

CACEE Competency Framework: Benchmarking Your Competency Level & Creating a Professional Development Action Plan

ACTIVITY ONE

Part One: Benchmarking Your Competency Level

Read through each of the competency levels

For each of the seven competencies, determine which competency level you believe best reflects your skills, knowledge and attitudes. Regardless of your professional experience, you may be **MASTERING** competency in one area, and still **BUILDING** competency in another.

Level 1 – **BUILDING**

Level 2 – **ENHANCING**

Level 3 – **MASTERING**

Write down your competency level for each of the CACEE competencies in the column on the left.

Part Two: Evidencing Your Competency Level

Using the **Situation, Action, Result** framework, think of a scenario that evidences your competency level. Write this scenario in the ‘Evidence’ section under each competency. Repeat this exercise for all seven of the CACEE competencies.

ACTIVITY TWO

Consider your level in each of the competencies and think about the skills, knowledge and abilities you need to acquire in order to reach the *next* level.

Then, identify at least one competency you would like to develop. What learning activities and strategies will boost your competency to the next level of either **ENHANCING** or **MASTERING** that competency? Using the action plan template on page 9, write a goal statement for yourself using the **Situation Action Result** framework in future tense. Complete the Action Plan by writing down strategies and the action items that you need to pursue in order to reach your CACEE competency goals.

COLLABORATION

Learning Competency	Level 1 BUILDING Competency	Level 2 ENHANCING Competency	Level 3 MASTERING Competency
COLLABORATION	Commits to sharing best practice, innovation, learning from one another, and working together to equip the next generation of Canada's workforce.		
Level: _____	<p>Identifies and participates in community building opportunities; creates strong working alliances with students, colleagues, and stakeholders to support common goals.</p> <p>Consults with colleagues and core stakeholders to inform programming, communications, and operational decisions.</p> <p>Recognizes opportunities for working together, ensures efficient effort across the team, and maximizes learning from best practice.</p>	<p>Develops and maintains a varied network of internal/external colleagues, students, and stakeholders.</p> <p>Grows a 'community of insight' involving internal and external subject matter experts, colleagues, leaders, and stakeholders to shape programming, communications, and day-to-day operations.</p> <p>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.</p>	<p>Constructs, maximizes, and draws upon an extensive network of internal/external colleagues, fellow leaders, students, and stakeholders to support operations, professional development, and strategic planning.</p> <p>Creates an operational structure which generates a collaborative spirit and a 'community of insight' amongst subject matter experts, colleagues, students and stakeholders.</p> <p>Leads by example and practices collaborative efforts that maximize opportunities to work together, add value, are in sync with the rest of the organization, and led by evidence-informed practice.</p>

Evidence:

COMMUNICATION

Learning Competency	Level 1 BUILDING Competency	Level 2 ENHANCING Competency	Level 3 MASTERING Competency
COMMUNICATION	Cognizant that interpersonal and communication skills are workplace critical and need to be fostered in the students we work with. Commits to active listening and to modelling effective stakeholder-focused communications. Practices this daily in the design, delivery, and evaluation of presentations, as well as in the crafting of written communication (both print and digital), resources, and materials.		
Level: _____	<p>Continually practices and develops verbal and non- verbal communication skills to maximize engagement with stakeholders.</p> <p>Practices timely, thoughtful, and well constructed in-person and virtual communication.</p> <p>Develops presentations, print materials, and digital resources which are grounded in contemporary theory.</p> <p>Recognizes / Describes the data analytics available to measure reach, effectiveness, and scope of communications and marketing initiatives.</p> <p>Applies knowledge of digital tools to support work objectives.</p>	<p>Models behaviours to colleagues, and delivery partners and demonstrates the importance of strong verbal and non-verbal communication in work with stakeholders.</p> <p>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.</p> <p>Manages the design and development of presentations, print materials, and digital resources which are rooted in contemporary theory and inclusive practice.</p> <p>Applies data analytics for decision support and the building of marketing and communication strategies.</p> <p>Selects digital tools and technology to support communication and stakeholder engagement</p>	<p>Models and supports the development of strong communication skills within one’s team and with stakeholders.</p> <p>Selects and implements (with input and/or guidance from others) standardized communication guidelines to support engagement with stakeholders both face-to-face and virtually.</p> <p>Establishes the guidelines for and leads the development of resources anchored in contemporary theory and inclusive practice.</p> <p>Develops strategies for leveraging data analytics for the regular evaluation of the global effectiveness of communication and marketing initiatives.</p> <p>Continually identifies opportunities to achieve organizational goals and objectives through the use of digital platforms.</p>

