

TALENT HANDBOOK

A GUIDE FOR
COMPETENCY-BASED
TALENT
MANAGEMENT



HR Professionals

Foreword

“One person can make a difference, and everyone should try.”

- John Fitzgerald Kennedy

The National Social Work Competency Framework (NSWCF) aims to develop the social work profession, and elevate the competencies of social workers to provide seamless care for clients as they transit between settings, such as between healthcare and community-based organisations. The NSWCF will be implemented across the social service and healthcare sectors for a start, and serve as a career guide for social workers in Singapore.

A career development guide, “My Career: A Professional Development Guide for Social Workers”, and a HR Toolkit, “Talent Handbook: A Guide for Competency-based Talent Management”, have also been published to facilitate the adoption of NSWCF for social workers and organisations. The Talent Handbook helps organisations understand and adopt a competency-based talent management approach for social workers. A competency-based approach identifies the knowledge, skills, and behavioural attributes required to perform a job effectively. In particular, the Talent Handbook equips employers of social workers and other social service professionals with tools and templates to incorporate a competency-based HR approach towards attracting, managing, developing and retaining their employees, starting with processes in recruitment, performance management, and learning and development. The talent handbook provides:

- (1) Information on core competencies for social sector staff
- (2) Overview of the National Social Work Competency Framework
- (3) Guidance, tools and templates to help social work professionals leverage on the competency frameworks for:
 - Development of role profiles
 - Recruitment and selection, performance management, and learning and development
 - Planning and sustaining the adoption of the competency-based HR approach

We would like to express our sincere appreciation to the Steering Committee members, the social work practitioners and educators who were involved in the focus group discussions, employers, policy makers, as well as members of academia who were part of the process of the development of the three guides. I would also like to acknowledge the work of the many NCSS staff that had supported the entire process leading up to the production and launch of the three guides and Ernst & Young Advisory Pte. Ltd. (EY) for their untiring efforts.

Lastly, we hope that you will find the Talent Handbook useful and we wish you success in partnering with the social workers in your organisation to better serve your clients.

Mr Sim Gim Guan

Chief Executive Officer
National Council of Social Service



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Chapter 1: Getting started

1.1 Introduction

In 2013, a steering committee comprising senior professionals from the social service and healthcare sectors was formed to develop the National Social Work Competency Framework (NSWCF). In addition, a set of core competencies for the social sector has been developed by the National Council of Social Service (NCSS). These competency frameworks set out the knowledge, skills and attributes for social workers and social sector staff at all levels.

This handbook helps organisations within the social sector to understand and use the competency frameworks to **improve the attraction and retention of talent** (for both social work and non-social workers).

WHO IS THIS HANDBOOK FOR?

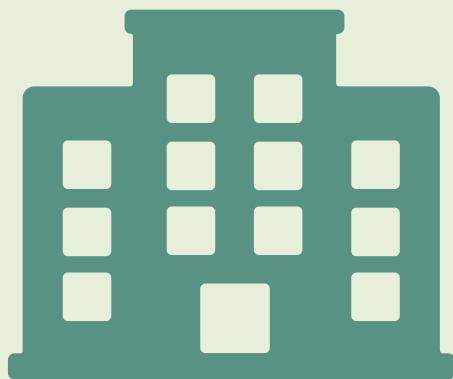
- Executive Directors
- Human Resource (HR) professionals
- Supervisors and hiring managers of the social sector and social sector staff

WHAT DOES THIS HANDBOOK PROVIDE?

- Information on core competencies for the social sector
- Overview of the NSWCF
- Guidance, tools and templates to help you leverage on the competency frameworks for:
 - Recruitment and selection
 - Performance management
 - Learning and development

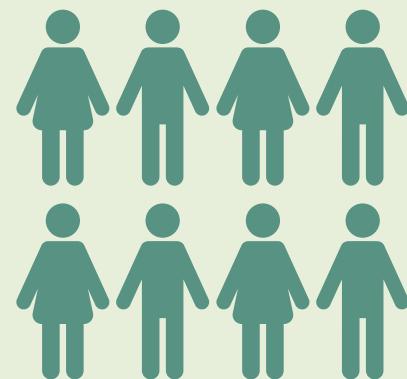
1.2 Why should my organisation adopt competency-based HR management?

Competency-based HR management improves the attraction and retention of talent in your organisation:



Benefits to organisation

- Increases effectiveness of hiring
- Provides a consistent metric for assessing employee performance
- Enables organisation to identify appropriate strategies to develop and retain staff
- Helps benchmark current workforce capabilities against sector standards
- Improves organisation outcomes through learning and development



Benefits to employees

- Provides staff with clear understanding of knowledge, skills and behavioural attributes they need to do well in their jobs and progress within the organisation
- Enables staff to identify and address immediate and long-term development needs
- Empowers staff to better plan career development



- Improved productivity and effectiveness
- Improved employee satisfaction
- Better alignment between organisation's core values and performance

1.3 How can my organisation use this guide?

I WANT TO UNDERSTAND...

COMPETENCY FRAMEWORKS

for the social sector

How to PROFILE ROLES USING COMPETENCIES

How to RECRUIT candidates effectively USING COMPETENCIES

How to MANAGE PERFORMANCE USING COMPETENCIES

How to PLAN FOR LEARNING & DEVELOPMENT USING COMPETENCIES

How to perform SUCCESSION AND WORKFORCE PLANNING

How to PLAN FOR ADOPTION in my organisation

ZOOM INTO...

PAGE 7

Chapter 2: Introduction to competencies

PAGE 11

Chapter 3: Developing role profiles

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Chapter 4: Competency-based recruitment and selection

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Chapter 7: Additional applicable areas for the competency-based HR approach

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Chapter 8: Planning and sustaining the adoption of the competency-based HR approach

Chapter 2: Introduction to competencies

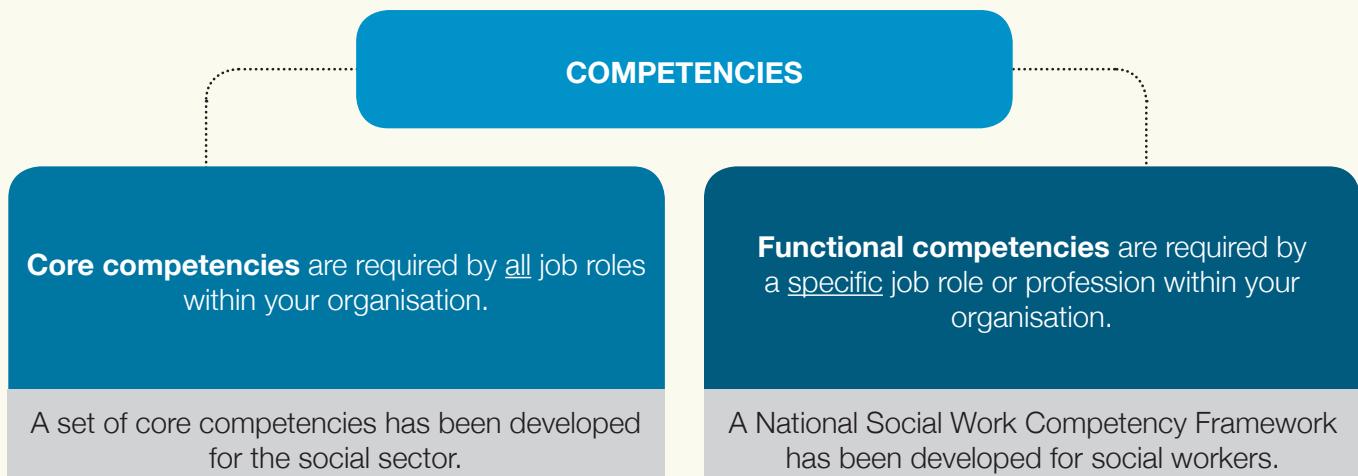
SUMMARY OF CHAPTER

This chapter provides an introduction to the competencies in the social service sector. This chapter covers the following:

1. An introduction to competencies
2. Overview of core competencies for the social sector
3. Overview of National Social Work Competency Framework
4. Overview of how competencies can enhance areas of talent management

2.1 Competencies

Competencies are measurable or observable **knowledge**, **skills** and **behavioural** attributes that enable individuals to perform their jobs effectively.



2.2 Core competencies for the social sector

Core competencies are demonstrable knowledge, skills and behavioural attributes required of **all** staff within social sector organisations, regardless of their job responsibilities.

Core competencies for the social sector are categorised into four main areas:



Details of core competencies for the social sector can be found in **Appendix A** (page 87).

2.3 Functional competencies for social workers

The **National Social Work Competency Framework (NSWCF)** has been developed to identify the functional competencies and build capabilities specific to social workers.

National Social Work Competency Framework defines:



Practice tracks

Career tracks available to a social worker



Key responsibility areas

Job responsibilities of a social worker



Knowledge and skills

Capability requirements for a social worker to produce acceptable results in his or her job role



Behavioural competencies

Traits and motives of a social worker.

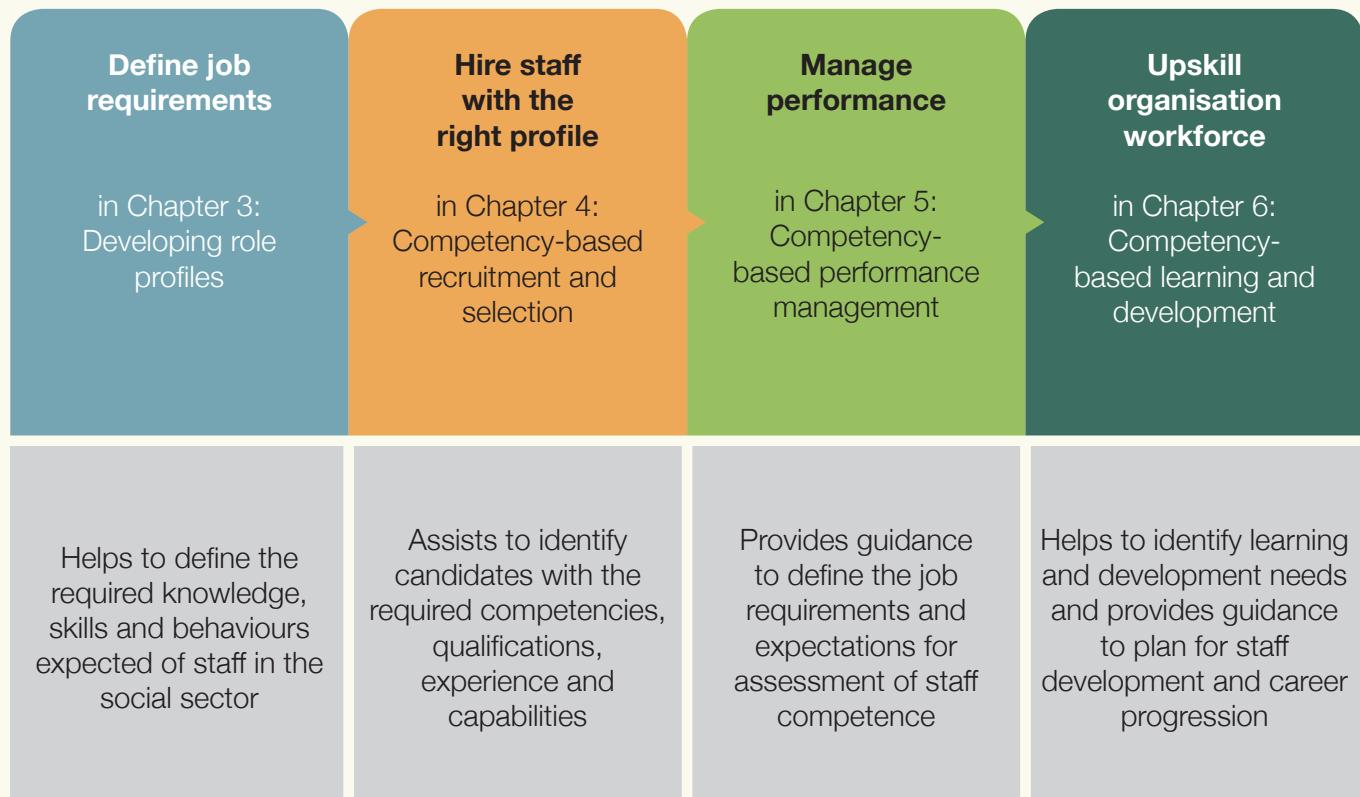


You should use this guide in conjunction with the National Social Work Competency Framework.

The NSWCF can be downloaded from <http://www.socialserviceinstitute.sg/>.

2.4 Using the competency frameworks to improve my talent management practices

Organisations can leverage on these competency frameworks in the following ways:



What if my organisation already has a competency framework?

You may wish to compare your existing competencies against the competency frameworks in this handbook and determine if there are additional areas that should be added.

Chapter 3: Developing role profiles

SUMMARY OF CHAPTER

This chapter introduces tools to assist you in profiling the job roles in your organisation. It covers:

1. An introduction to role profiling
2. Steps to create a role profile

TOOLS AND TEMPLATES

This chapter provides:

1. Sample role profile
2. Step-by-step guide on how to create a role profile

3.1 Role profiles

A **role profile** is a documentation of job roles and the scope of responsibilities in the organisation.

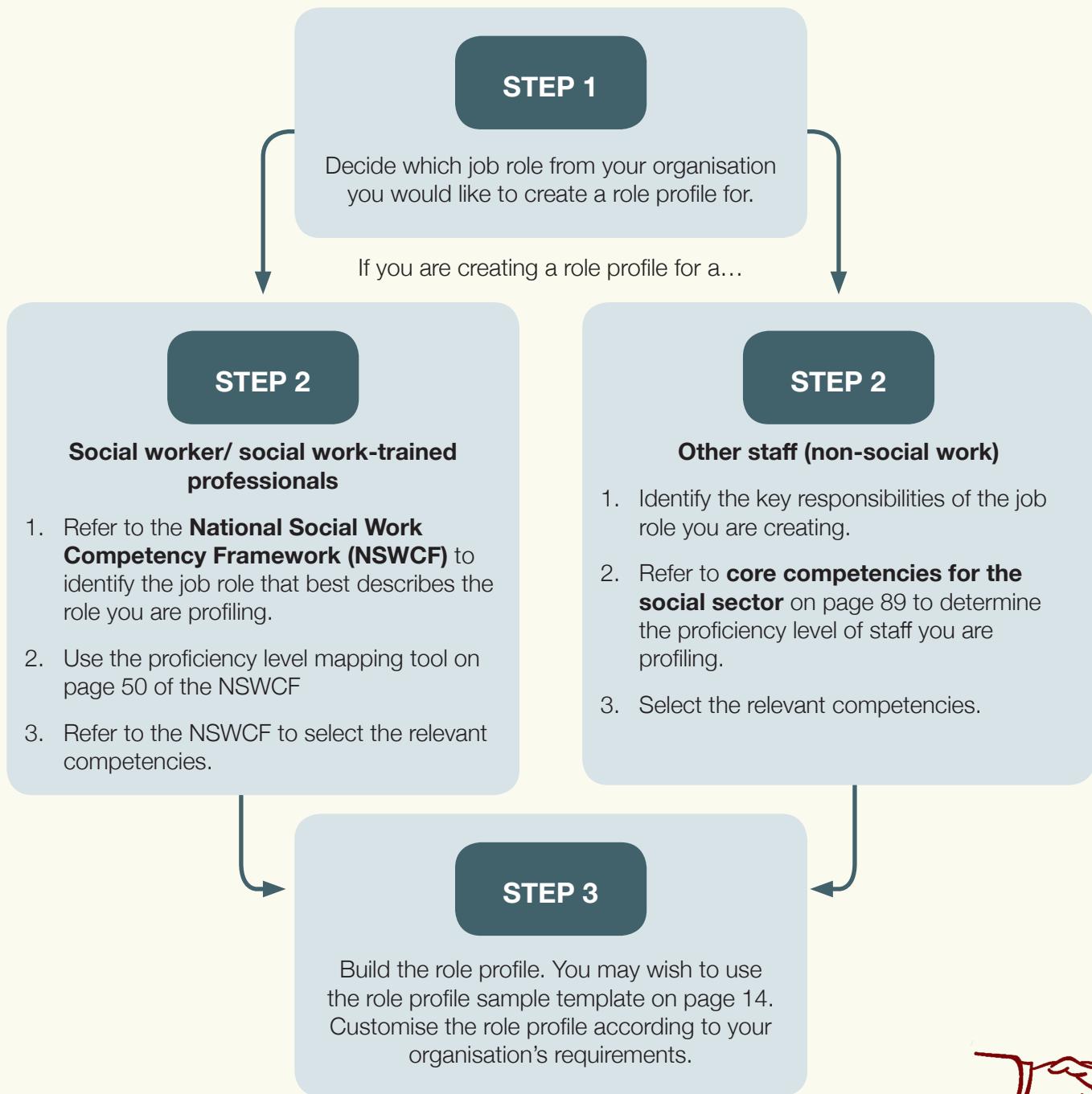
Role profiles include:

- Purpose of the job
- Key responsibility areas
- Required qualifications and experience
- Required competencies

A good role profile is...

