

HR Manager, HR Strategies

Competency Model – HR Manager – HR Strategies

HUMAN RESOURCES SERVICES DIVISION | SOCIAL SECURITY BOARD

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Organization of the HR Manager – HR Strategies Competency Model Document

The HR Manager – HR Strategies 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 applicable to the role of HR Manager – HR Strategies. This graphic is supported by a brief narrative providing the following information:

- The key distinction between a competency and a competency model.
- Competency groups applicable to the role of HR Manager –HR Strategies, 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 HR Manager - HR Strategies.

PART TWO: THE COMPETENCY GUIDE

The Competency Guide is an expansion of the model in Part One and provides the following information to assist in understanding the competency model and its applicability:

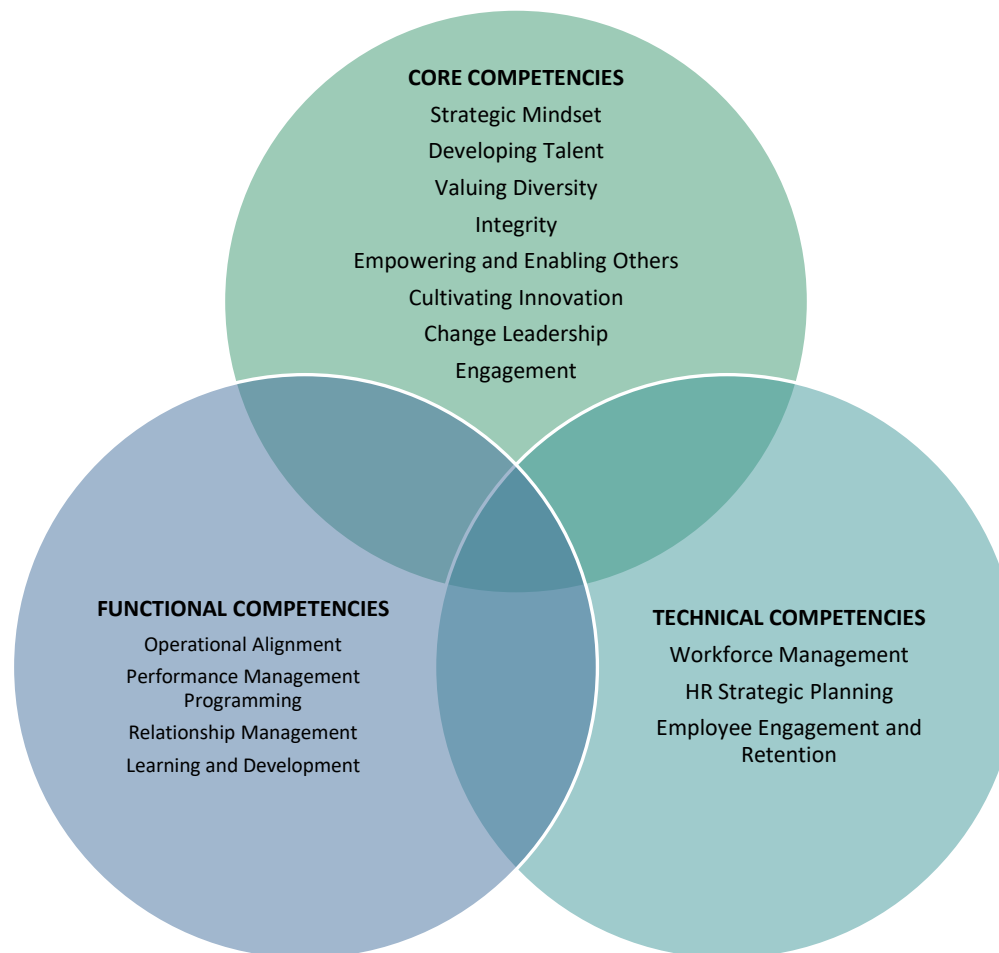
- A **one-page illustration** on how to read and interpret the Competency Guide.
- A **definition** of each competency in the model – what the competency means in the context of the job.
- A progressive 5-point **proficiency scale** representing varying levels of strength in each competency that comprises the model.
- **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 HR Manager – HR Strategies, Competency Model

This Competency Model presents the set of interrelated competencies that collectively define the requirements for effective performance in the role of HR Manager - HR Strategies, at the Social Security Board. This competency model is built around three dimensions which are detailed in core, functional, and technical competencies:

- **Knowledge** – the Manager’s understanding and appropriate application of essential practical and theoretical information
- **Skills** – the talents and abilities the Manager brings to the role
- **Mindset** – the attitudes and disposition that shape the Manager’s responses and behaviours

This model underscores the fact that superior performance in the HR Manager - HR Strategies, role results from the successful application of behaviour, knowledge, skills, abilities, and attitudes. In other words, success comes not only from what the Manager **knows** and is **able to do**, but also from **how** the Manager does it.



What is a Competency?

A **Competency** refers to a combination of specific and observable skills, abilities, expertise, behaviours, attitudes, and elements of knowledge needed to perform successfully in a job or role.

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 or role. In other words, a competency model is a collection of the most important and relevant skills, abilities, expertise, knowledge, behaviours, and attitudes that are needed to be successful in a job or role.

