



COMPETENCY GUIDE

FOR CHRP AND CIRC



Ordre des conseillers
en ressources
humaines agréés



THREE KEY COMPONENTS THAT WORK TOGETHER SYNERGISTICALLY :

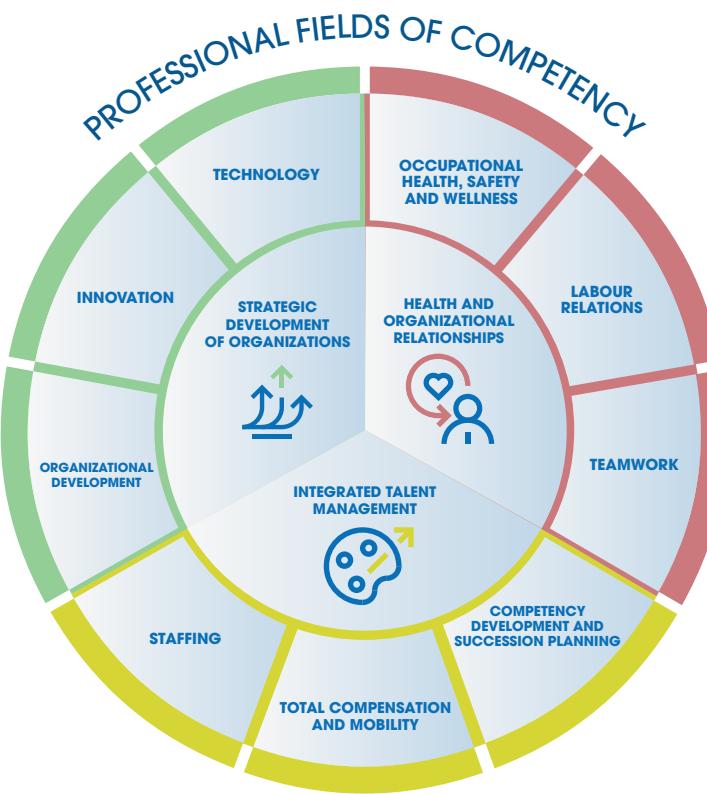


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COMPETENCY GUIDE

FOR CHRP AND CIRC

Co-created with current and potential users of the Guide, it provides a definition of the HR/IR profession that is both grounded in reality and open to the future.

The objective of the Guide is to redefine the HR/IR profession today and in the future through competencies, in the context of organizational transformation.

The *Guide* is divided into three major sections, which work in synergy:

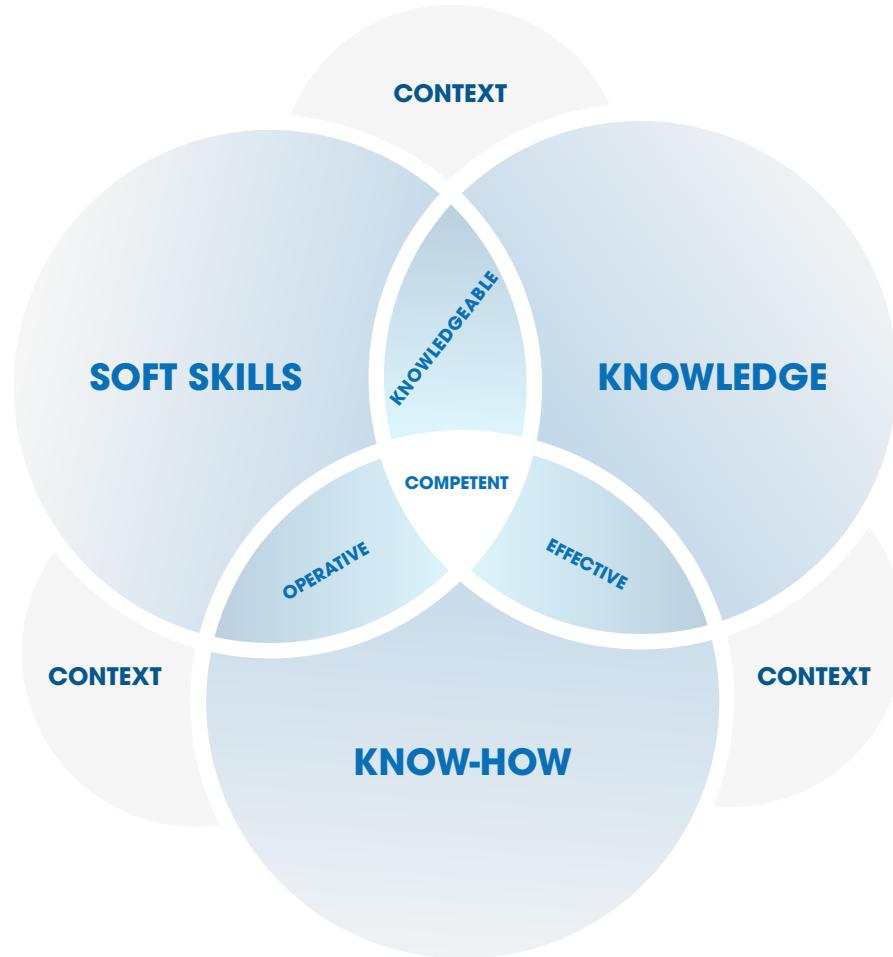
- General competencies
- Professional fields of competency (grouped in families)
- Context of practice

In order to reflect ongoing professional development, a situation-specific scale with five levels of proficiency has been prepared for each of the general competencies and each of the professional fields of competency.

DEFINITION OF “COMPETENCY”

The Competency Guide is based on a clear definition of the concept of competency, drawn from Boudreault (2002), who describes it as “knowing how to act,” which is at the interface of knowledge, know-how, and soft skills, and is embodied in a given context that may vary.

There are also the assumptions that a competency must be observable, is complex, and that individuals can develop it throughout life, to the point of excelling in it. The illustration on the following page presents the definition that has become the theoretical framework on which the revised *Guide* is based.



MULTI-LEVEL STRUCTURE

In order to reflect ongoing professional development, a situation-specific scale with five levels of proficiency has been prepared for each of the general competencies and each of the professional fields of competency.

It is essential to understand that professionals with a higher level for a competency are not necessarily more competent than other professionals at a lower level. Professionals are considered to be competent regardless of level (1 to 5).

Professionals have the option to progress to a higher level if they are able to act independently in increasingly complex situations. The levels are defined as follows :

LEVEL 1: Assess your environment in order to act independently in simple situations and identify a competent resource to act in complex situations.

LEVEL 2: Act independently in simple situations and with assistance in more complex situations.

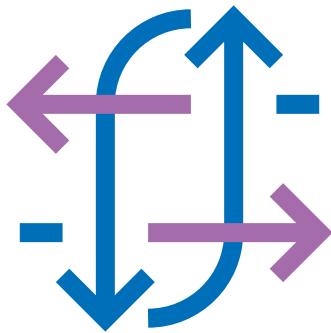
LEVEL 3: Act independently or in collaborative mode in complex situations.

LEVEL 4: Act as a resource and take part in the development of other professionals.

LEVEL 5: Improve the field.



FOR THE SAKE OF CLARITY AND TO AVOID REDUNDANCY, LEVELS 1, 3, AND 5 HAVE BEEN EXPLAINED IN THE GUIDE IN THE SECTION THAT ADDRESSES "KNOWING HOW TO ACT."



GENERAL COMPETENCIES

There are 12 general competencies, which complement one another and are considered essential for adapting to a series of complex situations like those encountered in professional practice. These competencies help define what is expected of a certified professional. When they are deployed in combination with any of the professional fields of competency, it is possible to assess the competence of a certified human resources professional or certified industrial relations counsellor.



ETHICS

Display exemplary behaviour in accordance with laws, formal and informal standards, and social codes.

Help to develop, support, and change behaviours, policies, and rules in line with work ethics.