Evidence:

DIGITAL LITERACY

Learning Competency	Level 1 BUILDING Competency	Level 2 ENHANCING Competency	Level 3 MASTERING Competency
DIGITAL LITERACY	Integrates new technology into career education and graduate recruitment delivery as part of advancing student engagement and the learning experience. Prepares and encourages graduates to be digitally savvy in the transition from school to work and lifelong career building.		
Level: _____	<p>Recognizes ways in which technological change enhances career education and / or recruitment offerings.</p> <p>Identifies current use of new technologies for e-learning and recruitment purposes.</p> <p>Recognizes commonly used digital learning, career planning, and recruitment resources.</p> <p>Recognizes how technology and digital platforms can contribute to equity and inclusion.</p> <p>Models and promotes students' responsible and ethical use of digital media platforms.</p> <p>Is aware of the need to critically assess the legitimacy and quality of information sourced online.</p> <p>Demonstrates alignment with relevant accessibility compliance and data privacy laws.</p>	<p>Models and promotes adaptability in the face of fast-paced technological change.</p> <p>Actively uses current and emerging technology for e-learning and recruitment purposes.</p> <p>Supports / Trains other staff on the use of applicant tracking systems, career building, CRM or e-learning systems.</p> <p>Actively applies technological methods and ensures methods enhance equity and inclusion.</p> <p>Illustrates/explains and actively encourages students' responsible and ethical use of digital media platforms.</p> <p>Critically examines the legitimacy and quality of information sourced on-line.</p> <p>Models and promotes alignment with relevant accessibility compliance and data privacy laws and policies.</p>	<p>Predicts and interprets technological changes and advocates for the allocation of resources to meet staff's needs to best support and engage with students.</p> <p>Incorporates current and emerging technology for e-learning and recruitment purposes within program design and operational settings.</p> <p>Leverages timely and regular training in technologies commonly used in career education / campus recruitment to support development of digital literacy on their team.</p> <p>Evaluates the use of technology and ensures that those technological methods in use encourage and promote equity and inclusion.</p> <p>Responsible for creating an ethos in which information sourced on-line is critically assessed and rooted in evidence-based practice.</p> <p>Assesses and ensures alignment with best practices, accessibility compliance and data privacy laws.</p>

Evidence:

EQUITY DIVERSITY & INCLUSION

Learning Competency	Level 1 BUILDING Competency	Level 2 ENHANCING Competency	Level 3 MASTERING Competency
EQUITY, DIVERSITY & INCLUSION	Recognizes one's social responsibility to contribute to 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 for the benefit of all Canadians. Following the guidance laid out in the Truth and Reconciliation Commission's calls to action, supports Indigenous cultural awareness, and strives to work in partnership with Indigenous students and groups to create relevant and appropriate offerings and opportunities that ultimately contribute to the elimination of the employment gap between Indigenous and non-Indigenous Canadians.		
Level: _____	<p>Recognizes and is 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.</p> <p>Familiar with accessibility legislation pertaining to equity and inclusion at all levels of government, including Employment Standards.</p> <p>Recognizes instances of discrimination, both conscious and inadvertent bias and connect students to relevant support resources.</p> <p>Identifies resources to support employers and career educators in assisting equity-seeking student groups to reach their full potential.</p> <p>Participates in Indigenous and cultural awareness learning opportunities.</p>	<p>Models fair, inclusive, and equitable practices in the design, promotion, and execution of career and recruiting activities.</p> <p>Applies awareness of one's working environment(s) to ensure inclusive, accessible practices are in place and building awareness of opportunities to engage with equity-seeking stakeholders.</p> <p>Consistently builds and integrates inclusive behaviours and language into program design and student engagement.</p> <p>Integrates Indigenous and equity-based values into programming and policies for students, graduate candidates and hiring practices.</p>	<p>Continually directs, develops, and educates on inclusive behaviours and practices in career education and campus recruitment.</p> <p>Designs programming and policies which enable and enhance career partnerships with Indigenous and equity seeking stakeholders.</p> <p>Designs programming and policies that foster accessibility and embrace diverse experiences / thought and which contribute to the betterment of outcomes for Indigenous and equity-seeking stakeholders.</p> <p>Critically assesses career programming and recruitment policies, to ensure collaborative engagement with Indigenous students and candidates from equity seeking groups</p>

Evidence:

ETHICS

Learning Competency	Level 1 BUILDING Competency	Level 2 ENHANCING Competency	Level 3 MASTERING Competency
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: _____	<p>Demonstrates ethical behaviour within the context of one's organization and industry.</p> <p>Utilizes institutional and professional resources to assist with ethical issues (e.g., consultation with appropriate mentors, supervisors, colleagues, association guidelines).</p> <p>Recognizes the ethical dimensions of behaviour and conduct within the context of one's organization and industry.</p> <p>Gains knowledge of policies, procedures and legislation necessary to adhere to or applicable to one's role.</p> <p>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.</p>	<p>Articulates, and implements a personal practice for ethical decision making.</p> <p>Identifies ethical situations in the course of one's role and addresses issues in ethical behaviour among self, colleagues, and students.</p> <p>Applies policy, procedures, and legislation to one's work.</p>	<p>Contributes to the development of Codes of Conduct and ethical policies and procedures.</p> <p>Recognizes and addresses breaches of ethics and codes of conduct in line with best practices. Influences ethical practice by providing advice or consultation regarding ethical situations.</p> <p>Contributes to a community of practice and the development of colleague and student knowledge of ethical practice.</p>

Evidence:

SUBJECT MATTER EXPERTS

Learning Competency	Level 1 BUILDING Competency	Level 2 ENHANCING Competency	Level 3 MASTERING Competency
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: _____	<p>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.</p> <p>Proactively identifies and adopts evidence-based practice into one's daily work.</p> <p>Familiarizes oneself with relevant professional organizations and acts upon opportunities to become involved.</p> <p>Gains knowledge of the credentialing processes attached to professionalization and acquires the necessary education, training, and experience.</p> <p>Demonstrates a sense of curiosity and commitment to lifelong learning to contribute to the growth of vibrant career education and campus recruitment.</p>	<p>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.</p> <p>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.</p> <p>Actively participates within one's professional community (at both local and national levels) and commits to ongoing knowledge building and skills development.</p> <p>Exudes "grit" in continuously pursuing learning, growth and excellence in one's daily work.</p>	<p>Designs, develops, and evaluates 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.</p> <p>An "intrapreneurial" thought leader who brings an innovative and creative mindset to the development of projects and services.</p> <p>Collaborates with other thought leaders and leverages communities of insight to further projects and goals.</p> <p>With high social and emotional intelligence, advocates for positive change and evolution for career education and campus recruitment.</p>

Evidence:

MEETING TALENT NEEDS

Learning Competency	Level 1 BUILDING Competency	Level 2 ENHANCING Competency	Level 3 MASTERING Competency
MEETING TALENT NEEDS	Utilizes expertise in the labour market, campus recruitment and career education to meet present and future talent development needs. Ensures Canada's competitiveness on the global talent attraction and retention stage.		
Level: _____	<p>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.</p> <p>Understands strategic direction and structure of organizations to determine talent requirements among students and new graduates.</p> <p>Knowledge of efficient and effective recruitment and application processes, and related marketing strategies.</p> <p>Familiarity with campus engagement opportunities, and awareness of assessment methodologies to measure their effectiveness.</p> <p>Aware of experiential learning methods, opportunities and techniques which further develop talent to meet industry needs.</p>	<p>Analyzes the economic, societal, technological, and demographic trends that could affect the workforce, available talent, and the creation/maintenance of competitive industries.</p> <p>Analyzes and applies data in regard to strategic direction and structure of organizations to determine student and new graduate recruiting needs.</p> <p>Assists with creating efficient and effective recruitment and application processes, and related marketing strategies.</p> <p>Determines campus engagement activities to take part in and assists with assessment methodologies to measure their effectiveness.</p> <p>Involved in the creation of experiential learning opportunities for their organization.</p>	<p>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.</p> <p>Establishes and/or creates recruitment targets/numbers based on the strategic direction and recruiting needs of organizations.</p> <p>Oversees and creates efficient and effective recruitment and application processes, and related marketing strategies.</p> <p>Develops campus engagement activities and assessment methodologies to measure effectiveness.</p> <p>Oversees the development of experiential learning methods.</p>

Evidence:

CACEE COMPETENCY ACTION PLAN

Competency:
 My Competency Level:
 Goals:

Action Items:	Timeline			
	Start Date	Target Completion Date	Follow Up Date	Completed (YES/NO)
Step 1.				
Step 2.				
Step 3.				
Step 4.				
Step 5.				

Anticipated obstacles or challenges:

Additional resources, skills or knowledge needed in order to complete action items: