

Service Specialist

COMPETENCY MODEL

Service Specialist

INFORMATION AND COMMUNICATION TECHNOLOGY SERVICES (ICTS) | SOCIAL SECURITY BOARD

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Organization of the Service Specialist Competency Model and Guide

The Service Specialist 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 Service Specialist. 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 Service Specialist, 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 Service Specialist.

PART TWO: THE COMPETENCY GUIDE

The Competency Guide includes a one-page illustration to assist users in reading and interpreting the guide. Each competency within the model is defined in the context of the job.

A progressive five-point proficiency scale is used to represent different levels of strength for each competency. This scale ranges from 1, the lowest level, to 5, the highest. In interviews and performance evaluations at the end of a performance year or cycle, the minimum rating for any competency is 1 and the maximum is 5.

The threshold rating for each competency is 3, which represents the minimum level required for success. This rating is referred to as the minimum success rating during recruitment and performance evaluations.

For each competency, indicators describe what performance looks like at every level of the proficiency scale.

PART 1: The Service Specialist Competency Model

This Competency Model presents the set of interrelated competencies that collectively define the requirements for effective performance in the role of Service Specialist at the Social Security Board. This competency model is built around three dimensions:

- **Knowledge** – the Specialist’s understanding and appropriate application of essential practical and theoretical information.
- **Skills** – the talents and abilities the Specialist brings to the role.
- **Mindset** – the attitudes and disposition that shape the Specialist’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 Service Specialist role results from the successful application of behaviour, knowledge, skills, abilities, and attitudes. In other words, success comes not only from what the Service Specialist 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 or role.

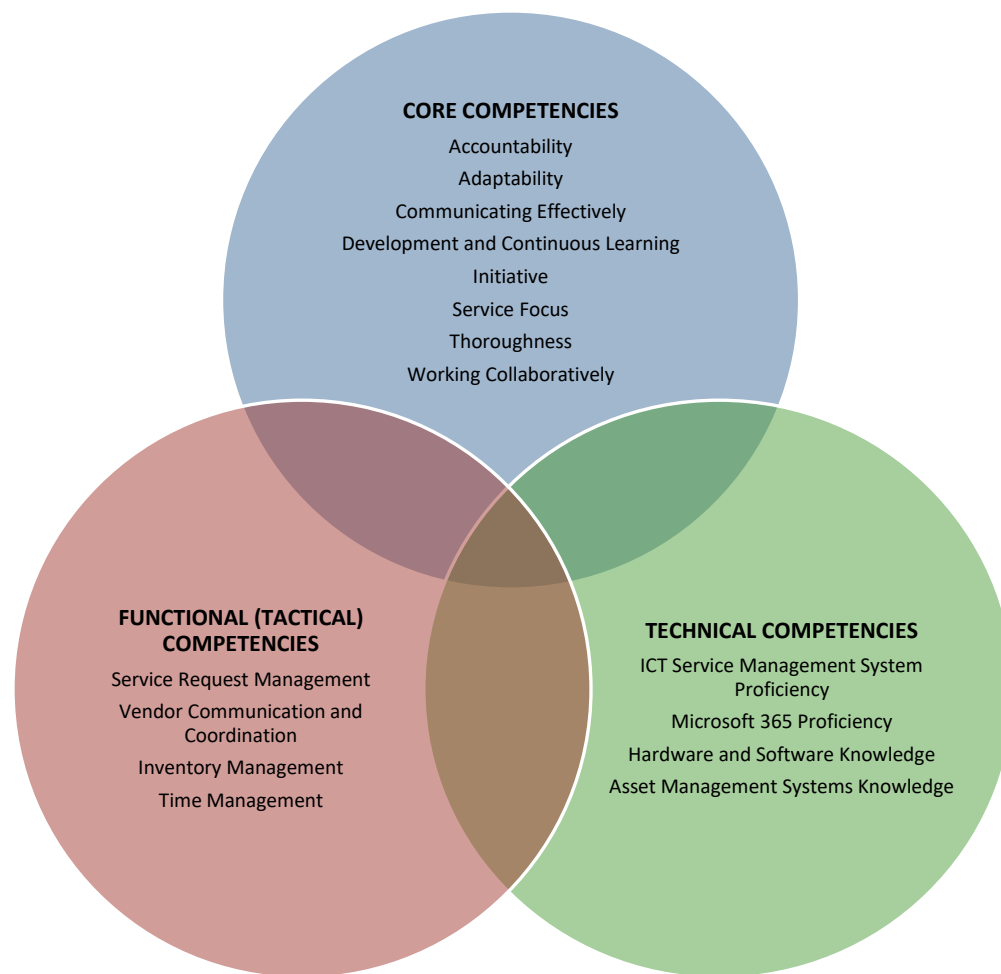
What is a Competency Model?

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, talents, knowledge, behaviours, and attitudes that enable successful performance in a job or role.

The Service Specialist 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 Five 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 Service Specialist role.



