













 Graduate Talent Maturity Model V4 - 2020		Viable		Optimal	
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Section One: Strategy					
Graduate Talent (GT) Strategy	Strategy is not clearly articulated. Measures are minimal and/or cost focused.	Components of GT strategy align to business plans. Largely segmented and lacking integration with people plans. Measures are primarily focused on efficiency.	Directly aligned to Business and People strategies. Demonstrated ability to evolve strategies based on business strategy. Measures are focused on quality of hire and link to talent framework.	GT insights help inform People plans. Demonstrated ability to evolve strategies based on future market conditions. Measures are focused on strategy execution and inform talent framework.	
Workforce planning	Workforce plans are short-term and exist in segments.	Company wide view of short term future demands. FTE availability focused.	Company wide view of long term demands and capability focused. FTE is planned.	Workforce planning is a strategic input into graduate pipeline programs. FTE is invested.	
Diversity	No grad program specific diversity targets or measures in place. Broad targets in place across the organisation.	Grad program targets aligned to broader organisational diversity strategy. Basic reporting required.	Graduate program targets applied, measured and reported on as required. Specific diversity groups targeted and supported.	Graduate program targets set, measured and reported regularly. A number of diversity groups targeted and supported.	
Adoption	GT is acknowledged as being important by leaders and decision makers. Leaders acknowledge that they hold some responsibility in attracting and engaging great talent. Executive Team broadly supports efforts.	GT specialists are engaged proactively by leaders and decision makers with regards to attracting and engaging great talent. Leaders understand and proactively use internal recruitment processes and resources. Executive Team supports efforts.	GT specialists are seen as trusted advisors. Leaders proactively seek the support of GT to supplement their recruitment efforts. GT is a business critical function.	Executives recognise the strategic importance of recruiting graduates and it's impact on organisational success. Executives proactively and publicly promote their organisation's graduate program wherever possible.	
Policy/Process	Minimal governance in place and inconsistent work flows. No known policy in place.	Work flows are standardised. Processes are designed to manage immediate risks and enforce policy. Recruitment policy in place and largely adhered to.	Workflows are customised by market segmentation. Processes are designed to optimise candidate experience while managing potential risks. Recruitment policy provides flexibility to support tailored sourcing tactics.	Workflows can be customised at speed within the risk appetite. Recruitment policy is adaptable to enable business strategies.	
Resource model	No formal GT model and resources in place. A combination of recruiter and HR Business Partner accountability. Graduate recruitment mostly viewed as a service provided to the business. KPI's based on process efficiencies.	Dedicated resources (centralised or decentralised) established. Resources are functionally or process aligned. KPI's and measurement evolve to focus on business outcome.	Dedicated GT function/team. Support functions are partnered or substituted by tech investments.	Dedicated GT team. Agile resourcing model e.g. ability to quickly mobilise resources to business needs. Technology utilisation is advanced.	
Market position	Graduates represent a small % (e.g. <0.5%) of the comparable workforce segment of the organisation. Awareness of the organisation amongst students is low.	Whilst graduates are recognised as a key source of hire they consistently represent a low % (e.g. <1%) of the comparable workforce segment. Awareness of the organisation amongst students is positive.	Representing a moderate % (e.g. >1% to <5%) of the comparable workforce segment of the organisation, they are seen as a dedicated source of talent. Seen by students as a preferred employer.	Graduate hires are strategic and represent equal to or >5% of the comparable workforce segment. Seen as an aspirational employer in the graduate market. Diversity of graduate intake meets or exceeds market and industry benchmarks.	
Metrics and reporting	Recruitment data used for reporting on process and metrics (e.g. time to hire), efficiency measures, workflow management and customer satisfaction.	Reporting is focused on channel efficiency. Data is used to inform sourcing and selection strategies and provides insights and used as input into future GT strategies.	Reporting is an input for other business and people plans. Measures such as quality of hire, progression and retention are captured and reported on.	Data is used to predict hiring patterns and requirements. Data and insights generated support the GT function. Industry data used to inform and benchmark performance.	
Section Two: Attraction					
Employer Branding (EB)	Limited to company website and recruitment ads. Use of organisation's EB for graduate talent.	Consistent branding used and primary channels utilised. Careers site optimised for mobile with social media enabled. Attention to employer brand as a key pillar of graduate talent strategy.	Strategic approach taken to EB and integrated with EVP. Microsites and targeted branding used for key talent segments. Multiple social channels enabled. Clear articulation of what it's like to work in the company. GT utilises EVP to brand uniquely per talent segment.	EB is built to leverage EVP while tailored to business critical market segments. GT develop a strong personal brand in addition to company brand.	
Employee Value Proposition (EVP)	EVP does not exist, is fragmented, or is not used.	Overarching EVP in place. Primarily understood and used by GT.	EVP is segmented, measured and updated regularly. EVP is commonly understood and used to attract grad talent.	EVP is commonly known and used as a key differentiator when attracting the best talent. EB is built to leverage EVP. Viewed as competitive advantage and reflected in graduate strategy.	
