

# Facilities Manager

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COMPETENCY MODEL

Facilities Manager

ADMINISTRATIVE SERVICES | SOCIAL SECURITY BOARD

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# Organization of the Facilities Manager Competency Model Document

The Facilities Manager 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 Facilities Manager. This graphic is supported by a brief narrative providing the following information:

- Key distinction between a competency and a competency model.
- Competency groups for the role 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 to effectively perform in the role of Facilities Manager.

## **PART TWO: THE COMPETENCY GUIDE**

The Competency Guide expands the model shown in Part One and provides the following information to assist in understanding the competency model and its applicability to the job:

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

# PART 1: The Facilities Manager Competency Model

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

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

Each of the three dimensions is described in core, functional and technical competencies.

This model underscores the fact that superior performance as Facilities Manager 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. Neither is sufficient in isolation.

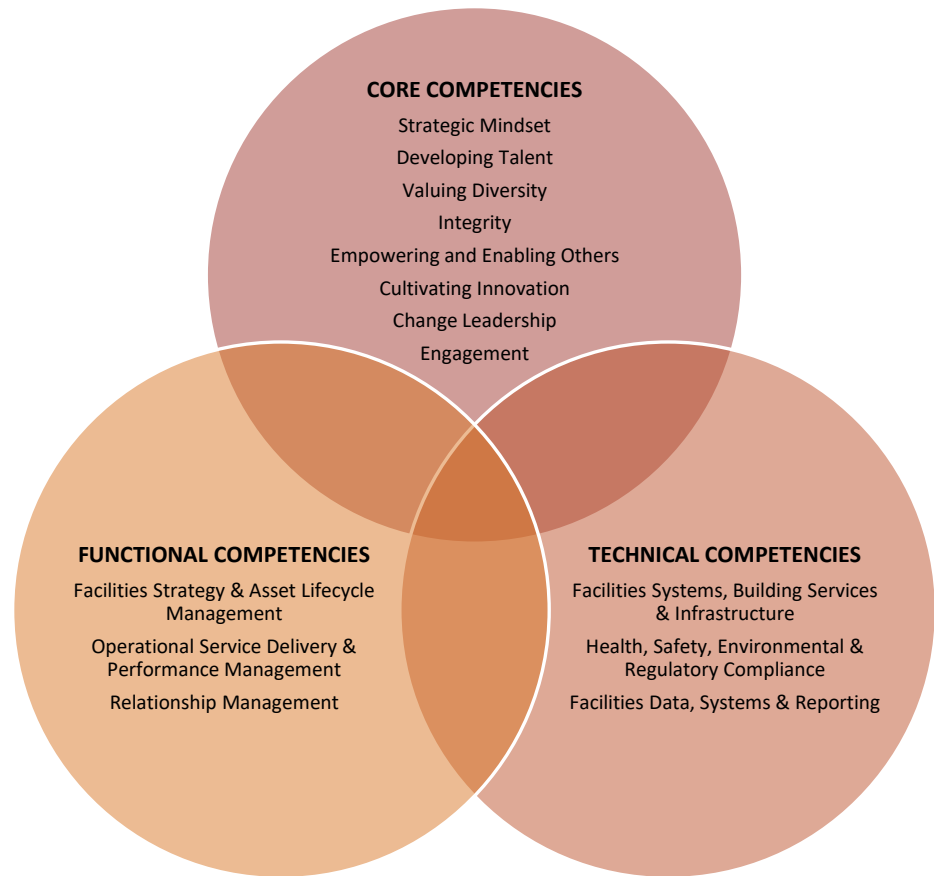
## *What is a Competency?*

A **Competency** refers to a specific and observable skill, ability, expertise, knowledge, behaviour, or attitude 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, knowledge, behaviours, and attitudes that together enable successful performance in a job or role. The Facilities Manager Competency Model is made up of three main groups of competencies:

- core competencies,
- functional (operational) competencies,
- technical competencies.



The **Core Competencies** embody the organization’s values – its A.T.I.R.E. They describe the behaviours required of anyone who holds a management role at Level Ten or higher at the Social Security Board. These behaviours facilitate the proper application of the specialized skills and knowledge that are unique to the Facilities Manager role. The **Functional and Technical Competencies** describe those specialized skills, knowledge and abilities required specifically to perform in the Facilities Manager role.