Functional and Technical Competencies

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

Competency Model Service Specialist		
Competency Type	Competency Name	Competency Definition
CORE	Accountability	Taking personal responsibility for actions and results.
	Adaptability	Adjusting and remaining effective on the job in real time as changes occur in the work environment, requirements, circumstances, people, and priorities.
	Communicating Effectively	Effective, timely and relevant exchange of information, ideas, perspectives, and opinions in ways that build trust, respect and credibility and engages the audience and facilitates understanding. It includes receiving information, listening, understanding, and responding openly and effectively in interactions with others.
	Development and Continuous Learning	Demonstrated commitment to the process of continuous self-improvement and growth by acquiring and applying new knowledge, skills and competencies for greater on-the-job effectiveness and contribution to the organization.
	Initiative	Identifying what needs to be done and taking appropriate action before being asked to or required by the situation.
	Service Focus	Consistently effective in anticipating and responding to the needs of those we serve by creating and delivering an exceptional service experience. <i>NOTE: "customers" is used for brevity in the indicators below in reference to internal and external customers.</i>
	Thoroughness	Demonstrated concern for the quality of work, ensuring that one's output is complete, accurate, precise and reliable.
	Working Collaboratively	Working cooperatively with others within and across teams, organizational layers, and functions to achieve results that add value to operational and strategic goals, objectives and priorities.
FUNCTIONAL	Service Request Management	Efficiently receiving, documenting, and assigning incoming service requests and incident reports, ensuring timely and accurate responses aligned to service standards.
	Vendor Communication and Coordination	Engaging with vendors to obtain quotes, facilitate information exchange, and track the status of procurement transactions to maintain service quality and meet organizational needs.
	Inventory Management	Skill in managing ICT assets, including accurate entry into inventory systems, secure storage, and proper documentation of asset transfers and disposals.
	Time Management	Ability to prioritize tasks effectively and manage time efficiently, especially when handling multiple service requests or coordinating with vendors and internal teams.
TECHNICAL	ICT Service Management System Proficiency	Expertise in using ICT Service Management software to log, track, and manage service requests and incident reports.
	Microsoft 365 Proficiency	Adept at using Microsoft 365 tools, particularly for communication (e.g., MS Teams) and productivity tasks.
	Hardware and Software Knowledge	Functional knowledge of computer systems and hardware, as well as familiarity with common software tools used in ICT services.
	Asset Management Systems Knowledge	Adept in the use and navigation of asset management systems used to track and manage ICT assets.

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 Service Specialist requires the skill of Service Request Management to successfully perform this job.

Functional Competency: Service Request Management

DEFINITION: Efficiently receiving, documenting, and assigning incoming service requests and incident reports, ensuring timely and accurate responses aligned to service standards.

Competency Definition: The definition explains what the required skill, ability, expertise, or behaviour is about in the context of the job. E.g. Service Request Management is about "efficiently receiving, documenting, and assigning incoming service requests and incident reports, ensuring timely and accurate responses....."

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.

<p>1=Introductory Minimal demonstration of behaviours related to the competency.</p>	<p>2=Basic Demonstration of behaviours related to the competency indicates <u>potential for growth</u>.</p> <p>Understanding the Process: Demonstrates a basic understanding of the service request lifecycle, including how to receive and document requests.</p> <p>Initial Response Time: Responds to service requests and incidents with some delay, requiring occasional guidance to meet service standards</p> <p>Documentation: Records service requests with some errors or incomplete information, needing frequent checks and corrections.</p> <p>Follow-up Communication: Occasionally follows up with users but may require reminders to ensure consistent communication throughout the service request process.</p>	<p>3=Proficient Demonstration of behaviours related to the competency indicates <u>adequate strength</u> to fully perform job role.</p> <p>Efficient Documentation: Accurately documents service requests and incidents with minimal or no errors, ensuring all necessary details are captured.</p> <p>Timely Assignment: Consistently assigns service requests to the appropriate support personnel within a reasonable timeframe.</p> <p>Tracking Progress: Monitors the progress of service requests, ensuring they are on track for resolution according to service standards.</p> <p>User Communication: Communicates effectively with users, providing timely updates and clarifications throughout the resolution process.</p>	<p>4=Mastery Demonstration of behaviours related to the competency definitively indicates a <u>high level of development</u>.</p> <p>Proactive Management: Anticipates potential delays or issues in service request resolution and takes proactive steps to mitigate them.</p> <p>Streamlined Assignment: Efficiently assigns service requests with a deep understanding of the strengths and specialties of support personnel, optimizing the resolution process.</p> <p>Enhanced Tracking: Utilizes advanced tracking methods to ensure all service requests are progressing smoothly and can identify bottlenecks early.</p> <p>User Satisfaction: Consistently receives positive feedback from users for clear, timely, and helpful communication throughout the service request lifecycle.</p>	<p>5=Authority Demonstration of behaviours related to the competency indicates a <u>very high level of development</u> and serves as a <u>role model</u> for others</p> <p>Optimizing Processes: Leads initiatives to improve the service request management process, setting new standards for efficiency and effectiveness.</p> <p>Mentoring: Mentors colleagues on best practices in service request management, sharing advanced techniques for documentation, assignment, and tracking.</p> <p>Advanced Problem-Solving: Identifies and resolves complex issues in the service request process, often serving as the go-to expert for difficult cases.</p> <p>Exemplary User Relations: Sets the standard for user communication, consistently exceeding expectations and contributing to overall user satisfaction and service excellence.</p>
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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 Service Specialist is classified as Organizational Level Five, Specialist III. The core competency group for the Service Specialist contains the eight core competencies which are universal to Organizational Level Five:

1. Accountability
2. Adaptability
3. Communicating Effectively
4. Development and Continuous Learning
5. Initiative
6. Service Focus
7. Thoroughness
8. Working Collaboratively

These eight competencies reflect 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: Accountability

DEFINITION: Taking personal responsibility for actions and results.

WHY IT'S IMPORTANT: Taking responsibility. Owning up to commitments and mistakes. Being trustworthy and answerable for your actions. All fall under the umbrella of accountability. Real accountability is characterized by a deep sense of pride and ownership in what you do and how you do it. Ownership is your ability to identify and take the responsibility for completing work while focusing wholeheartedly on the result. When you demonstrate accountability, you accept responsibility for mistakes and learn from them, enabling others to rely on and trust you fully to give your best performance and accomplish the best possible results. This builds a culture of accountability around you and within you – a culture where others see you owning your decisions, your choices, your actions, and the results they produce. By ensuring accountability in yourself, you inspire others to do the same. When you display a sense of pride and ownership for actions and results, you are more likely to be respected and trusted by others. More likely to speak up when there is a problem before output or service is compromised. More likely to be committed for the long term. More likely to deliver your best performance. More likely to succeed.

