



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.

## COLLABORATION

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

LEVEL ONE BUILDING COMPETENCY	LEVEL TWO ENHANCING COMPETENCY	LEVEL THREE MASTERING COMPETENCY
<b>Identifies and participates in community building opportunities;</b> creates strong working alliances with students, colleagues, and stakeholders to support common goals.	<b>Develops and maintains a varied network</b> of internal/external colleagues, students, and stakeholders.	<b>Constructs, maximizes, and draws upon an extensive network of</b> internal/external colleagues, fellow leaders, students, and stakeholders to support operations, professional development, and strategic planning.
<b>Consults with colleagues and core stakeholders</b> to inform programming, communications, and operational decisions.	<b>Grows a ‘community of insight’</b> involving internal and external subject matter experts, colleagues, leaders, and stakeholders to shape programming, communications, and day-to-day operations.	<b>Creates an operational structure</b> which generates a collaborative spirit and a ‘community of insight’ amongst subject matter experts, colleagues, students and stakeholders.
<b>Recognizes opportunities for working together,</b> ensures efficient effort across the team, and maximizes learning from best practice.	<b>Models a spirit of collaboration,</b> 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.	<b>Leads by example and practices collaborative efforts</b> that maximize opportunities to work together, add value, are in sync with the rest of the organization, and led by evidence-informed practice.



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**COMMUNICATION**

<p>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.</p>		
<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>
<b>BUILDING COMPETENCY</b>	<b>ENHANCING COMPETENCY</b>	<b>MASTERING COMPETENCY</b>
<p><b>Continually practices and develops verbal and non- verbal communication skills</b> to maximize engagement with stakeholders.</p>	<p><b>Models behaviours</b> to colleagues, and delivery partners and demonstrates the importance of strong verbal and non-verbal communication in work with stakeholders.</p>	<p><b>Models and supports the development of strong communication skills</b> within one's team and with stakeholders.</p>
<p><b>Practices timely, thoughtful, and well constructed</b> in-person and virtual communication.</p>	<p><b>Participates in the development of standardized communication guidelines anchored</b> in evidence-based practice to support one's work and colleagues via both in-person and virtual communication.</p>	<p><b>Selects and implements (with input and/or guidance from others) standardized communication guidelines</b> to support engagement with stakeholders both face-to-face and virtually.</p>
<p><b>Develops presentations, print materials, and digital resources</b> which are grounded in contemporary theory.</p>	<p><b>Manages the design and development of</b> presentations, print materials, and digital resources which are rooted in contemporary theory and inclusive practice.</p>	<p><b>Establishes the guidelines for and leads the development of resources</b> anchored in contemporary theory and inclusive practice.</p>
<p><b>Recognizes / Describes the data analytics</b> available to measure reach, effectiveness, and scope of communications and marketing initiatives.</p>	<p><b>Applies data analytics</b> for decision support and the building of marketing and communication strategies.</p>	<p><b>Develops strategies for leveraging data analytics</b> for the regular evaluation of the global effectiveness of communication and marketing initiatives.</p>
<p><b>Applies knowledge of digital tools</b> to support work objectives.</p>	<p><b>Selects digital tools and technology</b> to support communication and stakeholder engagement.</p>	<p><b>Continually identifies opportunities</b> to achieve organizational goals and objectives through the use of digital platforms.</p>



## 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 ONE	LEVEL TWO	LEVEL THREE
BUILDING COMPETENCY	ENHANCING COMPETENCY	MASTERING COMPETENCY
<b>Recognizes ways in which technological change</b> enhances career education and / or recruitment offerings.	<b>Models and promotes adaptability</b> in the face of fast-paced technological change.	<b>Predicts and interprets technological changes and advocates</b> for the allocation of resources to meet staff's needs to best support and engage with students.
<b>Identifies current</b> use of new technologies for e-learning and recruitment purposes.	<b>Actively uses current and emerging technology</b> for e-learning and recruitment purposes.	<b>Incorporates current and emerging technology</b> for e-learning and recruitment purposes within program design and operational settings.
<b>Recognizes commonly used digital learning,</b> career planning, and recruitment resources.	<b>Supports / Trains other staff on the use of</b> applicant tracking systems, career building, CRM or e-learning systems.	<b>Leverages timely and regular training</b> in technologies commonly used in career education / campus recruitment to support development of digital literacy on their team.
<b>Recognizes</b> how technology and digital platforms can contribute to equity and inclusion.	<b>Actively applies</b> technological methods and ensures methods enhance <b>equity and inclusion.</b>	<b>Evaluates the use of technology</b> and ensures that those technological methods in use encourage and promote equity and inclusion.
<b>Models and promotes</b> students' responsible and ethical use of digital media platforms.	<b>Illustrates/explains and actively encourages</b> students' responsible and ethical use of digital media platforms.	<b>Responsible for creating an ethos</b> in which information sourced on-line is critically assessed and rooted in evidence-based practice.
<b>Is aware of the need to critically assess</b> the legitimacy and quality of information sourced online.	<b>Critically examines the legitimacy and quality</b> of information sourced on-line.	<b>Assesses and ensures alignment</b> with best practices, accessibility compliance and data privacy laws.
<b>Demonstrates alignment with</b> relevant accessibility compliance and data privacy laws.	<b>Models and promotes alignment</b> with relevant accessibility compliance and data privacy laws and policies.	