### Facilities Manager Competency Model

Competency Type	Competency Name	Definition
<b>CORE</b>	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.
<b>FUNCTIONAL</b>	Facilities Strategy & Asset Lifecycle Management	The ability to plan, develop, and implement facilities management strategies that optimize asset performance across their lifecycle, align with organizational objectives, and support sustainable, resilient operations.
	Operational Service Delivery & Performance Management	Ensuring efficient, safe, and customer-focused delivery of facilities services through structured operations, performance monitoring, and continuous improvement.
	Relationship Management	Building, maintaining, and effectively managing productive working relationships with internal stakeholders, external service providers, contractors, regulators, and partners to ensure the timely, safe, and cost-effective delivery of facilities services while supporting organizational objectives and service excellence
<b>TECHNICAL</b>	Facilities Systems, Building Services & Infrastructure	Demonstrated technical knowledge of building systems, infrastructure, and facilities services required to maintain safe, efficient, and reliable operations.
	Health, Safety, Environmental & Regulatory Compliance	Technical knowledge and application of health, safety, environmental, and regulatory standards to ensure facilities comply with Belizean legislation and relevant international standards.
	Facilities Data, Systems & Reporting	The ability to use facilities systems, asset registers, and reporting tools to track performance, manage information, and support informed decision-making.

# PART 2: The Competency Guide

## How to Read the Competency Guide

**Competency Type:** 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 organizational grouping.

**Competency Name:** This is the name given to the specific skill, ability, expertise, or behaviour that is required to successfully perform the job. The job of Facilities Manager requires the skill of Operational Service Delivery & Performance Management to be successful at this job.

### Functional Competency: Operational Service Delivery & Performance Management

**Definition:** Ensuring efficient, safe, and customer-focused delivery of facilities services through structured operations, performance monitoring, and continuous improvement.

**Competency Definition:** The definition explains what the required skill, ability, expertise, or behaviour is about in the context of the job. E.g. "Operational Service Delivery & Performance Management" is about "ensuring efficient, safe and customer-focused delivery of facilities services through structured...."

**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.

**Proficiency Description:** Immediately below the proficiency level is the description of the proficiency: a short statement that describes what the numerical rating on the proficiency scale represents. For example, 2 represents potential for growth in the skill, knowledge, behaviour or ability required for the job.

				<b>5=Authority</b> <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i>
			<b>4=Mastery</b> <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i>	Recognized as the subject matter authority on operational performance management, shaping strategy and policy at an organizational level.  Leads transformation of facilities operations through the adoption of innovative service delivery models and performance frameworks.  Establishes best-practice standards for operational excellence that are embedded across the facilities function.  Coaches and mentors others in performance management disciplines, building lasting organizational capability.
		<b>3=Proficient</b> <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	Designs and implements comprehensive performance management systems that drive measurable improvement in facilities service quality.  Leads cross-functional operational reviews to identify systemic inefficiencies and embed continuous improvement practices.  Benchmarks service delivery performance against industry standards and adapts operations to close identified gaps.  Develops and champions customer-focused service culture within the facilities team, improving stakeholder satisfaction outcomes.	
	<b>2=Basic</b> <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	Manages the delivery of facilities services across multiple functions, ensuring compliance with service level agreements and safety standards.  Monitors key performance indicators for operational service areas and takes timely corrective action on underperformance.  Implements structured improvement plans to address service gaps, drawing on customer feedback and performance data.  Coordinates contractor and internal team activities to ensure seamless, efficient service delivery to building occupants.		
	<b>1=Introductory</b> <i>Minimal demonstration of behaviours related to the competency.</i>	Follows established procedures to deliver day-to-day facilities services including cleaning, maintenance, and security support.  Logs service requests and tracks completion of routine tasks within agreed timeframes.  Reports service delivery failures and escalates recurring issues to internal stakeholders with supporting documentation.  Demonstrates basic understanding of service level agreements and how performance is measured.		

**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" 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 skills, knowledge, or ability.

# Core Competencies

The position of Facilities Manager is classified as Organizational Level Ten. The core competency group for Facilities Manager 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 embody the organization's core values:

*Our Core Values*

These are our fundamental values that guide our actions and define how we interact with our internal and external stakeholders.