				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 demonstrates a positive can-do attitude even when faced with extremely challenging demands.
		3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	Contributes to defining standards for success. Maintains consistent level of performance when faced with significant or long-term obstacles. Takes responsibility for work unit or work outcomes, regardless of positive or negative results. Proactively identifies and addresses personal shortcomings and seeks to raise own work standards. Speaks up to the right authority about practices that may compromise the quality of results or service.	Takes action to improve the efficiency of whole processes and quality of outputs. Develops or introduces practices to continuously monitor the quality of work outputs. Pays attention to the processes or elements that contribute to results, looking for ways to improve quality and efficiency. Is completely on top of what is going on and knows where things stand.
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	Focuses attention on determining what can be done to make progress. Takes appropriate action to rectify sub-standard work. Recognizes what one can and can't control and focuses attention on areas where one can make a positive difference. Monitors progress of own work against established goals and milestones. Demonstrates a sense of priority, knowing what must be done now and what can wait until later.		
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	Approaches own work with a sense of pride and ownership. Checks own work to ensure all steps are completed accurately. Delivers what is promised, when and how it is promised. Follows established work routines to accomplish tasks within specifications. Learns from mistakes.			

Core Competency: Adaptability

DEFINITION: Adjusting and remaining effective on the job in real time as changes occur in the work environment, requirements, circumstances, people, and priorities.

WHY IT'S IMPORTANT: Being adaptable means having flexibility in handling change, being able to juggle multiple priorities and demands and adjusting to new situations with fresh ideas, perspectives, and innovative approaches. It means you not only stay focused on your goals and objectives, but you can easily adjust how you achieve them. An adaptable employee can meet new challenges as they arise and not be immobilized by sudden change, remaining comfortable with the uncertainty that comes with today's evolving work environment. Adaptability is also associated with high emotional intelligence. Being adaptable means you're less emotionally triggered by unexpected events. When a problem or unforeseen change arises, you don't dwell on how difficult it is, but instead shift into searching for solutions, thinking in terms of next steps, and creating a plan for action. If another surprise comes up, you just adjust your plan accordingly. Adaptability is an emotional tool that helps you stay focused on what matters most – results.

<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 other points of view and ways of doing things have value.</p> <p>Demonstrates openness to new structures, policies, procedures, and technologies.</p> <p>Shows willingness to learn new methods and ways of doing things.</p> <p>Displays a positive attitude in the face of ambiguity and uncertainty.</p> <p>Focuses on the positive effects of change.</p>	<p>3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p> <p>Accurately interprets emotional cues and adjusts own behaviour accordingly.</p> <p>Modifies a strongly held position in the face of contrary evidence or new information.</p> <p>Adapts interpersonal style to match the needs of different individuals or groups.</p> <p>Manages own behaviour to prevent or reduce feelings of stress in others.</p> <p>Encourages peers to adapt to new ways of working.</p>	<p>4=Mastery <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i></p> <p>Is resourceful in acquiring necessary knowledge or skills to adapt to change.</p> <p>Remains optimistic and fully engaged in times of uncertainty and transition.</p> <p>Quickly adjusts and constructively reacts to unforeseen circumstances and setbacks; makes them seem less severe.</p> <p>Provides advice to assist others in adapting to difficult or changing situations.</p> <p>Is flexible in one's approach while remaining professional and staying true to organizational values.</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>Remains extremely calm under a great deal of stress.</p> <p>Successfully defuses tense or trying situations, making others feel at ease and reassured.</p> <p>Through own behaviour, creates an environment of positive energy and enthusiasm, despite uncertainty.</p> <p>Controls his/her response by remaining calm and composed when criticized, attacked, or provoked.</p>
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Core Competency: Communicating Effectively

DEFINITION: Effective, timely and relevant exchange of information, ideas, perspectives, and opinions in ways that build trust, respect and credibility and engages the audience and facilitates understanding. It includes receiving information, listening, understanding, and responding openly and effectively in interactions with others.

WHY IT'S IMPORTANT: Effective communication is about more than just exchanging information. It's also about recognizing and understanding the emotions and intentions behind the information. Good communication results in mutual understanding, harmony, and coordinated action. Poor communication wastes time and resources, hinders goal accomplishment, and sours relationships. Being an effective communicator means you provide a clear message that's easy to understand. You deliver a message that is consistent but fine-tuned for a particular audience. It has just the right tone. The perfect pacing. The best possible wording. Your audience, in turn, finds your message to be crisp, relevant, and impactful. As well as being able to clearly convey a message, communicating effectively means you're also an attentive listener who is fully present and open to others' ideas. You create a feeling in the other person of being heard, seen, and understood. Effective communication, whether written or verbal, enables you to energize others to work together and pull in the same direction.

				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>	Communicates complex issues clearly and credibly with a wide variety of audiences.
		3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	Continuously hones and polishes communication skills and seeks honest feedback on communication impact.	Skilfully responds to difficult, on-the-spot questions or topics (does not dodge the question or topic).
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	Tailors communication to the audience, adapting style, language, content and format appropriately.	Conveys information with expression, insight and persuasion when needed.	Effectively uses graphics and other aids to simplify and improve the audience's understanding of complex or technical information.
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	Actively listens to understand others without judgment or bias.	Accurately reads body language, verbal and non-verbal cues and adjusts communication approach accordingly.	Stands firm when presenting own ideas yet is flexible in listening to and accepting others' input.	Improves others' writing through skilful editing and feedback.
	Communicates with others honestly, respectfully, and sensitively.	Checks own understanding of others' communication (e.g. paraphrases, asks questions).	Demonstrates firm command of a variety of writing styles.	
	Presents information in a clear and logical manner.	Selects the appropriate medium and forum to communicate sensitive or controversial topics.	Helps peers to understand written and oral information and directions so they can take appropriate action.	
	Uses appropriate wording and correct vocabulary grammar, spelling and punctuation.			
	Appropriately uses communication technology (e.g. email, texting) to convey messages and information.			

Core Competency: Development and Continuous Learning

DEFINITION: Demonstrated commitment to the process of continuous self-improvement and growth by acquiring and applying new knowledge, skills and competencies for greater on-the-job effectiveness and contribution to the organization.

WHY IT'S IMPORTANT: Development and Continuous Learning is about having a strong focus on your own personal and professional growth to enable you to become better at doing your current job and prepare well for advancement. Being open to learning means you continuously evaluate your own behaviors, thought patterns, skills, aptitudes, and knowledge to determine whether they are in alignment with and supportive of team efforts and organizational priorities, and direction. By keeping your knowledge, skill set, and behaviors current and evolving, you're able to continuously adapt and remain relevant, effective and value adding over time.