LEVEL 1

- **Comply** with formal and informal laws and standards as well as social codes that apply to the workplace.
- **Distinguish** between ethical and unethical behaviours.
- **Identify situations** that call for action.
- **Comply** with all ethical obligations, such as professional secrecy and the confidentiality and integrity of information.
- **Have the courage to act and report** any identified situations or behaviours deemed unethical.
- **Take** full responsibility for your decisions.
- **Recognize** when a situation requires the support of professionals with a higher level of competency and seek their assistance.

LEVEL 3

- **Apply** labour laws, collective agreements, case law, and corporate policy by identifying situations that may present an ethical issue.
- **Identify risks** of harm, including conflicts of interest, to the individuals involved.
- **Establish** and maintain the decision-making framework, while safeguarding the relationship of trust with stakeholders at all times.
- **Implement** an approach or system to manage situations that may be ethically challenging.
- **Exercise proper judgment** during ethically complex or ambiguous situations.
- **Handle and ensure** all personnel handles personal, professional, and corporate data in an appropriate and compliant manner.

LEVEL 5

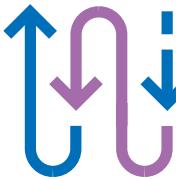
- **Develop** new models or conceptual frameworks for work ethics.
- **Design** new professional ethics compliance tools.
- **Demonstrate** innovation in competency development and knowledge transfer methods.
- **Take action** to help the labour market and society as a whole progress in terms of ethics.
- **Communicate developments** in ethics (outside of the organization).

AGILITY



LEVEL 1

- Show **open-mindedness** with regard to proposed or implemented changes.
- **Understand** your environment as an evolving system.
- **Demonstrate** flexibility when faced with uncertainty or ambiguity.
- **Consider** unexpected events and problems as opportunities for value creation.
- **Recognize** changes in the environment requiring actions that exceed your capabilities and seek help.
- **Complete** your work even in ambiguous situations.



AGILITY

Capability to progress in an ambiguous, complex, and constantly changing environment.
Foster adaptation and value creation through improvement loops by adjusting to context, people, and developments.

LEVEL 3

- **Ask** relevant and constructive questions in order to better grasp the elements of a complex situation.
- **Collaborate** with others with an eye on objectives.
- **Propose** flexible and scalable solutions considering stakeholders as well as the current context and how it is likely to change.
- **Implement** concrete actions to handle complex situations and adjust based on results.
- **Guide** peers through complex situations to help them to improve their own agility.

LEVEL 5

- **Develop** new models or conceptual frameworks related to agility in an organizational context.
- **Design** new tools to increase agility in complex situations.
- **Demonstrate** innovation in competency development and knowledge transfer methods.
- **Communicate developments** in agility (outside of the organization).

GUIDANCE



GUIDANCE

Help individuals, teams, or organizations find and implement concrete solutions that suit the context.

Help solve problems or meet objectives.

LEVEL 1

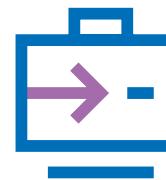
- When a problem arises, **analyze** the needs and context of the individuals involved for better understanding.
- **Establish** relationships based on trust and collaboration with internal and external clients.
- **Ask questions** to help internal and external clients come up with solutions on their own.
- **Identify** the best approach(es) to meet internal and external client needs.
- **Propose** ideas and examples based on your level of expertise and knowledge.
- **Recognize** when a situation requires the support of professionals with a higher level of competency and seek their assistance.

LEVEL 3

- **Obtain** all the information needed for in-depth understanding of a situation before intervening.
- **Help** internal and external clients establish objectives, identify and assess potential solutions, implement action plans, and evaluate results in terms of objectives.
- **Use your expertise** to help internal and external clients by proposing solutions and formulating recommendations.
- **Adopt** an approach that favours the accountability and independence of internal and external clients.

LEVEL 5

- **Develop** new models or conceptual frameworks for advice and guidance in the work context.
- **Design** new tools to better guide individuals, teams, and organizations.
- **Demonstrate** innovation in competency development and knowledge transfer methods.
- **Communicate developments** in guidance (outside of the organization).



BUSINESS ACUMEN

Ability to identify opportunities and strategies that create value and to implement them in order to benefit the organization, workers, and society.

LEVEL 1

- **Understand** the economic, financial, marketing, human, and organizational challenges of an action or a project.
 - **Master** the general economic, financial, and marketing terms and concepts of an organization.
 - **Detect** value-generating business opportunities when they arise, to drive corporate success.
 - **Communicate** opportunities to the designated authorities within the organization.
 - **Maintain** existing business relationships and partnerships.
 - **Consult** an internal or external resource to seek help in uncertain situations that exceed your capabilities.

LEVEL 3

- **Analyze** the organization's financial statements to draw conclusions and align strategies accordingly.
 - **Develop** performance indicators and metrics.
 - **Analyze** performance indicators and metrics to draw conclusions.
 - **Pinpoint** opportunities that may have a positive economic impact for the organization and take steps to seize them.
 - **Present** a project on the basis of a business case and using economic, financial, marketing, and human resources data.
 - **Create** new business relationships and partnerships that may have a positive impact on the organization.

LEVEL 5

- **Develop** new models or conceptual frameworks related to business acumen.
 - **Design** new tools to develop business acumen.
 - **Demonstrate** innovation in competency development and knowledge transfer methods.
 - **Communicate developments** in business acumen (outside of the organization).

COMPREHENSIVE VISION



COMPREHENSIVE VISION

Ability to have an overview of the organizational context, both internal and external, at the local, regional, and international levels.
Identify issues and opportunities in order to be proactive.

LEVEL 1

- **Decipher** the organization's challenges and positioning in its environment, consulting internal and external resources when necessary.
- **Be aware** of changes and developments that can affect the organization.
- **Review** the organization's external and internal environment continuously to identify potential risks, opportunities, and threats.
- **Consult** an internal or external resource in uncertain situations that exceed your capabilities.

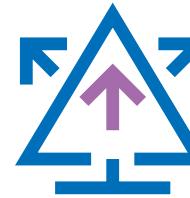
LEVEL 3

- **Implement** the appropriate means to gain greater understanding of internal and external factors that influence the organization.
- **Anticipate** changes and developments that might have an impact on the organization.
- **Take action** on internal and external challenges and opportunities in line with the organization's strategies, vision, and business objectives.

LEVEL 5

- **Develop** new models or conceptual frameworks related to comprehensive vision.
- **Design** new tools to develop a comprehensive vision.
- **Demonstrate** innovation in competency development and knowledge transfer methods.
- **Communicate developments** in comprehensive vision (outside of the organization).

INFLUENCE



INFLUENCE

Ability to pinpoint resources that can be used to effectively increase power to act.
Aptitude for inspiring confidence and directing people toward a shared goal.

LEVEL 1

- **Act** as an example for others in order to establish credibility.
- **Identify** key players in the environment and create alliances to increase influence.
- **Develop** relationships with strategic allies.
- **Recognize** when the limit of your capacity to act has been reached and consult internal or external support resources.

LEVEL 3

- **Listen** to others and **understand** and adapt to their perceptions and motivations.
- **Develop** a well-grounded case outlining all the possible consequences of planned or implemented actions.
- **Anticipate** obstacles by interpreting power dynamics.
- **Get** key players on board to boost persuasion power and meet objectives.
- **Act** as a model and inspire others to follow your example.

LEVEL 5

- **Develop** new models or conceptual frameworks related to the ability to influence.
- **Design** new tools to develop influencing skills.
- **Demonstrate** innovation in competency development and knowledge transfer methods.
- **Communicate developments** related to the ability to influence (outside of the organization).



PROJECT MANAGEMENT

Ability to organize work, manage your own and others' time, and establish priorities.

Ability to structure tasks so as to be as efficient as possible and meet deadlines.

LEVEL 1

- **Identify objectives** and expected outcomes before starting a project and speak to the right people to determine these expected outcomes.
- **Work** in a structured and methodical way by drawing up an individual work plan.
- **Organize** workflow using time management tools (e.g., priority grids, lists) with a view to respecting timelines and objectives.
- **Consider** the length, urgency, importance, and complexity of tasks, and establish an order of priority.
- **Make** every effort, from beginning to end, and persevere despite the obstacles in order to complete important projects.

