CACEE Competencies
COLLABORATION

Commits to sharing best practice, innovation, learning from one another, and working together to equip the next generation of Canada's workforce.

LEVEL 1

Identifies and participates in community building; fosters strong working alliances with students, colleagues, and stakeholders to support common goals.

Accesses expertise of colleagues and core stakeholders to inform programming, communications, and operational decisions.

Recognizes opportunities for working together, ensures efficient effort across the team, and maximizes learning from best practice.

LEVEL 2

Contributes to and maintains a varied network of internal/external colleagues, students, and stakeholders.

Fosters a 'community of insight' involving internal and external subject matter experts, colleagues, leaders, and stakeholders to shape programming, communications, and day-to-day operations.

Models a spirit of collaboration, that seeks to maximize opportunities to work together, cultivates streamlined efforts across the team and the organization, and demonstrates the value 4:4 through applying evidence-based practice.

LEVEL 3

Facilitates introduction to, maximizes, and draws upon an extensive network of internal/external colleagues, fellow leaders, students, and stakeholders to support operations, professional development, and strategic planning.

Builds an operational structure which facilitates a collaborative spirit and a 'community of insight' amongst subject matter experts, colleagues, students and stakeholders.

Leads by example and inspires collaborative efforts that maximize opportunities to work together, add value, are in sync with the rest of the organization, and led by evidence-based practice.

BUILDING COMPETENCY

ENHANCING COMPETENCY

MASTERING COMPETENCY

CACEE ACSEE

CACEE Competencies
COMMUNICATION

Cognizant that interpersonal and communication skills are workplace critical, and need to be fostered in the students we work with. Committed to being active listeners and to modelling effective stakeholder-focused communications. This is practiced daily in our work in the design, delivery, and evaluation of presentations, as well as the crafting of written communication (both print and digital), resources, and materials.

LEVEL 1

Continually hones verbal and non-verbal communication skills to maximize engagement with stakeholders.

Ensures timely, thoughtful, and well constructed in-person and virtual communication.

Develops presentations, print materials, and digital resources which are grounded in contemporary theory.

Understands the data analytics available to measure reach, effectiveness, and scope of communications and marketing initiatives.

Builds fluency in the use and application of digital platforms to support one's work.

LEVEL 2

Models behaviours to colleagues, and delivery partners while drawing attention to the importance of strong verbal and non-verbal communication in work with stakeholders.

Participates in the development of standardized communication guidelines anchored in evidence-based practice to support one's work and colleagues via both in-person and virtual communication.

Facilitates the design and development of presentations, print materials, and digital resources which are rooted in contemporary theory and inclusive practice.

Leverages data analytics for decision support and the building of marketing and communication strategies.

Continually identifies opportunities and utilizes digital platforms to achieve organizational goals and objectives.

LEVEL 3

Models and leads the development of strong communication skills within one's team and with stakeholders.

Sets standardized communication guidelines to support engagement with stakeholders both face-to-face and virtually.

Establishes the guidelines for and leads the development of resources anchored in contemporary theory and inclusive practice.

Builds a strategy for leveraging data analytics for the regular evaluation of the global effectiveness of communication and marketing initiatives.

Spearheads the use of digital platforms and technology to support communication and stakeholder engagement.

BUILDING COMPETENCY

ENHANCING COMPETENCY

MASTERING COMPETENCY

CACEE ACSEE

CACEE Competencies
DIGITAL LITERACY

Integrates new technology into career education and graduate recruitment delivery as part of advancing student engagement and the learning experience. Develops graduates who are digitally savvy in the transition from school to work and lifelong career building.

LEVEL 1

Embraces technological change to enhance career education and / or recruitment offerings.

Remains current in understanding students' and industry's use of new technologies for e-learning and recruitment purposes.

Understands commonly used digital learning, career planning, and recruitment resources.

Is cognizant of how technology and digital platforms can enhance equity and inclusion.

Models and promotes students' responsible and ethical use of digital media platforms.

Is aware of the need to critically assess the legitimacy and quality of information sourced online.

Models alignment with relevant accessibility compliance and data privacy laws.

LEVEL 2

Models and promotes adaptability in the face of fast-paced technological change.

Actively uses current and emerging technology for e-learning and recruitment purposes.

Trains other staff on the use of applicant tracking systems, career building, CRM and e-learning systems.