- Simple and concise
- Clear and applicable
- Comprehensive of all roles

3.2 Creating role profiles





HAVING TROUBLE FINDING THE RIGHT PROFILE FOR YOUR SOCIAL WORKER?

Social workers may hold multiple roles that span across multiple practice tracks.

To create the right role profile, first determine what the **primary role** of the position is. The primary role is what the social worker spends the bulk of his/ her time on. Identify the key responsibility areas in the NSWCF that best describe the profile you are creating. You may have to **customise the profile** to suit your organisation's needs.

If the position has **secondary role(s)**, you can take the same approach to profile the secondary role(s).



TIPS FOR CUSTOMISING JOB PROFILES

- You may exclude competency components from the role profile if they are not relevant to the job role
- You may consider how the role fits into your organisation and decide whether there are any other competencies required for the job role
- Role profiling should be done focusing on the job responsibilities for the individual
- The role profile may be created by both HR and the line manager

Role profile sample template

Example 1: Social Worker I

ROLE PROFILE

1. Job summary

Job title: Social Worker I

Department: Eldercare

Reports to: Senior Social Worker

Supervises: Social Work Associate

Last revised on: Nov 2015

Purpose of job: *[Include a brief summary of duties and responsibilities to describe the purpose of the job in relation to the organisation]*

- Participate, conduct, assess and follow up on assigned cases

2. Key responsibility areas

[Fill in key responsibility areas identified and customised]

- Assess referral cases to ensure that they are suitable for update.
- Use different modes of engagement for the purpose of assessment, intervention and monitoring
- Develop intervention plans – Analyse and evaluate courses of action, and formulate appropriate strategies for action
- Conduct case review and documentation – follow up and review case plans and provide recommendations to modify, where necessary
- Develop and assist in the implementation and promotion of programmes

3. Requirements

Experience: *[List required years of experience in field]*

At least 1 year of relevant work experience

Qualifications: *[List the qualifications and education required]*

Bachelor of Social Work or Graduate Diploma in Social Work

4. Competencies

[List the key competencies required for the job]

- Knowledge and ability to engage, assess, provide intervention and evaluate practice [Casework]
- Knowledge and ability to assess client's level of functioning [Casework]
- Ability to draw and apply relevant theories in direct casework for appropriate care plans [Casework]
- Committed to social vision [Commit to Social Vision]
- Ability to build and sustain collaborative working relationships [Build Collaborative Networks]
- Cooperate with team members/ key social workers to deliver social work outcomes [Build Collaborative Networks]
- Cooperate with team members/ key social work to deliver social work outcomes [Build Collaborative Networks]



Individual organisations can customise and prioritise the competencies in the role profile based on organisation needs.

Example 2: Role profile for Medical Social Worker

ROLE PROFILE

1. Job summary

Job title: Medical Social Worker

Department: Medical Social Services

Reports to: Senior Medical Social Worker

Supervises: -

Last revised on: Nov 2015

Purpose of job: [Include a brief summary of duties and responsibilities to describe the purpose of the job in relation to the organisation]

- Develop case plans and provide comprehensive psycho-social assessments of patients' and families' responses to illnesses and treatments
- Provide inputs to derive holistic care plans that integrate the families and social environment and support patients and families beyond the immediate intervention period
- Facilitate financial assessment and assistance, care planning, discharge work, multi-disciplinary work, treatment and care for patients and their families
- Coordinate referrals of patients to residential and non-residential services

2. Key responsibility areas

[Fill in key responsibility areas identified and customised]

- Identify and clarify key issues relating to the patients' problem situation and gather relevant information from the patients and their families and conduct needs and intake assessment to assess and identify severity and key risks and protective factors for intervention
- Collaborate with patients, families, multi-disciplinary team and relevant stakeholders to develop and review care and rehabilitation plans throughout the care duration of the patient
- Co-facilitate support and psycho-educational groups (e.g. stroke) for patients and/ or caregivers within and outside the organisation
- Assist in the conduct of environmental scanning and assessment of community needs through data collection and basic analysis (e.g. collation of social data, conducting interviews or surveys, conducting community mapping, analysing social trends)
- Participate in developmental programmes and supervision for personal and professional growth and development
- Assist in the promotion of programmes to target client groups or other stakeholders/ partners/ agencies, (e.g. to promote the understanding of various services and programmes available), and advise stakeholder to undertake relevant programmes and services

3. Requirements

Experience: [List required years of experience in field]

Qualifications: [List the qualifications and education required]

Bachelor of Social Work or Graduate Diploma in Social Work

4. Competencies

[List the key competencies required for the job]

- Theoretical knowledge in psycho-pathology, loss, grief and bereavement, individual and family lifecycle, family system, bio-psycho-social-spiritual framework, mental health and well-being, etc.
- Case management of illnesses, e.g. acute, life-threatening, chronic, life-limiting, terminal illnesses, communicable and infectious diseases [Casework]
- Knowledge of basic facilitation skills and ability to co-facilitate with senior or experienced workers [Group Work]
- Ability to conduct environmental scanning to understand the needs of the community in the current landscape, and to identify community-specific issues [Community Work]
- Knowledge of evidence-based approach adopted by Healthcare professionals [Social Work]
- Ability to identify available social programmes, social gaps and conduct relevant analyses based on domain knowledge [Research and Program Evaluation]

Chapter 4: Competency-based recruitment and selection

SUMMARY OF CHAPTER

This chapter provides tools for your recruitment and selection process. It covers:

1. An introduction to recruitment and selection
2. Sourcing methods
3. Selecting candidates using competencies
4. Conducting reference checks
5. Onboarding new hires
6. Probation and confirmation

TOOLS AND TEMPLATES

1. Guide to developing interview assessment criteria
2. Guide to crafting behavioural interview questions
3. Guide to asking effective interview questions
4. Guide to conducting background checks

4.1 Competency-based recruitment and selection

Competency-based recruitment and selection involves using the required competencies and skills for the job to select the candidate who has the competencies and skills most suited for the job.

Benefits of competency-based recruitment and selection

Provides clarity on key competencies for job performance success

Enhances selection and candidate-job fit through a structured process

Enables managers to assess candidates more objectively

A typical recruitment and selection process is as follows:



4.2 Sourcing methods



Competency-based recruitment and selection involves selecting the candidate who has the competencies most suited for the job.

You should create a role profile for the role you are recruiting for prior to sourcing for candidates, in order to select a candidate with the required competencies.

Internal recruitment

Internal recruitment refers to filling vacancies from within the existing workforce of an organisation.

Sourcing internally is feasible if there is an availability of competencies for the respective job within the organisation.

Job advertisements

Job advertisements can be placed on newspapers, online employment portals or professional networking sites.

A job advertisement should cover:

1. A brief description of the organisation
2. A summary of what the job is about
3. The key competencies and skills required for the job
4. How candidates can apply and when the application closes

Referrals

Organisations can recruit through referrals by identifying potential candidates from the existing organisation/employee networks or partnering with the Social Service Institute (SSI) Career Centre (career_centre@ncss.gov.sg) in recruitment activities.

Graduate hiring

Organisations typically set up booths at university or polytechnic career fairs to find interested students and provide them with a direct method of communication with the organisation.

Internship recruitment

Internships and attachments provide a more in-depth method to assess potential candidates who have demonstrated an interest in the organisation.

Online platforms

Recruitment websites such as the NCSS portal (https://www.ncss.gov.sg/social_service_jobs/job_list.asp) or other recruitment agencies can help to post vacancy listings. Professional social networking services are also useful online sourcing channels.



4.3 Selecting candidates



Step 1: Determine the selection criteria

Selection criteria are the standards against which you will measure all candidates to determine whether they are able to perform the job. Selection criteria should be based on the competencies identified in the job profile.

Step 2: Conduct competency-based selection interviews for shortlisted candidates

Competency-based interviews focus on gathering evidence from past behavior or potential situations to assess a candidate's competency level and suitability for the job.

How do I conduct a competency-based interview?

1. Select the competency to be discussed
2. Formulate a question based on the competency, keeping in mind that the question should probe the candidate to share past situations in which he or she demonstrated the competency. To do this, you can consider using the STAR approach:



S Situation

Ask candidates to describe a situation where they displayed the relevant competency



T Task

Ask candidates to describe the respective tasks they had to perform in that situation



A Action

Ask candidates to describe the actions they took to carry out the tasks performed



R Results

Ask candidates to describe the outcomes achieved in the situation

You can refer to pages 22 to 47 for sample interview questions and assessment criteria

3. Use a consistent scale to assess your candidates. You may wish to use the following template for an interview assessment form.

Interview assessment form sample template

INTERVIEW ASSESSMENT FORM

Candidate name:

Position interviewed for: **Charity Accounts Manager**

Date of interview:

Required proficiency level: **Foundational**

Interviewed by:

Asses the candidate using the following rating scale:

- 1 – No evidence of competency gathered
- 2 – Weak answer and limited evidence of competency gathered
- 3 – Moderate answer, some evidence of competency gathered
- 4 – Good answer, substantial evidence of competency gathered
- 5 – Strong answer, more than substantial evidence of competency gathered

Interview Assessment Criteria

Requirements:

Educational background:

Bachelor of Accountancy

Prior work experience:

1-2 years of work attachment

Technical qualifications/ experience:

Relevant industry certifications

Assessment

Job role competencies:

Self-management

- Understand self, personal values, beliefs and the way these impact their working relationship with others
- Understand own limits and when to seek help
- Demonstrate resilience when faced with challenges

Assessment

Client and Stakeholder Focus

- Respect clients' and stakeholders' sentiments in interactions
- Possess cultural understanding and social sensitivity

Commit to Social Vision

- Recognise the role one plays in contributing to the social sector vision and outcomes
- Demonstrate awareness of the social service sector landscape – key objectives of the sector, organisations and clients in the sector

Comments:

Recommendation

Hire

2nd interview

Reject

Other actions:



Sample questions for hiring social workers based on the NSWCF

Knowledge and skill competency sample interview questions and response assessment matrix

Knowledge and skill competencies	Sample interview questions	
		Foundational
 Casenamek	<ul style="list-style-type: none"> • Tell me about a time when you assessed the needs of an individual and provided intervention for him/her. Describe the outcomes of the intervention. • What would you do if (insert situational case example of a beneficiary)? • Describe the steps that you would take to assess the psycho-social needs of an individual. What kind of planning, exploration, assessment and intervention would you undertake? 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Knowledge and ability to engage, assess, provide intervention and evaluate practice • Knowledge and ability to assess client's level of functioning • Ability to assess client's needs for social functioning • Ability to assess system intervention for clients • Ability to understand client groups and manage associated risk and protective factors • Ability to draw and apply relevant theories in direct casework for appropriate care plans • Ability to demonstrate reflective practice (e.g. case/ care plans, social reports)
 Group Work	<ul style="list-style-type: none"> • Tell me about a time when you were successful working with a new group of clients. Describe the outcomes. • Tell me the tasks and actions which you would take to assess group processes. How would you then select intervention strategies when working with a new group of clients? 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Knowledge of underlying theories that inform group work practice • Knowledge and ability in formation of groups • Knowledge and ability to assess whether group is apt (type, composition, structure, needs and purpose) • Knowledge of basic facilitation skills and ability to co-facilitate with senior or experienced workers • Ability to conduct support groups (psycho-educational) • Ability to articulate clinical outcomes to deliver, monitor and evaluate group work

Proficiency levels and corresponding sample answers		
Intermediate	Advanced	Expert
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge of specialised theories and techniques (with advanced knowledge) in particular domain, and to customise the use of tools and approaches for therapeutic outcomes Knowledge of facilitation skills to lead high-risk case conferences in multi-disciplinary settings Knowledge and ability to manage ethical dilemmas while taking into account range of information independently 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge in clinical skills in areas of focus (i.e. subject matter expert with clinical breadth) Knowledge and ability to assess and manage risk at the agency or institution level Ability to take holistic clinical view and be an authority in specialised fields/settings or issues Ability to formulate trends and issues that need to be escalated at the systems level 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge and ability to assess and manage risk at the systems or national level, including micro to macro spectrum to ensure high standards of practice Ability to predict emerging trends in casework practice for holistic interventions, and draw those requiring domain attention (e.g. new types of intervention) Ability to appraise best practices in domains Ability to set up documentation and platforms for knowledge dissemination of best practices
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge and ability to assess patterns of group behaviours Ability to use appropriate approaches in different groups/settings Ability to assess group dynamics Ability to run therapeutic groups for specific outcomes Ability to integrate experiences from previous group interventions to current group work 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Ability to use appropriate intervention strategies relevant to domain expertise Ability to articulate clinical outcomes while strategising design and execution of outreach plans Ability to use group processes to effect change via development of group work therapies 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Ability to use insights from dynamics of key groups of clients/support groups to formulate intended therapeutic outcomes for various client profiles Ability to articulate group clinical outcomes to track outcomes and collect data for effectiveness and evaluation Ability to supervise social workers in understanding group dynamics and processes

Knowledge and skill competencies	Sample interview questions	Foundational
 Community Work	<ul style="list-style-type: none"> State a prevailing issue in the community and what you think a possible solution might be. Further, detail the tasks and actions you would take to solve the issue. Provide a description of a time when you helped to solve an issue that was community-related. If you used any resources, please state which were harnessed. Describe the tasks and actions taken and respective outcomes achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Ability to conduct needs assessment for service users at the community level Ability to conduct environmental scanning to understand existing landscape community needs, and to identify community-specific issue Ability to tap on and utilize community resources and funding schemes Ability to engage stakeholders and partners for solutioning in community work
 Environmental Systems and Social Policies	<ul style="list-style-type: none"> Describe and summarise to the best of your ability a socio-economic-political system within a multi-cultural context and relevant policies. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge of local community, context, political, and larger system impacting clients/ families/ community Knowledge and ability to interpret relevant policies/ schemes that impact on client groups
 Ethics, Values and Legislation	<ul style="list-style-type: none"> Describe situations where you applied social work ethics and values to your job role. Provide examples of tasks and actions you took when faced with a difficult moral/ ethical situation. Describe the outcomes achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge and application of professional values and ethics Knowledge and application of legislations Ability to apply policies, legislations and conventions to direct practice Ability to understand and apply ethical decision-making process/ model in social work