<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>Identifies own skill, knowledge, and behaviour gaps to inform own development plan.</p> <p>Knows own strengths.</p> <p>Recognizes the knowledge, skills and behaviours needed for successful performance in current role.</p> <p>Stays current with new tools, information, methods, technologies, or approaches that are necessary for effectiveness in current role.</p> <p>Actively engages in continuous formal and informal learning.</p>	<p>Actively seeks feedback from multiple sources to improve current performance.</p> <p>Successfully applies background knowledge, skills, education, or prior work experiences to current job situations.</p> <p>Takes advantage of every relevant opportunity presented to update current knowledge, skills and competencies needed to meet current job requirements.</p> <p>Takes initiative to develop areas that need strengthening to improve current performance.</p>	<p>Proactively asks for feedback from others and incorporates feedback into assessment of own strengths and development areas.</p> <p>Proactively seeks out continuous learning opportunities that develop self, building on existing strengths and addressing critical deficiencies.</p> <p>Seeks to learn and understand the organization beyond current role, responsibilities, or functions.</p> <p>Values learning from others, actively seeking out people who can help build one's knowledge, skills, and competencies for current and future roles.</p>	<p>Demonstrates technical, functional, operational, or behavioural capability to add value beyond current role.</p> <p>Identifies the knowledge, skills and competencies that are key to the organization's long-term success.</p> <p>Has a clear, long-term action plan for addressing own development needs while acquiring new knowledge, skills, and competencies.</p> <p>Acquires new knowledge, skills, and competencies in preparation for future roles.</p> <p>Models self-development by continuously evaluating own effectiveness and planning next learning steps accordingly.</p>	

Core Competency: Initiative

DEFINITION: Identifying what needs to be done and taking appropriate action before being asked to or required by the situation.

WHY IT'S IMPORTANT: Demonstrating initiative means you're thinking and acting in the present to create value in the future. This means you're going beyond just thinking about or suggesting future actions to taking proactive and appropriate action to influence the course of events or outcomes. Outstanding performers demonstrate initiative by seizing opportunities, assuming responsibility and doing more than what is standard or normally expected in a given job. As SSB has evolved over the years, job roles have become broader, deeper, more flexible, and less dependent on stable job descriptions. Now, as we transition into new and different ways of delivering service, initiative becomes even more important. For initiative to have value, it's as much about putting things into practice as it is about coming up with new ideas or approaches. Other competencies such as Development and Continuous Learning, Accountability, and Service Focus involve special applications of initiative.

				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>	Anticipates and prepares for problems that can potentially interfere with workflow or achieving results.
		3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	Is alert to opportunities for innovative solutions to potential problems or issues and champions them.	Responds to setbacks with renewed and increased efforts and energy.
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	Seeks out and/or accepts additional responsibilities.	Successfully completes unfamiliar tasks or assignments with minimal support or supervision.	Steps past what others consider to be the boundaries or limits in order to be more successful.
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	Fully completes all that is normally required in a situation, task, or assignment.	Looks for opportunities to help move a project, task, or activity along.	Enthusiastically accepts additional responsibilities outside immediate job responsibilities.	Adapts previous knowledge or experience to successfully complete unfamiliar tasks or assignments or deal with extraordinary situations.
	Identifies what needs to be done.	Goes beyond expectations in the situation, assignment, task, or job description without being asked or told.	Intentionally and regularly scans the environment to identify a problem, obstacle, or opportunity for improvement.	Sees when analysis and discussion have served their purpose and moves to action.
	Identifies a current problem and takes ownership of it, working on it until it is resolved.	Willingly steps up to a new task or assignment vs. waiting for someone else to do it.	Consistently does more than required or expected in a situation or task; goes beyond and delivers more.	
	Willingly suggests appropriate options when obstacles appear.	Requires minimum supervision and is self-directed within the scope of his/her accountabilities.		
	Requires little supervision or direction within scope of responsibilities.			

Core Competency: Service Focus

DEFINITION: Consistently effective in anticipating and responding to the needs of those we serve by creating and delivering an exceptional service experience.

NOTE: "customers" is used for brevity in the indicators below in reference to internal and external customers.

WHY IT'S IMPORTANT: The mission of SSB is to deliver a customer-centred and financially sustainable Social Security program that provides lifetime coverage to our beneficiaries. Achieving this mission requires a consistent, deliberate focus on service quality. In some roles there is a direct link to external customers, while in others the connection is more indirect or the customer you primarily serve is inside the organization. Bottom line – when you deliver beyond customer expectations, you win. Being successful in delivering a quality service experience means continuously paying attention to customer needs and adapting as these needs evolve. You need to constantly evaluate and flex, understand and respond. A focus on customers and the kind of service experience we deliver opens our thinking, drives innovation and creates a more responsive and agile organization. Internal or external – they're equally important.

				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>Demonstrates exceptional ability to appropriately modify service delivery approaches to meet unique or extraordinary service requests while remaining within the boundaries of good practice.</p> <p>Develops or introduces quality control measures to determine compliance with organizational service standards and benchmarks.</p> <p>Acts as a seasoned advisor, providing customers with accurate guidance on the full range of options applicable to their specific need, request, or situation.</p> <p>Inspires customer confidence through own personal reputation, integrity and consistent, dutiful care in handling customer issues, concerns and needs.</p>
		3=Proficient <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	<p>Introduces new service standards to respond to particular customer needs.</p> <p>Takes personal responsibility for resolving service problems and issues brought to one's attention.</p> <p>Anticipates customer's need(s) and proposes appropriate solutions in compliance with legislative, operational, or organizational standards.</p> <p>Advocates on behalf of customers to management and/or decision makers, identifying approaches and strategies that will serve the customer's needs as well as those of the organization.</p>	
	2=Basic <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	<p>Actively seeks feedback from customers to investigate ways of improving the service experience.</p> <p>Suggests ways to improve processes associated with service delivery.</p> <p>Looks for information about real, underlying needs of customers, beyond those initially expressed.</p> <p>Monitors own work output against service standards to ensure that established standards are met.</p> <p>Responds to customer needs in a timely, professional, helpful manner regardless of customer's attitude.</p>		
1=Introductory <i>Minimal demonstration of behaviours related to the competency.</i>	<p>Understands the need for and benefits of a quality service experience.</p> <p>Listens attentively to customers, demonstrating genuine interest and concern for their needs.</p> <p>Consistently presents a cheerful, positive disposition to all customers, dealing with them fairly and equitably.</p> <p>Follows applicable policies, procedures and processes when providing service.</p>			

Core Competency: Thoroughness

DEFINITION: Demonstrated concern for the quality of work, ensuring that one’s output is complete, accurate, precise and reliable.