The HR Manager - HR Strategies, Competency Model is made up of three main groups of competencies:

- core competencies,
- functional competencies,
- technical competencies.

Core Competencies

The **Core Competencies** embody SSB's organizational values and describe the behaviours required of anyone who holds a management role at Level Eight at the Social Security Board. These core behaviours facilitate the proper application of the specialized skills and knowledge that are unique to the HR Manager - HR Strategies, role.

Functional and Technical Competencies

The **Functional and Technical Competencies** describe those unique specialized skills, knowledge and abilities required specifically to perform successfully in the role of HR Manager - HR Strategies.

Competency Model HR Manager – HR Strategies

Competency Type	Competency Name	Competency Definition
CORE	Strategic Mindset	The ability to accurately perceive and understand the big picture, seeing ahead to future possibilities and translating them into breakthrough strategies in the present.
	Developing Talent	Developing people to meet both their career goals and the organization’s goals
	Valuing Diversity	Cultivating an inclusive workplace where diversity and individual differences are respected, valued, and leveraged to achieve the mission and vision of the organization.
	Integrity	Upholding the core values of the organization by consistently doing and saying what is right, honest, fair, and ethical.
	Empowering and Enabling Others	The ability to create and sustain an enabling and empowering environment that assists others to acquire and demonstrate capability, realize, and develop their full potential and increase their contribution to organizational success.
	Cultivating Innovation	Creating the conditions and work environment that encourages and facilitates others to identify and implement new and better ways for the organization to be successful.
	Change Leadership	The ability to influence employees to engage in change and navigate the journey together from the current state to the desired future state.
	Engagement	Creating a climate where people are motivated to give their best to help the organization achieve its goals and objectives.
FUNCTIONAL	Operational Alignment	The ability to accurately perceive the impact and implication of organizational priorities and strategic objectives on the functions, programs, operations, and services of SSB and successfully develop, manage, and execute tactical and operational plans and actions that enable the achievement of key result areas.
	Performance Management Programming	Enabling others to strengthen their confidence, capacity, capability, and confidence in managing performance by employing strategies and tactics to help teams achieve greater effectiveness and success in their current roles and to prepare them for future roles.
	Relationship Management	The ability to build and maintain relationships, manage interactions, and manage conflict while supporting the organization.
	Learning and Development	Identifying and providing employees with the learning activities that enhance their knowledge, skills, abilities, and competencies to meet the organization’s business needs.
TECHNICAL	Workforce Management	Developing initiatives that allow the organization to meet its talent needs and close critical gaps in competencies.
	HR Strategic Planning	Developing, implementing, and managing the HR strategic direction required to achieve organizational success and create value for stakeholders.
	Employee Engagement and Retention	Developing and evaluating activities and programs to retain high-performing talent, solidify and improve the relationship between employees and the organization, create a thriving and energized workforce, and crafting effective strategies to address appropriate performance expectations from employees at all levels.

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.

Core Competency: Management Excellence

Definition: With sound judgment, demonstrates a bias for action; focuses on effective and efficient execution and achievement of quality results for customers; exercises sound, effective and efficient stewardship of all resources entrusted to his/her care.

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 HR Manager – HR Strategies requires the skill of Management Excellence to be successful at this job.

Competency Definition: The definition explains what the required skill, ability, expertise, or behaviour is about in the context of the job. E.g. "Management Excellence" is about "With sound judgment, demonstrating a bias for action; focusing on effective and efficient execution and achievement of quality results for customers; exercising sound, effective and efficient stewardship of resources both human and financial."

Proficiency Level (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 has only just begun there are no indicators associated with Level 1.

1=Introductory	2=Basic	3=Proficient	4=Mastery	5=Specialist/Authority
<p>1=Introductory Minimal demonstration of behaviours related to the competency.</p>	<p>2=Basic Demonstration of behaviours related to the competency indicates potential for growth.</p> <p>Coordinates and oversees activities within the division/ department/branch to assign accountability and avoid duplication of work effort.</p> <p>Recognizes and heeds early warning signs, adapting plans and strategies as required.</p> <p>Learns from the consequences of decisions.</p> <p>Responds decisively and quickly to emerging opportunities, challenges or risks.</p> <p>Builds complementary teams.</p> <p>Coordinates, communicates, engages and manages across multiple programs, projects, levels and functions.</p>	<p>3=Proficient Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</p> <p>Models behaviours that support the organization's vision.</p> <p>Integrates comptrollership, government legislation, regulations, and policies into organizational practices.</p> <p>Recognizes and acknowledges good work.</p> <p>Implements strategies to achieve operational efficiencies and value for money.</p> <p>Operates and monitors rigorous systems for Financial Information Management, internal audit, and evaluation.</p> <p>Aligns the right work with the right people; delegates tasks according to people's strengths and interests.</p> <p>Ensures necessary resources, processes, and systems are in place to the extent that the role's authority allows.</p>	<p>4=Mastery Demonstration of behaviours related to the competency definitively indicates a high level of development.</p> <p>Gives staff ongoing, constructive feedback on their performance and progress in light of expectations and goals. Holds timely discussions and performance reviews.</p> <p>Gathers data and others' input when making decisions. Considers lessons learned from experience, differing needs, and the impact of the decision on others.</p> <p>Coaches, challenges, and provides opportunities for growth, competency development and career advancement.</p>	<p>5=Specialist/Authority Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</p> <p>Identifies and communicates priorities, milestones, timelines, performance measures, clear accountabilities, and performance agreements for direct reports.</p> <p>Works to create a strong team. Treats all staff fairly and consistently, shares accountability when delegating and actively involves staff in setting their performance goals and objectives.</p>