Proficiency levels and corresponding sample answers		
Intermediate	Advanced	Expert
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Ability to plan, implement and evaluate programmes at the community level Ability to set up programme protocols, processes to respond to emerging needs and/or achieve desired outcomes Ability to navigate complex stakeholder/influencer relations for common solutions in community work programmes Ability to highlight social emerging trends in the community 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Ability to create/pilot new programmes and mobilise the community to meet emergent needs via plans/networks/services Ability to build and negotiate collaborations/partnerships, with agencies, funders/sponsors and stakeholders in social sector for community development and re-integration 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge of asset-based community development and ability to assess community strengths and deficits to support community needs (including micro-communities) Ability to set up protocols and emerging programmes at national level for community improvements to effect on long-term individual psycho-social well being
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge of interdependencies between policies with respect to application to client groups Ability to anticipate emerging trends and gaps in the environment (e.g. health access, special needs of families in the community) 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Ability to identify unintended consequences to vulnerable groups in policy implementations Ability to contribute to policy enhancement by identifying limitations of current policy interventions and tabling for discussion Ability to identify new and emerging societal trends and communicate service and policy gaps to the right platform 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Ability to critically analyse policies in context of complex system and changing social trends to suggest revisions, highlight gaps, articulate cohesive perspective and recommend solutions Ability to address gaps and ensure that social system is able to support the community safety net Ability to influence policy making through feedback and advocacy
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge of principles and reason underlying ethics / legislation (moral and ethical) Knowledge of principles underpinning ethical/ decision-making Knowledge in hierarchy of principles to guide the resolution of ethical dilemmas 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge and skills to appraise and manage personal and professional boundaries in situations that call for ethical reasoning/ decisions Ability to analyse cases and provide expert advice/opinion in a multi-disciplinary team, in court or Board of Inquiry (BOI) 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge and understanding of the social landscape to contribute and influence legislation and policies Ability to critically analyse the philosophical underpinnings in situations of ethical dilemmas

Knowledge and skill competencies	Sample interview questions	
		Foundational
 <p>System Linkage, Analysis and Development</p>	<ul style="list-style-type: none"> Illustrate past experience(s) where you applied various strategies and mediums to advocate for beneficiaries. Describe the tasks and actions you took and the outcomes of the experience(s). 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge of systems and availability of resources with a view to represent clients' needs Knowledge and ability to empower clients to access needed resources Knowledge and ability to apply social justice frameworks in the client system
 <p>Social Work Supervision/ Clinical Supervision</p>	<ul style="list-style-type: none"> Describe a situation where you supplied educative, supportive and/ or administrative functions to an individual you were supervising or a fellow colleague to improve their work with clients. Outline the tasks and actions that you took to help them and describe the outcomes achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Ability to define agenda for supervision and describe clear personal development goals during professional supervision Ability to identify practice to goals in personal/ professional development Ability to recognise and articulate ethical dilemmas to discuss the application of ethics in practice Ability to seek external supervision for the Social Work practice (in case of non-social work settings)

Proficiency levels and corresponding sample answers		
Intermediate	Advanced	Expert
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge and ability to identify service gaps and represent the needs at the agency or institution level Ability to influence change at agency level to enhance client access to needed resources Knowledge of dynamics within organisations social workers are appealing to, and ability to integrate that with representations of case to frame appeals for beneficiaries Ability to facilitate and initiate collaborative activities for advocacy and common solutioning 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge of conflict management and negotiation skills to manage and resolve inter-agency conflict Ability to adopt appropriate strategies to negotiate and influence changes in specialised practice settings (e.g., youths, disabled, aged) Ability to appraise power relationships and multiple agenda/positions of different parties in the system 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge and ability to analyse service gaps and represent the needs at the system-owner level Knowledge of collaboration at the systems level and advocacy, and the ability to establish long-term relationship with key partners Ability to strategise to bring relevant stakeholders and agencies together for meaningful social action
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge of supervisory phases, and ability to supervise social workers in practice, and social work students/ interns during placements Knowledge of social work theoretical frameworks and skills in domain area while working with clients Ability to engage in peer supervision and debriefing 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge of educative, supportive and administrative functions Ability to assess and formulate supervisees' developmental needs within agency or institution Ability to adapt supervision strategies according to supervisees' needs Ability to facilitate and provide safe/conducive environments for clinical supervision 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Ability to appraise and implement overall supervision structure/guides and clinical governance relevant to entire social service landscape Ability to develop and ensure adoption of clinical/practice guidelines Ability to enhance supervisors' supervisory knowledge and skills in practice

Knowledge and skill competencies	Sample interview questions	Foundational
 Professional Leadership	<ul style="list-style-type: none"> Describe a situation where you provided leadership to facilitate the development of your colleague's or subordinate's profession, including coaching and mentoring skills for capability development. Outline the tasks and actions that you took to mentor/ coach the individual. Describe the outcomes achieved. 	N/A
 Research and Program Evaluation	<ul style="list-style-type: none"> Provide an example of a situation where you used applied research, theoretical frameworks and client profiling techniques to assess current programmes and/ or innovate new programmes for users. Illustrate the tasks and actions which you undertook. Describe the outcomes achieved. 	Candidate's answer demonstrates: <ul style="list-style-type: none"> Knowledge of research protocols for supervision and collaboration Ability to identify available social programmes, social gaps and conduct relevant analyses based on domain knowledge Knowledge of care plan/ programme implementation skills and techniques for evaluation Ability to identify, profile and prioritise clients based on needs-evaluation at organisation/ department level

Proficiency levels and corresponding sample answers		
Intermediate	Advanced	Expert
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Knowledge of Code of Ethics and governance of practice • Knowledge of basic leadership styles, group dynamics theories and self-awareness to impact on/ motivate other people • Ability to acquire adequate resources to build a conducive environment for team to perform their roles 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • In-depth knowledge of coaching skills • Ability to integrate different knowledge domains to provide timely and constructive feedback to junior social workers • Ability to model after leadership characteristics that represent organisation and social workers profession • Ability to construct team environments with self-sustaining innovative cultures 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Ability to justify needs to senior management and sectoral leadership to provide support systems for social workers • Ability to establish a vision, and articulate new directions and programmes for effective communication • Ability to mentor people through change and provide meaning through this process • Ability to help people acquire new capabilities and in succession planning
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Ability to design programme and conduct outcome-based evaluation (e.g. capture relevant data) by using theories/ evidence as backbone • Ability to manage programmes (i.e. from concept formation to delivery evaluation) • Ability to apply knowledge of qualitative and quantitative methods in practice 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Ability to articulate best practices and standards for sector-wide programme evaluation • Ability to critically analyse academic literature for evidence-based approaches and practice enhancement 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Ability to oversee design and development of community-wide programmes to derive evaluative outcomes for long-term national impact • Ability to review and provide advice to practice guideline development • Ability to appraise Practice Research and disseminate relevant findings • Ability to use relevant theories and research to inform and enhance practice

Behavioural competency sample interview questions and response assessment matrix

Behavioural competencies	Sample interview questions	
		Foundational
 Commit to Social Vision	<ul style="list-style-type: none"> Describe an example of when you innovated new practices within your previous line of work. Give an example of what you would do differently in providing social services. Outline the tasks and actions that you undertook/will undertake in doing so and outline the outcomes achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Alignment to Social Work values and ethics Understanding of how one's practice contributes to the overall social service profession
 Build Collaborative Networks	<ul style="list-style-type: none"> Provide an example of a situation where you built, sustained and worked together with various social service professionals to deliver outcomes that contributed to the social service landscape. Outline the tasks and actions you undertook in the project and illustrate the outcomes achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> The building and sustaining of collaborative working relationships with team members/key social service partners Cooperation with team members/ key social service partners to deliver social service outcomes
 Attune to Clients' Interest	<ul style="list-style-type: none"> Describe a situation where you advocated the rights of your client/ the community by addressing the needs faced by your client (who is vulnerable/marginalized) or the community. Outline the tasks and actions you undertook in advocating the rights and describe the outcomes you achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Taking personal responsibility in helping clients in addressing short-term needs Possession of cultural understanding and social sensitivity

Proficiency levels and corresponding sample answers		
Intermediate	Advanced	Expert
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Behaviour in accordance to and modelling of social work values and ethics • Behaviour to promote the larger purpose of the social service sector 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Setting of priorities based on the overall social service outcomes under difficult circumstances • Communication of social vision to others 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Articulation of a framework for social justice and long-term framework for the social sector • Display and application of understanding of macro-micro-mesoperspectives into the articulation of social service outcomes and frameworks • Creation of initiatives, that may be new and untested, to improve the social service outcomes
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Establishment of network of key partners to build resource pool of expertise • Evidence of tapping on network to garner resources to deliver social service outcomes 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Establishment of network with key influencers to enhance resource pool of expertise • Leverage on resources/support from key influencers and partners to deliver and enhance social service outcomes 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Establishment of close ties with key sector influencers and thought leaders to build resource pool for the sector • Evidence of working to build commitment with key sector influencers and thought leaders to drive change and enhance the delivery of social service outcomes
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Understanding of underlying issues and context of client beyond those expressed • Sensitivity and taking action beyond normal expectations with the will to improve the situation of client by addressing underlying needs 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Development of a deep understanding of client's needs to get to the root cause that client does not know or could not articulate • Management of long term interest of client/groups, and address underlying needs through identifying service gaps and sourcing for solution that may be ambiguous 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Anticipation and identification of emerging client and/or social issues that has impact on marginalised groups, and strategize long-term solution to increase access to services and resources • Evidence of the individual acting as a long-term advocate for the clients/beneficiaries

Behavioural competencies	Sample interview questions	
		Foundational
 Nurture Clients	<ul style="list-style-type: none"> Describe an example in your past experience where you helped to foster self-sufficiency and long-term growth in a client. Detail the tasks and actions that you performed and outline the outcomes achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Belief that client can be developed and learn to be independent without judgement on their level of vulnerability Explanation of basic rights and tools for client to access sources of information, services and benefits available Evidence of instructions or suggestions given to prompt client on certain actions to be taken independently
 Seek Insights	<ul style="list-style-type: none"> Illustrate an example where you gathered information through research, investigation and/or evaluation and made assessments/ employed interventions/ identified opportunities to fill gaps in the sector. Detail the tasks and actions that you performed and outline the outcomes achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Assessment of the immediate situation faced by clients or service issues through inquiry beyond routine questioning of the people who are directly involved, and consult multiple sources of information and resources
 Influence Change	<ul style="list-style-type: none"> Give an example of a situation where you harnessed your understanding of strategic relationships in the organisation and influenced an individual, group or network. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Understanding of the organisation/ system structure (i.e. formal and informal channels) and recognise key influencers Awareness shown of who to approach to create specific impact and effect when formal structure does not work as well as desired

Proficiency levels and corresponding sample answers		
Intermediate	Advanced	Expert
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Identification of client's strength and vulnerabilities Enhancement of client's capacity to improve problem solving abilities towards self-reliance Setting up of basic support systems to create an environment that allows client to exercise independence at ease. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Evidence of motivation and support given to client to change their underlying mind-set and attitudes that hinder personal development Evidence of helping the client to analyse his situation independently and provides opportunities for client to take active ownership in long-term personal development 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Definition and implementation of strategy to help client develop long-term knowledge and skills for critical thinking and the ability to assume responsibility for change and control of his life Creation of long-term sustainable support system for client's continuous growth, where he is able to make educated decisions and develop future plan for action
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Evidence of active investigation to get at the root of situation/issues Application of new knowledge, practice knowledge and theories to make balanced assessment of situation/issues 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Analysis of relationships among several parts of situation/ issues that may be interdependent Evidence of in-depth formal research conducted and systematic effort to collect and gather needed data to understand abstract underlying situation/issues (e.g. observes and monitors trends) 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Identification of multiple elements of situation/ issues and break down each of those elements in details, showing causal relationship between them Establishment of on-going process/ setup to gather and analyse information to identify opportunities or loopholes in the system, and proactively track patterns to observe and identify emerging trends/ issues.
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Recognition of limitations and unspoken rules; and time one's action appropriately Usage of facts, reason, concrete examples, demonstration and appropriate argument to directly persuade decision makers taking into account the context of the operating environment 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Recognition and understanding of complex political and power relationships within community, system and client support dynamics Usage of calculated impact of action and words which are highly customised to influence decision makers 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Leverage on the knowledge of network's underlying opportunities and political forces to indirectly influence and assemble partnerships Application of in-depth understanding of interactions to develop complex influence strategies to frame and move social agenda

Behavioural competencies	Sample interview questions	
		Foundational
 Take Courageous Actions	<ul style="list-style-type: none"> Describe an example where you acted according to what is right by the social vision under challenging circumstances/ in event of a conflict between your client and the system. Outline the tasks and actions you took to do what was right and illustrate the outcomes achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Behaviour consistent with social work values and share honest information/comments about the situation even when the message may not be especially welcomed Making of requirements and needs clear, and firmly objecting unreasonable behaviour
 Lead Teams	<ul style="list-style-type: none"> Describe a situation where you provided leadership to align processes, articulate direction and goals to deliver social service outcomes. Detail and tasks and actions you undertook and outline the outcomes achieved by you and your team. 	N/A
 Develop Professional Capabilities	<ul style="list-style-type: none"> Give an example of a situation where you developed your capabilities to help meet the demands of the social service sector. List the tasks and actions you took and describe the outcomes achieved. 	N/A
 Evaluate and Energise Self	<ul style="list-style-type: none"> Describe an example of when you, faced with a difficult situation, were able to develop self-awareness and emotional self-control. Describe the tasks and actions you took and describe the outcomes achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Understanding of self, personal values, beliefs and the way these impact the working relationship with clients Understanding of own limits and when to seek help Engagement in self-care and active learning

Proficiency levels and corresponding sample answers		
Intermediate	Advanced	Expert
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Promotion of adherence to values, ethics and social objectives • Advocating for required resources to close service and social gaps 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Taking of responsibility and acting on values for the good of the client, when it is hard to do so (e.g. action may damage trusted relationship) • Evidence of active monitoring of adherence of intervention plans and standards 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Gathering of moral courage and acting on values to challenge networks/system • Willingness to take risks to enforce consequences and advocate for policies and programmes to support wellbeing of clients
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Creation of conditions to enable team to perform at its best and takes action to improve team effectiveness/morale • Promotion of best practice standards in the delivery of programmes/services 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Management of team dynamics and take action to ensure that others buy into the social vision • Evidence of monitoring team performance against clear standards; and takes actions to address performance problems 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Inspiration of confidence and generate commitment to social vision • Generated excitement, enthusiasm, and commitment to the profession and social vision
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Specific suggestions made to help others learn and grow professionally • Identification of strengths and facilitate learning gaps and learning development at individual and team level 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Specific feedback given for development purposes • Reassurance and/or expression of positive expectations for future performance • Individualized suggestion provided for improvement 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Arrangement of appropriate and helpful assignments/trainings for the purpose of fostering person's learning and development • Understanding and identification of training/developmental needs; and establish new programmes or materials to meet the needs of the system
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Self-awareness and development of a reflective practice • Management of emotions and respond appropriately even in emotionally charged situations 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Contribution to life-long learning and development of self and others • Control of emotional involvement in highly volatile and challenging situations and retention of objectivity 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Pursuance of deeper understanding through reflection and perspective taking • Development of new insights and perspective to deepen one's personal conviction and professional development • Modelling, influencing and inspiring others towards renewal of self and others