WHY IT’S IMPORTANT: Thoroughness is the ability you have to efficiently and accurately allocate your cognitive abilities to focus on a specific task or number of tasks. It means approaching everyday work with a critical eye, thinking through every detail as well as minimizing distractions and learning how to focus on what really matters. Simply put, thoroughness is the level of care you put into completing a task, no matter how small or seemingly insignificant. All work produces a result. The level of care you put in is what determines the quality of the result you produce.

<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>Seeks guidance on the degree of quality and completion required for new tasks.</p> <p>Performs tasks according to established procedures and standards.</p> <p>Understands acceptable work standards and strives to comply.</p> <p>Expresses concern that things be done right, thoroughly, or precisely.</p> <p>Catches and corrects own errors or omissions.</p>	<p>Uses systems to organize and keep track of information or work progress.</p> <p>Quickly recognizes a match or mismatch between information and an established standard.</p> <p>Closely monitors the details and quality of own and others' work.</p> <p>Thinks critically about information received to determine its accuracy, relevance, and completeness.</p> <p>Balances speed and accuracy in completing tasks.</p>	<p>Develops or introduces systems to organize and keep track of information or work progress.</p> <p>Independently completes thorough and accurate work.</p> <p>Identifies errors or inconsistencies and takes action to correct them.</p> <p>Develops contingency plans to prevent or alleviate potential problems.</p> <p>Independently follows up on incomplete or inadequate answers or information to pin down the facts.</p>	<p>Leads or guides peers in attending to the details of difficult and/or high-pressure situations.</p> <p>Acts as a resource or subject matter expert in the development of manuals, guidelines or standard operating procedures to guide work processes.</p> <p>Coaches others in methods of identifying and correcting errors, oversights, and omissions.</p> <p>Asks deeply probing questions which go beyond the surface issue to get to the root of a situation or problem.</p> <p>Investigates a problem, situation, or issue from unusual or unrelated sources.</p>	

Core Competency: Working Collaboratively

DEFINITION: Working cooperatively with others within and across teams, organizational layers, and functions to achieve results that add value to operational and strategic goals, objectives and priorities.

WHY IT'S IMPORTANT: At its core, collaboration is essentially the practice of sharing knowledge, expertise, skills and ideas across different boundaries and organizational layers to achieve a common goal. Its purpose is ultimately to maximize the success of the organization. Collaboration creates synergy—resulting in a combined effort that produces greater results than those achieved by individuals working alone. It breaks down barriers. Increases mutual respect and recognition.

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	<p>Pitches in and works with others when necessary to get the job done.</p> <p>Shares expertise and insights with others (e.g., through team discussions, brainstorming sessions).</p> <p>Clearly understands the goals of the team and roles and responsibilities of team members.</p> <p>Treats other team members with respect, recognizing that each person's contribution is valuable and essential to the overall success of the team.</p> <p>Tries to understand the perspectives of others.</p>	<p>Recognizes and builds on the good ideas of others.</p> <p>Genuinely values, and uses others' input and experience, showing willingness to learn from others.</p> <p>Maintains open communication, taking steps to share experiences and lessons learned with others.</p> <p>Values the diversity of talents, skills, cultures and backgrounds that others bring to joint team efforts.</p> <p>Credits others who perform well or make significant contributions to team efforts.</p> <p>Invests time and effort in getting to know co-workers individually within and across functions.</p>	<p>Takes initiative to provide guidance and encouragement to new team members or colleagues, facilitating their learning and integration.</p> <p>Expresses disagreement in a tactful and constructive manner, ensuring not to make others feel inferior, insulted or dismissed.</p> <p>Displays openness to learn from others, including direct reports and peers.</p> <p>Consults widely, seeking views from all interested and affected parties.</p>	<p>Initiates and maintains strong working relationships inside and outside his/her department or functional area, resulting in enhanced quality of work.</p> <p>Uses collaboration as a teaching tool to impart organizational knowledge and insights to others.</p> <p>Breaks down barriers (structural, functional, cultural) within or between teams, facilitating the sharing of expertise and resources.</p> <p>Continuously provides guidance to others as they work through conflicts and disagreements so they can become better "team players".</p> <p>Shows others how to increase their effectiveness in what they do by sharing acquired knowledge, capabilities and experience.</p>

Functional Competencies

Service Request Management

Vendor Communication and Coordination

Inventory Management

Time Management

Functional Competency: Service Request Management

DEFINITION: Efficiently receiving, documenting, and assigning incoming service requests and incident reports, ensuring timely and accurate responses aligned to service standards.