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 (or step), 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 HR Manager - HR Strategies, is classified as Organizational Level Ten. The core competency group for the HR Manager - HR Strategies, contains the eight core competencies which are universal to Organizational Level Ten:

1. Strategic Mindset
2. Developing Talent
3. Valuing Diversity
4. Integrity
5. Empowering and Enabling Others
6. Cultivating Innovation
7. Change Leadership
8. Engagement

These eight competencies are based on and embody the organization's core values:

A **Accountability:** "We are responsible and answerable to our stakeholders and the public."

T **Transparency:** "We are open and straightforward in our processes, actions and results."

I **Integrity:** "We are honest, trustworthy and uphold the highest standards of ethics and good governance."

R **Respect:** "We are considerate and empathetic of everyone."

E **Excellence:** "We are efficient and deliver the highest quality of service."

Core Competency: Strategic Mindset

Definition: the ability to accurately perceive and understand the big picture, seeing ahead to future possibilities and translating them into breakthrough strategies in the present.

Why It's Important: This competency is about big picture thinking backed up by decisive action. At the heart of a strategic mindset is the ability to anticipate major shifts in internal and external factors and identify new or emerging opportunities that will advance organizational goals, priorities, and desired outcomes. Thinking and acting strategically is important because it enables the organization's leaders, individually and collectively, to determine how to use limited resources most effectively to capitalize on these opportunities and in ways that ultimately serve the organization's goals and priorities. It also allows organizational leaders to anticipate and prepare appropriately for changes and act quickly and decisively to minimize real and potential damage of unforeseen negative events. Ultimately, thinking and acting strategically helps the organization achieve its goals more rapidly and more completely. Success comes because of thinking about how to proactively approach business challenges and opportunities.

				5=Specialist/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>Communicates a clear and compelling vision that energizes others to accomplish what the organization needs for success in the long term.</p> <p>Fosters proactive thinking across the organization, and with external partners to address anticipated issues.</p> <p>Contributes to or leads rethinking the organization's mandate, vision, policies considering current and emerging realities.</p> <p>Broadens others' planning horizons by engaging them to think beyond current realities, trends, technologies, and practices.</p>
	3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	<p>Leads the development of operational plans which are successfully aligned to longer-term organizational strategy.</p> <p>Effectively communicates and interprets strategic objectives and initiatives to employees within area of responsibility.</p> <p>Notifies trends impacting the organization and proactively develops plans to prepare for opportunities or challenges.</p> <p>Thinks critically about external trends (e.g. economic, industry, political, stakeholders, etc) and what they mean for SSB's programs and services.</p>	<p>Applies awareness of external and internal influences that are likely to impact the future effectiveness of the organization.</p> <p>Assesses the gap between the current state and desired future direction and develops effective ways for closing the gap.</p> <p>Communicates the organization's current strategic priorities in a compelling and convincing manner.</p> <p>Works with a view to the future, prioritizing own and others' work in line with strategic objectives.</p>	
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	<p>Regularly reviews own plans and actions against broader objectives and makes adjustments as needed.</p> <p>Demonstrates understanding of functional or operational interdependencies and the need to integrate activities across functions and business streams.</p> <p>Demonstrates awareness of current and emerging trends impacting the organization's strategic direction.</p> <p>Helps team members prioritize and link daily work to broader objectives.</p>		
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>				

Core Competency: Developing Talent

Definition: Developing people to meet both their career goals and the organization’s goals.

Why It’s Important: Most people want to grow and develop, to be as effective as possible and able to take on bigger, more significant challenges. Organizations need people to develop as the nature of their role, and the organization, changes. Talent development is about creating pools of people ready and willing to take on new challenges and step up when needed. It’s a continuous process of building skill and capability at an individual and organizational level. It works best as a three-part harmony. First, the person needs to be ambitious and willing to do what’s required to grow and progress. People won’t grow if they don’t want to. Second, the organization must have a process in place to help those who want to grow. People won’t grow if the organization shows no interest and offers no support. And third, those with responsibility for developing others must be prepared to 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. It’s the best way to develop a more effective, efficient, productive, and motivated workforce.

<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>Recognizes that developing people in the organization is a key priority and accountability.</p> <p>Helps individual team members gain better understanding of their strengths and areas of development.</p> <p>Encourages people to accept developmental moves.</p> <p>Demonstrates adequate understanding of talent management-related principles and practices.</p>	<p>3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p> <p>Places a high priority on developing others through a variety of ways.</p> <p>Develops others through coaching, feedback, exposure, and stretch assignments.</p> <p>Takes steps to improve the bench strength in response to current needs of the team, unit, branch, or department.</p> <p>Makes staffing decisions that match capabilities to job requirements.</p>	<p>4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i></p> <p>Plans and implements strategies to build individual competencies (skills, knowledge, abilities) that support organizational bench strength.</p> <p>Proactively plans for upcoming talent needs in clearly defined areas (e.g., basic succession planning to sustain expertise).</p> <p>Stays alert for developmental assignments both inside and outside own work team.</p> <p>Participates in the design of leadership assessments and development interventions.</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>Thinks strategically about development plans for employees to ensure they are in support of organizational strategic direction and desired performance.</p> <p>Serves as a coach and mentor for successors to own and other key positions.</p> <p>Takes an organization-wide view to identifying and nurturing talent.</p> <p>Consistently uses multiple methods to develop others.</p>
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Core Competency: Valuing Diversity

Definition: cultivating an inclusive workplace where diversity and individual differences are respected, valued, and leveraged to achieve the mission and vision of the organization.