Sample questions for hiring based on the core competencies for the social sector

Core competencies	Sample interview questions	Foundational
 Understand and Manage Self	<ul style="list-style-type: none"> Describe an example in your past experience where you demonstrated self-awareness and managed emotions in a difficult situation. Illustrate an example where you were faced with a challenge, but eventually overcame it. Detail the tasks and actions that you performed and outline the outcomes achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Understanding of self, personal values, beliefs and the way these impact their working relationship with others Understanding of own limits and when to seek help Resilience when faced with challenges
 Uphold Ethics	<ul style="list-style-type: none"> Outline an example where you adhered to ethics when faced with a morally compromising situation. Detail the tasks and actions that you performed and outline the outcomes achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Adherence to professional ethics Behaviour consistent with organizational values Making of requirements and needs clear, and firmly object unreasonable behaviour Responsibility for personal professional learning and development
 Pursue Active Learning	<ul style="list-style-type: none"> Explain how you manage your personal and professional learning and development. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Taking responsibility for personal professional learning and development Improvement on previous performance by monitoring consulting multiple sources for advice on personal progress

Proficiency levels and corresponding sample answers		
Intermediate	Advanced	Expert
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Self-awareness and development of a reflective practice • Recognition of problematic situations, followed by self-assessment • Management of emotions and appropriate response even in emotionally charged situations 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Good understanding of personal strengths, weaknesses, opportunities and limits. Reflection and insights gained from mistakes • Control of emotional involvement and response in highly volatile and challenging situations and retention of objectivity • Demonstration of behaviour in accordance with organizational values and set a positive example for team 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Pursuance of deeper understanding of self through reflection and perspective taking • Modelling, influencing and inspiring others towards renewal of self and others • Anticipation of situations or problems
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Behaviour in accordance with and role modelling of organizational values and professional ethics 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Taking responsibility of and acting in accordance with professional ethics and organisation values, even when in challenging situations • Encouragement of team behaviours that demonstrate professional ethics and organisation values 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Inspiration to others to act in accordance with organizational values and professional ethics • Gathering of moral courage and acting on values to challenge networks/system even when it is hard to do so
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Specific suggestions made to help others learn and grow professionally • Evidence of proactive identification of strengths and development needs at individual and team level 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Contribution to life-long learning and development of self and team members 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Development of new insights and perspective to deepen one's personal conviction and professional development • Implementation of means and avenues for individuals and teams to pursue active learning within the organisation

Core competencies	Sample interview questions	
		Foundational
 Team Effectively	<ul style="list-style-type: none"> Describe a situation where you led a team and facilitated team communication to achieve a project that was in line with the organisation's vision. Tell me about a time where you effectively managed and coached/mentored an individual. Outline the tasks and actions you undertook and the outcomes you achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Initiative taken to assist team in achieving team objectives Effort taken to improve team morale by providing support in challenging situations Sensitivity and professionalism in interpersonal communication
 Build Organisation Culture	<ul style="list-style-type: none"> Describe how you leveraged the organisation's culture to work in the project's favour. Outline the tasks and actions you undertook and the outcomes you achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Performance of responsibilities with a work ethic that demonstrates understanding of organisation's values Initiative taken and contribution to the creation of new ideas and improvement initiatives

Proficiency levels and corresponding sample answers		
Intermediate	Advanced	Expert
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Integration of coaching into everyday activity and provides appropriate feedback and support to team members to enable them to perform more effectively Facilitation of information exchange amongst team members to support organisation and team priorities Distribution of workload effectively 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Motivation of team performance to achieve organisation's goals Creation of conditions to enable team to perform at its best, and take action to improve team effectiveness Addressing of performance issues that hinder team achievements 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Establishment of clear directions for teams aligned to the organization's objectives Creation of systems and conditions to motivate and enable teams within the organisation to perform at its best Evaluation of team performance and take action to improve team morale, effectiveness and productivity
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Evidence of the characteristics of a role model that reflects the organisation's vision, mission and values Encouragement of team members to perform in accordance with the organisation's vision, mission and values Promotion and facilitation of sharing of ideas and innovative initiatives within the team Facilitation of team communication and a positive team culture 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Management of change and motivate teams to develop with organizational changes Evidence of championing and driving innovation and creativity within teams, and facilitate implementation of innovative ideas Employment of tools and methods to encourage knowledge management and information sharing within team 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Communication and inspiration of excitement in the organisation's mission, vision and values Development of framework to align behaviours to desired culture through a common set of performance goals The building of a learning and innovative culture within the organisation through establishment of enabling mechanisms and platforms

Core competencies	Sample interview questions	
		Foundational
 Plan and Implement	<ul style="list-style-type: none"> Illustrate an example where you effectively translated strategic plans into implementation programmes across the organisation. Outline the tasks and actions you undertook and the outcomes you achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Recognition of the role that one plays in achieving organisation mission and vision Execution of tasks in accordance with team's implementation plan Escalation of issues and risks propose possible mitigations Prioritisation of resources to achieve implementation objectives Identification of areas for improvement and new ideas and surface to team or team lead
 Ensure Governance	<ul style="list-style-type: none"> Give an example of when you successfully facilitated the adoption of governance practices in the organisation. Outline the tasks and actions you undertook and the outcomes you achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Recognition of the importance of governance procedures Adherence to governance requirements in performing duties

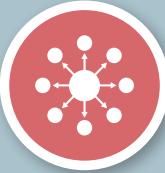
Proficiency levels and corresponding sample answers		
Intermediate	Advanced	Expert
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Implementation of plans in accordance with organisation's strategic direction Recognition of and planning of resource requirements for implementation Evidence of monitoring delivery outcomes, identify gaps and resolve performance issues that may occur 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Translation of organisation's strategic plans into implementation plans for team Planning of resources requirement (e.g. manpower, finances) in accordance with the strategic needs of team operations Setting and communication of team and individual performance measures required to execute implementation plans Management of risks involved in implementing team plan Evaluation of performance of team against organisation's key performance measures Implementation of plans to improve team performance 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Charting of the organisation's strategic direction, short term and long term plans to achieve the mission and vision Buy-in and alignment of stakeholders and staff on the strategic direction and plans Planning of resource requirements (e.g. manpower, finances, infrastructure) required to implement organisation plans Evaluation of organisation strategy to determine corrective actions Management of risks involved in implementing organisation's strategy Update of the organisation's strategy and plans based on evolving sector landscape and client needs
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Communication to team members the importance of governance procedures Evidence of monitoring the team to make sure they adhere to governance requirements 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Understanding of governance requirements in relation to team operation Implementation of necessary processes to ensure that team delivers operations in alignment to governance requirements Identification of and monitoring governance lapses and take corrective action 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Management of organisation's adoption of Code of Governance Evidence of ensuring accountability through appropriate internal processes and systems Evaluation of organisation's governance practices and implement strategies to close gaps

Core competencies	Sample interview questions	
		Foundational
 Partner with Volunteers	<ul style="list-style-type: none"> Give an example of a situation where you effectively managed volunteers in the organisation. Outline the tasks and actions you undertook and the outcomes you achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Recognition of the value which volunteers bring to the organisation Sensitivity and professionalism in interactions with volunteers
 Deliver Sustainable and Innovative Solutions	<ul style="list-style-type: none"> Give examples of the avenues that you took to assess the needs of the clients and stakeholders. Provide an example of a time when you proposed an area of improvement for your team to adopt. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Assessment of the needs of clients and stakeholders through consultation with multiple sources of information and resources Analysis of information collected and recommend suitable solutions Identification of areas of improvement or new ways of doing things and recommend to supervisors for consideration Guidance provided to stakeholders and clients to develop sustainable capabilities through the use of available tools, information and services

Proficiency levels and corresponding sample answers		
Intermediate	Advanced	Expert
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Identification of opportunities for volunteer partnership within service delivery and operations Evidence of guidance provided to volunteers on performing their volunteer duties Evidence of motivation and encouragement provided to volunteers to facilitate a positive volunteering experience 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Leverage on volunteer partnership to optimise team/center resources and enhance service delivery Identification and implementation of adjustments in team roles to tap on volunteers Facilitation of the implementation of support systems for volunteers to rely on Engagement of the volunteers to gain feedback Evaluation of the success of the volunteer partnership and implement plans for improvement 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Development and communication of a clear organisation objective and strategy for volunteer partnership Buy-in of stakeholders and teams on the value of volunteer partnership Definition of a clear plan for volunteer involvement and desired outcomes Evaluation of performance of volunteer programme to identify areas of improvement
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Leverage on resources to review, innovate and sustainable solutions for internal and external clients Promotion of best practice standards in the delivery of programmes/services Identification and assessment of service gaps and develop solutions Advocates for required resources to close service gaps Evidence of influencing change at the centre/organisation level to enhance service delivery 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Monitoring of team performance against clear standards, and take actions to address performance problems Innovation of services and programmes and re-align organisation's resources to cater to changing service needs Evaluation of existing service offerings to ensure that it is in line with clients and stakeholders' evolving needs Analysis of service challenges to ascertain service delivery gaps and take corrective action 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Development and innovation of organisation enablers and sector-wide initiatives to better meet client and stakeholder needs Creation of new practices to meet evolving needs of client, taking into account the changing landscape and emerging trends Forging of partnerships to improve service performance Maintainance of contact across organisation, client and stakeholder groups, and follow up with service quality assurance checks Development of service frameworks to evaluate service quality and implement plans for improvement

Core competencies	Sample interview questions	
		Foundational
 <p>Engage Client and Stakeholders Effectively</p>	<ul style="list-style-type: none"> Provide an example of a situation where you delivered client-centric and sustainable service provisions to your client. What was your interaction with the client like? Outline the tasks and actions you undertook in the project and illustrate the outcomes achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Evidence of respecting client and stakeholders' sentiments in interactions Possession of cultural understanding and social sensitivity Taking personal responsibility in helping clients and stakeholders to address their needs Management of client data in accordance with professional and legal confidentiality requirements
 <p>Commit to Social Vision</p>	<ul style="list-style-type: none"> Describe an example of when you contributed to the social service sector through your role. Give an example of how you think this organisation can contribute to the social service sector. Outline the tasks and actions that you undertook and the outcomes achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Recognition of the role one plays in contributing to the social sector landscape and outcomes Awareness of the social service sector landscape – key objectives of the sector, organisations and clients in the sector Evidence of tapping upon available resources available to achieve social service outcomes

Proficiency levels and corresponding sample answers		
Intermediate	Advanced	Expert
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Recognition of underlying issues and context of client and stakeholders beyond those expressed • Establishment and maintainence of effective relationships with clients and gains their trust and respect • Sensitivity and action taken beyond normal expectations to improve the situation of client and stakeholders by addressing underlying needs • Evidence of empathy for clients' concerns with respect to the scoping of team responsibilities • Evidence of ensuring that team manages client data in accordance with professional and legal confidentiality requirements 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Development of deep understanding of client and stakeholder needs • Addressing of underlying stakeholder and client needs through identifying service gaps and developing solutions • Engagement of regularly with client and stakeholder groups to assess effectiveness of existing services • Implementation of systems and processes to ensure proper management of client data by team 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Introduction of innovative client engagement initiatives to improve client relationships • Anticipation of emerging social issues and trends that have impact on client and stakeholder groups • Understanding of evolving needs of social service clients and stakeholders to refine directives for organisation • Implementation of organisation systems and processes to ensure proper management of stakeholder and client data across the organisation
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Ability to communicate organisation's contribution to the social sector landscape to team members to enhance their understanding of how they contribute to the sector • Leverage on resources available to achieve social service outcomes 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Evidence of providing teams with a broad perspective of how the organisation contributes to the social service vision through the intra-sector exchange or sharing opportunities • Identification of innovative ways in which the organisation can contribute to social service outcomes 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> • Articulation of a framework for social justice and long term framework for the social sector • Evidence of driving sectoral initiatives, which may be new and untested, to improve social service outcomes • Inspiration of confidence, enthusiasm and commitment to the social service sector and vision

Core competencies	Sample interview questions	
		Foundational
 Build Collaborative Networks	<ul style="list-style-type: none"> Provide an example of when you cooperated with a key social service partner to deliver social service outcomes. Outline the tasks and actions that you undertook and the outcomes achieved. 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Knowledge of the key players in the social service sector and their respective roles The building and sustaining of collaborative working relationship with key social service partners Cooperation with key social service partners to deliver social service outcomes

Proficiency levels and corresponding sample answers		
Intermediate	Advanced	Expert
<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Establishment of a network of key partners to build resource pool Evidence of tapping on network to garner resources to deliver social service outcomes 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Establishment of a network with key influencers to enhance resource pool of expertise Leverage on resources/support from key influencers and partners to deliver and enhance social service outcomes Assessment of performance of partnerships to identify areas of improvement Implementation of continual improvements to strengthen relationships with partners 	<p>Candidate's answer demonstrates:</p> <ul style="list-style-type: none"> Establishment of close ties with key sector influencers and thought leaders to build resource pool for the sector Evidence of working with key sector influencers and thought leaders to drive change and enhance the delivery of social service outcomes

Step 3: Conduct reference checks

Validates the employee's credentials

Ensures that your impression of the candidate matches that of the referee's

Use the same set of questions for all reference checks to ensure a consistent frame upon which to base the decision.

- 1 Identify yourself and your position in your organisation and explain why you are calling about the candidate
- 2 Ask whether the referee is available to respond at this time
- 3 Give the referee an idea of how many questions you have
- 4 Assure that the discussion would be private and confidential
- 5 Describe the position for which the candidate is being considered for
- 6 Ask for any past examples where the candidate has shown a specific competency
- 7 Summarise the conversation
- 8 Thank the referee for his/ her help



Tips for conducting reference checks

- Follow up if the referee is reluctant to discuss specific factors. An explanation of why you are asking may elicit the information.
- The tone of voice or pauses (non-verbals) are often a sign that additional questions in that area may bring further information.
- Do not rate the candidate during the conversation.
- Do not hang up until you are clear about the opinion of the referee.
- Try to establish rapport, allowing freer exchange of information.
- Try not to interrupt as it might shut off further information.

4.4 Extending the job offer

To extend the job offer, first extend a verbal offer and follow up with an offer letter.



Offer letter sample template

Dear [insert name],

I am pleased to offer you a [insert full or part time] position with [insert name of company] as a [insert position title] beginning [insert day, month, and year of start date]. The compensation for this position is [insert salary terms].

If this offer of employment is acceptable to you, please sign below and scan the acceptance decision to this email address by [insert time and date]. The offer will expire otherwise.

If there are any questions that you have, please feel free to contact me if you have any queries. I look forward to having you join our staff.