**ACCOUNTABILITY**  
We are responsible and answerable to our stakeholders and the public.

**TRANSPARENCY**  
We are open and straightforward in our processes, actions and results.

**INTEGRITY**  
We are honest, trustworthy and uphold the highest standards of ethics and good governance.

**RESPECT**  
We are considerate and empathetic of everyone.

**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 opportunities 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.

				<b>5=Authority</b> <i>Demonstration of behaviours related to the competency indicates a <b>very high level of development</b> and serves as a <b>role model</b> for others</i>
			<b>4=Mastery</b> <i>Demonstration of behaviours related to the competency definitively indicates a <b>high level of development.</b></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>
		<b>3=Proficient</b> <i>Demonstration of behaviours related to the competency indicates <b>adequate strength</b> to fully perform job role.</i>	<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>	
	<b>2=Basic</b> <i>Demonstration of behaviours related to the competency indicates <b>potential for growth.</b></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>Notices 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>		
<b>1=Introductory</b> <i>Minimal demonstration of behaviours related to the competency.</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>			

# 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.

				<b>5=Authority</b> <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i>
			<b>4=Mastery</b> <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i>	<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>
	<b>3=Proficient</b> <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i>	<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>		
	<b>2=Basic</b> <i>Demonstration of behaviours related to the competency indicates potential for growth.</i>	<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>		
<b>1=Introductory</b> <i>Minimal demonstration of behaviours related to the competency.</i>	<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>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>		

# 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. 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.

				<b>5=Authority</b> <i>Demonstration of behaviours related to the competency indicates a <b>very high level of development</b> and serves as a <b>role model</b> for others</i>
			<b>4=Mastery</b> <i>Demonstration of behaviours related to the competency definitively indicates a <b>high level of development</b>.</i>	Challenges exclusionary organizational practices.  Establishes and ensures adherence to practices that support and advance a respectful and inclusive workplace culture and climate.  Continuously strives to eliminate barriers to diversity; ensures that new barriers to diversity are not built.  Designs and advocates for inclusive practices in all settings.  Proactively addresses bias, prejudice, or discrimination and promotes an environment that celebrates and values individual differences.
		<b>3=Proficient</b> <i>Demonstration of behaviours related to the competency indicates <b>adequate strength</b> to fully perform job role.</i>	Views the involvement of employees who have a broad base of experience as an asset to the organization.  Continually examines own thoughts and language for unexamined assumptions and stereotypical responses.  Helps team members develop the necessary knowledge, skills, and abilities to contribute to a respectful and inclusive workplace.  Helps to identify and works to change organizational practices that may be contrary to valuing and appreciating diversity.	
	<b>2=Basic</b> <i>Demonstration of behaviours related to the competency indicates <b>potential for growth</b>.</i>	Recognizes and uses the reactions of others to correct inappropriate behaviour or language.  Recognizes and utilizes skills of staff with diverse backgrounds to benefit the organization, clients, and coworkers.  Shows respect and sensitivity towards gender, culture, ethnicity, religion, sexual orientation, political conviction, and other differences.  Examines own behaviours to avoid stereotypical actions or responses.		
<b>1=Introductory</b> <i>Minimal demonstration of behaviours related to the competency.</i>	Participates in activities related to a diverse and inclusive workplace.  Participates in ongoing learning on diversity and inclusion issues.  Demonstrates concern for treating all people fairly and equitably.  Promotes tolerance of and understanding towards individual differences.			

# 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.

				<b>5=Authority</b> <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i>
			<b>4=Mastery</b> <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>
	<b>3=Proficient</b> <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>	<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>	
	<b>2=Basic</b> <i>Demonstration of behaviours related to the competency indicates potential for growth.</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>		
<b>1=Introductory</b> <i>Minimal demonstration of behaviours related to the competency.</i>				

# 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.

				<b>5=Authority</b> <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i>
			<b>4=Mastery</b> <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>
	<b>3=Proficient</b> <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>	<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>	
	<b>2=Basic</b> <i>Demonstration of behaviours related to the competency indicates potential for growth.</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>	<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>	
<b>1=Introductory</b> <i>Minimal demonstration of behaviours related to the competency.</i>				