Why It's Important: Valuing differences creates a work environment where people can and want to do their best. The typical definition of diversity—race, ethnicity, culture—now includes perspectives, styles, and thought. Savvy organizations recognize that success is increasingly dependent on those who can interact effectively and respectfully with all types. Research shows that employee engagement, innovation, teamwork, and the organizational bottom line can be improved by truly valuing each other. Working effectively in this diverse world starts with self-awareness. Knowing how you react to others. Recognizing the biases you have. Knowing how your behavior is perceived. Understanding your attitude toward others with a diverse point of view. After awareness comes action. Considering how you handle bias, poor treatment, and conflict. Demonstrating that you value others. To be effective, you won't ignore the differences. You'll understand and embrace them. You'll accommodate and encourage them. Valuing differences will help you learn and benefit from the wealth of knowledge and experience that diversity brings. It opens doors to new ways of thinking and new opportunities for building the success of the organization.

				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>Challenges exclusionary organizational practices.</p> <p>Establishes and ensures adherence to practices that support and advance a respectful and inclusive workplace culture and climate.</p> <p>Continuously strives to eliminate barriers to diversity; ensures that new barriers to diversity are not built.</p> <p>Designs and advocates for inclusive practices in all settings.</p> <p>Proactively addresses bias, prejudice, or discrimination and promotes an environment that celebrates and values individual differences.</p>
		3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	<p>Views the involvement of employees who have a broad base of experience as an asset to the organization.</p> <p>Continually examines own thoughts and language for unexamined assumptions and stereotypical responses.</p> <p>Helps team members develop the necessary knowledge, skills, and abilities to contribute to a respectful and inclusive workplace.</p> <p>Helps to identify and works to change organizational practices that may be contrary to valuing and appreciating diversity.</p>	
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	<p>Recognizes and uses the reactions of others to correct inappropriate behaviour or language.</p> <p>Recognizes and utilizes skills of staff with diverse backgrounds to benefit the organization, clients, and coworkers.</p> <p>Shows respect and sensitivity towards gender, culture, ethnicity, religion, sexual orientation, political conviction, and other differences.</p> <p>Examines own behaviours to avoid stereotypical actions or responses.</p>		
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	<p>Participates in activities related to a diverse and inclusive workplace.</p> <p>Participates in ongoing learning on diversity and inclusion issues.</p> <p>Demonstrates concern for treating all people fairly and equitably.</p> <p>Promotes tolerance of and understanding towards individual differences.</p>			

Core Competency: Integrity

Definition: upholding the core values of the organization by consistently doing and saying what is right, honest, fair, and ethical.

Why It's Important: Integrity means having an uncompromising commitment to ethical and moral principles that is consistently displayed in all areas of a manager's professional and personal behavior. Managers who demonstrate integrity not only understand right from wrong, but they practice it in all they do. This ability to consistently do and say what is right, fair, honest, and just is what creates respect, builds trust and confidence, and sets the foundation for successful working relationships internally and externally. It also provides the basis for ethical decision making, particularly in situations where a real or potential conflict arises between professional and private interests.

				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>Leads by example in holding self and others accountable for commitments.</p> <p>Models truthfulness, forthrightness, and honesty with people in all situations in a manner that encourages others to emulate.</p> <p>Ensures organizational compliance with legislation, regulatory requirements, and best practices.</p> <p>Acts in support of an open and safe workplace atmosphere in which individuals feel encouraged to safely raise, discuss and address ethical issues.</p>
	3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	<p>Helps others to identify situations that might trigger unethical behavior and makes appropriate recommendations to handle them.</p> <p>Encourages others to value each other and challenges those who don't - even if they are more senior.</p> <p>Reflects on one's own actions and learns from their experiences and mistakes.</p> <p>Resists pressure and maintains composure when requested to take actions that may contravene ethics/rules/regulations or compromise ethical standards.</p>		
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	<p>Maintains impartiality and addresses potential conflicts of interest proactively.</p> <p>Challenges others whose behavior, attitude or language are not aligned to organizational values.</p> <p>Willingly admits to mistakes and takes full responsibility; never blames others; sees them as a learning experience.</p> <p>Delivers on commitments made.</p> <p>Does not undermine the credibility of others.</p>		
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	<p>Demonstrates discretion and maintains confidentiality as required by the situation.</p> <p>Shows basic awareness of and concern for organizational values.</p> <p>Recognizes when actions are not within accepted ethical standards of conduct.</p> <p>Recognizes and avoids situations that may lead to issues of conflict of interest.</p> <p>Accepts the consequences of own actions and words.</p>			

Core Competency: Empowering and Enabling Others

Definition: the ability to create and sustain an enabling and empowering environment that assists others to acquire and demonstrate capability, realize and develop their full potential and increase their contribution to organizational success.

Why It's Important: This competency is focused on empowering others – whether or not they are your direct reports – enabling them to demonstrate current capability and acquire new capability, become self-sufficient and nurture their own self-determination. Success in this competency is born from a genuine intent and passion to foster the long-term learning and development of others through, coaching, mentoring, and managing performance to fulfil the current and future knowledge, skill and competency requirements that the organization needs for long-term success. It also means sharing responsibility with individuals and groups so that they have a deep sense of commitment and ownership for their individual success and the organization's success.

				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>Provides or creates opportunities for employee development considering current and future organizational needs.</p> <p>Delegates authority and responsibility with the capacity to do a task in one's own way and encourages others to take the lead and learn new skills.</p> <p>Creates challenging responsibilities and developmental assignments that enhance the capabilities of others.</p> <p>Creates an environment where mistakes are used as learning opportunities, feedback is freely offered and willingly received, and expertise is shared among employees.</p>
		3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	<p>Arranges for developmental or stretch assignments other functional or operational areas for the benefit of the individual.</p> <p>Sets stretching but achievable goals for staff, encouraging them to challenge themselves through the targets they agree to.</p> <p>Identifies and plans learning opportunities that are targeted to specific developmental needs in current position.</p> <p>Proactively shares specific information, advice, and suggestions to help others be more successful in what they currently do.</p>	
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	<p>Delegates responsibility, clarifies expectations and gives staff autonomy in important areas of their work.</p> <p>Expresses confidence in the ability of others to be successful at particularly challenging tasks.</p> <p>Reviews developmental progress and recognizes and reinforces efforts.</p> <p>Allows people some freedom and autonomy to make their own decisions in their own scope of work.</p>		
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	<p>Expresses confidence in the ability of others to be successful.</p> <p>Appropriately credits others who have performed well.</p> <p>Encourages and respects the talents and contributions of all individuals.</p> <p>Involves others when making decisions that affect them.</p> <p>Delegates to allow others to learn and grow.</p>			

Core Competency: Cultivating Innovation

Definition: creating the conditions and work environment that encourages and facilitates others to identify and implement new and better ways for the organization to be successful.

Why It's Important: Organizations need innovation to survive and thrive. One way to do this is to make the process of innovation a priority at all levels. Leaders are accountable to assemble teams and lead them to optimal performance results. An effective leader recognizes the importance of nurturing and embracing differences in people and knows how to skillfully connect the dots among those differences to get the best results from the team. This is what cultivates a workplace environment of continuous improvements and innovation at all levels and in all processes. A leader who is successful at cultivating innovation does not need to be a creative genius him/herself, but they do need to be able to communicate, motivate and build enough desire and enthusiasm in employees to join the process. Remember that for innovation to result in greater value adding outcomes it must be an all-inclusive endeavor and all staff at all levels and in all roles need to feel welcomed into and important to the process of innovation to engage with 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>	Champions creative ideas for improvement, actively moving them to successful implementation.
		3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	Builds excitement in others to explore creative options. Challenges others to see new possibilities and pursue different perspectives and ways of thinking. Creates new insights for others using existing information, tools, and techniques. Challenges the status quo by continuously reviewing work processes and questioning traditional or established processes with the intent to make improvements.	Creates a work climate where people want to be innovative and offer suggestions for improvement. Inspires others to develop and implement new and different ways to approach work. Fosters a safe environment in which risk taking is encouraged and supported. Facilitates individuals and/or teams through problem solving and creative thinking processes successfully leading them to develop and implement new approaches, systems, and methods.
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	Moves beyond traditional ways of doing things; pushes past the status quo. Draws upon multiple and diverse sources (people, disciplines, bodies of knowledge) for ideas and inspiration. Successfully leads teams to use brainstorming, systems thinking or other techniques that offer new perspectives, ideas, or solutions. Provides opportunities for the exchange of ideas and best practices.		
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	Encourages others to think of faster, better, or less expensive ways to do things. Recognizes small changes can make a big impact. Values ideas and perspectives for new ways of doing things. Consistently thinks about an approach, process, or service with the view to improvement.			

Core Competency: Change Leadership

Definition: the ability to influence employees to engage in change and navigate the journey together from the current state to the desired future state.

Why It's Important: Change, by its nature, brings instability, and effective leaders provide consistency and vision during times of change and transition. While *change management* is geared toward the systems and processes that address or operationalize change, *change leadership* focuses on the people – it's about working with the people who are involved in the process to work through their difficulties, anxieties and fears and leverage their strengths. Effective leaders also invest the time and effort to equip their people with the skills they need not just to survive, but to thrive, through change. They drive transformation by empowering their teams to embrace and actively participate in change, rather than just passively accepting it as it comes. Meaningful change that is executed by effective leaders creates a sense of purpose, oneness and ownership that achieves real results.