LEVEL 3

- **Develop** a collective work plan with all the steps to be taken.
- **Plan** the necessary resources to carry out the project.
- **Communicate** expected outcomes to coworkers to help them meet the objectives of a group project.
- **Follow up** regularly to ensure the smooth operation of the group project.
- **Anticipate** potential obstacles to various tasks and allocate more time, taking into account unforeseen circumstances.
- **Make sure** all project stakeholders are collaborating in the best possible way.

LEVEL 5

- **Develop** new models or conceptual frameworks for project management.
- **Design** new tools for more effective project management.
- **Demonstrate** innovation in competency development and knowledge transfer methods.
- **Communicate developments** in project management (outside of the organization).

ANALYSIS AND SYNTHESIS



ANALYSIS AND SYNTHESIS

Ability to use all available information to understand a situation from all angles.
Ability to identify all aspects of a problem and combine them into a cohesive whole.

LEVEL 1

- Collect information from various sources in different ways.
- Make connections between the data obtained to form an overall view of a situation.
- Become acquainted with the information available, organize it, and reformulate it in a concise manner without altering it.
- Distinguish between important information and secondary information.
- Consult an internal or external resource to seek help in situations that exceed your capabilities.

LEVEL 3

- Assess facts and data to identify trends and make recommendations or decisions.
- Consider all aspects of a situation and anticipate the impacts in the medium and long term.
- Map the information collected to facilitate understanding.
- Devise strategies from the data obtained.
- Consider new information to be considered in the analysis of the situation.
- Deepen coworkers' reflection by pointing out issues they had not considered.
- Propose indicators that could improve situation analysis.

LEVEL 5

- Develop new models or conceptual frameworks for information analysis and synthesis.
- Design new tools for information analysis and synthesis.
- Demonstrate innovation in competency development and knowledge transfer methods.
- Communicate developments in information analysis and synthesis (outside of the organization).

COMMUNICATION



COMMUNICATION

Capacity to convey information and adapt wording based on context and audience, while arousing interest and enthusiasm.
Capacity to write so as to be understood.

LEVEL 1

- **Speak** in a clear, consistent, concise, and factual manner.
- **Write** following grammatical rules.
- **Use** communication strategies adapted to the audience.
- **Draft** communications succinctly and clearly to highlight important information.
- **Recognize** when a situation requires the support of professionals with a higher level of competency and seek their assistance.

LEVEL 3

- **Spur** interest by choosing varied and adapted words.
- **Speak** with enthusiasm to capture the audience's attention.
- **Show** ease and confidence when making presentations.
- **Confirm** audience understanding where context allows.

LEVEL 5

- **Develop** new models or conceptual frameworks related to communication.
- **Design** new tools for more effective communication of relevant information.
- **Demonstrate** innovation in competency development and knowledge transfer methods.
- **Communicate developments** in communication (outside of the organization).



RELATIONAL INTELLIGENCE

Aptitude for forging relationships and establishing meaningful connections with people.
Ability to recognize, understand, and control your own emotions and to deal with those of others.

LEVEL 1

- **Listen to people**, take the time to **understand** what they are saying, and try to determine the emotions they are feeling.
- **Demonstrate** open-mindedness and respect when interacting with others.
- **Understand** your own strengths and limits.
- **Be able** to identify your emotions and what causes them.
- **Control** reactions to avoid negative impacts on others.
- **Distinguish** between acceptable and unacceptable behaviour. Express emotions and adapt behaviour to each situation.

LEVEL 3

- **Be** objective and put things into perspective to find solutions.
- **Collect** feedback and receive it with a positive and humble attitude.
- **Stay** effective and make sound decisions in stressful or emotion-ridden situations.
- **Show** courage and do not avoid difficult situations.
- **Recognize** mistakes and accept responsibility for your actions.
- **Ask questions** that will make others think and help them identify their emotions.
- **Behave** tactfully and **provide** feedback constructively by choosing the right time.

LEVEL 5

- **Develop** new models or conceptual frameworks for emotional intelligence.
- **Design** new tools that encourage the development of emotional intelligence.
- **Demonstrate** innovation in competency development and knowledge transfer methods.
- **Communicate developments** in emotional intelligence (outside of the organization).

DIGITAL LITERACY



DIGITAL LITERACY

Ability to understand and use computer and technological tools at work to support your practice and organizational processes.

LEVEL 1

- **Use** common workplace computer and digital tools.
- **Consult** external help when necessary to perform certain complex IT tasks.
- **Comply with** copyright and licensing restrictions.
- **Respect** IT security and ensure data integrity.

LEVEL 3

- **Stay on top of** new ideas and trends in technology to benefit your professional practice.
- **Propose** new tools to improve the effectiveness of your professional practice and organizational processes.
- **Be able to** determine when a technological tool, practice, or policy has become obsolete.
- **Help** change technology policy within the organization.

LEVEL 5

- **Develop** new models or conceptual frameworks for workplace technology.
- **Take part** in designing new IT tools to facilitate the organization's work.
- **Contribute** to changing workplace technology policy.
- **Demonstrate** innovation in competency development and knowledge transfer methods.
- **Communicate developments** in workplace technology (outside of the organization).

CONTINUOUS LEARNING



CONTINUOUS LEARNING

Evaluate your professional practice so as to continuously develop, both professionally and personally.

Demonstrate your willingness to learn new things with interest and motivation.

LEVEL 1

- **Stay informed** on current practices and new developments in the profession.
- **Apply** lessons learned.
- **Take part** in projects to further your professional development.
- **Identify** opportunities to develop skills and knowledge.
- **Improve** your practice and knowledge by adopting training objectives.
- **Actively solicit** feedback from coworkers to identify avenues for development.

LEVEL 3

- **Analyze** challenges and difficulties to find opportunities for learning and improvement.
- **Identify** the causes of mistakes to not repeat them.
- **Identify** what leads to success so as to repeat the same behaviour.
- **Develop** and test new practices regardless of the risk of errors.

LEVEL 5

- **Develop** new models or conceptual frameworks related to continuous learning.
- **Design** new tools for continuous development and learning.
- **Demonstrate** innovation in competency development and knowledge transfer methods.
- **Communicate developments** in continuous learning (outside of the organization).

PROFESSIONAL FIELDS OF COMPETENCY

The increasing flux and complexity of today's working world is driving the practice toward ever-greater decompartmentalization across the fields of competency that define the profession. Accordingly, the Guide proposes a systemic and inclusive vision now organized by professional fields of competency. Restating the profession's "traditional" fields of expertise, they are grouped into three main families for a simple, complete, and evocative definition of the HR/IR practice.

HEALTH AND ORGANIZATIONAL RELATIONSHIPS

- Occupational health, safety and wellness
- Labour relations
- Teamwork

INTEGRATED TALENT MANAGEMENT

- Staffing
- Total compensation and mobility
- Competency development and succession planning

STRATEGIC DEVELOPMENT OF ORGANIZATIONS

- Organizational development
- Innovation
- Technology



HEALTH AND ORGANIZATIONAL RELATIONSHIPS

OCCUPATIONAL HEALTH, SAFETY AND WELLNESS



OCCUPATIONAL HEALTH, SAFETY AND WELLNESS

Provide a safe work environment, both physically and mentally.

Aim for a balance between organizational productivity and the well-being (individual and collective) of workers.

LEVEL 1

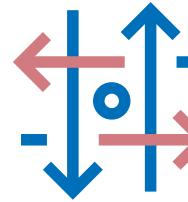
- **Uphold and promote** laws, public policies, and best practices in health, safety, and wellness.
- **Stay current** on new developments in health, safety, and wellness.
- **Introduce** recognized approaches to health, safety, and wellness.
- **Communicate** laws and best practices in health, safety, and wellness and make all employees aware of the importance of complying with them.
- **Help** improve your organization's health, safety, and wellness processes, practices, and policies.
- **Take part** in finding and selecting partners for the development of competencies, certification, or management of health, safety, and wellness matters (e.g., prevention mutual group, health expert, etc.).
- **Consult** the right resource for situations that call for a higher level of competency and expertise.