# 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.

				<b>5=Authority</b> <i>Demonstration of behaviours related to the competency indicates a <b>very high level of development</b> and serves as a <b>role model</b> for others</i>
			<b>4=Mastery</b> <i>Demonstration of behaviours related to the competency definitively indicates a <b>high level of development.</b></i>	<p>Champions creative ideas for improvement, actively moving them to successful implementation.</p> <p>Creates a work climate where people want to be innovative and offer suggestions for improvement.</p> <p>Inspires others to develop and implement new and different ways to approach work.</p> <p>Fosters a safe environment in which risk taking is encouraged and supported.</p> <p>Facilitates individuals and/or teams through problem solving and creative thinking processes successfully leading them to develop and implement new approaches, systems, and methods.</p>
		<b>3=Proficient</b> <i>Demonstration of behaviours related to the competency indicates <b>adequate strength</b> to fully perform job role.</i>	<p>Builds excitement in others to explore creative options.</p> <p>Challenges others to see new possibilities and pursue different perspectives and ways of thinking.</p> <p>Creates new insights for others using existing information, tools, and techniques.</p> <p>Challenges the status quo by continuously reviewing work processes and questioning traditional or established processes with the intent to make improvements.</p>	
	<b>2=Basic</b> <i>Demonstration of behaviours related to the competency indicates <b>potential for growth.</b></i>	<p>Moves beyond traditional ways of doing things; pushes past the status quo.</p> <p>Draws upon multiple and diverse sources (people, disciplines, bodies of knowledge) for ideas and inspiration.</p> <p>Successfully leads teams to use brainstorming, systems thinking or other techniques that offer new perspectives, ideas, or solutions.</p> <p>Provides opportunities for the exchange of ideas and best practices.</p>		
<b>1=Introductory</b> <i>Minimal demonstration of behaviours related to the competency.</i>	<p>Encourages others to think of faster, better, or less expensive ways to do things.</p> <p>Recognizes small changes can make a big impact.</p> <p>Values ideas and perspectives for new ways of doing things.</p> <p>Consistently thinks about an approach, process, or service with the view to improvement.</p>			

# 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.

				<b>5=Authority</b> <i>Demonstration of behaviours related to the competency indicates a very high level of development and serves as a role model for others</i>
			<b>4=Mastery</b> <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.
	<b>3=Proficient</b> <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.	
	<b>2=Basic</b> <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.	Consistently reinforces the link between the change and overall strategic direction, inspiring others to become champions for the needed change.	
<b>1=Introductory</b> <i>Minimal demonstration of behaviours related to the competency.</i>	Recognizes and accepts the need for change and communicates this in a positive way.	Helps others to develop a clear understanding of what they will need to do differently, as a result of broader changes in the organization.	Coaches and counsels individuals and work teams to successfully manage the anxiety associated with significant change.	
	Demonstrates awareness and understanding of change management principles and best practices.	Communicates a consistent message to keep all relevant parties informed of change and why there is the need for change.		
	Presents change in a positive manner, focusing on current and future benefits of the change.	Acknowledges others' fears and anxieties about change, and initiates dialogue among all parties affected by 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.			
		Reinforces the change message with own actions, words and attitudes by modelling the new behaviours associated with the change.		
		Understands the emotional response to change in others and deals sensitively with it, carefully managing expectations.		
		Develops the skills and confidence in individuals necessary to thrive in the new environment.		