				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>	Translates organizational changes into specific, practical and relatable goals, processes and time frames.
	3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	Inspires others to voluntarily contribute to or lead change initiatives within and outside of their functional area.	Anticipates all possible sources and causes of resistance to change and proactively engages them to minimize and manage resistance.	Consistently reinforces the link between the change and overall strategic direction, inspiring others to become champions for the needed change. Coaches and counsels individuals and work teams to successfully manage the anxiety associated with significant change.
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	Creates the belief among others that change is achievable and their contribution to the change process matters. Helps others to develop a clear understanding of what they will need to do differently, as a result of broader changes in the organization. Communicates a consistent message to keep all relevant parties informed of change and why there is the need for change. Acknowledges others' fears and anxieties about change, and initiates dialogue among all parties affected by the change.	Successfully gains buy in and commitment to change through effective consultation and communication processes. Understands the emotional response to change in others and deals sensitively with it, carefully managing expectations. Reinforces the change message with own actions, words and attitudes by modeling the new behaviors associated with the change. Develops the skills and confidence in individuals necessary to thrive in the new environment.	
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	Recognizes and accepts the need for change and communicates this in a positive way. Demonstrates awareness and understanding of change management principles and best practices. Presents change in a positive manner, focusing on current and future benefits of the change. Provides adequate information and probes for understanding of change in others. Explains to others specifically how the change will affect their roles or positions.			

Core Competency: Engagement

Definition: creating a climate where people are motivated to give their best to help the organization achieve its goals and objectives.

Why It's Important: Employee engagement is an outcome of a complex array of contributing factors. While some factors are influenced only at the organizational level, many elements are under the direct control of individual managers. A skilled manager, therefore, can greatly improve the engagement of his/her team; a skilled manager can shape the employee experience in ways that can't be touched by HR, senior leaders or even the CEO. Greater things can happen when employees are engaged. If you can figure out what increases the engagement level of others and focus on building that, their accomplishments will be greater. Engaged employees are more productive because their work behavior is energized, focused, and more aligned to the needs of the organization. Retention rates are higher among engaged employees because they are challenged by their work in the context of a supportive environment with a caring, encouraging, and empowering boss. They feel appreciated, listened to, and supported. Engaged employees care about the right things—the things that best serve the organization. They view the organization's problems as their own. They take personal responsibility for the success of the organization and go the extra mile.

But people are different. What triggers their engagement and keeps it high differs considerably from one person to another. Engaging everyone takes a varied approach, so adapt to individual. Find out what makes them tick so you can engage them and *keep* them engaged.

				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>Motivates and inspires team members by encouraging their input in decision-making, showing appreciation for their efforts, and demonstrating concern for their individual needs.</p> <p>Inspires others to perform to their full potential and exceed expectations.</p> <p>Creates a climate where people feel part of something bigger than their own individual success or their immediate team.</p> <p>Continually provides balanced feedback on performance; coaches people on how to improve.</p>
		3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	<p>Makes employees feel that their contributions are visible and valued.</p> <p>Structures the work so it aligns with people's goals and motivators.</p> <p>Invests time in developing individuals and supports them when dealing with setbacks.</p> <p>Ensures that staff are provided with appropriate development opportunities and learning programs to assist them in responding to new professional and organizational trends.</p>	
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	<p>Knows what motivates different employees and aligns work accordingly.</p> <p>Makes each person feel that his/her contributions are important.</p> <p>Accurately represents the concerns, views, and ideas of staff to executive leadership.</p> <p>Gives others appropriate latitude to get work done.</p> <p>Is approachable and accessible to others who have issues they want to discuss in confidence.</p>		
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	<p>Acknowledges the contributions of others.</p> <p>Seeks to learn what makes the individual "tick"; what motivates and appeals to the individual.</p> <p>Recognizes the concerns of employees, even when not openly expressed.</p>			

Functional Competencies

Operational Alignment

Performance Management Programming

Relationship Management

Learning and Development

Functional Competency: Operational Alignment

Definition: The ability to accurately perceive the impact and implication of organizational priorities and strategic objectives on the functions, programs, operations, and services of SSB and successfully develop, manage, and execute tactical and operational plans and actions that enable the achievement of key result areas.

<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=Specialist/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>Identifies the key tasks, initiatives, and resources necessary to achieve the organizational priorities and objectives.</p> <p>Accurately analyses organizational goals and priorities.</p> <p>Shows familiarity with the strategic priorities of SSB.</p>	<p>Thinks through impact of operational plans on strategic objectives and initiatives.</p> <p>Identifies the key tasks, initiatives, and resources necessary to achieve the organizational priorities and objectives.</p> <p>Accurately analyses organizational goals and priorities.</p> <p>Shows familiarity with the strategic priorities of SSB.</p>	<p>Demonstrates understanding of the strategic direction of SSB and the related desired outcomes.</p> <p>Conceptualizes viable tactical plans aligned to the strategic direction and desired outcomes.</p> <p>Continually reviews/assesses divisional operating plans and work objectives against SSB’s strategic mandate and makes and communicates appropriate adjustments and/or realignments.</p> <p>Shows understanding of how the divisional operations and outputs impact the broader organizational bottom line.</p> <p>Monitors and reviews divisional performance against operating objectives and targets and effectively guides the appropriate course-corrective actions.</p>	<p>Recognizes and responds appropriately to the impact of organizational culture on the execution of tactical and operational plans.</p> <p>Skilfully integrates executive or strategic direction into divisional plans and teamwork objectives.</p> <p>Accurately perceives all dimensions of SSB’s strategic plan, objectives, issues, and priorities.</p> <p>Develops and drives appropriate tactics, plans and work objectives that are aligned to strategic objectives and priorities.</p>	<p>Readily recognizes how the key drivers of SSB each relates to the other and works together to grow and sustain the fund.</p> <p>Accurately translates the “big picture” into clear operational terms, creating new levels of insights and understanding on how to achieve strategic results by means of achieving divisional targets.</p> <p>Develops and implements initiatives, plans and work objectives that are in synch with organizational priorities and add value to strategic results.</p> <p>Establishes and drives operational plans and standards required to deliver against objectives and priorities.</p> <p>Effectively translates internal and external analysis into strategy and action.</p>