LEVEL 3

- **Implement policies** to rally employees and encourage compliance with occupational health, safety, and wellness standards.
- **Analyze** the current situation, **identify** risks, and **propose** corrective measures to **implement** health, safety, and wellness best practices in your organization.
- **Regularly update** programs, policies, practices, training, tools, and action plans for:
 - Prevention of accidents and occupational diseases
 - Disability and claims management
 - Crisis management and implementation of emergency measures
 - Mitigation of mental health risks
 - Promotion of social responsibility
 - Balance between work life and personal life
 - Protection of the environment
- **Evaluate compensation and financing plans** to ensure sound governance.
- **Oversee** finding and selecting **partners** for the development of competencies, certification, or the management of health, safety, and wellness matters (e.g., prevention mutual group, health expert, trainer).
- **Share best practices and developments** in health, safety, and well-being within the organization.

LEVEL 5

- **Design** innovative tools for health, safety, and well-being.
- **Develop** new models and conceptual frameworks related to workplace health, safety, and well-being.
- **Spearhead innovation** in competency development and ensure health, safety, and well-being knowledge is transferred.
- **Take action** to help the labour market and society as a whole progress in terms of the health, safety, and well-being of individuals in the workplace.
- **Communicate developments** in health, safety, and well-being (outside of the organization).



LABOUR RELATIONS

Establish, negotiate, and manage individual and collective employment contracts and agreements, ensuring compliance with applicable legislation.
Represent parties before the relevant administrative bodies.

LEVEL 1

- **Uphold and promote** laws, public policies, and best practices in labour relations.
- **Stay current** on new developments in labour relations.
- **Collect** information on similar organizational settings in order to make comparisons and draw conclusions.
- **Introduce** recognized approaches to labour relations.
- **Promote** laws and best practices applicable to the organization.
- **Communicate** labour relations laws and best practices.
- **Help** improve your organization's labour relations processes, practices, and policies.
- **Consult** the right resource for situations that call for a higher level of competency and expertise.

LEVEL 3

- **Analyze and understand the legal context**, including laws, regulations, case law, and public policy, in terms of labour relations.
- **Analyze and understand the organizational context**, such as contracts and agreements (collective agreements, individual contracts, etc.), work environment (e.g., state of labour-management relations), and organizational practices (e.g., grievances).
- **Develop strategies and cases** to meet the objectives of the represented party.
- **Negotiate and make changes** to individual or collective **employment contracts** in close collaboration with stakeholders.
- **Determine applicability** of elements based on context (evidence, facts, witnesses, jurisprudence, experts) and **represent** parties before the relevant administrative bodies.
- **Share best practices and developments** in labour relations within the organization.

LEVEL 5

- **Design** innovative labour relations tools.
- **Develop** new models or conceptual frameworks related to labour relations.
- **Spearhead innovation** in competency development and ensure labour relations knowledge is transferred.
- **Take action** to help the labour market and society as a whole progress in terms of labour relations.
- **Communicate developments** in labour relations (outside of the organization).

TEAMWORK



TEAMWORK

Implement practices and processes that encourage collaboration and the establishment and maintenance of a healthy, inclusive, and diversified working environment. Provide support to individuals, teams, and organizations to identify and achieve shared objectives.

LEVEL 1

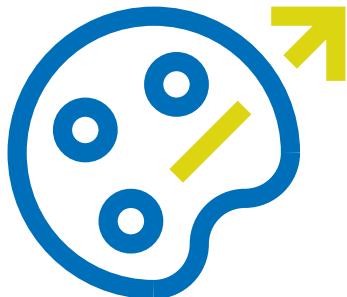
- **Identify** principles and tools for engagement, conflict resolution, and collaborative work.
- **Uphold and promote** laws, public policies, and processes to prevent workplace harassment.
- **Introduce** recognized approaches to collaboration, conflict resolution, and strengthening employee engagement.
- **Stay current** on new developments in collaborative processes, employee engagement, etc.
- **Promote** best practices in collaborative processes, employee engagement, conflict management, etc.
- **Help** improve processes, practices, and policies in support of a healthy working environment and collaboration between individuals and teams.
- **Consult** the right resource for situations that call for a higher level of competency and expertise.

LEVEL 3

- **Promote a healthy working environment** by **developing**, **implementing**, and **maintaining** practices and programs to:
 - **Clarify** the roles and responsibilities as well as the organization's expectations of each employee
 - **Encourage harmonious relationships** between individuals based on mutual respect and teamwork
 - **Manage tensions** as soon as they arise through dispute settlement processes and **stop** conflict situations from **escalating**
 - **Favour inclusion** in teams and organizations
 - **Promote civility** and **prevent** all kinds of **harassment**
 - **Implement** practices and policies that encourage **engagement** and **motivation**.
- **Intervene** in situations that undermine the working environment and **handle complaints** in a confidential manner, respecting individuals, laws, and organizational policies.
- **Provide ongoing support to managers** with regard to individual **performance management**. Ensure that managers **apply** individual performance assessment processes **equitably**.
- **Share best practices and developments** in collaboration, working environment, and employee engagement within the organization.

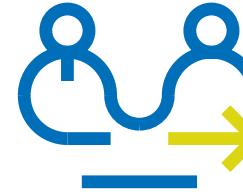
LEVEL 5

- **Develop** new models or conceptual frameworks related to workplace collaboration, practices to maintain a healthy working environment, and employee engagement.
- **Design** innovative tools that promote engagement, collaboration, and teamwork within the organization.
- **Spearhead innovation** in competency development and knowledge transfer methods.
- **Take action** to help the labour market and society as a whole progress in terms of collaboration, working environment, and engagement.
- **Communicate developments** in collaboration and employee engagement (outside of the organization).



INTEGRATED TALENT MANAGEMENT

STAFFING



STAFFING

Plan human resources needs for the short, medium, and long term, and implement strategies so the organization can hire the required qualified workforce at the right time. Design strategies to develop a strong employer brand.

LEVEL 1

- **Uphold and promote** laws, public policies, and best practices in staffing processes.
- **Stay current** on new developments in staffing.
- **Communicate** best staffing practices.
- **Introduce** recognized approaches to staffing.
- **Identify needs** (number of workers and competency profiles required) and workforce **availability** within the organization.
- **Help** improve staffing processes, practices, and policies.
- **Consult** the right resource for situations that call for a higher level of competency and expertise.

LEVEL 3

- **Perform** a diagnosis of the organization's workforce needs (number of workers) based on the business plan, organizational priorities, and the market.
- **Draw up** an **action plan** to fill current and potential workforce gaps.
- **Design** an attraction strategy to equip the organization with a pool of candidates in line with organizational priorities, business objectives, and short-, medium-, and long-term needs.
- **Develop** a strategy and tools to promote the organization among potential candidates and showcase its employer brand.
- **Design** processes and tools to ensure that the right choices are made and **select** candidates who best match organizational needs and values.
- **Devise** processes and tools to offer an experience to candidates and new employees that is representative of the organization's culture and values.
- **Develop** strategic partnerships for the recruitment of hard-to-find or international employees.
- **Share best practices and developments** in staffing within the organization.

LEVEL 5

- **Design** innovative staffing tools.
- **Develop** new models or conceptual frameworks related to staffing.
- **Spearhead innovation** in competency development and ensure staffing knowledge is transferred.
- **Take action** to help the labour market and society as a whole progress in terms of staffing.
- **Communicate developments** in staffing (outside of the organization).

TOTAL COMPENSATION AND MOBILITY



TOTAL COMPENSATION AND MOBILITY

Strategically manage total compensation and international mobility of workers to attract, retain, and motivate employees.
Ensure that compensation respects the principles of equity while aligning with the organization's context and financial capacity.

LEVEL 1

- **Uphold and promote** laws, public policies, and best practices in total compensation and mobility.
- **Stay current** on new developments in total compensation and mobility.
- **Communicate** laws and best practices in total compensation and mobility and inform stakeholders.
- **Introduce** recognized approaches to compensation and employee mobility.
- **Help** improve your organization's total compensation and mobility processes, practices, and policies.
- **Consult** the right resource for situations that call for a higher level of competency and expertise.

