HR Information System (HRIS) Proficiency

Talent Management Tools

Workforce Analytics Tools

Assessment and Selection Tools

Technical Competency: HR Information System (HRIS) Proficiency

DEFINITION: Effectively using HRIS platforms to manage employee data, recruitment workflows, and generate reports that support talent management and strategic decision-making.

				5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i>
			4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i>	Evaluates and recommends new HRIS platforms or upgrades to senior leadership.
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i>	Shapes policies for HRIS usage, ensuring best practices and innovation are embedded in the organization.
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	Resolves basic system errors or inaccuracies, escalating complex issues to senior staff.	Customizes workflows in the HRIS to streamline recruitment or onboarding processes.	Integrates third-party tools (e.g., Applicant Tracking System or payroll systems) with the HRIS to improve functionality and reporting.	Leads enterprise-level data migration projects with minimal disruption to HR operations.
	Generates pre-configured reports (e.g., headcount summaries, turnover rates) with basic formatting.	Configures dashboards to monitor KPIs like retention rates or DEI metrics for specific departments.	Leads initiatives to audit HRIS data quality, ensuring compliance with organizational policies and standards.	
	Understands how to retrieve data for common HR tasks like updating salary records or benefits enrolment.	Maintains data accuracy and integrity across HRIS modules, identifying and correcting errors proactively.	Automates repetitive tasks (e.g., applicant tracking, onboarding reminders) to improve efficiency.	
		Generates detailed reports (e.g., time-to-hire, quality-of-hire) by combining data from multiple HRIS modules.		

Technical Competency: Talent Management Tools

DEFINITION: Use of tools and platforms (e.g., Applicant Tracking Systems, onboarding platforms, succession planning software) to streamline the recruitment, onboarding, and talent development processes.

				<p>5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others.</i></p>
			<p>4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i></p>	<p>Evaluates and recommends new tools or platforms to meet evolving talent management needs.</p> <p>Leads the organization-wide implementation of new talent management tools, ensuring seamless adoption.</p> <p>Develops long-term strategies to leverage tools for improved recruitment, onboarding, and succession outcomes.</p>
		<p>3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p>	<p>Implements automated onboarding programs, ensuring consistent and engaging new hire experiences.</p> <p>Builds development plans and monitors succession readiness using insights from talent tools.</p> <p>Trains HR staff and hiring managers on maximizing tool functionality, ensuring alignment with organizational goals.</p>	
	<p>2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i></p>	<p>Manages multiple recruitment campaigns or onboarding programs simultaneously within the tools.</p> <p>Tracks and monitors the progress of succession plans, providing updates to HR leadership.</p> <p>Ensures integration between talent tools and HRIS, resolving data inconsistencies independently.</p>		
<p>1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i></p>	<p>Posts job openings and tracks candidate progress through the ATS with limited support.</p> <p>Coordinates onboarding steps, ensuring forms and compliance documents are submitted.</p> <p>Updates employee development plans or succession tracking files with minimal supervision.</p> <p>Identifies basic inefficiencies in workflows but requires guidance to suggest improvements.</p>			

Technical Competency: Workforce Analytics Tools

DEFINITION: Use data visualization and analytics tools (e.g., Power BI, Excel) to analyse workforce data, identify trends, and provide actionable insights for talent management decisions.

				5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others.</i>
			4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i>	Shapes organizational strategy through advanced workforce analytics, forecasting risks and opportunities for the next 3-5 years. Mentors HR staff on using analytics tools and translating data into business decisions. Designs frameworks for organization-wide analytics adoption, embedding workforce metrics in decision-making.
	3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	Builds detailed dashboards using tools like Power BI or excel to track KPIs (e.g., quality-of-hire, retention rates). Interprets workforce metrics to identify actionable insights and recommend strategies (e.g., improving onboarding to reduce early turnover). Combines data from multiple sources (e.g., HRIS, survey platforms) to create comprehensive workforce reports.	Develops predictive models to forecast trends (e.g., upcoming hiring needs based on workforce age demographics). Provides scenario-based analyses (e.g., “If we improve DEI hiring by X%, it will reduce turnover by Y%”). Customizes interactive dashboards for specific audiences (e.g., senior leadership vs. department managers).	
2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	Generates simple reports (e.g., turnover by department) using built-in tools like pivot tables in Excel. Prepares visualizations (e.g., bar charts, line graphs) to highlight patterns in recruitment or DEI data. Identifies basic trends (e.g., “higher turnover in Department X”) but struggles to provide deeper analysis.			
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>				

Technical Competency: Assessment and Selection Tools

DEFINITION: Applying psychometric, competency-based, or technical assessment tools to objectively evaluate candidates' skills, aptitude, and alignment with role requirements.

				<p>5=Authority <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others.</i></p> <p>Shapes organizational policy on assessment and selection, ensuring alignment with long-term goals.</p> <p>Implements and maintains cutting-edge assessment tools, mentoring HR staff on their use.</p> <p>Collaborates with industry experts to validate and improve assessment methodologies.</p>
			<p>4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i></p> <p>Designs or adapts assessments to align with organizational needs, ensuring relevance and fairness.</p> <p>Analyses assessment trends across roles (e.g., skills gaps among candidates) and recommends solutions.</p> <p>Coaches hiring managers on using assessment results for informed decision-making.</p>	
		<p>3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p> <p>Selects appropriate assessment tools based on job competencies and role requirements.</p> <p>Integrates assessment results into hiring decisions, providing structured, evidence-based recommendations.</p> <p>Evaluates the effectiveness of tools, suggesting adjustments where needed.</p>		
	<p>2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i></p>	<p>Relies on templates or guidance to interpret basic assessment results.</p> <p>Administers common assessments (e.g., personality or technical tests) with limited support.</p> <p>Prepares basic summaries of assessment results, highlighting top-scoring candidates.</p>		
<p>1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i></p>				