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	<p>Understanding the Process: Demonstrates a basic understanding of the service request lifecycle, including how to receive and document requests.</p> <p>Initial Response Time: Responds to service requests and incidents with some delay, requiring occasional guidance to meet service standards</p> <p>Documentation: Records service requests with some errors or incomplete information, needing frequent checks and corrections.</p> <p>Follow-up Communication: Occasionally follows up with users but may require reminders to ensure consistent communication throughout the service request process.</p>	<p>Efficient Documentation: Accurately documents service requests and incidents with minimal or no errors, ensuring all necessary details are captured.</p> <p>Timely Assignment: Consistently assigns service requests to the appropriate support personnel within a reasonable timeframe.</p> <p>Tracking Progress: Monitors the progress of service requests, ensuring they are on track for resolution according to service standards.</p> <p>User Communication: Communicates effectively with users, providing timely updates and clarifications throughout the resolution process.</p>	<p>Proactive Management: Anticipates potential delays or issues in service request resolution and takes proactive steps to mitigate them.</p> <p>Streamlined Assignment: Efficiently assigns service requests with a deep understanding of the strengths and specialties of support personnel, optimizing the resolution process.</p> <p>Enhanced Tracking: Utilizes advanced tracking methods to ensure all service requests are progressing smoothly and can identify bottlenecks early.</p> <p>User Satisfaction: Consistently receives positive feedback from users for clear, timely, and helpful communication throughout the service request lifecycle.</p>	<p>Optimizing Processes: Leads initiatives to improve the service request management process, setting new standards for efficiency and effectiveness.</p> <p>Mentoring: Mentors colleagues on best practices in service request management, sharing advanced techniques for documentation, assignment, and tracking.</p> <p>Advanced Problem-Solving: Identifies and resolves complex issues in the service request process, often serving as the go-to expert for difficult cases.</p> <p>Exemplary User Relations: Sets the standard for user communication, consistently exceeding expectations and contributing to overall user satisfaction and service excellence.</p>

Functional Competency: Vendor Communication and Coordination

DEFINITION: Engaging with vendors to obtain quotes, facilitate information exchange, and track the status of procurement transactions to maintain service quality and meet organizational needs.

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<p>Understanding Vendor Protocols: Demonstrates a basic understanding of the protocols and procedures for engaging with vendors but may need guidance to ensure compliance.</p> <p>Initiating Contact: Initiates contact with vendors but may require assistance in crafting clear and concise communication.</p> <p>Follow-up Consistency: Follows up with vendors sporadically, sometimes needing reminders to ensure timely information exchange and transaction progression.</p> <p>Documenting Interactions: Documents vendor interactions with some inconsistencies, occasionally missing critical details that require follow-up.</p>		<p>Effective Engagement: Consistently engages with vendors following established protocols, ensuring clear and professional communication.</p> <p>Timely Follow up: Regularly follows up with vendors, maintaining a steady flow of information and updates throughout the procurement process.</p> <p>Accurate Documentation: Accurately documents all vendor interactions, ensuring that records are complete and accessible for future reference.</p> <p>Problem Resolution: Identifies and addresses minor issues with vendors independently, ensuring that transactions proceed smoothly.</p> <p>Strategic Vendor Engagement: Proactively identifies key vendor contacts and builds strong working relationships that facilitate smoother and faster transactions.</p> <p>Consistent Communication: Maintains a high level of consistent communication with vendors, ensuring all parties are aligned and informed throughout the procurement process.</p> <p>Advanced Documentation Practices: Implements and maintains detailed documentation practices that provide a clear audit trail and facilitate easy retrieval of information.</p> <p>Complex Problem Solving: Resolves complex issues with vendors quickly and efficiently, often anticipating potential problems and addressing them before they escalate.</p>		<p>Vendor Relationship Management: Leads efforts to strengthen vendor relationships, establishing long-term partnerships that benefit both the organization and the vendors.</p> <p>Mentoring and Training: Mentors team members on best practices in vendor communication, sharing advanced strategies for effective engagement and problem resolution.</p> <p>Optimizing Communication Protocols: Develops and refines communication protocols with vendors, setting new standards for clarity, efficiency, and effectiveness.</p> <p>Exemplary Documentation and Compliance: Sets the benchmark for thorough and accurate documentation, ensuring compliance with all organizational and regulatory requirements, and serves as a model for others in the team.</p>

Functional Competency: Inventory Management

DEFINITION: Skill in managing ICT assets, including accurate entry into inventory systems, secure storage, and proper documentation of asset transfers and disposals.

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	<p>Basic Inventory Procedures: Understands fundamental inventory management practices and principles.</p> <p>Data Entry Accuracy: Inputs inventory data with occasional errors or omissions, requiring regular checks and corrections.</p> <p>Asset Storage and Security: Follows basic protocols for asset storage and security but may occasionally overlook details, needing supervision to ensure compliance.</p> <p>Documentation of Asset Transfers: Completes documentation for asset transfers but may miss critical details or require assistance to ensure accuracy.</p>	<p>Efficient Inventory Processes: Consistently follows established inventory management procedures, ensuring accuracy and compliance with minimal oversight.</p> <p>Accurate Data Management: Accurately enters and updates inventory data, ensuring that all records are current and error-free.</p> <p>Secure Asset Handling: Adheres to protocols for secure asset storage and access, ensuring that all assets are properly stored and accounted for.</p> <p>Thorough Documentation: Completes all documentation for asset transfers and disposals accurately, ensuring that all required information is captured and accessible.</p>	<p>Proactive Inventory Management: Anticipates inventory needs and proactively manages stock levels to ensure availability and reduce downtime.</p> <p>Advanced Data Integrity: Implements advanced data management techniques to ensure the highest level of accuracy and integrity in inventory records.</p> <p>Enhanced Security Protocols: Takes the initiative to enhance asset security measures, ensuring that assets are protected against loss, theft, or damage.</p> <p>Streamlined Documentation Processes: Develops and maintains streamlined documentation processes that ensure all asset transfers and disposals are handled efficiently and with complete accuracy.</p>	<p>Optimizing Inventory Systems: Leads initiatives to optimize inventory management systems, setting new standards for efficiency and accuracy within the organization.</p> <p>Mentoring in Data Management: Mentors colleagues in advanced data management techniques, sharing best practices for maintaining accurate and reliable inventory records.</p> <p>Setting Security Standards: Establishes and enforces best practices for asset security, becoming a recognized authority on secure inventory management.</p> <p>Exemplary Documentation Practices: Sets the gold standard for documentation, ensuring that all inventory-related paperwork is thorough, accurate, and easily accessible; serves as a model for others to follow.</p>

Functional Competency: Time Management

DEFINITION: Ability to prioritize tasks effectively and manage time efficiently, especially when handling multiple service requests or coordinating with vendors and internal teams.