LEVEL 3

- **Develop** and **implement a total compensation** program considering current and emerging trends.
- **Bring pay equity into effect** in accordance with applicable legislation.
- **Ensure** sound management of the organization's **employee benefits**.
- **Develop** and **implement a mobility policy** that reflects current technological, social, business, and environmental realities.
- **Clearly communicate** appropriate information on total compensation and mobility to employees.
- **Share best practices and developments** in total compensation and mobility within the organization.

LEVEL 5

- **Develop** new models or conceptual frameworks related to total compensation and mobility.
- **Design** innovative tools for total compensation and mobility.
- **Spearhead innovation** in competency development and ensure total compensation and mobility knowledge is transferred.
- **Take action** to help the labour market and society as a whole progress in terms of total compensation and mobility.
- **Communicate developments** in total compensation and mobility (outside of the organization).



COMPETENCY DEVELOPMENT AND SUCCESSION PLANNING

Plan and promote the development of individual and organizational competencies and prepare succession to make sure the organization is able to meet its medium- and long-term objectives.

LEVEL 1

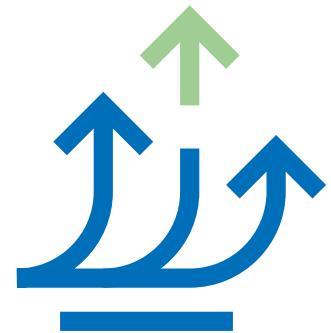
- **Uphold and promote** laws, public policies, and best practices in competency development and succession planning.
- **Identify principles and tools** for competency development and succession planning.
- **Stay current** on new developments in competency development and succession planning.
- **Promote** best practices for competency development and succession planning.
- **Introduce** recognized approaches to competency development and succession planning.
- **Help** improve competency development and succession planning processes, practices, and policies.
- **Help** develop competency development and succession planning programs, policies, practices, and tools.
- **Consult** the right resource for situations that call for a higher level of competency and expertise.

LEVEL 3

- **Perform a diagnosis** of the organization's competency development and succession planning needs based on the business plan, organizational priorities, and the market.
- **Assess competencies** within the organization and **identify gaps** between them as well as current and future organizational needs.
- **Draw up an action plan** to fill the gaps.
- **Develop and implement** succession and career advancement strategies so the organization can fill key vacancies in a timely manner.
- **Design and roll out** development programs, policies, practices, and tools that address social, technological, and environmental realities.
- **Test** emerging approaches to competency development.
- **Provide guidance** to individuals and organizations in order to **clarify their needs** for development in the short, medium, and long term.
- **Establish** a culture of knowledge sharing and daily competency development in the organization.
- **Establish** processes by which individuals can be responsible for their own development.
- **Establish** knowledge and competency transfer processes within the organization.
- **Plan** adequately for the transfer of knowledge between individuals identified as the next generation and those currently occupying the jobs to be filled.
- **Share best practices and developments** in competency development and succession planning within the organization.

LEVEL 5

- **Design** innovative tools for competency development and succession planning.
- **Develop** new models or conceptual frameworks for competency development and succession planning within the organization.
- **Spearhead innovation** in competency development and knowledge transfer methods.
- **Take action** to help the labour market and society as a whole progress in terms of competency development and succession planning.
- **Communicate developments** in competency development and succession planning (outside of the organization).



STRATEGIC DEVELOPMENT

OF ORGANIZATIONS

ORGANIZATIONAL DEVELOPMENT



ORGANIZATIONAL DEVELOPMENT

Develop strategies and implement processes and projects that enable the organization to express its purpose and achieve its objectives.

LEVEL 1

- **Uphold and promote** laws, public policies, and best practices in organizational development.
- **Identify** existing organizational development principles and tools.
- **Stay current** on new developments in organizational development.
- **Communicate** best organizational development practices.
- **Introduce** recognized approaches to organizational development.
- **Use** tools to collect information on the organizational context.
- **Identify** opportunities for organizational improvement.
- **Support** the organization as it undergoes a given organizational change.
- **Help** improve organizational development processes, practices, and policies.
- **Consult** the right resource for situations that call for a higher level of competency and expertise.

LEVEL 3

- **Perform a diagnosis** of the organization in its ecosystem, focusing on elements such as structure, roles and responsibilities, culture, and management practices.
- **Propose** organizational improvement strategies.
- **Foster** an inclusive and diversified **culture**.
- **Facilitate** the identification and update of a common and shared vision of organizational objectives.
- **Design** a strategy that promotes engagement and motivation within the organization.
- **Guide** stakeholders through change.
- **Establish** facilitation approaches and techniques to effect organizational change.
- **Assess** stakeholder engagement and the organization's ability to embrace change.
- **Devise** a performance management policy, process, and set of tools.
- **Implement** strategies and means to promote buy-in and **empowerment** for change.
- **Ensure the involvement** of employees in organizational development activities.
- **Share best practices and developments** in organizational development within the organization.

LEVEL 5

- **Design** innovative organizational development tools.
- **Develop** new models or conceptual frameworks for organizational development.
- **Spearhead innovation** in competency development and ensure organizational development knowledge is transferred.
- **Take action** to help the labour market and society as a whole progress in terms of organizational development.
- **Communicate developments** in organizational development (outside of the organization).



INNOVATION

Design, encourage, and guide innovation processes within the organization and its ecosystem.

Take part in changing management practices based on labour market shifts and new developments in the sector.

LEVEL 1

- **Uphold and promote** laws, public policies, and best practices in workplace innovation.
- **Identify** principles and tools for the management and implementation of workplace innovation.
- **Stay current** on new developments and innovations connected to your practice.
- **Promote** best practices based on new developments and innovations observed in the labour market.
- **Introduce** recognized approaches to promote innovation and implement new ideas in your organization.
- **Help** improve your organization's processes, practices, and policies based on sector innovations.
- **Consult** the right resource for situations that call for a higher level of competency and expertise.

LEVEL 3

- **Establish** and **nurture** a culture of innovation through the implementation of processes that foster creativity and experimentation.
- **Stay on top of** opportunities conducive to innovation within the organization and its ecosystem.
- **Evaluate innovation opportunities within an organization :**
 - **Conduct a risks and needs analysis** with regard to the resources associated with introducing an innovation within the organization
 - **Compare** the results with the impact assessment if no action is taken
 - **Formulate** recommendations
- **Drive** innovation through stakeholder involvement.
- **Communicate** information about innovation projects to those affected.
- **Encourage** trial and error learning and share relevant experiences.
- **Assess the results** after the introduction of an innovation so as to learn from it and improve the process.
- **Share best practices and developments** in innovation within the organization.

LEVEL 5

- **Design** tools to support innovation projects.
- **Develop** new models or conceptual frameworks related to workplace innovation.
- **Spearhead innovation** in competency development and knowledge transfer methods.
- **Take action** to help the labour market and society as a whole progress in terms of innovation.
- **Communicate developments** in innovation (outside of the organization).



TECHNOLOGY

Align technology with the organization's optimization needs from a perspective focused on human issues.

LEVEL 1

- **Uphold and promote** laws, public policies, and best practices in workplace technology.
- **Distinguish** between the different technologies in the labour market.
- **Stay current** on new technology developments connected to your practice.
- **Promote** best technology practices.
- **Help** improve your organization's technology processes, practices, and policies.
- **Consult** the right resource for situations that call for a higher level of competency and expertise.

LEVEL 3

- **Understand** the basics of technological language and concepts.
- **Help** optimize technology within the organization :
- **Perform a diagnosis** of the technologies used in order to identify situations where **optimization** is needed to meet organizational and human objectives, in partnership with the project team
- **Propose solutions** that consider organizational and human objectives as well as stakeholders, in partnership with the project team
- **Act as a liaison** between stakeholders and technology experts (engineers, computer professionals, etc.) :
- **Ensure alignment** between vision, culture, organizational policies, and the use of technology
- **Identify potential risks** associated with the suggested changes and **establish an action plan** to minimize the impacts
- **Guide the rollout and integration** of recommended technological solutions, in particular by :
 - **Promoting the optimal use** of technology
 - **Establishing** corrective or preventive measures as needed
 - **Optimizing the use** of existing technology
- **Develop** ways to foster mutual understanding.
- **Monitor and evaluate the effects** of the implementation of new technologies on the organization.
- **Adapt** strategies as needed to promote the optimal use of technologies.
- **Favour** the development of technological competencies among stakeholders in the organization.
- **Share best practices and developments** in technology within the organization.