Yours truly,
[insert organisation representative name]
Human Resources

Acceptance decision

- I accept the offer of employment as described above
- I do not accept the offer for employment described above

Signature of applicant

Date



Quick reminder

Keep in mind the **Personal Data Protection Act (PDPA)** guidelines when managing personal data from applicants.

PDPA guidelines are available at <https://www.pdpc.gov.sg/docs/default-source/public-consultation-4---education-healthcare-social-services-photography-submissions/advisory-guidelines-for-the-social-services-sector.pdf?sfvrsn=2>

4.5 Onboarding new hires



A structured onboarding process can:

Help new hires to understand the organisation, including company value and culture, history and structure

Serve a social role, helping new hires to feel welcome by providing a platform to meet their co-workers

Onboarding checklist

Before the arrival of new hires

- Send a welcome email to new hires
- Assign a mentor or buddy to each new hire
- Prepare an orientation booklet containing:
 - Organisation purpose and goals
 - Practice track information
 - Health and safety information
 - Policies and procedures
 - Performance expectations and review

Upon the arrival of new hires

- Allocate a few individuals to welcome the new hires
- Conduct an introductory briefing, outlining:
 - Organisation's vision, mission and goals
 - Organisational and reporting structure
 - Roles that your organisation play in the community
 - Performance expectations and review procedures
 - Question and answer session
- Provide onboarding/ orientation booklet to new hires
- Introduce new hires to current staff and to his/ her mentor and/ or buddy
- Complete any administrative processes
- Provide a tour of the organisation

4.6 Probation and confirmation



The main goal of probation is to assess the employee's suitability and fit to the job. During this period, a supervisor appraises the employee's performance to facilitate a confirmation decision.

The confirmation process takes place typically 3 to 6 months after an employee has joined.

During this process, the supervisor should assess the employee's:



The assessment during this period is also an opportunity to identify developmental areas for the employee.

A sample confirmation form is provided on the following page. Alternatively, you may choose to use the performance assessment form to confirm candidates.

CONFIRMATION FORM

Employee name:	Job role:			
Department:	Date:			
Evaluation interval:	Appraising supervisor:			
A) Appraisal ratings				
5 = Outstanding	Exceeds goals and competencies in most areas			
4 = Exceeds requirements	Exceeds goals and competencies in some areas			
3 = Meets requirements	Consistently achieves goals and demonstrates competencies			
2 = Needs improvement	Achieves some goals and demonstrates competencies, needs improvement			
1 = Did not meet expectations	Overall performance requires immediate and significant improvement			
B) Job responsibility-related assessments	Rating	Comments		
C) Competency-related assessments	Rating	Comments		
D) Fit and suitability-related assessments	Rating	Comments		
Overall performance summary (please circle accordingly)				
Outstanding	Exceeds requirements	Meets requirements	Needs improvement	Did not meet expectations
Areas for improvement				
Additional comments				
Confirmation results				
<input checked="" type="checkbox"/> I recommend this probationary employee to become permanent and continuous				
Supervisor signature:	Employee signature:			

*Copy of this appraisal form should be kept in personnel's file

Chapter 5: Competency-based performance management

SUMMARY OF CHAPTER

This chapter outlines a competency-based approach to performance management. It covers:

1. An introduction to performance management
2. Using a competency-based approach in performance management
3. Overview on calibration methods
4. Overview on performance-based rewards

TOOLS AND TEMPLATES

1. Performance management competency integration process
2. Performance evaluation form

5.1 Competency-based performance management

Competency-based performance management uses competencies and performance goals and targets as a basis for assessing overall performance and development needs.

Performance management typically is comprised of the following steps:

A typical recruitment and selection process is as follows:

	5.2 Goal setting		5.3 Interim review and annual evaluation
	5.4 Calibrating staff performance results		5.5 Performance-based rewards

5.2 Goal setting



What is goal setting about?

Goal setting is done at the beginning of the performance management cycle and outlines the goals and competencies which staff will be assessed against during the performance cycle.

How should I set goals for my staff?

You may consider the three components below when setting goals for staff. Goals should be finalised and agreed upon by both staff and supervisor.



Goals should be **SMART**

- S**imple: Specific and easy to understand
- M**easurable: Quantifiable and easy to track
- A**chievable: Realistic and achievable
- R**elevant: Relevant to the benefit it is meant to measure
- T**imely: Tracked on a regular basis to drive action



How should I identify the competencies required of my staff?

You may refer to **Appendix A** (page 87) for core competencies for the social sector.

Competencies required of social workers may be found in the **NSWCF**.

For each staff, select the competencies that are most relevant to the staff's role and your organisation.

5.3 Interim review and annual evaluation



Interim review (optional)

Your organisation may choose to implement an interim review as part of the performance management cycle. If performed, it is typically conducted mid-way through the performance cycle.

An interim review would serve as a stocktake of the staff's performance and progress, to give timely intervention and coaching before the annual evaluation.

Benefits of performing an interim review

Reduces staff apprehension over the content of the final evaluation

Gives opportunities to provide staff with additional support or resources if required

Adds or adjusts performance expectations and competency requirements

Creates an interim record of achievements for the annual evaluation

Annual evaluation

Annual evaluation is a review of individual staff performance and is typically conducted close to or at the end of the performance cycle.

A typical annual evaluation process is as follows:



1. Staff and supervisor assessment



2. Performance review discussion



Perform calibration process (optional)



3. Finalise overall staff rating



Step 1: Staff and supervisor assessment



Who
Staff and supervisor

Activity
Collect feedback from relevant channels and stakeholders



Who
Staff

Activity
Complete self-assessment based on feedback and evidence



Who
Supervisor

Activity
Complete assessment of staff based on feedback and evidence

How do I assess competencies?

Compare the staff's performance against the competencies in the respective expected proficiency levels.

If the staff minimally meets most of the competency descriptors, he/ she is assessed to have met the requirements. If the staff demonstrates competencies at a higher level, he or she should be given a higher rating.

Performance feedback form sample template

PERFORMANCE FEEDBACK FORM			
Employee name:	Department:		
Job role:	Type of evaluation:		
Expected proficiency level:	Period covered:		
Appraising supervisor:			
A) Appraisal ratings			
5 = Outstanding	Exceeds goals and competencies in most areas		
4 = Exceeds requirements	Exceeds goals and competencies in some areas		
3 = Meets requirements	Consistently achieves goals and demonstrates competencies		
2 = Needs improvement	Achieves some goals and demonstrates competencies, needs improvement		
1 = Did not meet expectations	Overall performance requires immediate and significant improvement		
B) Goal targets/ job-related targets		Self-rating	Supervisor rating
C) Competency-related targets		Self-rating	Supervisor rating
D) Finalised rating		Self-rating	Supervisor rating
E) Notes			
Employee signature:		Date:	
Supervisor signature:		Date:	

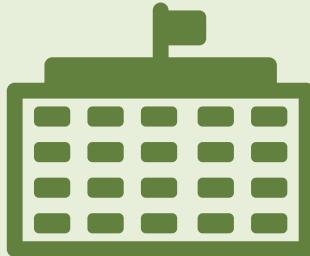
Step 2: Performance review discussion

After the staff and supervisor have completed their respective assessments, they may have a performance review discussion.

Topics discussed at the performance review typically surround:



Staff performance over the past year



Job expectations and organisation's expectations



Staff career goals and developmental needs



Tips for conducting a performance review discussion

- **Come prepared** with all relevant material, including staff self-evaluation, feedback, evidence and supervisor's assessment.
- At the start of the review, **welcome** and put staff member at ease.
- **Review and discuss** the rating of the performance on each element of the evaluation form with the staff member.
- Provide effective performance feedback by **focusing on behaviours, actions and results**. Reinforce positive results and direct critical performance feedback towards improvement.
- If there are **differences** between the staff and supervisor's assessment, **ask questions** to uncover the underlying reasons. It is important to **relate back to the evidence and supporting feedback** gathered. Seek to arrive at a common understanding on how you and the staff member view his/ her performance.
- **Be open** to staff member's inputs, questions and concerns.
- **Summarise** the session and end on a positive note.
- **Thank staff member** for his/ her contribution to the meeting and efforts throughout the year/ period.

Step 3: Finalise overall staff rating

Following the performance review discussion, determine the final rating of the staff. This would be based on the overall evaluation assessment for each goal or competency target set, as well as any inputs taken into account in the performance review discussion.

Guide for rating of performance			
Rating	Descriptor	What it conveys	Questions for supervisor's consideration
1	Overall performance requires immediate and significant improvement	Did not meet expectations. Typically leads to a re-assignment or placement on performance improvement plan.	<ul style="list-style-type: none"> Was the performance of the staff acceptable? Did he/ she receive support to address the problem during the year and failed to improve? Is there clear evidence that he/ she consistently fell short of expectations?
2	Achieves some goals and demonstrates competencies in some areas, needs improvement	Conveys a clear message that rapid and sustained improvement is needed.	<ul style="list-style-type: none"> Did the staff fail to achieve one or more of his/ her annual plan goals? Did staff fail to meet some of the baseline requirements/ expectations for his/ her role? Did he/ she have any notable or recurring issues with his/ her performance?
3	Consistently achieves goals and demonstrates competencies	The most common rating. It defines the 'norm' and reflects a staff meeting expectations.	<ul style="list-style-type: none"> Did the staff achieve all of his/ her annual plan goals? Does feedback indicate consistent satisfaction with the staff's contribution? Did staff meet all role expectations and targets, and occasionally exceed them?
4	Exceeds goals and competencies in some areas	Clearly contributing above the norm and having an impact to the team and organisation.	<p>In addition to 3 rating:</p> <ul style="list-style-type: none"> Are the staff's outputs characterised by superior quality, productivity and impact? Did staff's feedback indicate that staff contributed beyond expectations and indicators of success?
5	Exceeds goals and competencies in most areas	Top performer who significantly contributes above the norm and has a significant impact to the team and organisation.	<ul style="list-style-type: none"> Did staff significantly exceed his/ her goals and expectations? Is staff's feedback consistently outstanding? Are there any contra-indicator feedback that clash with the above? If yes, reassess.

5.4 Calibrating staff performance results

You may go through a calibration process after the final ratings are submitted in order to ensure fairness and consistency across the organisation.

What is calibration?

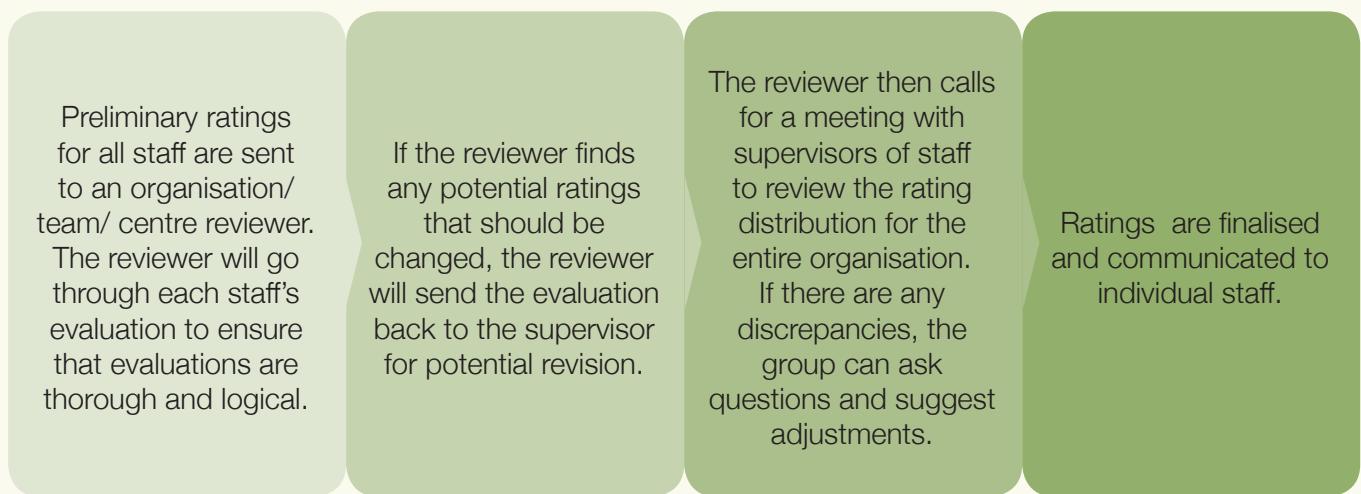
Calibration is a process in which appraising supervisors come together to discuss staff performance. This helps to:

- Ensure supervisors have applied a similar standard for staff
- Reduce bias in evaluation

Calibration can be used in conjunction with performance management methods such as forced ranking or distribution curves.

Should I apply calibration to my organisation?

Calibration is optional and typically applies to larger organisations/ teams/ centres where the likelihood and potential for inconsistencies/ bias is greater. Also, it increases accuracy and consistency in ratings.



Tips for a good calibration process

- Educate supervisors on the process by reviewing the rating scale and what each rating means. Encourage supervisors to supplement their ratings with concrete evidence.
- HR should facilitate the discussion and prepare aggregate and historical data for the organisation, including average ratings across critical factors, performance distributions, and the identification of outliers.

5.5 Performance-based rewards

Performance-based rewards, in which better performers are awarded with greater rewards, can drive a high performance culture.

5.5.1 Determining compensation

When determining your pay scales, it is strongly recommended that your organisation takes reference from the sector salary guidelines, while also taking into consideration the requirements of the job in your organisation.

The sector salary guidelines are an indication of how social service professionals should be compensated in general. These guidelines can be used as reference for existing employees and potential job candidates.

The performance of the employee should be taken into consideration when determining the salary level and progression. Those with high potential and with consistent outstanding performance would have an accelerated career path.

The salary range adopted by your organisation should take the following into consideration:

Salary range:	Minimum	Reference Point	Maximum
Applicable to:	Employees still gaining proficiency in their role.	Employees who are fully proficient in their role. Typically salary will be within 10% of the reference point.	Employees who are fully competent, with extensive experience and expertise in their role.
This includes:	<ul style="list-style-type: none">• New hires into sector• Newly promoted• Incumbents with poor performance• Incumbents who are still developing and have yet to fulfil the requirements for the role		<ul style="list-style-type: none">• Incumbents in critical roles• High performers or high potential employees• Incumbents who are fulfilling more than the requirements for the role• Incumbents who are potentially eligible for a promotion



The salary guidelines can be found in the following link:

<http://www.ncss.gov.sg/sector-salary>

5.5.2 Determining rewards based on performance

		High performers can be rewarded by offering	
		1	2
When defining this, you should consider:		Higher performance bonuses	Higher base pay increments
	Budget	Bonus payouts are dependent on the organisation's performance and bonus budget allocations	Salary increments are dependent on the organisation's payroll budget
	Relative staff rating	Relative performance of peers in the same job grade, role or level should be taken into account when rewarding bonuses	Relative performance of peers in the same job grade, role or level should be taken into account when rewarding increments
	Pay equity		<p>A staff with the same performance rating to peers in the same job grade, role or level may be given a higher pay increment if they are at the lower end of the scale to reduce potential pay inequity in the organisation and to bring similar levels of performances to the same position in the salary band or scale</p> <p>Salary increments differentiated by performance and position in pay cluster help to improve distribution</p>

A salary matrix, which illustrates recommended increases in salary according to position in pay cluster and performance rating, is as follows:

Sample salary increase matrix

Performance Rating	Current pay position in salary structure		
	Minimum	Reference Point	Maximum
1 = Did not meet expectations Overall performance requires immediate and significant improvement	No salary increase		
2 = Needs improvement Achieves some goals and demonstrates competencies, needs improvement	Less than average increase	Less than average increase	Minimal increase
3 = Meets requirements Consistently achieves goals and demonstrates competencies	More than average increase	Average increase	Less than average increase
4 = Exceeds requirements Exceeds goals and competencies in some areas	High increase	More than average increase	Average increase
5 = Outstanding Exceeds goals and competencies in most areas	Maximum increase	High increase	More than average increase



A tip for monitoring whether you are compensating for performance is to compare the salary increase allocated for the employee who has a performance rating of 5 to an employee who has a performance rating of 2, who are both in the same salary range.