Market segmentation	Market segmentation does not exist.	Reflects organisational structure or job families. Mostly meets the business needs (i.e. limited consideration of the student market).	Segmentation mostly meets business needs but has flexibility to adopt to the changing student market.	The student market it analysed regularly relevant to the roles required of the business. Segmentation ensures that the business can acquire talent when and where needed.	
Advertising	Minimal media used to promote employer brand. Media use by corporate brand has more influence on employer brand perception.	A basic media strategy is in place to promote employer brand through media. Some use of external media platforms with which to influence perception of employer brand.	Dedicated employer brand media strategy in place. Review of all possible mediums undertaken and appropriate channels utilised including social media. Channels utilised are carefully selected based upon the target talent segment that makes up the audience.	Use of actionable and predictive analytics to measure target talent audience engagement and relevance within each media channel utilised. Employer brand media strategy has some similarities to the corporate media strategy and sometimes uses the same mediums.	
Referral Program (RP)	Referrals are limited or not formally promoted within the organisation. No formal tracking or incentives for referrals.	Referrals are managed reactively and not promoted within the organisation. Once known, referrals are tracked. No or minimal incentive for referrals.	Referrals are promoted within the graduate community. A system is in place to record and track referrals. There is some form of incentive in place to encourage referrals.	Referrals are actively promoted and seen as a valuable source of applicants. Referrals are tracked and reported on. The ATS has functionality to identify referrals. There is a formal incentive plan in place.	
Social media	Limited or no social media used. Social media platforms introduced for basic job/career profiling.	Social media used to engage and interact with extensive talent communities. Channels are linked to market segments and used to engage with passive talent.	Integrated with market segmentation and employer branding. Ad-tech and consumer preferences used to tailor & position message and opportunities to target audience. Seen as a critical tool for competitive advantage.	Digital marketplace and talent network generated from online marketing and branding activities.	

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Sourcing	Sourcing is reactive and primarily dependent on job boards. Simple company careers page used to capture applications.	Sourcing is still largely reactive, however, simple EVP and some social platforms used. ATS system used. Careers site in line with EB & EVP and linked to social platforms. Optimised for mobile.	GT deploys proactive recruitment tactics for most hires. Simplified application processes built around customer centric experience. Careers site, microsites and social sites are segmented by EVP for critical talent. Strong referral culture supported. Talent pipelining in place for critical market segments.	GT are brokers for talent using proactive methods and integrated systems and platforms. Talent pipelining programs in place. Talent is shared with broader TA function.
Pipeline programs	No pipeline program/s exist (or no participation in pipeline programs) to support graduate recruitment efforts.	Pipeline program supports graduate recruitment efforts. Could be either in-house program (e.g. interns) or university driven program (e.g. work integrated learning).	Dedicated program designed to support graduate recruitment efforts and directly supports graduate program outcomes.	Pipeline program/s strategically aligned and integrated with the graduate program. Participants are tracked and ROI is known and measured.
University relationships	Relationships with Universities are ad hoc (i.e. on an as needed basis).	Relationships exist with local universities with limited interactions (e.g. presentations, career fairs etc.)	Relationships are established across a number of universities and include a variety of transactions (e.g. sponsorships, awards, presentations etc.).	Relationships are strategic (i.e. targeted, planned and maintained). Some relationships may be formal (e.g. scholarships) and others informal (e.g. advisory).
Section Three: Selection				
Applicant Tracking System (ATS)	Dedicated ATS not in use, or not used consistently.	ATS in place with consistent workflows and some integration.	Technology solutions are deployed to service recruitment related activities. Technology platforms are mostly integrated.	Technology integration with external vendors (including psychometric and video interviewing) is optimised. No 'work-around' required to complete an automated process. Candidate care drives technology use.
Candidate Relationship Management (CRM)	No talent pooling or ongoing talent engagement.	Talent pooling limited to silver medallist programs (i.e. reserve candidates).	Dedicated technology used to manage planned passive pools of talent.	CRM, EB, EVP and market segmentation integrated to form self-managed talent communities.
Selection	Candidate taken through 'stages' based on traditional selection tools/methods (e.g. resume screening, interviews etc.)	Candidates assessed against profiles based on multiple dimensions (e.g. skill, behaviour, values etc.). Standard advertising and screening reflect competency framework. Technology used to enable positive candidate experience. Candidates leave the process as advocates for the organisation.	Each stage of the selection process adds value to potential talent. GT are capable to build the appropriate selection process. Candidates become part of a pre-qualified network shared internally with other recruiters.	Selection activities are customised and fit for purpose. Clear correlation between selection and Quality of Hire. Technology based solutions to support accurate selection are utilised.
On-boarding	Checks completed prior to or after commencement. Mostly manual processes for contracts and checklist of on-boarding activities provided.	Checks completed online. Electronic offer management through ATS. Formal offer process and clear link to corporate information/grad orientation.	Checks completed prior to commencements. Online candidate on-boarding portal. Automation from offer generation to candidate forms returned. Activities for early engagement are organised.	Online portal connects new hire to social channels, online meetings and company info pre-commencement. Compliance modules completed prior to or on commencement. Activities for early engagement are organised.