LEVEL 5

- **Design** innovative technological tools for the employment sector.
- **Develop** new models or conceptual frameworks for employment technology.
- **Spearhead innovation** in competency development and technology knowledge transfer methods.
- **Take action** to help the labour market and society as a whole progress in terms of technology.
- **Communicate developments** in employment technology (outside of the organization).



CONTEXT OF PRACTICE

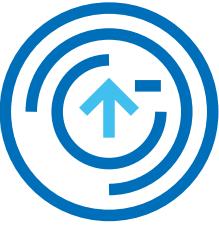
An inescapable aspect emerged during the workshops: testifying to the multiplicity of contexts of practice in a complex world and the need for the *Guide* to discuss them.

Accordingly, the *Guide* proposes an analysis grid so it can be customized for each professional. This grid will enable the collection of data that is not yet widely accessible.

SIZE OF ORGANIZATION

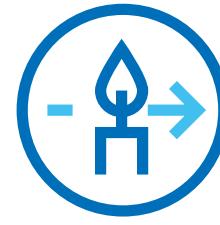


AGE OF ORGANIZATION



SIZE OF ORGANIZATION

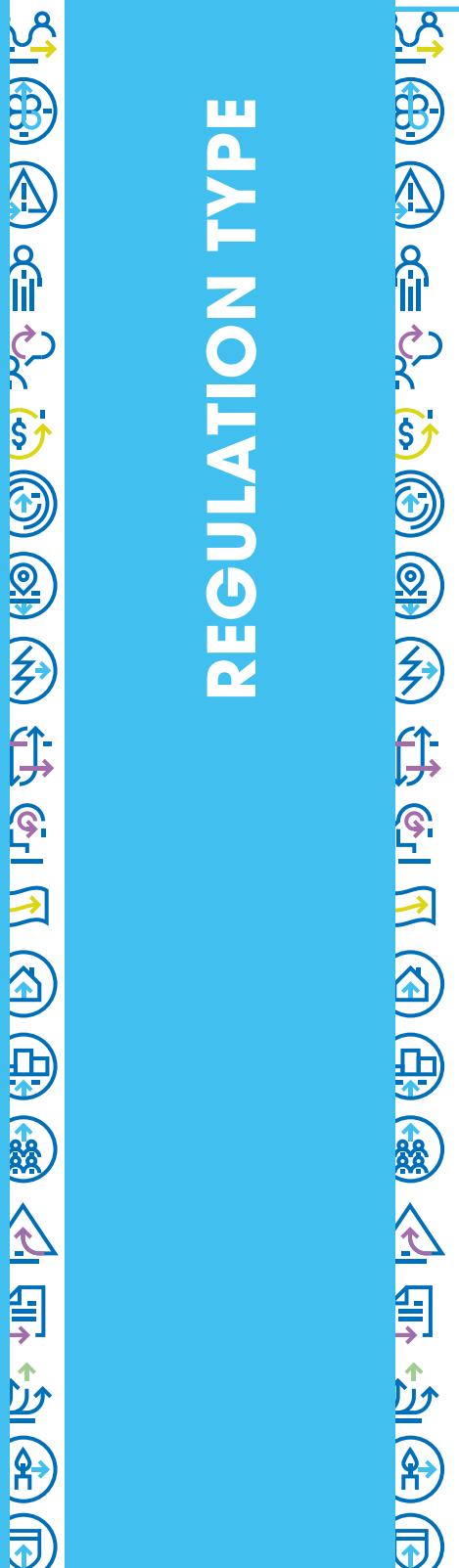
Small company (1–49 employees)
Medium-sized company (50–249 employees)
Large corporation (250–999)
Very large corporation (1000+)



AGE OF ORGANIZATION

0–4 years
5–10 years
10–19 years
20+ years

ORGANIZATION TYPE / LEGAL STRUCTURE



REGULATION TYPE



ORGANIZATION TYPE / LEGAL STRUCTURE

- Incorporated family business
- Incorporated (non-listed)
- Incorporated (listed)
- Public or parapublic institution
- Cooperative
- Non-profit organization
- Consulting services