Chapter 6: Competency-based learning and development

SUMMARY OF CHAPTER

This chapter outlines the competency-based approach to learning and development. It covers:

1. Planning individual development needs
2. Learning and development interventions

TOOLS AND TEMPLATES

1. Individual development plan
2. Team training plan

6.1 Competency-based learning and development

A competency-based approach to learning and development identifies competency gaps that indicate areas for improvement and the relevant training and development programs.

Benefits of competency-based learning and development

Benchmarks current workforce capabilities and learning gaps against sector standards

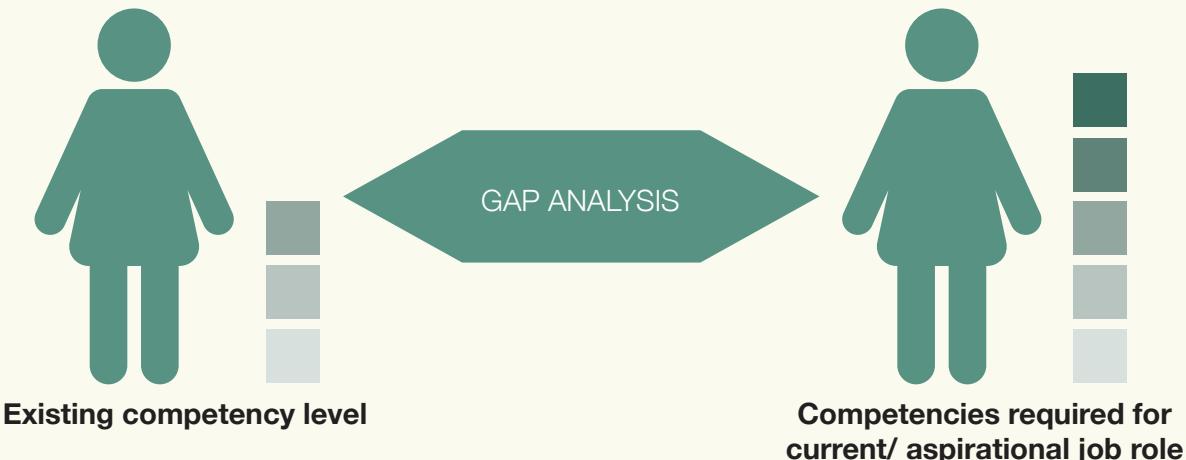
Enables staff to identify and address immediate and long-term development needs

Improves business outcomes through learning and development interventions with a structured approach

6.2 Planning individual development needs

Step 1: Gap analysis

Gap analysis involves defining the competencies required to complete a task and comparing the individual's current competency level to the standard defined.



To conduct a competency gap assessment:

1. Define the competencies required for the role. You may refer to "Chapter 3: Developing role profiles" for a guide on role profiling.
2. Conduct an assessment on whether the staff has met the competency descriptors. The assessment can be done by the staff or supervisor.

The staff is assessed to:

Have exceeded the competency requirement if he/ she performs at a level above his/ her competency requirement.

Have met the competency requirement if he/ she meets most of the descriptors.

Have not met the competency requirements (competency gap) if he/ she has not met most of the competency descriptors (e.g. less than 50%), or is performing at a level below his/ her competency requirement.

A typical juncture for conducting a competency gap assessment is during performance evaluation. A sample performance evaluation form can be found on page 58.



A self-assessment tool has been developed for social workers to conduct a competency assessment. You may access the tool at <http://www.socialserviceinstitute.sg>.

Step 2: Develop an individual development plan

The individual development plan lists the actions which the individual will be taking to address his/ her competency gaps to progress in his/ her career.

To develop an individual development plan:

1

List the competency areas where the staff has identified to have gaps

2

Identify the interventions to address the gaps, and identify the timeframe to close the gaps

3

Track the progress of the plan

Individual development plan sample template

INDIVIDUAL DEVELOPMENT PLAN (IMMEDIATE NEEDS – 1 YEAR)

Name:

Department:

Job title:

Proficiency level:

Competency gap	Course of action	Expected learning outcomes	Expected date of completion	Actual date of completion
e.g. Environmental Systems and Social Policies	e.g. Attend training courses on policy formulation	e.g. To be able to interpret and apply relevant policies in designing effective care plans for clients	e.g. March 2016	



Prioritise learning needs

Learning needs can be discussed with the supervisor and prioritised in line with the needs of the department or organisation.

For example, the organisation/ teams may wish to prioritise certain competencies which are deemed more critical, or are lacking within the department.

Competency assessments and individual development plans can also be developed with an **aspirational job** in mind. This is typically the job role which the staff aspires to take within a 2- to 5-year period. Here, the staff would assess his/ her current competencies against the desired competencies of the aspirational job. This would enable the staff to identify his/ her **long-term development needs and goals**.

INDIVIDUAL DEVELOPMENT PLAN (LONG-TERM NEEDS - 2 to 5 YEARS)						
Name:						
Department:						
Job title:						
Competency level:						
Competency	Current performance level	Targeted performance level	Course of action	Expected learning outcomes	Expected date of completion	Actual date of completion
e.g. Ethics, Values and Legislation	e.g. Foundational	e.g. Advanced	e.g. Take on new projects relating to legislation development	e.g. To be able to interpret and apply relevant policies in designing effective care plans for clients	e.g. August 2018	

6.3 Learning and development interventions

There are several platforms for learning and development:



On-the-job experiences are typically the top contributor to staff's learning and development. This is followed by **coaching and mentoring**, and **training and education**.

6.3.1 On-the-job experiences

Organisations can provide individuals with opportunities such as:

- Job enrichment/ enlargement
- Rotational assignments
- Cross-functional shadowing
- Special projects
- Committee assignments
- Participating on a task force
- Giving presentations and preparing reports
- Leading a new program

6.3.2 Coaching and mentoring

Coaching and mentoring is an interactive process whereby a more experienced individual helps a staff to achieve his/ her potential.



What is coaching?

Coaching typically refers to a task-focused interaction, where a coach helps a staff member to develop specific competencies.

How do I facilitate coaching in my organisation?

1. Build capability – train staff and supervisors
2. Facilitate matching of coaches with staff
3. Foster an internal coaching culture



What is mentoring?

Mentoring is typically a longer-term relationship, where the mentor helps to support and guide the career development and personal growth of the mentee.

How do I facilitate mentoring in my organisation?

HR may screen the mentor's and mentee's goals, aspirations and attitudes (among other factors) and match them according to similarities.

Given that a good match is essential, HR may wish to leave some choice to the mentor/ mentee to decide on the partnership.

HR should keep a master list of the coaches and their employees, and the mentors and their mentees.



6.3.3 Training and education

The training identified for the staff should target a particular competency area which he/ she needs to develop further.

Social Service Institute (SSI) programmes

The SSI website www.socialserviceinstitute.sg offers programmes in professional development, non-profit governance and management development.

Other external courses and workshops

Research on and consult with external vendors to obtain a list of useful courses or workshops and ensure that it addresses the various developmental needs.

Workforce Development Agency (WDA) programmes

The WDA website www.wda.gov.sg provides a Professional Conversion Programme for Social Workers (PCP SW) to support mid-career individuals.

Further education

Employees may pursue a further degree in social work or policy.

Refer to <http://www.fas.nus.edu.sg/swk/graduates/msocwk.htm> for information on obtaining a Master of Social Work from the National University of Singapore (NUS).

Refer to <https://www.ncss.gov.sg/Career/socialworker.asp> for information on scholarships or other resources.



How do I assess the quality of the training programmes which my staff attends?

Following up with staff and receiving feedback on the training programme can allow you to assess the quality of the training provider/ trainer and determine if the course should be recommended for others within your organisation.

Following up with staff and receiving feedback on the training programme can allow you to assess the quality of the training provider/ trainer and determine if the course should be recommended for others within your organisation. To do so, you may use a course evaluation form to gather feedback from staff.

Course evaluation form sample template

COURSE EVALUATION FORM

Name of training course: _____ Date of course: _____

Name of course provider: _____

Name of participant: _____ Department: _____

Evaluation questions	Excellent	Good	Average	Poor	Very Poor
How would you rate the overall quality of the course?					
Additional comments:					
How well did the course cater to your background and needs?					
Additional comments:					
Was the objective of the course met?					
Additional comments:					
The knowledge and skills I gained from the course was useful for my work	Yes/ No				
If yes, list at least one item from the course you are going to implement/ make use of:					
Would you recommend the course to another colleague?	Yes/ No				
Additional comments:					

You can also follow up one to three months after the training to assess whether the training programme had translated into tangible improvements. This can be done through:

Conducting a survey/interview with the staff and his/ her supervisor

Tracking and assessing work outcomes relevant to competency areas, such as client feedback scores or success of implementation of projects

Conducting a follow-up competency assessment after a suitable period (e.g. three months)



Determine the appropriate learning intervention

To determine the learning intervention, first identify possible underlying reasons for the competency gap. Then, choose the appropriate strategy to address the gap.

Possible underlying reasons		Description	Possible strategy
1	Attitude/ behaviour	Able to perform the task but lacking in determination	Feedback and counselling
2	Exposure/ experience	Has not been shown or exposed to the level of expectation	Demonstrate on the job and show examples
3	Difference in application/ achievement	Lack of practice	On-the-job coaching and training
4	Lack of knowledge	Lack of underpinning knowledge of the task at hand	Provide information
5	Lack of skill	Lack of technical/ performance skills	Training and education, with post-course monitoring on the job

6.3.4 Develop a training plan at an organisation level

Consolidating the learning needs assessment across the organisation or teams paints a coherent picture on the skills and developmental areas of the group. The learning needs assessments can be consolidated into a training plan for the organisation. This enables the identification, planning and budgeting for the developmental needs at the organisation or team level.

A template for the consolidated training plan at the organisation or team level is provided as follows:

Team training plan template

TEAM TRAINING PLAN							
Competency (Proficiency level)	Course	Training provider	Identified participant(s)	Team	Target date	Training hours	Training budget
Casework (Foundational)	Using activities in therapy with seniors	SSI	Kevin Khoo	Eldercare	August 2016		
Deliver Sustainable and Innovative Solutions (Advanced)	CPA	CPA	Mary Wong	Accounts	May 2016		



If there is critical mass within your organisation for a particular training need, it might be cost effective to explore engaging a trainer to conduct a customised programme for your team/ organisation.

Chapter 7: Additional applicable areas for the competency-based HR approach

SUMMARY OF CHAPTER

This chapter covers the additional areas in the competency-based approach. It covers:

1. Succession planning
2. Workforce planning



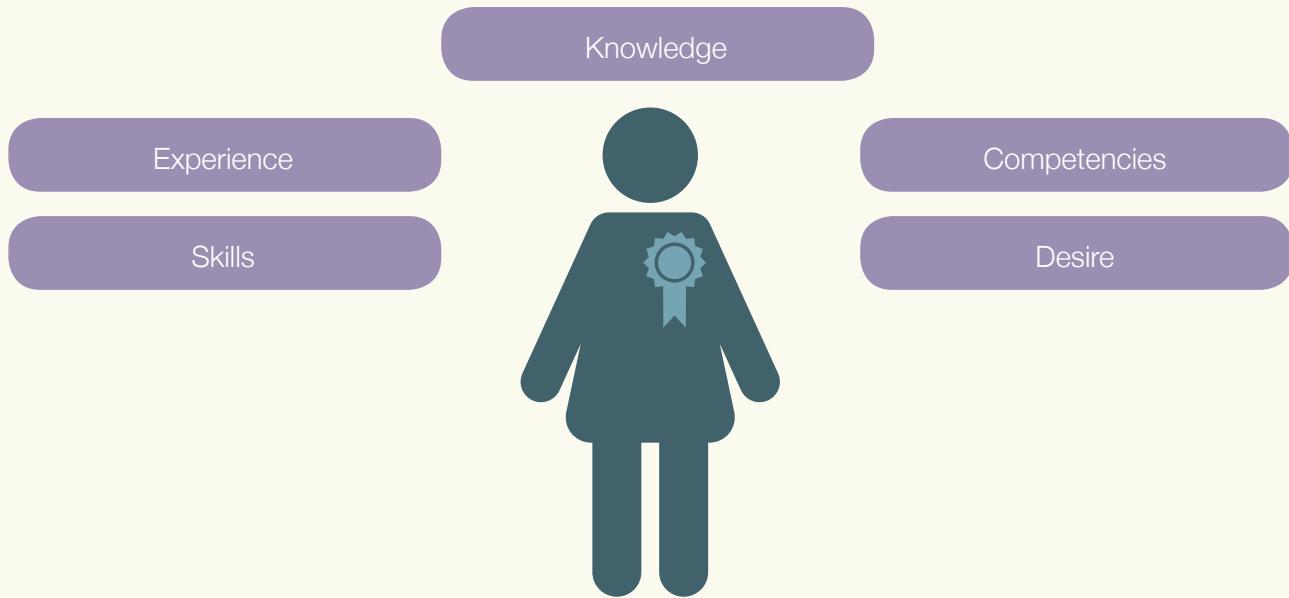
This section may be more applicable to Voluntary Welfare Organisations (VWOS) who have already implemented a competency-based approach in recruitment and selection, performance management and learning and development.

Succession planning and workforce planning are important enablers for organisations to ensure that capable employees and leaders are in place to carry out organisational objectives.

7.1 Competency-based succession planning

Competency-based succession planning is a process by which individuals with high potential are identified and developed to fill key leadership positions in the company.

Identified employees are those who are assessed to have the:



Benefits of good succession planning

Ensures the organisation is prepared to support service when individuals in key positions leave

Provides continued supply of qualified, motivated people who are ready to take over key positions

Fosters the ability to recruit and retain top-performing staff

7.1.1 Conducting succession planning in my organisation



1

Identify organisational leadership gaps

- Identify critical positions in the organisation
- Work with HR to determine the career plans/ retirement status of the incumbents for these positions
- Prioritise the positions according to need of replacement and criticality of position

2



Assess readiness of staff to assume positions

- Periodically obtain input from managers about the readiness of staff who have the potential to assume the positions needed and consolidate the inputs

3



Identify high potential employees

- Develop an accelerated pool of the identified employees based on inputs

4



Diagnose their strengths and development needs

- Identify the competency gaps that need to be addressed and develop strategies to close the gaps for identified employees
- To do this, you may refer to the Individual Learning Plan on pages 68 to 69

5



Accelerate development of selected employees

- Some options of strategies to accelerate development are:
 - Mentoring programmes
 - Stretch assignments
 - Formal training

7.2 Competency-based workforce planning

Competency-based workforce planning is an ongoing process used to align the needs of the organisation to those of its workforce. This is done by the strategic projection of talent needs and planning ahead.