# 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 behaviour 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.

				<b>5=Authority</b> <i>Demonstration of behaviours related to the competency indicates a <b>very high level of development</b> and serves as a <b>role model</b> for others</i>
			<b>4=Mastery</b> <i>Demonstration of behaviours related to the competency definitively indicates a <b>high level of development</b>.</i>	Motivates and inspires team members by encouraging their input in decision-making, showing appreciation for their efforts, and demonstrating concern for their individual needs.  Inspires others to perform to their full potential and exceed expectations.  Creates a climate where people feel part of something bigger than their own individual success or their immediate team.  Continually provides balanced feedback on performance; coaches people on how to improve.
	<b>2=Basic</b> <i>Demonstration of behaviours related to the competency indicates <b>potential for growth</b>.</i>	<b>3=Proficient</b> <i>Demonstration of behaviours related to the competency indicates <b>adequate strength</b> to fully perform job role.</i>	<b>4=Mastery</b> <i>Demonstration of behaviours related to the competency definitively indicates a <b>high level of development</b>.</i>	Motivates and inspires team members by encouraging their input in decision-making, showing appreciation for their efforts, and demonstrating concern for their individual needs.  Inspires others to perform to their full potential and exceed expectations.  Creates a climate where people feel part of something bigger than their own individual success or their immediate team.  Continually provides balanced feedback on performance; coaches people on how to improve.
<b>1=Introductory</b> <i>Minimal demonstration of behaviours related to the competency.</i>	<b>2=Basic</b> <i>Demonstration of behaviours related to the competency indicates <b>potential for growth</b>.</i>	<b>3=Proficient</b> <i>Demonstration of behaviours related to the competency indicates <b>adequate strength</b> to fully perform job role.</i>	<b>4=Mastery</b> <i>Demonstration of behaviours related to the competency definitively indicates a <b>high level of development</b>.</i>	Motivates and inspires team members by encouraging their input in decision-making, showing appreciation for their efforts, and demonstrating concern for their individual needs.  Inspires others to perform to their full potential and exceed expectations.  Creates a climate where people feel part of something bigger than their own individual success or their immediate team.  Continually provides balanced feedback on performance; coaches people on how to improve.
	Acknowledges the contributions of others.  Seeks to learn what makes the individual "tick"; what motivates and appeals to the individual.  Recognizes the concerns of employees, even when not openly expressed.	Knows what motivates different employees and aligns work accordingly.  Makes each person feel that his/her contributions are important.  Accurately represents the concerns, views, and ideas of staff to executive leadership.  Gives others appropriate latitude to get work done.  Is approachable and accessible to others who have issues they want to discuss in confidence.	Makes employees feel that their contributions are visible and valued.  Structures the work so it aligns with people's goals and motivators.  Invests time in developing individuals and supports them when dealing with setbacks.  Ensures that staff are provided with appropriate development opportunities and learning programs to assist them in responding to new professional and organizational trends.	

# Functional Competencies

Facilities Strategy & Asset Lifecycle Management

Operational Service Delivery & Performance Management

Relationship Management

# Functional Competency: Facilities Strategy & Asset Lifecycle Management

**Definition:** The ability to plan, develop, and implement facilities management strategies that optimize asset performance across their lifecycle, align with organizational objectives, and support sustainable, resilient operations.

				<b>5=Authority</b> <i>Demonstration of behaviours related to the competency indicates a <b>very high level of development</b> and serves as a <b>role model</b> for others</i>
			<b>4=Mastery</b> <i>Demonstration of behaviours related to the competency definitively indicates a <b>high level of development</b>.</i>	<p>Serves as the organizational authority on facilities strategy, advising senior leadership and external partners on long-range asset planning.</p> <p>Establishes enterprise-wide frameworks for asset lifecycle management that are adopted as institutional standards.</p> <p>Leads the development of resilience and sustainability strategies that future-proof the organization's facilities portfolio.</p> <p>Mentors and builds organizational capacity in strategic asset management, shaping the professional development of others.</p>
	<b>3=Proficient</b> <i>Demonstration of behaviours related to the competency indicates <b>adequate strength</b> to fully perform job role.</i>	<p>Develops and implements annual facilities maintenance plans aligned with organizational priorities and budget parameters.</p> <p>Conducts asset lifecycle assessments to prioritize renewal, replacement, or disposal decisions.</p> <p>Monitors asset performance against established benchmarks and initiates corrective action where gaps are identified.</p> <p>Aligns operational facilities plans with the organization's broader strategic objectives and capital planning cycles.</p>	<p>Designs multi-year asset lifecycle management frameworks that optimize performance, cost efficiency, and sustainability.</p> <p>Leads the integration of facilities strategy with organizational strategic planning, influencing resource allocation decisions.</p> <p>Develops business cases for major capital expenditures including renewal and infrastructure upgrade projects.</p> <p>Identifies and implements best practice methodologies for asset management, driving continuous improvement across the facilities portfolio.</p>	
	<b>2=Basic</b> <i>Demonstration of behaviours related to the competency indicates <b>potential for growth</b>.</i>	<p>Demonstrates foundational understanding of facilities asset categories including HVAC, electrical, plumbing, structure, and grounds.</p> <p>Assists in preparing and tracking simple maintenance schedules and work orders for assigned facilities.</p> <p>Identifies recurring maintenance issues and brings them to the attention of senior facilities staff.</p> <p>Participates in asset inspection activities and records basic condition data in asset registers.</p>	<p>Leads the development of resilience and sustainability strategies that future-proof the organization's facilities portfolio.</p>	
<b>1=Introductory</b> <i>Minimal demonstration of behaviours related to the competency.</i>				