Functional Competency: Performance Management Programming

Definition: Enabling others to strengthen their confidence, capacity, capability, and confidence in managing performance by employing strategies and tactics to help teams achieve greater effectiveness and success in their current roles and to prepare them for future roles.

<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>Demonstrates expertise with performance management theory and models.</p> <p>Convincingly communicates the underlying purpose and value of SSB’s performance management program.</p> <p>Administers SSB’s performance management program and continually reviews effectiveness and institutes appropriate improvements as needed.</p>	<p>3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p> <p>Guides managers and supervisors in the implementation of the performance management program and in fulfilling their performance management roles and responsibilities.</p> <p>Coaches and guides managers and supervisors in communicating to direct reports actual performance compared to expected or desired performance and providing support for achieving desired performance.</p> <p>Guides managers and supervisors in properly assessing the tools, coaching, development opportunities and support that staff need to do their jobs well.</p> <p>Coaches managers and supervisors in how to monitor the “right” performance measures and take resolute action regarding persistent under-performers.</p>	<p>4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i></p> <p>Recognizes when others have set objectives that are role-inappropriate or misaligned with SSB operational or strategic priorities and provides appropriate guidance and coaching to ensure realignment, synchronization and appropriateness.</p> <p>Enables employees at all levels to visualize the connection between individual contributions (work objectives and competencies), department or branch targets, and organizational and strategic priorities.</p> <p>Collaborates with senior leadership to develop and implement population-specific training and awareness programs to improve performance management.</p>	<p>5=Specialist/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>Coaches managers on how to effectively translate organizational priorities and objectives into challenging but clear, role-appropriate and relatable work objectives and performance indicators, cascading appropriately to enable successful achievement of results.</p> <p>Collaborates with senior leadership to champion effective performance management as a vital means of increasing employee engagement and productivity.</p> <p>Uses appropriate metrics to measure the effectiveness of the performance management program and inform decision making.</p>
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Functional Competency: Relationship Management

Definition: The ability to build and maintain relationships, manage interactions, and manage conflict while supporting the organization.

<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=Specialist/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>Establishes credibility in all interactions.</p> <p>Treats all stakeholders with respect and dignity.</p> <p>Builds engaging relationships with all organizational stakeholders through trust, teamwork, and direct communication.</p> <p>Develops and maintains a pattern of reciprocal exchanges of support, information, and other valued resources with colleagues.</p> <p>Identifies and resolves conflict that is counterproductive or harmful.</p> <p>Establishes a strong and positive reputation, within and outside the organization, as an open and approachable HR professional.</p>	<p>Ensures alignment with HR strategy in delivering services and information to stakeholders.</p> <p>Designs strategies to ensure a strong customer service culture in the HR function.</p> <p>Manages internal and external relationships in ways that promote the best interests of all parties.</p> <p>Champions the view that organizational effectiveness benefits all stakeholders.</p> <p>Demonstrates the ability to effectively build a network of contacts at all levels within HR and the community, internally and externally.</p> <p>Identifies and leverages areas of common interest among stakeholders to foster the success of HR initiatives.</p>	<p>Collaborates with leadership at all levels to remove obstacles to the successful implementation of HR initiatives.</p> <p>Ensures accountability for the implementation of project plans and initiatives.</p> <p>Identifies and reduces potential sources of conflict when proposing new HR strategies or initiatives.</p>	<p>Negotiates with internal and external stakeholders to advance the interests of the organization.</p> <p>Develops strategic relationships with internal and external stakeholders.</p> <p>Fosters an organizational culture that supports intraorganizational teamwork and collaboration (e.g., silobusting)</p> <p>Serves as a positive role model for productive conflict.</p>

Functional Competency: Learning and Development

Definition: The ability to identify and provide employees with the learning activities that enhance their knowledge, skills, abilities, and competencies to meet the organization’s business needs.