Benefits of good workforce planning

Ensures that the right amount of people, with the right competencies are provided at the right time

Identifies and mitigates problems early

Ensures appropriate staffing to achieve organisational strategic plans

7.2.1 Conducting workforce planning in my organisation

1

Define the future

Define the strategic objectives and plan for the organisation. Identify the workforce capability and capacity required to support the organisation's objectives.

2

Analyse current workforce

Analyse the occupations, competencies, eligibility, retirement, turnover rates and trend data of your organisation. This will help to develop plans for stable staffing levels, succession planning and the development of skills.

3

Close the gap

Identify areas where there are gaps in competency or capacity of the workforce. Assess the strategy to close the gap. Organisations typically close gaps by developing internal staff, or hiring externally.

4

Monitor, evaluate, revise

The organisation should engage in the regular review of workforce planning to mitigate any unseen risks involved. This ensures that the dynamic process of workforce planning is successful in the long-run.



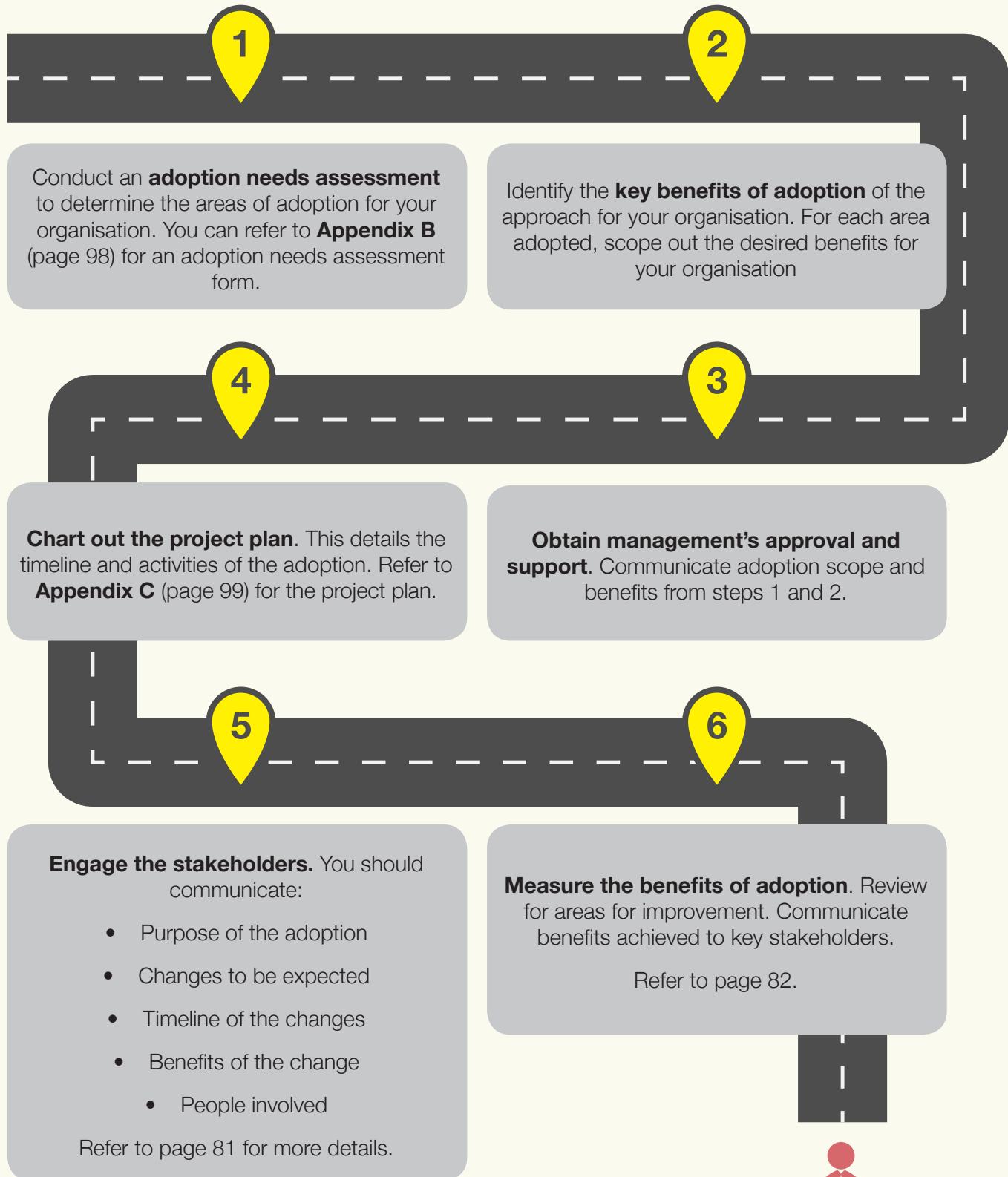
Chapter 8: Planning and sustaining the adoption of the competency-based HR approach

SUMMARY OF CHAPTER

This chapter outlines the methods to plan and sustain the adoption of the competency-based HR approach. It covers:

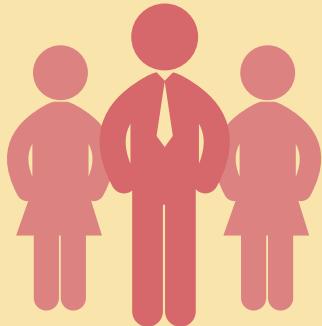
1. Putting in place an adoption plan
2. Guide to obtain stakeholder buy-in for adoption
3. Steps to measure and monitor benefits of the competency-based approach

8.1 Planning for the adoption of the competency-based HR approach



8.2 Communicating the competency-based HR approach adoption benefits to my stakeholders

The messages used in communicating the benefits of adoption will vary across the levels and needs of the stakeholders. It is important to have the support of the stakeholders to sustain the adoption.



SENIOR MANAGEMENT

- A more skilled workforce
- Increased productivity
- Improved organisational effectiveness



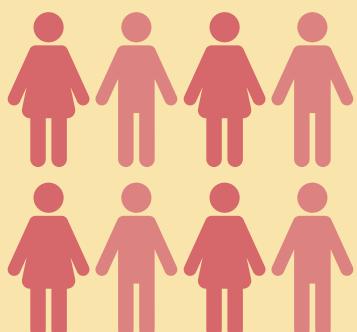
HR MANAGERS

- More effective HR processes
- Improved return on investment



SUPERVISORS

- A more skilled workforce
- Increased productivity
- Improved organisational effectiveness



EMPLOYEES

- Clearer job role expectations
- Structured career paths
- Targeted learning and development

8.3 Measuring the competency-based HR approach adoption benefits

Steps to identify and measure benefits:



Identify key project outcomes

- Higher employee retention
- More skilled and competent workforce
- Improved employee productivity and performance
- Improved effectiveness of training investment (increased ROI)



Identify SMART indicators

S – Simple

Specific and easy to understand

M – Measurable

Quantifiable and easy to track

A - Achievable

realistic and achievable targets

R – Relevant

Relevant to the benefit it is meant to measure

T – Timely

Tracked on a regular basis to drive action

Refer to **Appendix D** (page 101) for indicators



Document and review benefits

Measure and document benefits periodically to ensure that expected benefits are deliverable

This will aid in identifying gaps and ensure that mitigating actions are adopted

Useful resources

Resource	Information
Ministry of Manpower (MOM) http://www.mom.gov.sg/	MOM is responsible for the formulation and implementation of labour policies related to the workforce in Singapore. Employment practices: http://www.mom.gov.sg/employment-practices About the Employment Act: http://www.mom.gov.sg/employment-practices/employment-act Legislation: http://www.mom.gov.sg/legislation/employment-practices
Ministry of Social and Family Development (MSF) http://www.msf.gov.sg/	MCYS was restructured in 2012 to become the Ministry of Social and Family Development (MSF), bringing a sharper focus to the Government's work in the development of families, social services and social safety nets. To keep up to date with latest media releases, refer to the press room: http://app.msf.gov.sg/Press-Room
Ministry of Health (MOH) www.moh.gov.sg	MOH is an innovative and people-centred organisation that is committed to medical excellence, promoting good health and reducing illness, and ensuring that Singaporeans have access to good and affordable healthcare that is appropriate to their needs. For more information on the Medical Social Work profession, please refer to the Healthcare Professionals Portal: http://www.moh.gov.sg/content/moh_web/healthprofessionalsportal/alliedhealthprofessionals/career_practice/allied_health_professions/medical_social_worker.html
National Council of Social Service (NCSS) http://www.ncss.gov.sg/	NCSS is the national coordinating body for member Voluntary Welfare Organisations (VWOs) in Singapore. NCSS aims to provide leadership and direction in social services, enhance the capabilities of social service organisations, and promote strategic partnerships for social services. For more information on information on Social Services: http://www.ncss.gov.sg/social_service/index.asp VWO corner: http://www.ncss.gov.sg/VWOcorner/about_vwo.asp

Resource	Information
Social Service Institute (SSI) http://www.socialserviceinstitute.sg/	<p>SSI is a key division under the Human Capital Development Group of NCSS. It is an integrated social service hub for training, practice, resource and career services for the sector.</p> <p>For more information on information on training courses: http://www.socialserviceinstitute.sg/Programmes/Overview.aspx?tag=2</p>
Singapore Association of Social Workers (SASW) http://www.sasw.org.sg/site/	<p>SASW is a professional body of Social Workers residing and working in Singapore. Established in 1971, it is the national professional association that represents Social Workers in Singapore.</p> <p>For more information on information on training courses: http://www.sasw.org.sg/site/training-programmes</p>
Singapore Workforce Development Agency (WDA) http://www.wda.gov.sg	<p>WDA was established in 2003 to enhance the competitiveness of our workforce by encouraging workers to learn for life and advance with skills. In today's economy, most jobs require not just knowledge, but also skills.</p> <p>For more information on Singapore JOBSpedia – community and social services: http://www.wda.gov.sg/content/wdawebsite/L202-SingaporeJOBSpedia/L302-010B-CommunitySocialServices.html</p>
Fair employment practices http://www.tafep.sg/	<p>The Tripartite Alliance for Fair and Progressive Employment Practices (TAFEP) promotes the adoption of fair, responsible and progressive employment practice among employers, employees and the general public.</p> <p>For more information on fair employment practices: http://www.tafep.sg/fair-employment-practices</p>
Personal Data Protection Act (PDPA) https://www.pdpc.gov.sg/legislation-and-guidelines/overview	<p>PDPA establishes a data protection law that comprises various rules governing the collection, use, disclosure and care of personal data. It recognises both the rights of individuals to protect their personal data, including rights of access and correction, and the needs of organisations to collect, use or disclose personal data for legitimate and reasonable purposes.</p> <p>For more information on Advisory guidelines for the Social Service Sector: https://www.pdpc.gov.sg/docs/default-source/public-consultation-4---education-healthcare-social-services-photography-submissions/advisory-guidelines-for-the-social-services-sector.pdf?sfvrsn=2</p>

Resource	Information
Singapore Human Resources Institute (SHRI) http://www.shri.org.sg/	<p>Established in 1965, SHRI is a not-for-profit professional HR body, representing a strong network of members comprising individuals and organisations. Committed to promulgating and maintaining high standards of professionalism in human resource management and development, SHRI drives the HR agenda.</p> <p>SHRI Academy - School of Human Capital Management. For various programmes available: http://www.shri.org.sg/latest-news/shri-academy-highlight/</p> <p>SHRI CORP – SHRI Corporate Learning and Consultancy Hub offers HR Consultancy Services, Public Learning Workshops and Customised Corporate Training to meet corporate and people development needs: http://www.shri.org.sg/latest-news/shri-corp/</p> <ul style="list-style-type: none"> • Public Learning Workshops: http://www.shri.org.sg/shri-corp/public-run-workshops/ • Customised corporate training: http://www.shri.org.sg/shri-corp/customized-corporate-training/ • HR Consultancy Services: http://www.shri.org.sg/shri-corp/hr-consultancy-services/

Acknowledgements

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Appendix

Appendix A: Core competencies for the social sector

Core competencies refer to demonstrable behaviours required of all staff within social sector organisations, regardless of their functional responsibilities. The competencies fall into 4 categories:



Social Sector Community and Networks

- Commit to social vision
- Build Collaborative Networks

{ Understand the sector and build network, collaborations to harness the potential of the social sector community



Client and Stakeholder Focus

- Deliver Sustainable and Innovative Solutions
- Engage Client and Stakeholders Effectively

{ Deliver client-centric, sustainable service provisions



Organisation and Teams

- Team Effectively
- Build Organisation Culture
- Plan and Implement
- Ensure Governance
- Partner with Volunteers

{ Work within teams and enable organisation to achieve strategic mission



Self-management

- Understand and Manage Self
- Uphold Ethics
- Pursue Active Learning

{ Manage and conduct self in accordance with social sector values and ethics

In each of the four categories, competencies are further categorised as follows:

Self-management

Understand and Manage Self	Uphold Ethics
Demonstrating awareness and control over one's actions and emotions	Acting consistently and conducting self appropriately in an ethical manner
Pursue Active Learning	
Managing personal professional learning and development	

Organisation and Teams

Plan and Implement	Ensure Governance	
Enabling organisation to operate in accordance with strategic plans	Ensuring organisational adherence to governance guidelines	
Team Effectively	Build Organisation Culture	Partner with Volunteers
Fostering team cohesion and effectiveness	Contributing to desired organisational culture	Management and engagement of volunteers

Client and Stakeholder Focus

Deliver Sustainable and Innovative Solutions	Engage Client and Stakeholders Effectively
Understanding client needs and developing long-term sustainable methods to solve their underlying needs	Understanding relationships of key collaborators and/ or clients within and outside of the organisation for effective client servicing

Social Sector Community and Networks

Commit to Social Vision	Build Collaborative Networks
Understanding the social sector landscape and enabling organisational contribution	Using networks to drive performance

For each competency, there are four levels of proficiency defined, with 'Foundational' being the least proficient and 'Expert' being the most proficient.

The proficiency level required by a staff in the social sector is typically determined by his or her job role.

Proficiency levels...	... typically apply to the following types of staff
Expert (most proficient)	<ul style="list-style-type: none">Senior management who direct organisation and sector-level strategies and policies
Advanced	<ul style="list-style-type: none">Experienced managers who develop strategies and plansCentre managers
Intermediate	<ul style="list-style-type: none">Experienced individual contributorsSupervisors, team leads
Foundational (least proficient)	<ul style="list-style-type: none">Entry-level staffNew joiners with limited experience in the social sector

The following tables detail the different proficiency levels of the core competencies identified.