# Functional Competency: Operational Service Delivery & Performance Management

**Definition:** Ensuring efficient, safe, and customer-focused delivery of facilities services through structured operations, performance monitoring, and continuous improvement.

<p><b>1=Introductory</b> <i>Minimal demonstration of behaviours related to the competency.</i></p>	<p><b>2=Basic</b> <i>Demonstration of behaviours related to the competency indicates potential for growth.</i></p>	<p><b>3=Proficient</b> <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p>	<p><b>4=Mastery</b> <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i></p>	<p><b>5=Authority</b> <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>Follows established procedures to deliver day-to-day facilities services including cleaning, maintenance, and security support.</p> <p>Logs service requests and tracks completion of routine tasks within agreed timeframes.</p> <p>Reports service delivery failures and escalates recurring issues to internal stakeholders with supporting documentation.</p> <p>Demonstrates basic understanding of service level agreements and how performance is measured.</p>	<p>Manages the delivery of facilities services across multiple functions, ensuring compliance with service level agreements and safety standards.</p> <p>Monitors key performance indicators for operational service areas and takes timely corrective action on underperformance.</p> <p>Implements structured improvement plans to address service gaps, drawing on customer feedback and performance data.</p> <p>Coordinates contractor and internal team activities to ensure seamless, efficient service delivery to building occupants.</p>	<p>Designs and implements comprehensive performance management systems that drive measurable improvement in facilities service quality.</p> <p>Leads cross-functional operational reviews to identify systemic inefficiencies and embed continuous improvement practices.</p> <p>Benchmarks service delivery performance against industry standards and adapts operations to close identified gaps.</p> <p>Develops and champions customer-focused service culture within the facilities team, improving stakeholder satisfaction outcomes.</p>	<p>Recognized as the subject matter authority on operational performance management, shaping strategy and policy at an organizational level.</p> <p>Leads transformation of facilities operations through the adoption of innovative service delivery models and performance frameworks.</p> <p>Establishes best-practice standards for operational excellence that are embedded across the facilities function.</p> <p>Coaches and mentors others in performance management disciplines, building lasting organizational capability.</p>	

# Functional Competency: Relationship Management

**Definition:** Building, maintaining, and effectively managing productive working relationships with internal stakeholders, external service providers, contractors, regulators, and partners to ensure the timely, safe, and cost-effective delivery of facilities services while supporting organizational objectives and service excellence.