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<p>Understanding Priorities: Recognizes the importance of prioritizing tasks but may struggle to distinguish between urgent and less critical tasks without guidance.</p> <p>Task Completion: Completes tasks but often requires more time than expected, occasionally missing deadlines or needing extensions.</p> <p>Handling Interruptions: Finds it challenging to manage interruptions and may lose focus or momentum when faced with competing demands.</p> <p>Planning Workload: Attempts to plan the workload but may need frequent adjustments or help to create an effective schedule.</p>		<p>Effective Prioritization: Prioritizes tasks effectively, consistently focusing on the most important and urgent items first.</p> <p>Meeting Deadlines: Regularly completes tasks within the allotted timeframes, meeting deadlines with minimal need for extensions or adjustments.</p> <p>Managing Interruptions: Handles interruptions with poise, quickly refocusing on the task at hand and maintaining productivity despite unexpected demands.</p> <p>Organizing Workload: Plans and organizes the workload efficiently, creating realistic schedules that accommodate all responsibilities.</p> <p>Proactive Prioritization: Anticipates upcoming priorities and proactively adjusts the schedule to address them, ensuring smooth workflow and preventing bottlenecks.</p> <p>Consistent Punctuality: Consistently delivers tasks ahead of schedule, allowing for contingencies and maintaining a high level of productivity.</p> <p>Adaptability to Change: Quickly adapts to changes in priorities or unexpected interruptions, reordering tasks with ease and minimal disruption.</p> <p>Optimized Workload Management: Develops and maintains optimized work plans that maximize efficiency, balancing short-term tasks with long-term projects seamlessly.</p>		<p>Leadership in Prioritization: Leads by example in prioritizing tasks, setting benchmarks for others to follow, and ensuring that the most critical tasks are always addressed first.</p> <p>Exceeding Expectations: Consistently exceeds time management expectations, often completing work well ahead of deadlines and setting new standards for productivity</p> <p>Mastering Interruptions: Demonstrates an exceptional ability to manage interruptions, maintaining high levels of focus and productivity regardless of external demands.</p> <p>Mentoring in Time Management: Mentors colleagues on advanced time management techniques, sharing strategies for planning, prioritizing, and executing tasks efficiently and effectively.</p>

Technical Competencies

ICT Service Management System Proficiency

Microsoft 365 Proficiency

Hardware and Software Knowledge

Asset Management Systems Knowledge

Technical Competency: ICT Service Management System Proficiency

DEFINITION: Expertise in using ICT Service Management software to log, track, and manage service requests and incident reports.

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	<p>System Navigation: Understands the basic layout and functionality of the ICT Service Management system.</p> <p>Logging Service Requests: Logs service requests into the system but may occasionally miss critical details.</p> <p>Tracking Requests: Knows how to track the status of service requests but may need guidance in using filters or advanced search functions.</p> <p>Basic Reporting: Can generate simple reports from the system but may struggle with more complex reporting features or require help interpreting the data.</p>	<p>Efficient System Use: Navigates the ICT Service Management system with ease, using most of its features independently to manage service requests and incidents effectively.</p> <p>Accurate Data Entry: Consistently logs service requests with accurate and comprehensive information, ensuring all fields are properly filled.</p> <p>Request Monitoring: Tracks and monitors service requests proficiently, using system tools like filters, tags, and categories to manage ongoing cases efficiently.</p> <p>Generating Reports: Generates detailed reports on service request trends, workload distribution, and system performance with minimal assistance.</p>	<p>Advanced System Utilization: Uses advanced features of the ICT Service Management system, such as workflow automation and custom configurations, to optimize service request management.</p> <p>Enhanced Data Accuracy: Ensures data accuracy through checks and refinements, maintaining high-quality data entries that improve overall system performance.</p> <p>Proactive Monitoring: Implements proactive monitoring of service requests, using advanced tracking tools to foresee potential bottlenecks or delays.</p> <p>Customize Reporting and Analytics: Creates customized reports and performs data analysis to gain insights into system performance, service trends, and areas for improvement.</p>	<p>System Optimization Leadership: Leads initiatives to optimize the ICT Service Management system, identifying new features or configurations that enhance system efficiency.</p> <p>Setting Data Standards: Establishes best practices for data entry and system usage, ensuring that all users maintain high standards of accuracy and completeness.</p> <p>Advanced Problem-Solving: Resolves complex issues within the system, offering innovative solutions to improve the tracking and resolution of service requests.</p> <p>Mentoring in System Proficiency: Mentors colleagues in advanced system functions, sharing expert knowledge on how to leverage the system for maximum productivity and efficiency.</p>

Technical Competency: Microsoft 365 Proficiency

DEFINITION: Adept at using Microsoft 365 tools, particularly for communication (e.g., MS Teams) and productivity tasks.

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	<p>Basic Navigation: Understands the general layout of Microsoft 365 tools (e.g., Outlook, Word, Excel, MS Teams).</p> <p>Using Core Applications: Uses basic functions like sending emails, creating simple documents, or participating in Teams meetings but struggles with more advanced features.</p> <p>File Management: Can save and retrieve files from OneDrive or SharePoint but may need assistance organizing files or sharing them securely.</p> <p>Collaborative Features: Participates in collaborative activities (e.g., document sharing, co-authoring) but may need guidance in fully utilizing real-time collaboration tools.</p>	<p>Confident Navigation: Easily navigates through core Microsoft 365 tools and utilizes most common features efficiently.</p> <p>Advanced Document and Email Features: Uses advanced functions in Word, Excel, and Outlook, such as formatting, pivot tables, conditional formatting, scheduling meetings, and setting up calendar invites.</p> <p>File Organization and Sharing: Effectively manages files within OneDrive or SharePoint, using version control and sharing permissions to collaborate with others securely.</p> <p>Team Collaboration: Leverages collaboration features in MS Teams, such as file sharing, using channels, and scheduling meetings, to enhance team productivity.</p>	<p>Maximizing Features: Maximizes advanced features across Microsoft 365 applications, such as macros in Excel, automation in Outlook, and advanced document formatting in Word.</p> <p>Advanced File Management: Streamlines file management using SharePoint’s collaboration features, setting up structured team sites and utilizing access controls and metadata tagging.</p> <p>Collaborative Workflows: Facilitates real-time collaboration and workflow automation through integrations like Power Automate or Planner, improving team productivity.</p> <p>Customizing Tools: Customizes Microsoft 365 tools, such as creating templates or using plugins and add-ons, to improve efficiency in everyday tasks.</p>	<p>System Integration and Automation: Leads initiatives to integrate Microsoft 365 tools with other applications and services, automating workflows using tools like Power Automate and Power BI.</p> <p>Mentoring on Advanced Functions: Teaches others how to use advanced features and functionalities, mentoring colleagues on best practices and innovative uses of Microsoft 365 tools.</p> <p>Innovative Collaboration: Introduces innovative ways to collaborate, such as organizing and leading virtual workspaces and setting new standards for remote teamwork using MS Teams and SharePoint.</p> <p>Driving Efficiency: Leads efforts to enhance organizational efficiency by optimizing the use of Microsoft 365 tools, identifying gaps, and offering solutions that save time and improve productivity across teams.</p>