Section Four: Program Delivery				
Tenure	Graduates are hired based on need at the time of hire. There is no policy on whether graduates are hired on a contract or permanent basis. Graduates must apply for roles at completion of program.	Graduates are hired based on needs at the time of hire. There is a policy on what tenure grads are hired. Grads are appointed to perm roles on completion of program.	Policy dictates that grads are a perm hire across the organisation. Grads are hired on a skills needs in the short to medium term.	Grads are seen as a longer term investment. Hired permanently, their career trajectory is linked to future skills needs of the organisation.
Remuneration	Remuneration is reviewed as needed and is based on internal salary data. No external market data used to inform salaries. Graduates receive annual cost of living increases in most cases.	Remuneration is reviewed annually and is in line with organisation's reward framework. Grads receive increases in line with existing agreements.	Remuneration is calculated using internal and external market data. Increases are in line with organisation reward framework with a view to support longer term retention of grads.	Remuneration linked to performance outcomes. There is a clear reward matrix. Graduates are promoted on program completion.
Capability framework	Organisational capabilities applied inconsistently across selection and development activities.	Organisational capabilities are consistently used to inform GT selection and development activities.	Organisational capabilities have been formally mapped to selection and development activities. No specific GT capabilities developed.	Capabilities have been defined specifically for GT selection and development activities. While based on organisational capabilities, it is acknowledged that GT may have differing needs.
Induction/Orientation	Graduates undertake organisational induction program.	Graduates undertake organisational and local induction programs.	GT specific induction program designed and delivered when program commences.	GT specific induction program designed. Induction includes elements that are delivered from time of offer to when the program commences.
Performance management	Performance management for graduates is aligned to organisational performance management approach. Not monitored or reported on.	Performance management is a formal component of the program and is aligned to the organisational performance management framework. Results are monitored.	Performance management is a formal component of the program and is aligned to the organisational performance management framework. Performance discussions mainly occur at 6 monthly intervals. Some GT specific benchmarks have been developed. Results are monitored and reported on.	GT specific benchmarks have been developed (in line with organisational framework) and regular performance discussions are scheduled. Results are monitored and reported on. Performance outcomes usually determine remuneration.
Learning Value Proposition (LVP)	Limited learning opportunities provided and based on organisational capabilities. No formal learning plan/program in place prior to graduates joining the organisation.	Graduates undertake learning on a formal basis. Some planning in place to ensure learning meets needs of the program (i.e. learning outcomes). The learning program is used as an attraction selling point for the program.	Learning program is designed specifically for the graduate program. All graduates complete (mostly) the same learning program. Results from recruitment assessments may be used to inform learning program. A variety of delivery methods are used.	Learning program is designed for each cohort taking into consideration organisational and individual needs. Results from recruitment assessment are used to inform learning program. Delivery methods vary to suits needs. Technology is used to capture and assess learning outcomes.

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Rotations	No rotations as part of the formal program, or rotations undertaken on an ad hoc basis. Not consistently applied across the organisation.	Rotations are part of the formal program, but may not be consistently applied across the organisation (based on BU or role type). Rotations not organised or monitored by GT function.	Rotations are part of the formal program and consistently applied. There is a process in place to identify and confirm rotations during the program.	Each graduate role/job family has a planned rotation roadmap which is linked to learning outcomes. There is a process in place to identify and confirm rotations during the program.
Leader engagement	Leaders do not actively engage in program activities. Their leadership role is focussed on the day-to-day management of graduates within their own team.	Leaders actively participate in program initiatives that benefit graduates within their own team or function.	Leaders take on a broader leadership role facilitating the development of graduates across the organisation. They see graduates as an organisational resource and play a key role in developing graduates for success.	Leaders play an instrumental role in the success of the program - e.g. participate in committees, engage with universities, mentoring of grads, advocacy of the program and continuous improvement activities. Leaders work closely with the GT function as a trusted partner.
Progression/program roll-off	Graduates at the completion of their program are responsible for sourcing a perm role within the organisation. No formal recognition of their completion of the program.	Support provided to graduates to secure a perm role on completion of the program. Recognition is given for their completion of the program.	Graduates are encouraged and supported by the GT function to secure a promotion on completion of the program. Formal recognition of their program completion.	Formal promotion process in place to elevate graduates to the next pay band level. Formal recognition & celebration of program completion.
Alumni	No formal alumni program. No focus on the transition from graduate to next role.	GT function may take advantage of an alumni group setup by previous employees themselves. Alumni group not setup or facilitated by the organisation. Exit interviews sometimes conducted.	Organisation supports and contributes to an alumni program. Program exit experience for grads is a formalised, positive experience.	Alumni actively and willingly promote a positive employment brand reputation and career opportunities. Joining the grad alumni is a positive achievement.