<p><b>1=Introductory</b> <i>Minimal demonstration of behaviours related to the competency.</i></p>	<p><b>2=Basic</b> <i>Demonstration of behaviours related to the competency indicates <b>potential for growth</b>.</i></p>	<p><b>3=Proficient</b> <i>Demonstration of behaviours related to the competency indicates <b>adequate strength</b> to fully perform job role.</i></p>	<p><b>4=Mastery</b> <i>Demonstration of behaviours related to the competency definitively indicates a <b>high level of development</b>.</i></p>	<p><b>5=Authority</b> <i>Demonstration of behaviours related to the competency indicates a <b>very high level of development</b> and serves as a <b>role model</b> for others</i></p>
	<p>Maintains courteous and professional interactions with internal clients, contractors, and service providers.</p> <p>Responds promptly to stakeholder queries and routes issues to the appropriate party when outside own scope.</p> <p>Documents contractor communications and keeps records of agreements, work orders, and correspondence.</p> <p>Demonstrates awareness of the importance of stakeholder relationships in achieving effective service delivery.</p>	<p>Builds and maintains productive working relationships with key internal and external stakeholders, contractors, and regulatory contacts.</p> <p>Manages contractor performance through regular engagement, performance reviews, and issue resolution processes.</p> <p>Facilitates effective communication between administrative services teams and building occupants to align expectations and resolve concerns.</p> <p>Represents the administrative services department credibly in cross-departmental meetings and negotiations, advancing organizational interests.</p>	<p>Develops strategic partnership arrangements with key suppliers and contractors that deliver long-term value to the organization.</p> <p>Leads stakeholder engagement strategies for major facilities projects, proactively managing expectations and securing buy-in.</p> <p>Builds and sustains a network of external contacts including regulators, industry peers, and professional bodies.</p> <p>Resolves complex multi-party disputes and negotiates outcomes that balance organizational needs with contractor and partner interests.</p>	<p>Serves as the senior organizational representative in high-stakes external relationships including regulatory bodies and major contractors.</p> <p>Shapes the organization’s approach to facilities partnership management, establishing frameworks and standards for others to follow.</p> <p>Leverages an extensive professional network to benefit the organization through access to expertise, benchmarking, and innovation.</p> <p>Mentors administrative services department staff in relationship management strategies, building organizational capability in stakeholder engagement.</p>

# Technical Competencies

Facilities Systems, Building Services & Infrastructure

Health, Safety, Environmental & Regulatory Compliance

Facilities Data, Systems & Reporting

# Technical Competency: Facilities Systems, Building Services & Infrastructure

**Definition:** Demonstrated technical knowledge of building systems, infrastructure, and facilities services required to maintain safe, efficient, and reliable operations.

<p><b>1=Introductory</b> <i>Minimal demonstration of behaviours related to the competency.</i></p>	<p><b>2=Basic</b> <i>Demonstration of behaviours related to the competency indicates potential for growth.</i></p>	<p><b>3=Proficient</b> <i>Demonstration of behaviours related to the competency indicates adequate strength to fully perform job role.</i></p>	<p><b>4=Mastery</b> <i>Demonstration of behaviours related to the competency definitively indicates a high level of development.</i></p>	<p><b>5=Authority</b> <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 and reports faults in building services equipment, escalating technical issues through the appropriate channels.</p> <p>Understands the function of key infrastructure components and the impact of failures on building operations.</p> <p>Follows established procedures for responding to building systems alarms and minor service interruptions.</p>	<p>Demonstrates working knowledge of core building systems including HVAC, electrical distribution, plumbing, and fire protection.</p>	<p>Applies technical knowledge of building systems to oversee maintenance, troubleshooting, and repair activities effectively.</p> <p>Interprets technical drawings, equipment manuals, and maintenance data to make informed operational decisions.</p> <p>Coordinates planned preventive maintenance programs for building services systems, ensuring continuity of operations.</p> <p>Evaluates contractor proposals and monitors work quality against engineering specifications and standards.</p>	<p>Leads technical reviews of building systems to identify optimization opportunities that improve efficiency and reliability.</p> <p>Oversees major infrastructure projects ensuring performance outcomes are achieved.</p> <p>Applies knowledge of emerging building technologies to recommend upgrades that enhance sustainability and operational performance.</p> <p>Provides technical guidance to the facilities team and contractors on complex systems challenges and infrastructure decisions.</p>	<p>Recognized as the technical authority on building systems and infrastructure within the organization, advising at executive level.</p> <p>Leads the development of technical standards and specifications for building services that govern facilities operations organization wide.</p> <p>Drives adoption of innovative building technologies and infrastructure solutions that position the organization for long-term resilience.</p> <p>Mentors technical staff and builds organizational depth of knowledge in facilities systems and engineering principles.</p>

# Technical Competency: Health, Safety, Environmental & Regulatory Compliance

**Definition:** Demonstrated technical knowledge of building systems, infrastructure, and facilities services required to maintain safe, efficient, and reliable operations.