Technical Competency: Hardware and Software Knowledge

DEFINITION: Functional knowledge of computer systems and hardware, as well as familiarity with common software tools used in ICT services.

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	<p>Understanding Basic Functions: Demonstrates a foundational understanding of common hardware components (e.g., desktop, laptop, printers) and basic software tools.</p> <p>Device Setup: Can perform simple tasks like connecting peripherals (mouse, keyboard) or installing basic software but may need guidance for more complex setups.</p> <p>Basic Troubleshooting: Attempts basic troubleshooting (e.g., restarting a system or checking cables) but may rely on others for diagnosing and solving more complex hardware or software issues.</p> <p>Operating System Navigation: Navigates common operating systems (Windows, macOS) at a basic level but may struggle with advanced settings or configurations.</p>	<p>Confident Device Setup: Sets up and configures hardware devices (e.g., printers, scanners, external drives) and installs software with minimal or no assistance.</p> <p>Basic Maintenance and Troubleshooting: Diagnoses and resolves common hardware and software issues, such as printer jams, slow performance, or software errors, using troubleshooting techniques.</p> <p>Software Installation and Updates: Independently installs, updates, and configures software programs, ensuring compatibility with existing systems.</p> <p>Operating System Management: Confidently manages operating system settings, including user accounts, permissions, and basic network configurations.</p>	<p>Advanced Device Configuration: Configures more complex hardware systems (e.g., networked printers, multi-monitor setups) and resolves related issues with ease.</p> <p>Advanced Troubleshooting: Diagnoses and resolves complex hardware and software issues using in-depth troubleshooting tools and techniques, often without external support.</p> <p>System Optimization: Optimizes software performance and hardware configurations to improve efficiency, applying best practices in software management and hardware utilization.</p> <p>Integrating Hardware and Software: Understands the interplay between hardware and software, ensuring that systems work together seamlessly to meet organizational needs.</p>	<p>Designing Solutions: Leads the design and implementation of new hardware and software systems, recommending improvements and upgrades to meet future needs.</p> <p>Mentoring in Troubleshooting: Mentors team members on advanced troubleshooting techniques, teaching them to diagnose and resolve hardware and software issues efficiently.</p> <p>System-wide Optimization: Oversees the optimization of hardware and software across the organization, driving initiatives that enhance system performance and reduce technical issues.</p> <p>Strategic Planning for Technology: Takes a strategic approach to hardware and software planning, ensuring that future purchases and upgrades align with long-term organizational goals.</p>

Technical Competency: Asset Management Systems Knowledge

DEFINITION: Adept in the use and navigation of asset management systems used to track and manage ICT assets.

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	<p>Basic System Navigation: Understands the basic layout and functions of the asset management system but may need guidance on how to enter and retrieve data effectively.</p> <p>Simple Data Entry: Enters basic asset information (e.g., asset name, serial number) but may occasionally miss fields or input incorrect data, requiring verification.</p> <p>Retrieving Asset Information: Can search for and retrieve asset information but may struggle with advanced search functions or filters within the system.</p> <p>Following Procedures: Follows standard procedures for logging new assets but may need reminders to complete necessary steps or adhere to organizational policies.</p>	<p>Accurate Data Management: Consistently enters and updates asset data accurately, ensuring all relevant fields are completed, and the information is reliable.</p> <p>Efficient Asset Retrieval: Uses search functions and filters effectively to quickly retrieve asset information from the system as needed.</p> <p>Regular Audits: Participates in regular asset audits, ensuring data accuracy and compliance with asset management policies.</p> <p>Following Asset Lifecycle: Follows the lifecycle of assets within the system, from procurement to disposal, ensuring records are kept up-to-date throughout each stage.</p>	<p>Advanced System Utilization: Uses advanced features of the asset management system, such as batch data uploads, custom reports, and asset categorization, to streamline data management.</p> <p>Optimizing Data Accuracy: Ensures the accuracy and integrity of asset data through regular checks and reconciliations, reducing discrepancies and errors in the system.</p> <p>Asset Lifecycle Management: Manages the entire lifecycle of assets efficiently, from acquisition to disposal, using the system to ensure that all actions are documented and compliant with policies.</p> <p>Generating Insights: Creates detailed reports and analyses from the system's data to provide insights into asset utilization, maintenance schedules, and replacement needs.</p>	<p>System Optimization Leadership: Leads initiatives to optimize the asset management system's functionality, improving efficiency, data accuracy, and reporting capabilities.</p> <p>Mentoring on System Usage: Mentors colleagues in advanced system functions, teaching best practices for managing and retrieving data, and ensuring compliance with asset management policies.</p> <p>Innovative Asset Tracking: Develops innovative ways to use the asset management system, such as integrating it with other organizational tools to provide comprehensive tracking and reporting.</p> <p>Strategic Asset Planning: Uses system data to inform strategic decision-making around asset procurement, maintenance, and disposal, ensuring alignment with long-term organizational goals.</p>