REGULATION TYPE

- Federal
- Provincial

LANGUAGE**SECTOR****LANGUAGE****SECTOR**

Unilingual

Bilingual

Multilingual

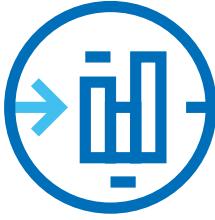
Public and parapublic sector

Manufacturing sector

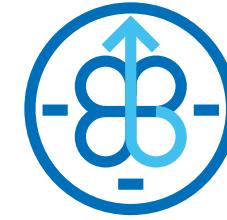
Services sector

ORGANIZATION'S MARKET PHASE

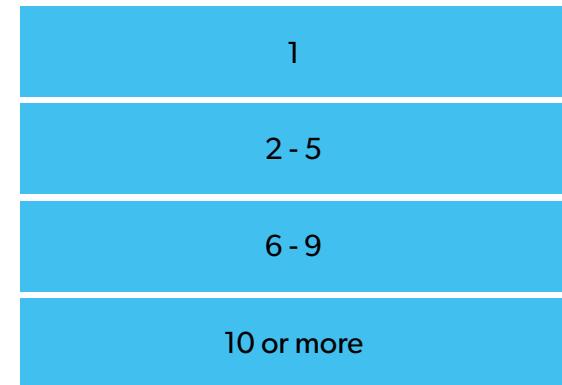
NUMBER OF BUSINESS UNITS IN THE ORGANIZATION



ORGANIZATION'S MARKET PHASE



NUMBER OF BUSINESS UNITS IN THE ORGANIZATION



ORGANIZATION'S TERRITORY OF ACTIVITY

LEVEL OF COMPETITION

Context of Practice



ORGANIZATION'S TERRITORY OF ACTIVITY

Local
Regional
Provincial
National (Canada)
International



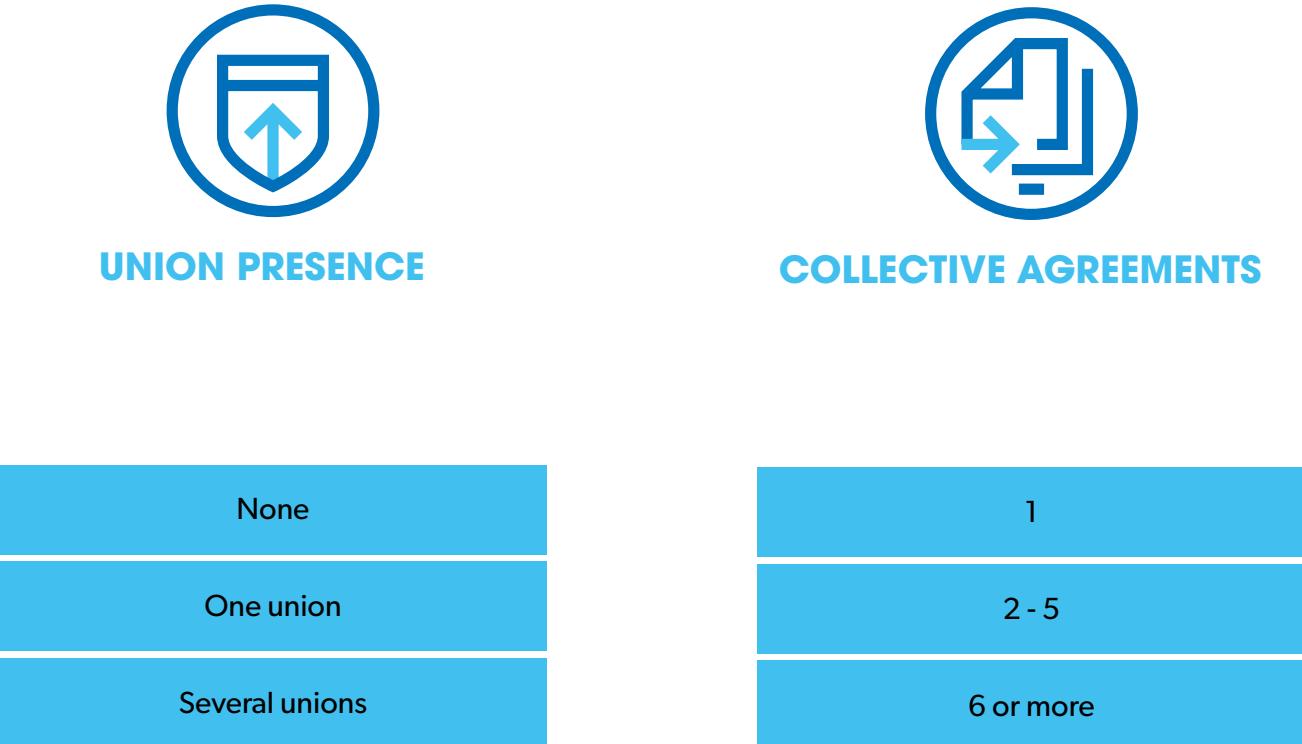
LEVEL OF COMPETITION

Low
Medium
High
Very high

UNION PRESENCE



COLLECTIVE AGREEMENTS

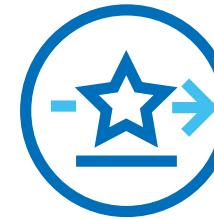
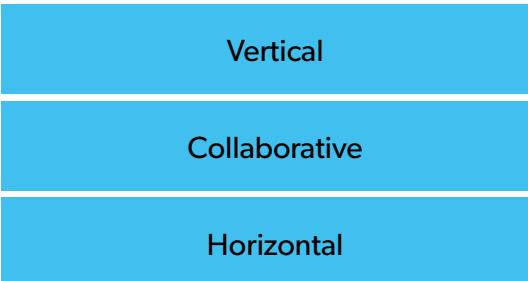