				<b>5=Authority</b> <i>Demonstration of behaviours related to the competency indicates a <b>very high level of development</b> and serves as a <b>role model</b> for others</i>
			<b>4=Mastery</b> <i>Demonstration of behaviours related to the competency definitively indicates a <b>high level of development</b>.</i>	<p>Recognized as the organizational authority on health, safety, and environmental compliance, advising at governance and policy level.</p> <p>Shapes the organization’s ESG strategy for facilities, establishing standards that exceed minimum legislative requirements.</p> <p>Represents the organization in dealings with regulatory bodies, professional associations, and external audit processes.</p> <p>Builds lasting organizational capability in ESG through mentoring, policy development, and professional knowledge sharing.</p>
		<b>3=Proficient</b> <i>Demonstration of behaviours related to the competency indicates <b>adequate strength</b> to fully perform job role.</i>	<p>Designs and implements comprehensive health, safety, and environmental management systems aligned with applicable legislation and best practice.</p> <p>Leads organizational emergency preparedness and business continuity planning for facilities-related scenarios.</p> <p>Builds a proactive safety culture within the facilities team through visible leadership, training, and performance accountability.</p> <p>Manages regulatory audits and inspections, preparing responses to findings and driving systemic compliance improvements.</p>	
	<b>2=Basic</b> <i>Demonstration of behaviours related to the competency indicates <b>potential for growth</b>.</i>	<p>Manages facilities compliance programs ensuring adherence to health, safety, and environmental legislation and standards.</p> <p>Conducts or coordinates risk assessments for facilities activities and implements appropriate hazard controls.</p> <p>Monitors regulatory changes affecting facilities operations and updates procedures to maintain compliance.</p> <p>Investigates incidents and near-misses, identifies root causes, and implements corrective measures to prevent recurrence.</p>		
<b>1=Introductory</b> <i>Minimal demonstration of behaviours related to the competency.</i>	<p>Demonstrates knowledge of core health and safety obligations under Belizean legislation applicable to facilities operations.</p> <p>Conducts routine workplace inspections and accurately records hazards, near-misses, and corrective actions taken.</p> <p>Follows established environmental procedures for waste management, and energy conservation.</p> <p>Participates in emergency preparedness activities including drills, safety briefings, and evacuation procedures.</p>			

# Technical Competency: Facilities Data, Systems & Reporting

**Definition:** The ability to use facilities systems, asset registers, and reporting tools to track performance, manage information, and support informed decision-making.

<p><b>1=Introductory</b> <i>Minimal demonstration of behaviours related to the competency.</i></p>	<p>Accurately enters and maintains data in facilities management systems including asset registers and work order platforms.</p> <p>Generates standard reports from Facilities related queries in response to management requests.</p> <p>Understands the purpose and structure of facilities data systems and uses them to support routine operational tasks.</p> <p>Identifies data entry errors and inconsistencies and takes steps to correct records in accordance with established procedures.</p>	<p><b>3=Proficient</b> <i>Demonstration of behaviours related to the competency indicates <b>adequate strength</b> to fully perform job role.</i></p> <p>Manages facilities data systems to ensure data integrity, completeness, and accessibility for operational decision-making.</p> <p>Produces regular performance reports and dashboards that provide meaningful insights to management and stakeholders.</p> <p>Analyses facilities data to identify performance trends, cost anomalies, and maintenance patterns requiring attention.</p> <p>Ensures that asset registers and system records are kept current, accurate, and aligned with physical inventory.</p>	<p><b>4=Mastery</b> <i>Demonstration of behaviours related to the competency definitively indicates a <b>high level of development</b>.</i></p> <p>Designs reporting frameworks and data governance processes that improve the quality and utility of facilities management information.</p> <p>Leads the selection, implementation, or upgrade of facilities data systems to enhance operational capability.</p> <p>Develops analytics capabilities within the administrative services department, enabling evidence-based planning and resource allocation.</p> <p>Trains and supports staff in the effective use of facilities data systems and reporting tools.</p>	<p><b>5=Authority</b> <i>Demonstration of behaviours related to the competency indicates a <b>very high level of development</b> and serves as a <b>role model</b> for others</i></p> <p>Recognized as the organizational authority on facilities data management and systems, guiding strategy and investment decisions.</p> <p>Champions digital transformation in facilities management by identifying and embedding technologies that enhance data-driven performance.</p> <p>Establishes data standards, governance frameworks, and reporting protocols adopted across the facilities function.</p> <p>Mentors others in data literacy and systems use, building organizational competency in facilities information management.</p>
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