Actively seeks to ensure technological methods enhance **equity and inclusion.**

Instructs and actively encourages students' responsible and ethical use of digital media platforms.

Critically considers the legitimacy and quality of information sourced on-line.

Models and promotes alignment with relevant accessibility compliance and data privacy laws and policies.

LEVEL 3

Anticipates technological changes and advocates for the allocation of resources to meet staff's needs to best support and engage with students.

Incorporates current and emerging technology for e-learning and recruitment purposes within program design and operational settings.

Ensures teams receive timely and regular training in technology commonly used in career education / campus recruitment.

Ensures that technology is leveraged actively, encourages and promotes equity and inclusion.

Responsible for creating an ethos in which information sourced on-line is critically assessed and rooted in evidence-based practice.

Ensures alignment with accessibility compliance and data privacy laws.

BUILDING COMPETENCY

ENHANCING COMPETENCY

MASTERING COMPETENCY

CACEE
ACSEE

CACEE Competencies
EQUITY, DIVERSITY & INCLUSION

Recognizes one's social responsibility to create a reality whereby all post-secondary graduates, irrespective of their cultural and personal identities, and socio-economic backgrounds, are provided equality of opportunity. Works to make inclusive and accessible learning and working environments an everyday reality for all. Strengthens cultural fluency by respecting and integrating diverse experiences and approaches into professional practice. Builds Indigenous cultural awareness, strives to work in partnership with indigenous students to create relevant and appropriate offerings and opportunities.

LEVEL 1

Mindful of and sensitive to the different challenges facing various equity-seeking student groups while they develop their academic career and transition into the labour market after graduation.

Understands accessibility legislation and policies pertaining to equity and inclusion.

Recognizes instances of discrimination, both conscious and inadvertent and connect students to relevant support resources.

Identifies resources to support employers and career educators in assisting equity-seeking student groups to reach their full potential.

Takes advantage of Indigenous and cultural awareness learning opportunities.

BUILDING COMPETENCY

LEVEL 2

Role-models fair, inclusive, and equitable practices in the design, promotion, and execution of career and recruiting activities.

Mindful of one's working environments to ensure inclusive, accessible practices are in place and building awareness of opportunities to engage with equity-seeking stakeholders.

Consistently builds and integrates inclusive behaviours and language into program design and student engagement.

Integrates Indigenous values into programming and policies for students and graduate candidates and hiring practices.

ENHANCING COMPETENCY

LEVEL 3

Continually leads, builds, and educates on inclusive behaviours and practices in career education and campus recruitment.

Designs programming and policies, which contribute to a step change in the outcomes for equity-seeking stakeholders.

Develops policies which enable and enhance career partnerships that foster accessibility and embrace diverse experiences and thought.

Builds, strengthens and ensures the critical assessment of career programming and recruitment policies, which lead to collaborative engagement with Indigenous students and candidates.

MASTERING COMPETENCY

CACEE ACSEE

CACEE Competencies
ETHICS

Dedicated to ensuring the highest ethical standards are applied to the design and delivery of career education and graduate recruitment material and programming. Maintains a sound understanding of employment legislation related to the recruitment, on-boarding and integration of post-secondary students and graduates in the workplace. Strives to ensure that common ethical practices are applied across our professional community.

LEVEL 1

Demonstrates ethical behaviour within the context of one's organization and industry.

Utilizes institutional and professional resources to assist with ethical issues (e.g., consultation with appropriate mentors, supervisors, colleagues, association guidelines).

Recognizes and reflects on the ethical dimensions of behaviour and conduct within the context of one's organization and industry.

Gains knowledge of policies, procedures and legislation necessary to adhere to or applicable to one's role.

LEVEL 2

Consistently models ethical behaviour/ actions by adhering to CACEE Code of Conduct, as well as our respective organizations' values and ethical guidelines, policies, and procedures.

Reflects, articulates, and implements a personal practice for ethical decision making.

Identifies ethical situations in the course of one's role and addresses issues in ethical behaviour among self, colleagues, and students.

Applies policy, procedures, and legislation to one's work.

LEVEL 3

Contributes to the development of Codes of Conduct and ethical policies and procedures.

Addresses breaches of ethics and codes of conduct in line with best practices.

Coaches and mentors new professionals and students by providing advice or consultation regarding ethical situations.

Contributes to the development of colleague and student understanding and knowledge of ethical practice.

