



## Capability Areas and Knowledge and Skill Statements

**Developing Personal Capability** - This domain of practice embodies the foundational or enabling abilities all working professionals should possess to be effective in the business world. These largely interpersonal skills, often called soft skills, are needed to build effective organizational or team culture, trust, and engagement.

**Communication:** Communication is about connecting with others. Effectively communicating requires a knowledge of communication principles and techniques that allows a person to articulate the appropriate message for a particular audience. It requires active listening, facilitating dialogue, and the ability to express thoughts, feelings, and ideas clearly, concisely, and compellingly.

## **1.1 Communication**

- 1.1.1 Skill in expressing thoughts, feelings, and ideas in a clear, concise, and compelling manner.
- 1.1.2 Skill in applying principles of active listening, for example focusing on what someone is saying, deferring judgment, and responding appropriately.
- 1.1.3 Skill in using communication strategies that inform and influence audiences.
- 1.1.4 Skill in applying persuasion and influencing techniques to gain agreement, commitment, and/or buy-in from stakeholders.
- 1.1.5 Skill in conceiving, developing, and delivering information in various formats and media, for example reports, briefings, memorandums, presentations, articles, and emails.
- 1.1.6 Skill in applying verbal, written, and/or non-verbal communication techniques, for example agenda setting, asking open-ended questions, use of posture and deference, and demonstrating professional presence.
- 1.1.7 Skill in facilitating dialogue with individuals and/or groups to help them identify, articulate, and/or clarify their thoughts and feelings.
- 1.1.8 Skill in articulating and conveying value propositions to gain agreement, support, and/or buy-in from stakeholders.

**Emotional Intelligence and Decision Making:** Emotional intelligence and the ability to make good decisions are paramount to professional success. Emotional intelligence is the ability to understand, assess, and regulate your own emotions, correctly interpret the verbal and nonverbal behaviors of others, and adjust your behavior in relation to others. Emotional intelligence is a key strength in building rapport. Decision making requires one to determine the need and importance of making a decision, identify choices, gather information about choices, and take action on the appropriate choice.

## **1.2 Emotional Intelligence & Decision-Making**

- 1.2.1 Knowledge of theories of emotional intelligence.
- 1.2.2 Skill in assessing and managing one's own emotional state.
- 1.2.3 Skill in identifying personal biases that influence one's own cognition and behavior.
  
- 1.2.4 Skill in observing and interpreting the verbal and non-verbal behavior of individuals and/or groups.
- 1.2.5 Skill in adjusting own behavior in response to or anticipation of changes in others' behavior, attitudes, and/or thoughts.
- 1.2.6 Knowledge of techniques and approaches to learn and/or demonstrate resilience, for example meditation, mindfulness, and perspective-taking.
- 1.2.7 Knowledge of decision-making models, for example consensus-based, democratic, and autocratic.
- 1.2.8 Skill in using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

**Collaboration and Leadership:** Leadership is about influence and vision, which also helps to facilitate collaboration. Being good at collaboration requires the ability to foster environments that encourage teamwork and respectful relationships, especially cross-functionally. Both collaboration and leadership require the practitioner to communicate effectively, provide feedback, and assess the work of others. Leadership also requires the ability to effectively align people and tasks to support the organization's strategy. Effective leaders inspire trust and engagement with their employees and teams.

### **1.3 Collaboration & Leadership**

- 1.3.1 Knowledge of theories, methods, and techniques to build and manage professional relationships, for example group dynamics, teamwork, shared experience, and negotiation.
- 1.3.2 Knowledge of methods and criteria for establishing and managing collaboration among various units, for example finance, operations, IT, and sales/marketing.
- 1.3.3 Skill in building and managing teams and work groups, for example leveraging group dynamics and fostering teamwork and collaboration.
- 1.3.4 Skill in integrating and synthesizing others' viewpoints to build alignment of diverse perspectives.
- 1.3.5 Knowledge of conflict management techniques.
- 1.3.6 Skill in managing conflict, for example providing feedback, and mediating and resolving disputes.
- 1.3.7 Knowledge of methods and techniques for managing and/or supervising others, for example directing others' work, delegating tasks, providing guidance and support, and allocating tools and/or resources.
- 1.3.8 Skill in matching, assigning, and/or delegating work to others.
- 1.3.9 Knowledge of principles and techniques for providing feedback.
- 1.3.10 Knowledge of theories of leadership, for example transformational, inclusive, and situational.

**Cultural Awareness and Inclusion:** Cultural awareness and the ability to foster an inclusive work environment are requirements in today's global business climate. Being effective at both means conveying respect for different perspectives, backgrounds, customs, abilities, and behavior norms, and as well as ensuring all employees are respected and involved by leveraging their capabilities, insights, and ideas.

#### **1.4 Cultural Awareness & Inclusion**

- 1.4.1 Knowledge of cultural differences in the workplace, for example styles of communication, organizational/business customs, attire, and family obligations.
- 1.4.2 Knowledge of social and cultural norms that influence decision-making and behavior.
- 1.4.3 Knowledge of methods and techniques to foster cultural awareness, encourage cultural sensitivity, and broaden viewpoints.
- 1.4.4 Skill in adapting and adjusting attitude, perspective, and/or behavior to function effectively in diverse environments or situations.
- 1.4.5 Knowledge of approaches to encourage and/or promote workplace diversity and inclusion.
- 1.4.6 Skill in integrating diversity and inclusion principles in talent development strategies and initiatives.

**Project Management:** Analyzing and prioritizing elements of a learning initiative or talent solution helps to ensure a meaningful and relevant learner experience. Effective project management requires being able to plan, organize, direct, and control resources for a finite period to complete specific goals and objectives.

## **1.5 Project Management**

- 1.5.1 Knowledge of project management principles and processes, for example scheduling, planning, allocating resources, evaluating, and reporting.
- 1.5.2 Skill in coordinating the logistical tasks associated with planning meetings
- 1.5.3 Skill in evaluating and prioritizing implications, risks, feasibility, and consequences of potential activities.
- 1.5.4 Skill in developing project plans and schedules that integrate resources, tasks, and timelines.
- 1.5.5 Skill in adjusting work processes and outputs in response to or anticipation of changes in goals, standards, resources, and/or time.
- 1.5.6 Skill in establishing, monitoring, and communicating progress toward the achievement of goals, objectives, and milestones.

**Compliance and Ethical Behavior:** Compliance and ethical behavior refer to the expectation that a talent development professional acts with integrity and operates within the laws that govern where they work and live. For talent development professionals it may also require knowledge of and abiding by the regulations and laws related to content creation, accessibility, human resources, employment, and public policies.

## **1.6 Compliance & Ethical Behavior**

- 1.6.1 Skill in acting with integrity, for example being honest, acknowledging own mistakes, treating people with dignity, respect, and fairness.
- 1.6.2 Skill in establishing, maintaining, and enforcing standards for integrity and ethical behavior in self and others.
- 1.6.3 Knowledge of laws, regulations, and ethical issues related to the access and use of information, for example intellectual capital, personally identifiable information, and customer data.
- 1.6.4 Knowledge of laws, regulations, and ethical issues related to the development of instructional content, for example intellectual property and copyright laws and accessibility requirements.
- 1.6.5 Knowledge of laws, regulations, and ethical issues related to human resources and talent development, for example employment law, accessibility, and labor relations.
- 1.6.6 Knowledge of laws, regulations, and ethical issues related to the employment of permanent, contingent, and/or dispersed workforces.
- 1.6.7 Knowledge of region/market-specific education and labor public policies.

**Lifelong Learning:** Lifelong learning is sometimes called continuous learning, agile learning, or learning drive. It is marked by traits such as self-motivation, insatiable curiosity, and intelligent risk-taking. Talent development professionals should model the value of lifelong learning by pursuing knowledge for personal and professional reasons. Taking ownership for one's own professional development signals to others that they can and should do the same.

## **1.7 Lifelong Learning**

- 1.7.1 Knowledge of how a desire to learn can lead to the expansion and development of knowledge and skills over time.
- 1.7.2 Knowledge of resources for career exploration and lifelong learning for self and others.
- 1.7.3 Skill in acquiring new knowledge through professional development activities for one's self, for example attending professional conferences, self-directed reading, and monitoring industry trends.
- 1.7.4 Skill in developing, maintaining, and leveraging networks across a range of people and groups inside and outside the organization, for example influential people and learning and performance experts.

**Building Professional Capability** - This domain of practice embodies the knowledge and skills talent development professionals should possess to be effective in their roles of creating the processes, systems, and frameworks that foster learning, maximize individual performance, and develop the capacity and potential of employees.

**Learning Sciences:** Organizations with highly effective learning programs incorporate key principles from the learning sciences, the interdisciplinary research-based field that works to further the understanding of learning, learning innovation, and instructional methodologies. Talent development professionals applying best practice will understand and apply foundational learning theories, principles of adult learning theory, and cognitive science to design, develop, and deliver solutions that maximize outcomes.

## **2.1 Learning Sciences**

- 2.1.1 Knowledge of the foundational learning theories of behaviorism, cognitivism, and constructivism.
- 2.1.2 Knowledge of the principles and applications of cognitive science for learning, for example auditory and visual processing, information storage/retrieval, memory, and cognitive load.
- 2.1.3 Knowledge of theories and models of adult learning, for example Knowles' Adult Learning Theory, Bloom's Taxonomy, Gagne's Nine Levels of Learning, Mager's Criterion-Referenced Instruction Approach, social and collaborative learning, and experiential learning.
- 2.1.4 Knowledge of communication theories and models and how they relate to learning.
- 2.1.5 Skill in applying principles of cognitive science and adult learning to design solutions that maximize learning and/or behavioral outcomes, for example enhancing motivation and increasing knowledge retention.

**Instructional Design:** Instructional design is an essential element of an effective learning effort. The creation of learning experiences and materials is what results in the acquisition and application of knowledge and skills. Talent development professionals follow a system of assessing needs, designing a process, developing materials, and evaluating effectiveness. Instructional design requires the analysis and selection of the most appropriate strategies, methodologies, and technologies to maximize the learning experience and knowledge transfer.

## **2.2 Instructional Design**

- 2.2.1 Knowledge instructional design models and processes, for example ADDIE and SAM.
- 2.2.2 Knowledge of needs assessment approaches and techniques.
- 2.2.3 Knowledge of instructional modalities, for example classroom learning, blended learning, massive open online courses (MOOCs), gamification, multi-device/mobile learning, and virtual reality simulations.
- 2.2.4 Knowledge of methods and techniques for defining learning and behavioral outcome statements.
- 2.2.5 Skill in developing learning and behavioral outcome statements.
- 2.2.6 Knowledge of the criteria used to assess the quality and relevance of instructional content in relation to a desired learning or behavioral outcome.
- 2.2.7 Skill in designing blueprints, schematics, and/or other visual representations of learning and development solutions, for example wireframes, storyboards, and mock-ups.
- 2.2.8 Knowledge of methods and techniques for planning, designing, and developing instructional content.
- 2.2.9 Skill in eliciting and using knowledge and information from subject matter experts to support and/or enhance learning.
- 2.2.10 Knowledge of types and applications of instructional methods and techniques, for example discussion, self-directed learning, role playing, lecture, action learning, demonstration, and/or exercise.
- 2.2.11 Skill in selecting and aligning delivery options and media for training and/or learning events to the desired learning or behavioral outcomes.
- 2.2.12 Skill in designing and/or developing learning assets, for example role plays, self-assessments, training manuals, job aids, and visual aids that align to a desired learning or behavioral outcome.
- 2.2.13 Knowledge of how design thinking and rapid prototyping can be applied to the development of learning and talent development solutions.
- 2.2.14 Knowledge of how formal and informal learning experiences influence and/or support individual and group development.

**Training Delivery and Facilitation:** Training delivery and facilitation are means by which talent development professionals help individuals improve performance at work by learning new skills and knowledge. The practitioner serves as a catalyst for learning by understanding the learner's needs, creating the right environment for learning, building rapport with participants, and using the appropriate delivery options and media to make learning engaging, effective, relevant, and applicable. Facilitating meetings means taking an objective approach to helping stakeholders discover new insights, achieve group outcomes, and work to make positive changes in the organization.

### **2.3 Training Delivery & Facilitation**

- 2.3.1 Skill in coordinating the logistical tasks associated with planning meetings or learning events.
- 2.3.2 Skill in facilitating meetings and/or learning events in face-to-face and/or virtual environments.
- 2.3.3 Knowledge of facilitation methods and techniques.
- 2.3.4 Skill in creating positive learning climates/environments.
- 2.3.5 Skill in selecting and aligning delivery options and media for training and/or learning events to the desired learning or behavioral outcomes.
- 2.3.6 Skill in delivering training using multiple delivery options and media, for example mobile/multi-device, online, classroom, and/or multimedia.
- 2.3.7 Skill in designing and/or developing learning assets, for example role plays, self-assessments, training manuals, job aids, and visual aids that align to a desired learning or behavioral outcome.

**Technology Application:** Disruption via technology will continue to be a reality for organizations and talent development functions. Talent development professionals must have the ability to identify, select, and implement the right learning and talent technologies that serve the best interests of the organization and its people. Practitioners should be able to identify opportunities to adapt and leverage the right technologies at the right time to meet organizational goals.

## **2.4 Technology Application**

- 2.4.1 Skill in selecting, integrating, managing, and/or maintaining learning platforms, for example learning management systems, knowledge management systems, and performance management systems.
- 2.4.2 Skill identifying, defining, and articulating technology system requirements to support learning and talent development solutions.
- 2.4.3 Knowledge of criteria and techniques for evaluating and/or selecting e-learning software and tools.
- 2.4.4 Skill in identifying, selecting, and/or implementing learning technologies, for example using evaluative criteria and identifying appropriate applications in an instructional environment.
- 2.4.5 Knowledge of methods and techniques for testing the usability and/or functionality of learning technologies and support systems.
- 2.4.6 Knowledge of existing learning technologies and support systems, for example collaborative learning software, learning management systems, authoring tools, and social media.
- 2.4.7 Knowledge of human resources systems and technology platforms and how they integrate with other organizational/business systems and processes.
- 2.4.8 Knowledge of communication technologies and their applications, for example video conferencing, web-conferencing, audience response systems, and presentation software.
- 2.4.9 Knowledge of principles of user interface design.
- 2.4.10 Skill in developing artificial intelligence, machine learning algorithms, augmented reality, and mixed reality that are ethical and free of bias.
- 2.4.11 Skill in using e-learning software and tools.
- 2.4.12 Knowledge of functions, features, limitations, and practical applications of the technologies available to support learning and talent development solutions.
- 2.4.13 Skill in using human resource technology systems to store, retrieve, and process talent and talent development-related information.
- 2.4.14 Knowledge of techniques and approaches to leverage social media platforms and tools to support knowledge sharing, idea exchange, and learning.
- 2.4.15 Knowledge of artificial intelligence, machine learning algorithms, augmented reality, and mixed reality that are ethical and free of bias.

**Knowledge Management:** In a knowledge economy, lost institutional knowledge can cost organizations real money in the form of turnover, recruitment, and training costs. Knowledge management is the explicit and systematic management of intellectual capital and organizational knowledge as well as the associated processes of creating, gathering, validating, categorizing, archiving, disseminating, leveraging, and using intellectual capital for improving the organization and the individuals in it.

## **2.5 Knowledge Management**

- 2.5.1 Knowledge of principles of knowledge management, for example conceptualizing, managing, preserving, and/or maintaining organizational knowledge.
- 2.5.2 Knowledge of methods and techniques for capturing and codifying knowledge, for example storytelling, data mining, cognitive mapping, decision trees, and/or knowledge taxonomies.
- 2.5.3 Knowledge of methods and techniques for disseminating and/or sharing knowledge across individuals, groups, and organizations.
- 2.5.4 Skill in designing and implementing knowledge management strategy.
- 2.5.5 Skill in identifying the quality, authenticity, accuracy, impartiality, and/or relevance of information from various sources, for example databases, print and online media, speeches and presentations, and observations.
- 2.5.6 Skill in organizing and synthesizing information from multiple sources, for example databases, print and online media, speeches and presentations, and observations.
- 2.5.7 Skill in curating instructional content, tools, and resources, for example researching, evaluating, selecting, and/or assembling publicly available online courseware.
- 2.5.8 Skill in identifying the type and amount of information needed to support talent development activities.
- 2.5.9 Skill in developing, managing, facilitating, and/or supporting knowledge networks and communities of practice.

**Career and Leadership Development:** Creating a culture of career development in an organization can be a competitive advantage. Being effective at career and leadership development requires the ability to create planned processes of interaction between the organization and the individual that allows an employee to grow within the organization. Understanding the specific skills and capabilities an organization needs now and in the future is important when developing assessments, programs, and pathways to advance employees within the organization.

## **2.6 Career & Leadership Development**

- 2.6.1 Knowledge of how to develop and implement qualification programs.
- 2.6.2 Skill in developing, administering, and debriefing results of assessments of intelligence, aptitude, potential, skill, ability, and/or interests.
- 2.6.3 Skill in facilitating the career development planning process, for example helping employees identify needs and career goals, and preparing development plans.
- 2.6.4 Knowledge of career development methods and techniques, for example job rotations and stretch assignments.
- 2.6.5 Skill in conducting individual and group career planning sessions to provide guidance across career phases, for example onboarding and job changes.
- 2.6.6 Knowledge of career models and paths such as vertical, horizontal, project-based, and matrix.
- 2.6.7 Knowledge of leadership development practices and techniques, for example formal training programs, job rotation, and coaching and/or mentoring.
- 2.6.8 Skill in sourcing, designing, building, and evaluating leadership development experiences.

**Coaching:** Coaching is a discipline and practice that is an essential capability for any talent development professional, and it has the power to catalyze breakthroughs to enhance individual, team, and organizational performance. Coaching is an interactive process that helps individuals develop more rapidly toward a preferred future state, produce results, set goals, take action, make better decisions, and capitalize on their natural strengths. Coaching requires using global listening, asking powerful questions, strengthening conversations, and creating action plans.

## **2.7 Coaching**

- 2.7.1 Knowledge of organizational coaching models.
- 2.7.2 Skill in helping individuals or teams identify goals, develop realistic action plans, seek development opportunities, and monitor progress and accountability.
- 2.7.3 Skill in coaching supervisors and managers on methods and approaches for supporting employee development.
- 2.7.4 Skill in creating effective coaching agreements.
- 2.7.5 Knowledge of methods and techniques to evaluate the effectiveness of coaching.
- 2.7.6 Skill in establishing an environment that fosters mutual respect and trust with coaching clients.
- 2.7.7 Skill in recruiting, training, and pairing coaches and/or mentors with employees.
- 2.7.8 Knowledge of professional standards and ethical guidelines for coaching.

**Evaluating Impact:** Evaluating the impact of talent development programs is correlated with learning and business effectiveness. Talent development professionals should be able to implement a multilevel, systematic method for gathering, analyzing, and reporting on information about the effectiveness and effort of learning programs. Collecting data relevant to business strategies and goals helps decision making, improves learning programs, and increases the value proposition of learning with senior leaders and business stakeholders.

## **2.8 Evaluating Impact**

- 2.8.1 Knowledge of models and methods to evaluate the impact of learning and talent development solutions.
- 2.8.2 Knowledge of qualitative and quantitative data collection methods, techniques, and tools, for example observations, interviews, focus groups, surveys, and/or assessments.
- 2.8.3 Skill in creating data collection tools, for example questionnaires, surveys, and structured interviews.
- 2.8.4 Knowledge of research design methodologies and types, for example experimental, correlational, descriptive, meta-analytic, longitudinal, and cross-sectional.
- 2.8.5 Skill in selecting and/or designing organizational research, for example defining research questions, creating hypotheses, and selecting methodologies.
- 2.8.6 Skill in identifying and defining individual and/or organizational outcome metrics based on evaluation strategy and/or business objectives of a solution.

**Impacting Organizational Capability** - This domain of practice embodies the knowledge, skills, and abilities needed by professionals to ensure talent development is a primary mechanism driving organizational performance, productivity, and operational results.

**Business Insight:** To add the most value to an organization, Talent development professionals should understand business principles and the specific business or organization in which they work. Business insight is the understanding of key factors affecting a business, such as its current situation, influences from its industry or market, and factors influencing growth. It also includes understanding how an organization accomplishes its mission or purpose, makes and spends money, and makes decisions, as well as the internal processes and structures of how work gets done. Having business insight is essential to strategic involvement with top management and ensuring talent development strategies align with overall business strategy.

### **3.1 Business Insight**

- 3.1.1 Knowledge of business and/or organizational processes, operations, and outputs, for example governance structures, business models, products, and services.
- 3.1.2 Knowledge of business strategies and factors that influence an organization's competitive position in the industry.
- 3.1.3 Knowledge of how organizations provide customer service, for example anticipating and assessing needs, meeting quality standards for services, and evaluating customer satisfaction.
- 3.1.4 Knowledge of how talent development contributes to an organization's competitive advantage.
- 3.1.5 Knowledge of financial management principles, for example pricing, contracts, budgeting, accounting, forecasting, and reporting.
- 3.1.6 Skill in managing budgets and resources.
- 3.1.7 Skill in creating business cases for talent development initiatives using economic, financial, and organizational data.
- 3.1.8 Skill in communicating business and financial information to different audiences using appropriate terminology and relevant examples.

**Consulting and Business Partnering:** Being seen as a valued business partner should be a goal for talent development professionals. Consulting and business partnering use expertise, influence, and personal skill to build a two-way relationship that facilitates change or improvement in the business. Clients may be internal or external. Successful consulting and business partnering requires skill in: needs assessment, data analysis, communication, systems thinking, problem solving, negotiation, facilitation, and coaching.

### **3.2 Consulting & Business Partnering**

- 3.2.1 Skill in establishing and managing organizational and/or business partnerships and relationships.
- 3.2.2 Skill in partnering with other organizational units to provide guidance on departmental or organizational talent requirements.
- 3.2.3 Skill in managing stakeholders on an ongoing basis to sustain organizational and/or business relationships.
- 3.2.4 Knowledge of needs assessment approaches and techniques.
- 3.2.5 Skill in synthesizing information to formulate recommendations or a course of action to gain agreement, support, and/or buy-in from stakeholders.
- 3.2.6 Skill in conveying recommendations or a course of action to gain agreement, support, and/or buy-in from stakeholders.
- 3.2.7 Knowledge of methods and criteria for sourcing, establishing, and/or managing partnerships, for example vendors, clients, suppliers, universities, and membership associations.
- 3.2.8 Skill in identifying, minimizing, and overcoming organizational barriers to implementing talent development solutions and/or strategies.

**Organization Development and Culture:** To remain relevant, organizations must continually develop capability and capacity. Organization development (OD) is an effort that focuses on improving an organization's capability through alignment of strategy, structure, management processes, people, rewards, and metrics. Organizational culture encompasses the values and behaviors that contribute to the social and psychological environment of a business. Understanding an organization's culture, its norms, formal and informal relationships, power dynamics, and hierarchies informs the planning of initiatives to develop systems, structures, and processes to improve effectiveness.

### **3.3 Organization Development & Culture**

- 3.3.1 Knowledge of organizational development concepts, for example organizational design, job design, team formation, cultural norms, and culture transformation.
- 3.3.2 Skill in designing and implementing organizational development strategy.
- 3.3.3 Knowledge of theories and frameworks related to the design, interaction, and operation of social, organizational, and informational systems, for example, systems thinking, open systems theory, chaos and complexity theory, network theory, and action research.
- 3.3.4 Knowledge of the principles of organizational management, for example division of labor, authority and responsibility, equity, order, and unity.
- 3.3.5 Skill in identifying formal and informal relationships, hierarchies, and power dynamics in an organization.
- 3.3.6 Knowledge of work roles, relationships, and reporting structures within an organization.
- 3.3.7 Skill in creating a culture which encourages and/or creates opportunities for dialogue and feedback between individuals and groups, for example designing collaborative work practices and/or spaces, and role-modeling effective feedback techniques.
- 3.3.8 Knowledge of how employee engagement and retention influence organizational outcomes.
- 3.3.9 Skill in assessing and evaluating employee engagement.
- 3.3.10 Knowledge of the principles, policies, and practices associated with programs and initiatives designed for organizational well-being (i.e., silos; job environment; toxicity; goal setting; job stability; autonomy)
- 3.3.11 Knowledge of strategies and techniques for building, supporting, and/or promoting an organizational culture that values talent and learning as drivers of competitive advantage.
- 3.3.12 Skill in designing and implementing employee engagement strategy.
- 3.3.13 Skill in articulating and codifying talent and leadership principles, values, and competencies that guide the organization's culture and define behavioral expectations.

**Talent Strategy and Management:** For an organization to realize its potential, talent development should be integrated into all components of talent strategy and management. Talent strategy and management are the practices used to build an organization's culture, engagement, capability, and capacity through the implementation and integration of talent acquisition, employee development, retention, and deployment processes, ensuring these processes are aligned to organizational goals. Depending on organizational context and structure, broad partnerships with HR and line leaders will be needed.

### **3.4 Talent Strategy & Management**

- 3.4.1 Knowledge of talent management functions, for example workforce planning, acquisition, employee development, performance management, and compensation and rewards.
- 3.4.2 Skill in creating and aligning talent development vision and strategy with organizational/business vision and strategy.
- 3.4.3 Skill in developing a talent strategy that aligns to organizational strategy to influence organizational outcomes in a positive direction.
- 3.4.4 Skill in designing and implementing strategic plans for talent development projects, programs, and/or functions.
- 3.4.5 Skill in identifying anticipated constraints or problems affecting talent development initiatives, for example resource deficiencies or lack of support.
- 3.4.6 Skill in establishing and executing a marketing strategy to promote talent development.
- 3.4.7 Skill in designing and implementing communication strategy in order to drive talent management objectives.
- 3.4.8 Skill in communicating how talent development strategies and solutions support the achievement of targeted business/organizational results.
- 3.4.9 Knowledge of succession planning and talent review processes, for example assessment, scenario planning, talent mobility, and critical roles identification.
- 3.4.10 Skill in communicating the value of learning and professional development.
- 3.4.11 Knowledge of methods to identify critical requirements of tasks, jobs, and roles, for example job analysis, competency modeling, and leadership competency development.
- 3.4.12 Knowledge of talent acquisition strategies and concepts, for example talent mobility, employment branding, sourcing, passive and active recruiting, and onboarding.
- 3.4.13 Skill in comparing and evaluating advantages and disadvantages of talent development strategies, for example developing internal employees versus hiring external talent.
- 3.4.14 Skill in developing workforce plans that articulate current and future talent and skill requirements.
- 3.4.15 Skill in designing and implementing performance management strategy.
- 3.4.16 Knowledge of approaches for identifying and developing high potential talent.

**Performance Improvement:** Organizational competitiveness is fueled by improvement in human performance. Performance improvement is a holistic and systematic approach to meeting organizational goals by identifying and closing human performance gaps. This is a results-based effort that includes the ability to analyze root causes of performance issues, plan for future improvements in human performance, and design and develop solutions to close performance gaps.

### **3.5 Performance Improvement**

- 3.5.1 Knowledge of theories, models, and principles of human performance improvement.
- 3.5.2 Knowledge of performance analysis methods and techniques, for example business process analysis, performance gap assessment, and root-cause analysis.
- 3.5.3 Knowledge of how human interactions with work environments, tools, equipment, and technology affect individual and organizational performance.
- 3.5.4 Skill in conducting performance analysis to identify goals, gaps, or opportunities.
- 3.5.5 Skill in designing and developing performance improvement solutions to address performance gaps.
- 3.5.6 Skill in designing and implementing performance support systems and tools, for example instructional resources, data, process models, job aids, and expert advice.
- 3.5.7 Skill in conducting analysis of systems to improve human performance, for example determining how organizations learn, closing knowledge or skill gaps, and addressing human factors issues.

**Change Management:** Talent development professionals are well positioned to facilitate change because they connect people, process, and work. Change management is the capability for enabling change within an organization by using structured approaches to shift individuals, teams, and organizations from a current state to a future state. Once initiated, change follows its own nonlinear path in response to uncertainties, reactions, and guidance from those involved. There are tools, resources, processes, skills, and principles for managing the people side of change that practitioners should understand and implement in order to achieve preferred outcomes. Research shows that most companies don't manage change well, which makes capability in this area a differentiator for talent development professionals.

### **3.6 Change Management**

- 3.6.1 Knowledge of change management theories and models, for example Lewin, Kotter, Bridges' transition model, Kubler-Ross change curve, and appreciative inquiry.
- 3.6.2 Knowledge of how change impacts people and organizations.
- 3.6.3 Skill in assessing risk, resistance, and consequences to define a change management approach.
- 3.6.4 Skill in designing and implementing organizational change strategy.

**Data and Analytics:** Data and analytics are key drivers for organization performance and should be drivers for talent development. This is about the ability to collect, analyze, and use large data sets in real time to affect learning, performance, and business. Discerning meaningful insights from data and analytics about talent, including performance, retention, engagement, and learning, enables the talent development function to be leveraged as a strategic partner in achieving organizational goals.

### **3.7 Data & Analytics**

- 3.7.1 Knowledge of principles and applications of analytics, for example big data, predictive modeling, data mining, machine learning, and business intelligence.
- 3.7.2 Skill in identifying stakeholders' needs, goals, requirements, questions, and objectives to develop a framework and/or plan for data analysis.
- 3.7.3 Skill in gathering and organizing data from internal and/or external sources in logical and/or practical ways to support retrieval and manipulation.
- 3.7.4 Skill in analyzing and interpreting results of data analyses to identify patterns, trends, and relationships among variables.
- 3.7.5 Knowledge of data visualization, including principles, methods, types and applications, for example texture and color mapping, data representation, graphs, word clouds.
- 3.7.6 Skill in selecting and/or using data visualization techniques, for example flow charts, graphs, plots, word clouds, and heat maps.
- 3.7.7 Knowledge of statistical theory and methods including the computation, interpretation, and reporting of statistics.

**Future Readiness:** The pace of change requires constant upskilling and reskilling of the workforce. Future readiness requires intellectual curiosity and constant scanning of the environment to stay abreast of forces shaping the business world, employees and their expectations, and the talent development profession. Monitoring emerging trends and technologies is essential to prepare for the demands of future learners. A commitment to continuous professional development is essential to ensure there is capability to handle the changes in how work is done in the years ahead. Fostering environments that promote innovation and creativity will help position organizations to become future focused.

### **3.8 Future Readiness**

- 3.8.1 Knowledge of internal and external factors that influence talent development, for example organizational/business strategies, availability of labor, developments in other industries, societal trends, and technological advances.
- 3.8.2 Skill in conducting environmental scanning to identify current and emerging trends in the economy, legislation, competition, and technology.
- 3.8.3 Knowledge of techniques to promote, support, and/or generate innovation and creativity, for example design thinking, brainstorming, and ideation.
- 3.8.4 Knowledge of emerging learning technologies and support systems, for example collaborative learning software, learning management systems, authoring tools, and social media.
- 3.8.5 Knowledge of information-seeking strategies and techniques.
- 3.8.6 Skill in applying one's own previous learning to future experiences.