				<p>5=Specialist/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>Creates strategies to ensure the retention of organizational knowledge.</p> <p>Creates long-term organizational strategies to develop talent to support organizational strategic priorities.</p> <p>Creates effective of programs for emerging leaders and leadership development.</p> <p>Influences the development of an organizational culture of continuous learning.</p>
		<p>3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p>	<p>Coaches managers and supervisors in how to conduct basic learning needs analysis.</p> <p>Guides managers and supervisors in creating team and individual learning and development plans.</p> <p>Creates internal networks to facilitate knowledge-sharing among employees.</p>	
	<p>2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i></p>	<p>Provides guidance to identify and develop critical competencies that meet the organization’s talent needs.</p> <p>Designs and oversees efforts to collect data on critical gaps in competencies.</p> <p>Uses best practices to evaluate data on gaps in competencies.</p> <p>Uses best practices to develop and deliver learning and development activities that close gaps in employees’ competencies and skills.</p> <p>Continually evaluate the effectiveness and impact of organizational learning and development programs.</p>		
<p>1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i></p>	<p>Demonstrates expertise in learning theory and design.</p> <p>Uses all available resources to develop and deliver effective learning and development programs.</p> <p>Creates and administers programs to promote knowledge transfer.</p>			

Technical Competencies

Workforce Management

HR Strategic Planning

Employee Engagement and Retention

Technical Competency: Workforce Management

Definition: Developing initiatives that allow the organization to meet its talent needs and close critical gaps in competencies.

<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>Identifies gaps in workforce competencies and misalignment of staffing levels.</p> <p>Plans strategies to develop workforce competencies that support the organization's goals and objectives.</p> <p>Conduct regular analyses of labour supply and demand.</p>	<p>3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p> <p>Administers and supports initiatives such as succession plans, and highpotential development programs to ensure that the organization's leadership needs are met.</p> <p>Makes recommendations for integrated practices to optimize staffing and productivity.</p> <p>Collect and analyze workforce data to inform planning.</p> <p>Makes recommendations for practices to enhance productivity of a multi-generational workforce.</p>	<p>4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i></p> <p>Evaluates and makes recommendations to ensure that appropriate workforce staffing levels and competencies exist to meet the organization's goals and objectives.</p> <p>Maintains up-to-date knowledge of political, economic, social, technological, legal and environmental factors and their influence on the organization's workforce.</p> <p>Develops, implements and oversees, in coordination with senior leadership, organization-wide programs, practices and policies that enhance workforce productivity.</p>	<p>5=Specialist/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>Evaluates how future and current staffing levels and workforce competencies align with the organization's strategic priorities.</p> <p>Develops strategies to maintain a robust workforce that has the talent to carry out the organization's current and future strategy and goals.</p> <p>Collaborates with senior leadership to create strategies that address the organization's leadership needs.</p>
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Technical Competency: HR Strategic Planning

Definition: Developing, implementing, and managing the HR strategic direction required to achieve organizational success and create value for stakeholders.

<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>Draws on knowledge of the strategy and goals of HR and the organization to aid effective decision-making.</p> <p>Uses the perspective of systems thinking to understand how the organization operates and the role of HR in the organization's systems.</p> <p>Develops and implements action plans for executing HR's strategy and goals.</p>	<p>3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p> <p>Keeps HR leadership Informed of opportunities to align HR's strategy with the organization's.</p> <p>Provides HR leadership with timely and accurate information required for strategic decision-making.</p> <p>Identifies the ways in which the HR function can support the organization's strategy and goals.</p>	<p>4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i></p> <p>Engages other organizational leaders in strategic analysis and planning to increase HR's positive impact.</p> <p>Develops and implements HR strategy, vision and goals that align with and support the organization's strategy and goals.</p> <p>Ensures that HR strategy contributes to and sustains the organization's success.</p>	<p>5=Specialist/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>Evaluates HR's critical activities in terms of value added, impact, and utility.</p> <p>Contributes HR-focused expertise to the formulation of the organization's strategic priorities.</p> <p>Assess and make recommendations on the value and capability of HR-related technology to support the organization's strategic direction, vision and goals.</p>
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Technical Competency: Employee Engagement and Retention

Definition: Developing and evaluating activities and programs to retain high-performing talent, solidify and improve the relationship between employees and the organization, create a thriving and energized workforce, and crafting effective strategies to address appropriate performance expectations from employees at all levels.

<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=Specialist/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>Designs, administers, analyzes and interprets surveys of employee attitudes and culture.</p> <p>Communicates the results of surveys of employee attitudes and culture.</p> <p>Administers and supports HR and organizational programs designed to improve employee attitudes and culture.</p> <p>Identifies program opportunities to create more engaging or motivating jobs.</p> <p>Monitors turnover and retention metrics, and ensures that leadership is aware of changes.</p>	<p>Designs and oversees action plans to address the findings of employee surveys.</p> <p>Coaches managers and supervisors on creating positive working relationships with their employees.</p> <p>Ensures adequate and appropriate training of stakeholders on use of organization's performance management systems.</p> <p>Helps stakeholders understand the elements of satisfactory employee performance and performance management.</p> <p>Implements and monitors processes that measure effectiveness of performance management systems.</p>	<p>In collaboration with other leaders, defines an organizational strategy to create an engaged workforce. »</p> <p>Designs and oversees HR and organizational programs designed to improve employee attitudes.</p> <p>Holistically monitors the organization's metrics on employee attitudes, turnover and retention, and other information about employee engagement and retention.</p> <p>Designs and oversees processes to measure the effectiveness of performance management systems</p>	<p>Makes recommendations on best practices for HR programs, practices and policies to increase employee retention.</p> <p>Designs, implements, and assesses initiatives and programs to enhance employees' emotional commitment to the organization, demonstrated by their willingness to put in discretionary effort to promote the organization's effective functioning.</p> <p>Coach leaders on the leadership behaviors critical to employee engagement and retention.</p>