BUILDING COMPETENCY

ENHANCING COMPETENCY

MASTERING COMPETENCY

CACEE
ACSEE

CACEE Competencies
SUBJECT MATTER EXPERTS

Anchors work in the theoretical constructs, research and evidence-based practices of our respective professional communities. Establishes oneself as a credible, resourceful, and data driven subject matter expert that can be leveraged by students, colleagues, organizations, and other stakeholders.

LEVEL 1

Actively explores the body of knowledge related to one's area of specialization including best practices. **Stays abreast of developments** within the field including relevant terminology, concepts, and principles.

Proactively identifies and adopts evidence-based practice into one's daily work.

Familiarizes oneself with relevant professional organizations and acts upon opportunities to become involved.

Gains knowledge of the credentialing processes attached to professionalization and acquires the necessary education, training, and experience.

Demonstrates a sense of curiosity and commitment to lifelong learning to contribute to the growth of vibrant career education and campus recruitment.

BUILDING COMPETENCY

LEVEL 2

Contributes to strategic planning, identifies areas for development, employs creative and innovative thinking and exhibits behaviours and techniques that enhance the quality of program and service delivery.

Employs evidence-based practice together with the full range of available data, reference and resource materials in order to design, develop and evaluate effective programming and services.

Actively participates within one's professional community (at both local and national levels), and is committed to ongoing knowledge building and skills development.

Exudes "grit" in continuously pursuing learning, growth and excellence in one's daily work.

ENHANCING COMPETENCY

LEVEL 3

Leads the design, development, and evaluation of new programming relevant to one's area of expertise.

Influences professional and evidence-based practice and strives to further the reputation of Canadian professionals by sharing research and program outcomes on local, national, and international levels.

Establishes an international network of colleagues and is recognized by peers as a leader.

Collaborates with other thought leaders and leverages communities of insight to further projects and goals.

An "intrapreneurial" thought leader who brings an innovative and creative mindset to the development of projects and services.

With high social and emotional intelligence, advocates for positive change and evolution for career education and campus recruitment.

MASTERING COMPETENCY

CACEE
ACSEE

CACEE Competencies
MEETING TALENT NEEDS

Utlilizes expertise in the labour market, campus recruitment and career education to meet present and future talent needs. Ensures Canada's competitiveness on the global talent attraction and retention stage.

LEVEL 1

Aware of economic, societal, technological, and demographic trends that could affect the workforce, available talent, and the creation/maintenance of competitive industry - including analyzing an organization's position in its industry through critical analysis.

Understands strategic direction and structure of organizations to determine talent requirements among students and new graduates.

Knowledge of efficient and effective recruitment and application processes, and related marketing strategies.

Familiarity with campus engagement opportunities, and awareness of assessment methodologies to measure their effectiveness.

Aware of experiential learning methods, opportunities and techniques which further develop talent to meet industry needs.

BUILDING COMPETENCY

LEVEL 2

Analyzes the economic, societal, technological, and demographic trends that could affect the workforce, available talent, and the creation/maintenance of competitive industries.

Utilizes data in regards to strategic direction and structure of organizations to determine student and new graduate recruiting needs.

Assists with creating efficient and effective recruitment and application processes, and related marketing strategies.

Determines campus engagement activities to take part in and assists with assessment methodologies to measure their effectiveness.

Involved in the creation of experiential learning opportunities for their organization.

ENHANCING COMPETENCY

LEVEL 3

Develops strategies in their organization to increase the competitiveness of their talent according to the economic, societal, technological, and demographic trends that could impact the workforce, available talent, and the creation/maintenance of competitive industry.

Establishes and/or creates recruitment targets/numbers based on the strategic direction and recruiting needs of organizations.

Oversees and creates efficient and effective recruitment and application processes, and related marketing strategies.

Develops campus engagement activities and assessment methodologies to measure effectiveness.

Oversees the development of experiential learning methods.

MASTERING COMPETENCY

CACEE
ACSEE

CACEE COMPETENCIES

Collaboration

Communication

Subject Matter Experts

Ethics

Meeting Talent Needs

Digital Literacy

Equity, Diversity and Inclusion

The CACEE Competencies contribute to the professional growth of Canada's career educators and graduate recruiters. The Competencies provide a blueprint for CACEE professionals to reach their career goals and positively impact students and new graduates. The rubric will be regularly reviewed and evolve to appropriately reflect the needs of our profession.

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