DECISION-MAKING PROCESS

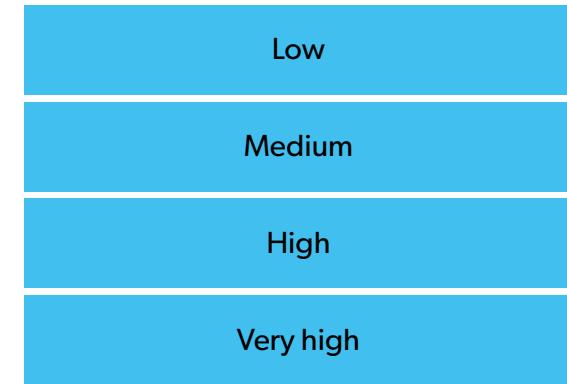
SPEED OF INNOVATION



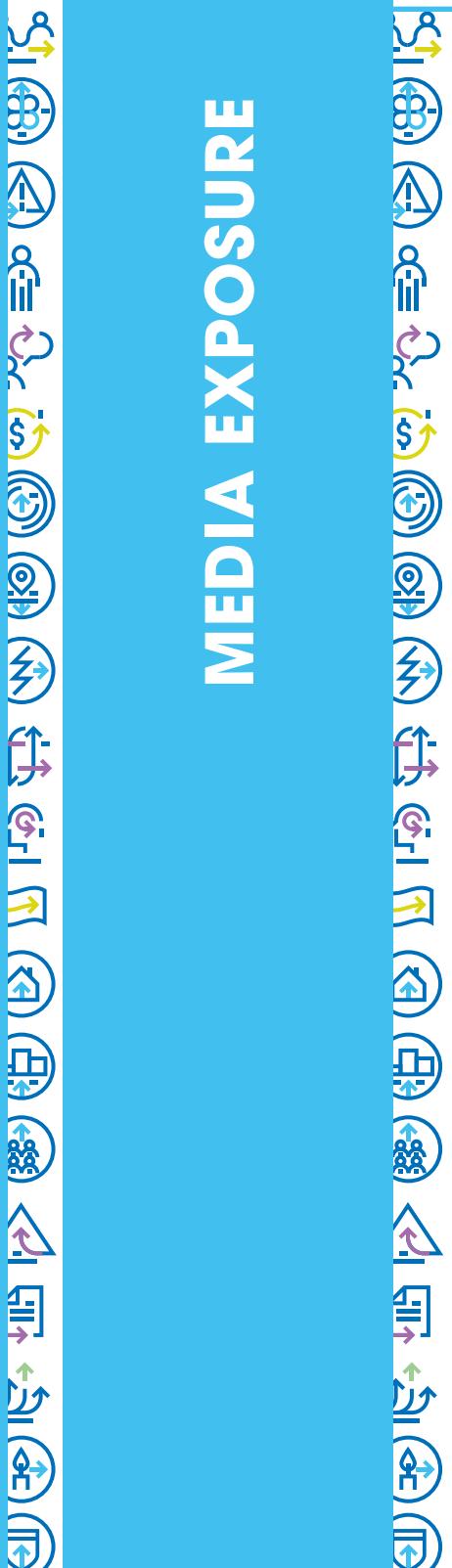
DECISION-MAKING PROCESS



SPEED OF INNOVATION



INFLUENCE OF EXTERNAL POLICY ON ORGANIZATION



MEDIA EXPOSURE

INFLUENCE OF EXTERNAL POLICY ON ORGANIZATION



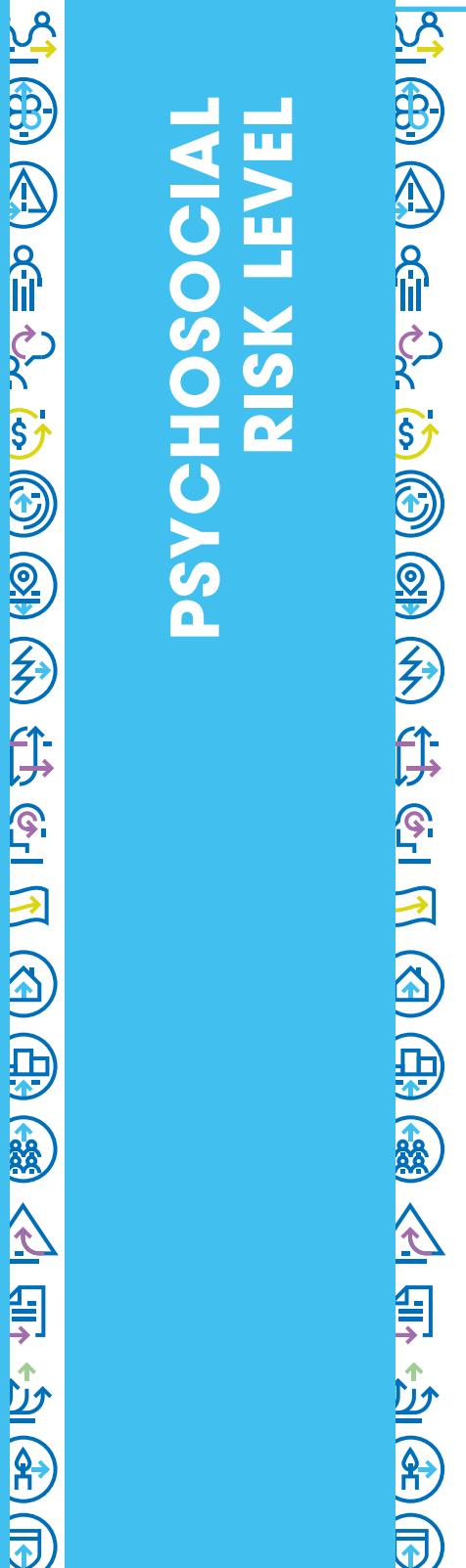
Low
Medium
High
Very high



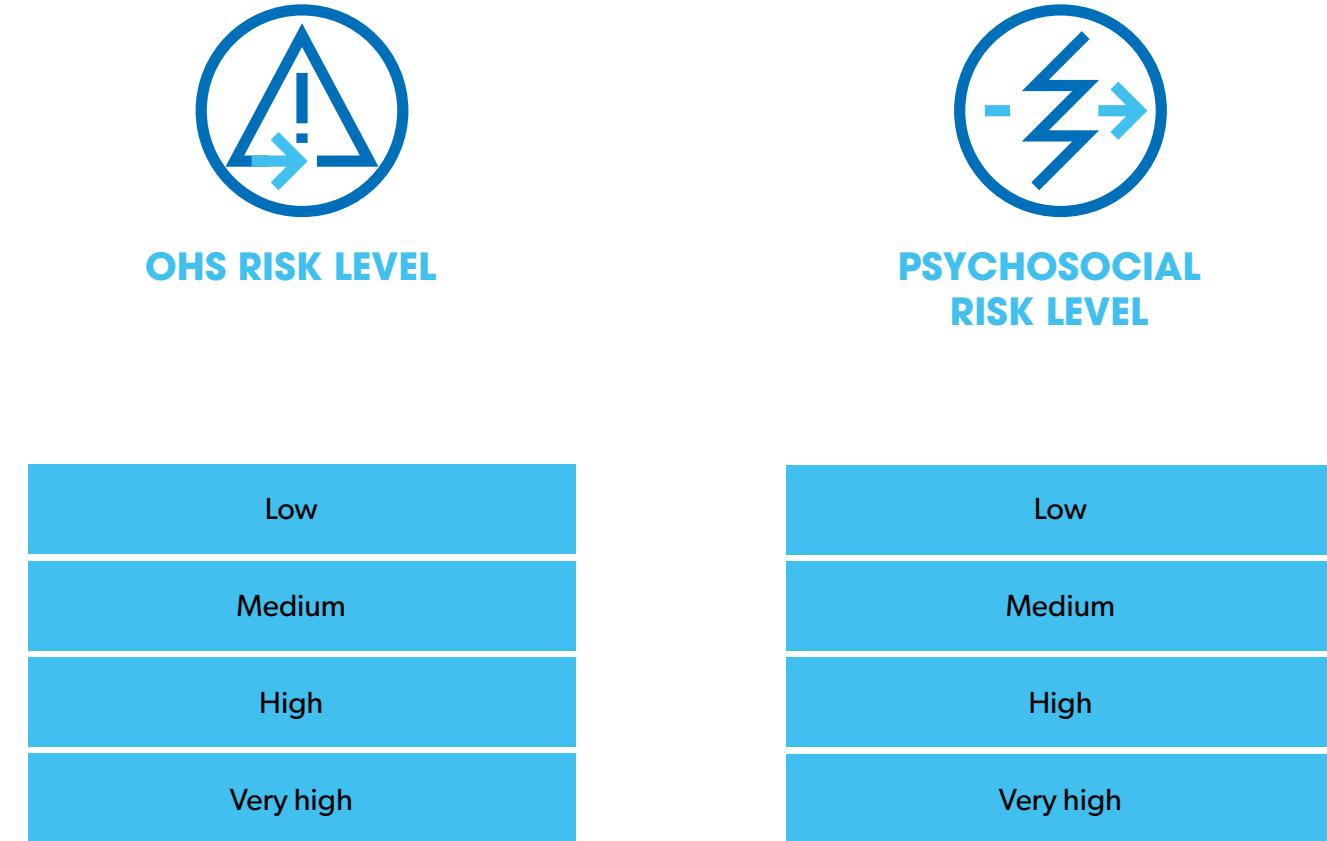
MEDIA EXPOSURE

Low
Medium
High
Very high

OHS RISK LEVEL



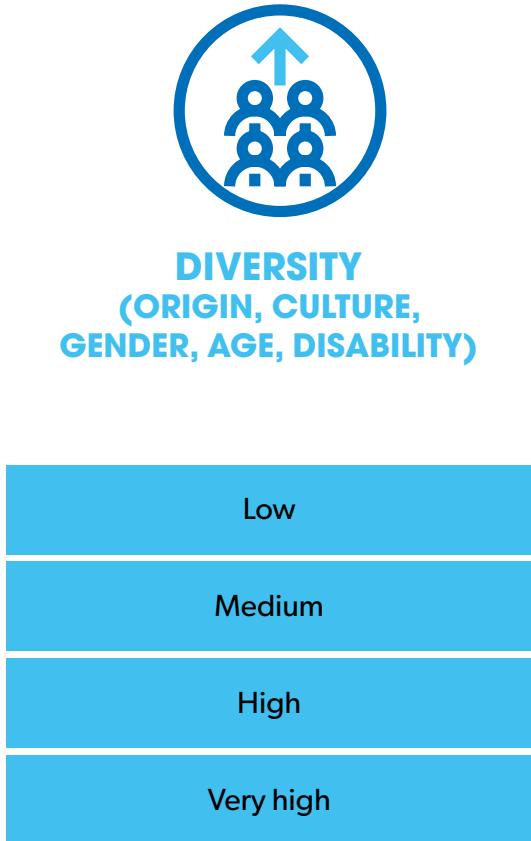
PSYCHOSOCIAL RISK LEVEL



DIVERSITY (ORIGIN, CULTURE, GENDER, AGE, DISABILITY)



CONCERN FOR SUSTAINABLE DEVELOPMENT



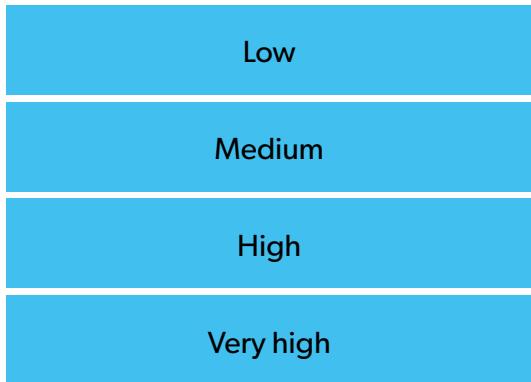
PRESENCE OF TECHNOLOGY IN ORGANIZATION



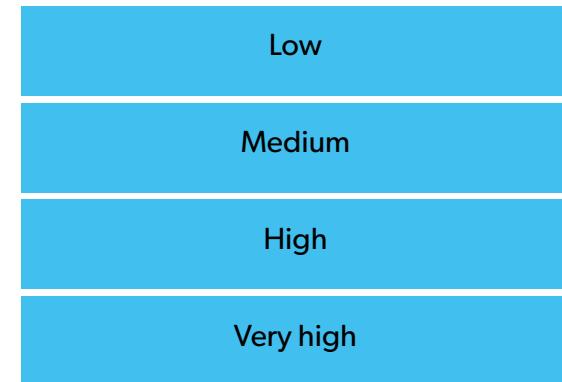
PRESENCE OF TECHNOLOGY IN YOUR PROFESSIONAL ROLE



PRESENCE OF TECHNOLOGY IN ORGANIZATION



PRESENCE OF TECHNOLOGY IN YOUR PROFESSIONAL ROLE



YOUR ROLE AS HR/IR PROFESSIONAL



SIZE OF HR/IR TEAM



YOUR ROLE AS HR/IR PROFESSIONAL

- Analyst, agent
- Advisor, coordinator
- Specialized advisor, senior advisor
- Consultant
- Supervisor, team leader, manager
- Senior manager, executive



SIZE OF HR/IR TEAM

- 1
- 2 - 3
- 3 - 6
- 7 or more

ACKNOWLEDGEMENTS

The Ordre would like to thank all those who contributed to this *Guide*. More than 225 people from different sectors took part in about fifteen co-creation activities. This *Guide* is a collective endeavour that projects our profession into the future. Thanks also to all of you who will work to keep it relevant in the coming years.

A special thank you goes out to the Percolab team, specifically Samantha Slade and Paul Messer, and Lucie Marcoux, CHRP, for their guidance during the co-creation process.

Additional thanks to Joëlle Vincent, CHRP and Vicky Bernier, CHRP for their help with the final drafting of the *Guide*.