Self-management

	Foundational	Intermediate
Understand and Manage Self	<ul style="list-style-type: none"> Understand self, personal values, beliefs and the way these impact their working relationship with others Understand own limits and when to seek help Demonstrate resilience when faced with challenges 	<ul style="list-style-type: none"> Be self-aware and develop a reflective practice Recognise and take note of problematic situations, followed by self-assessment Manage emotions and respond appropriately even in emotionally-charged situations
Uphold Ethics	<ul style="list-style-type: none"> Adhere to professional ethics Act consistently according to organisational values Firmly object to unethical or unreasonable behaviour 	<ul style="list-style-type: none"> Act in accordance and role model organisational values and professional ethics
Pursue Active Learning	<ul style="list-style-type: none"> Be responsible for personal professional learning and development Improve on previous performance by monitoring and consulting multiple sources for advice on personal progress 	<ul style="list-style-type: none"> Make specific suggestions to help others learn and grow professionally Proactively identify strengths and development needs at individual and team level

Organisation and Teams

	Foundational	Intermediate
Team Effectively	<ul style="list-style-type: none"> Take initiative to assist team in achieving team objectives Demonstrate effort in improving team morale by providing support in challenging situations Demonstrate sensitivity and professionalism in interpersonal communication 	<ul style="list-style-type: none"> Integrate coaching into everyday activity and provides appropriate feedback and support to team members to enable them to perform more effectively Facilitate information exchange amongst team members to support organisation and team priorities Distribute workload effectively

Advanced	Expert
<ul style="list-style-type: none"> Has a good understanding of personal strengths, weaknesses, opportunities and limits. Reflective and gains insights from mistakes Control emotional involvement and response in highly volatile and challenging situations and retain objectivity Demonstrate behaviour in accordance with organisational values and set a positive example for team Take responsibility and act in accordance with professional ethics and organisation values, even when in challenging situations Encourage team behaviours that demonstrate professional ethics and organisation values Contribute to life-long learning and development of self and team members 	<ul style="list-style-type: none"> Pursue deeper understanding of self through reflection and perspective-taking Model, influence and inspire others towards renewal of self and others Anticipates situations or problems Inspire others to act in accordance with organisational values and professional ethics Gather moral courage and act on values to challenge networks/ system even when it is hard to do so Develop new insights and perspective to deepen one's personal conviction and professional development Put in place means and avenues for individuals and teams to pursue active learning within the organisation

Advanced	Expert
<ul style="list-style-type: none"> Motivate team performance to achieve organisation's goals Create conditions to enable team to perform at its best, and take action to improve team effectiveness Address performance issues that hinder team achievements 	<ul style="list-style-type: none"> Establish clear directions for teams aligned to the organisation's objectives Create systems and conditions to motivate and enable teams within the organisation to perform at its best Evaluate team performance and take action to improve team morale, effectiveness and productivity

	Foundational	Intermediate
Build Organisation Culture	<ul style="list-style-type: none"> • Perform responsibilities with a work ethic that demonstrates understanding of organisation's values • Demonstrate initiative and contribute to the creation of new ideas and improvement initiatives 	<ul style="list-style-type: none"> • Demonstrate the characteristics of a role model that reflects the organisation's vision, mission and values • Encourage team members to perform in accordance with the organisation's vision, mission and values • Promote and facilitate sharing of ideas and innovative initiatives within the team • Facilitate team communication and a positive team culture
Plan and Implement	<ul style="list-style-type: none"> • Recognise the role that one plays in achieving organisation mission and vision • Execute tasks in accordance with team's implementation plan • Escalate issues and risks, and propose possible mitigations • Prioritise resources to achieve implementation objectives • Identify areas for improvement and new ideas, and surface to team or team lead 	<ul style="list-style-type: none"> • Implement plans in accordance with organisation's strategic direction • Recognise and plan resource requirements for implementation • Monitor delivery outcomes, identify gaps and resolve performance issues that may occur
Ensure Governance	<ul style="list-style-type: none"> • Recognise the importance of governance procedures • Adhere to governance requirements in performing duties 	<ul style="list-style-type: none"> • Communicate to team members the importance of governance procedures • Monitor that team adheres to governance requirements

Advanced	Expert
<ul style="list-style-type: none"> Manage change and motivate teams to develop with organisational changes Champion and drive innovation and creativity within teams, and facilitate implementation of innovative ideas Employ tools and methods to encourage knowledge management and information-sharing within team 	<ul style="list-style-type: none"> Communicate and inspire excitement in the organisation's mission, vision and values Develop framework to align behaviours to desired culture through a common set of performance goals Build a learning and innovative culture within the organisation through establishment of enabling mechanisms and platforms
<ul style="list-style-type: none"> Translate organisation's strategic plans into implementation plans for team Plan resources requirement (e.g. manpower, finances) in accordance with the strategic needs of team operations Set and communicate team and individual performance measures required to execute implementation plans Manage risks involved in implementing team plan Evaluate performance of team against organisation's key performance measures Implement plans to improve team performance 	<ul style="list-style-type: none"> Chart the organisation's strategic direction, short term and long term plans to achieve the mission and vision Seek buy-in and alignment from stakeholders and staff on the strategic direction and plans Plan resource requirements (e.g. manpower, finances, infrastructure) required to implement organisation plans Evaluate organisation strategy to determine corrective actions Manage risks involved in implementing organisation's strategy Update the organisation's strategy and plans based on evolving sector landscape and client needs
<ul style="list-style-type: none"> Understand governance requirements in relation to team operation Implement necessary processes to ensure that team delivers operations in alignment to governance requirements Monitor and identify governance lapses and take corrective action 	<ul style="list-style-type: none"> Manage organisation's adoption of Code of Governance Ensure accountability through appropriate internal processes and systems Evaluate organisation's governance practices and implement strategies to close gaps

	Foundational	Intermediate
Partner with Volunteers	<ul style="list-style-type: none"> • Recognise the value which volunteers bring to the organisation • Demonstrate sensitivity and professionalism in interactions with volunteers 	<ul style="list-style-type: none"> • Identify opportunities for volunteer partnership within service delivery and operations • Provide guidance to volunteers on performing their volunteer duties • Motivate and provide encouragement to volunteers to facilitate a positive volunteering experience

Client and Stakeholder Focus

	Foundational	Intermediate
Deliver Sustainable and Innovative Solutions	<ul style="list-style-type: none"> • Assess the needs of clients and stakeholders through consultation with multiple sources of information and resources • Analyse information collected and recommend suitable solutions • Identify areas of improvement or new ways of doing things and recommend to supervisors for consideration • Guide stakeholders and clients to develop sustainable capabilities through the use of available tools, information and services 	<ul style="list-style-type: none"> • Leverage resources to review, innovate and sustainable solutions for internal and external clients • Promote best practice standards in the delivery of programmes/ services • Identify and assess service gaps and develop solutions • Advocate for required resources to close service gaps • Influence change at the centre/ organisation level to enhance service delivery

Advanced	Expert
<ul style="list-style-type: none"> • Leverage on volunteer partnership to optimise team/ centre resources and enhance service delivery • Identify and implement adjustments in team roles to tap on volunteers • Facilitate the implementation of support systems for volunteers to rely on • Engage the volunteers to gain feedback • Evaluate the success of the volunteer partnership and implement plans for improvement 	<ul style="list-style-type: none"> • Develop and communicate a clear organisation objective and strategy for volunteer partnership • Seek the buy-in of stakeholders and teams on the value of volunteer partnership • Define a clear plan for volunteer involvement and desired outcomes • Evaluate performance of volunteer programme to identify areas of improvement

Advanced	Expert
<ul style="list-style-type: none"> • Monitor team performance against clear standards, and take actions to address performance problems • Innovate services and programmes and re-align organisation's resources to cater to changing service needs • Evaluate existing service offerings to ensure that it is in line with clients and stakeholders' evolving needs • Analyse service challenges to ascertain service delivery gaps and take corrective action 	<ul style="list-style-type: none"> • Develop and innovate organisation enablers and sector-wide initiatives to better meet client and stakeholder needs • Create new practices to meet evolving needs of client, taking into account the changing landscape and emerging trends • Forge partnerships to improve service performance • Maintain contact across organisation, client and stakeholder groups, and follow up with service quality assurance checks • Develop service frameworks to evaluate service quality and implement plans for improvement

	Foundational	Intermediate
Engage Client and Stakeholders Effectively	<ul style="list-style-type: none"> Respect client and stakeholders' sentiments in interactions Possess cultural understanding and social sensitivity Take personal responsibility in helping clients and stakeholders to address their needs Manage client data in accordance with professional and legal confidentiality requirements 	<ul style="list-style-type: none"> Recognise underlying issues and context of client and stakeholders beyond those expressed Establish and maintain effective relationships with clients and gain their trust and respect Show sensitivity and take action beyond normal expectations to improve the situation of client and stakeholders by addressing underlying needs Demonstrate empathy for clients' concerns with respect to the scoping of team responsibilities Ensure that team manages client data in accordance with professional and legal confidentiality requirements

Social Sector Community and Networks

	Foundational	Intermediate
Commit to Social Vision	<ul style="list-style-type: none"> Recognise the role one plays in contributing to the social sector landscape and outcomes Demonstrate awareness of the social service sector landscape – key objectives of the sector, organisations and clients in the sector Tap upon available resources available to achieve social service outcomes 	<ul style="list-style-type: none"> Communicates organisation's contribution to the social sector landscape to team members to enhance their understanding of how they contribute to the sector Leverage on resources available to achieve social service outcomes
Build Collaborative Networks	<ul style="list-style-type: none"> Have knowledge of the key players in the social service sector and their respective roles Build and sustain collaborative working relationship with key social service partners Cooperate with key social service partners to deliver social service outcomes 	<ul style="list-style-type: none"> Establish network of key partners to build resource pool Tap on network to garner resources to deliver social service outcomes

Advanced	Expert
<ul style="list-style-type: none"> • Develop deep understanding of client and stakeholder needs • Address underlying stakeholder and client needs through identifying service gaps and developing solutions • Engage regularly with client and stakeholder groups to assess effectiveness of existing services • Implement systems and processes to ensure proper management of client data by team 	<ul style="list-style-type: none"> • Introduce innovative client engagement initiatives to improve client relationships • Anticipate emerging social issues and trends that have impact on client and stakeholder groups • Attain understanding of evolving needs of social service clients and stakeholders to refine directives for organisation • Put in place organisation systems and processes to ensure proper management of stakeholder and client data across the organisation

Advanced	Expert
<ul style="list-style-type: none"> • Provide teams with a broad perspective of how the organisation contributes to the social service vision through the intra-sector exchange or sharing opportunities • Identifies innovative ways in which the organisation can contribute to social service outcomes <ul style="list-style-type: none"> • Establish network with key influencers to enhance resource pool of expertise • Leverage on resources/support from key influencers and partners to deliver and enhance social service outcomes • Assess performance of partnerships to identify areas of improvement • Implement continual improvements to strengthen relationships with partners 	<ul style="list-style-type: none"> • Articulate a framework for social justice and long term framework for the social sector • Drive sectoral initiatives, which may be new and untested, to improve social service outcomes • Inspire confidence, enthusiasm and commitment to the social service sector and vision <ul style="list-style-type: none"> • Establish close ties with key sector influencers and thought leaders to build resource pool for the sector • Work with key sector influencers and thought leaders to drive change and enhance the delivery of social service outcomes

Appendix B: Competency-based HR approach adoption needs assessment form

When adopting a competency-based HR approach, you should assess which areas can best help you in the development of your organisation's capability. Use the adoption needs assessment form below to determine the appropriate adoption areas for your organisation.

Competency-based HR approach adoption needs assessment					
Area	Question	Current state	Adopt?*	Importance	Next steps
Role Profiling	Does your organisation have job descriptions that clearly articulate job competencies, responsibilities, tasks and activities expected for each of its job roles?	Yes/ No	Yes/ No	<i>Indicate the areas you want to prioritise in implementation.</i>	Develop clearly defined job descriptions with this handbook. (Refer to page 11)
Recruitment and Selection	Are your hiring managers clear of the criteria for assessing and selecting suitable hires?	Yes/ No	Yes/ No	<i>Indicate the areas you want to prioritise in implementation.</i>	Develop recruitment process with this handbook. (Refer to page 16)
Performance Management	Is there a clear set of competencies and work expectations defined for your employees?	Yes/ No	Yes/ No	<i>Indicate the areas you want to prioritise in implementation.</i>	Develop performance management process with this handbook. (Refer to page 53)
Learning and Development	Are your employees equipped with the right competencies, skills and knowledge to be effective in their jobs?	Yes/ No	Yes/ No	<i>Indicate the areas you want to prioritise in implementation.</i>	Develop learning and development process with this handbook. (Refer to page 65)

*Even if you already have a competency-based approach in your organisation, you may still consider benchmarking your current system to what is outlined in the handbook.

Appendix C: Competency-based HR approach adoption project plan

Competency-based HR approach adoption project plan				
Activity	Champion	Start date	End date	Remarks
1. Set up an adoption project team				
Define the roles and responsibilities of the adoption project team				
Identify members of the adoption project team				
2. Develop a business case for adopting the competency-based HR approach				
Identify business imperative for adoption				
Define the scope of the adoption (Refer to Appendix B, page 98)				
Identify the desired outcomes and associated indicators to measure and monitor benefit of adoption (Refer to page 82)				
3. Develop a project plan for the adoption				
Identify project team members and champions				
Plan and schedule key project activities				
4. Engage the stakeholders				
Develop communication materials				
Communicate to project team members their involvement, roles and responsibilities in the project				
Communicate to the stakeholders the business case and what the adoption means for them (Refer to page 81)				
5. Develop role profiles (Refer to page 11)				
Map existing roles to role profile template				
Develop any new role profiles				
Validate the role profiles				
Effect the role profiles				

Competency-based HR approach adoption project plan

Activity	Champion	Start date	End date	Remarks
6. Develop interview assessment forms (Refer to page 20)				
Identify competency-based interview assessment criteria				
Validate competency-based interview assessment criteria				
Develop interview assessment forms				
Effect interview assessment forms				
7. Develop competency assessment forms (Refer to page 58)				
Identify competency-based performance review criteria				
Validate competency-based performance review criteria				
Develop competency-based performance assessment forms				
Conduct competency-based performance assessment with employees				
8. Develop training development plans for employees (Refer to page 68)				
Perform learning needs analysis with employees				
Develop individual development plans				
Develop team total training plan				
Plan and schedule training courses				
Roll out training courses				
9. Measure and monitor benefits (Refer to page 82)				
Conduct post implementation review				
Measure indicators and monitor benefits identified				
Communicate benefits of adoption to stakeholders				

Appendix D: Sample table of indicators to measure the benefits of the competency-based HR approach adoption

Benefits	Indicator	Formula	
Higher employee retention	Reduction in employee attrition	$\frac{\text{No. of employees who left the organisation}}{\text{No. of employees}} \times 100\%$	
	Increase in average employee tenure	$\frac{\text{Sum of employee tenure}}{\text{No. of employees}} \times 100\%$	
More engaged workforce	Reduction in employee absenteeism	$\frac{\text{No. of lost days}}{\text{No. of working days}} \times 100\%$	
	Increase in employee satisfaction	$\frac{\text{No. of employees who rated "Satisfied" in Satisfaction Survey}}{\text{No. of employees surveyed}} \times 100\%$	
Improved effectiveness of training investment	Increase in the take up of planned training places	$\frac{\text{No. of planned training places utilised}}{\text{No. of training places planned}} \times 100\%$	
	Improvement in training effectiveness	$\frac{\text{No. of planned development objectives accomplished}}{\text{No. of development objectives listed by employees}} \times 100\%$	
Improved recruitment and selection of hires	Reduction in new hire attrition	$\frac{\text{No. of new hires who left the organisation}}{\text{No. of new hires}} \times 100\%$	
	Improvement in new hire selection	$\frac{\text{No. of new hires at satisfactory level within 6 months}}{\text{No. of new hires}} \times 100\%$	
Larger pool of skilled and competent workforce	Increase in employee effectiveness	$\frac{\text{No. of employees received satisfactory rating for their competency assessment}}{\text{No. of employees assessed}} \times 100\%$	
	Improvement in employee performance	$\frac{\text{No. of employees who achieved their key performance indicators (KPIs)}}{\text{No. of employees assessed}} \times 100\%$	



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