**EQUITY, DIVERSITY & INCLUSION**

<p>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</p>		
<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>
<b>BUILDING COMPETENCY</b>	<b>ENHANCING COMPETENCY</b>	<b>MASTERING COMPETENCY</b>
<p><b>Recognizes and is sensitive to the different challenges</b> facing various equity-seeking student groups while they develop their academic career and transition into the labour market after graduation.</p>	<p><b>Models fair, inclusive, and equitable practices</b> in the design, promotion, and execution of career and recruiting activities.</p>	<p><b>Continually directs, develops, and educates on inclusive behaviours and practices</b> in career education and campus recruitment.</p>
<p><b>Familiar with accessibility legislation pertaining to equity and inclusion</b> at all levels of government, including Employment Standards.</p>	<p><b>Applies awareness of one's working environment(s) to ensure inclusive, accessible practices</b> are in place and building awareness of opportunities to engage with equity-seeking stakeholders.</p>	<p><b>Designs programming and policies</b> which enable and enhance career partnerships with Indigenous and equity seeking stakeholders.</p>
<p><b>Recognizes instances of discrimination</b>, both conscious and inadvertent bias and connect students to relevant support resources.</p>	<p><b>Consistently builds and integrates inclusive behaviours and language</b> into program design and student engagement.</p>	<p><b>Designs programming and policies</b> that foster accessibility and embrace diverse experiences / thought and which contribute to the betterment of outcomes for Indigenous and equity-seeking stakeholders.</p>
<p><b>Identifies resources to support employers and career educators</b> in assisting equity-seeking student groups to reach their full potential.</p>	<p><b>Integrates Indigenous and equity-based values into programming and policies</b> for students, graduate candidates and hiring practices.</p>	<p><b>Critically assesses career programming and recruitment policies</b>, to ensure collaborative engagement with Indigenous students and candidates from equity seeking groups.</p>
<p><b>Participates in Indigenous and cultural awareness</b> learning opportunities.</p>		



## ETHICS

<p>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.</p>		
<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>
<b>BUILDING COMPETENCY</b>	<b>ENHANCING COMPETENCY</b>	<b>MASTERING COMPETENCY</b>
<p><b>Demonstrates ethical behaviour</b> within the context of one’s organization and industry.</p>	<p><b>Articulates, and implements a personal practice</b> for ethical decision making.</p>	<p><b>Contributes to the development of Codes of Conduct and ethical policies and procedures.</b></p>
<p><b>Utilizes institutional and professional resources</b> to assist with ethical issues (e.g., consultation with appropriate mentors, supervisors, colleagues, association guidelines).</p>		<p><b>Recognizes and addresses breaches of ethics and codes of conduct</b> in line with best practices.</p>
<p><b>Recognizes the ethical dimensions</b> of behaviour and conduct within the context of one’s organization and industry.</p>	<p><b>Identifies ethical situations in the course of one’s role</b> and addresses issues in ethical behaviour among self, colleagues, and students.</p>	<p><b>Influences ethical practice by</b> providing advice or consultation regarding ethical situations.</p>
<p><b>Gains knowledge of policies, procedures and legislation</b> necessary to adhere to or applicable to one’s role.</p>	<p><b>Applies policy, procedures, and legislation</b> to one’s work.</p>	<p><b>Contributes to a community of practice</b> and the development of colleague and student knowledge of ethical practice.</p>
<p><b>Consistently models ethical behaviour/ actions</b> by adhering to CACEE Code of Conduct, as well as our respective organizations’ values and ethical guidelines, policies, and procedures.</p>		



## SUBJECT MATTER EXPERTS

<p>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.</p>		
LEVEL ONE	LEVEL TWO	LEVEL THREE
BUILDING COMPETENCY	ENHANCING COMPETENCY	MASTERING COMPETENCY
<p><b>Actively explores the body of knowledge related</b> to one’s area of specialization including best practices. <b>Stays abreast of developments within</b> the field including relevant terminology, concepts, and principles.</p>	<p><b>Contributes to strategic planning, identifies areas for development, employs creative and innovative thinking and exhibits behaviours and techniques</b> that enhance the quality of program and service delivery.</p>	<p><b>Designs, develops, and evaluates new programming</b> relevant to one’s area of expertise.</p>
<p><b>Proactively identifies and adopts evidence-based practice</b> into one’s daily work.</p>	<p><b>Employs evidence-based practice together with the full range of available data, reference and resource materials</b> in order to design, develop and evaluate effective programming and services.</p>	<p><b>Influences professional and evidence-based practice and strives to further the reputation of Canadian professionals</b> by sharing research and program outcomes on local, national, and international levels.</p>
<p><b>Familiarizes oneself with relevant professional organizations</b> and acts upon opportunities to become involved.</p>	<p><b>Actively participates within one’s professional community</b> (at both local and national levels) and commits to ongoing knowledge building and skills development.</p>	<p><b>An “intrapreneurial” thought leader who brings an innovative and creative mindset</b> to the development of projects and services.</p>
<p><b>Gains knowledge of the credentialing processes attached to professionalization</b> and acquires the necessary education, training, and experience.</p>	<p><b>Exudes “grit” in continuously pursuing learning, growth and excellence in one’s daily work.</b></p>	<p><b>Collaborates with other thought leaders and leverages communities of insight</b> to further projects and goals.</p>
<p><b>Demonstrates a sense of curiosity and commitment to lifelong learning</b> to contribute to the growth of vibrant career education and campus recruitment.</p>		<p><b>With high social and emotional intelligence, advocates for positive change and evolution</b> for career education and campus recruitment.</p>



## 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.		
<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>
<b>BUILDING COMPETENCY</b>	<b>ENHANCING COMPETENCY</b>	<b>MASTERING COMPETENCY</b>
<b>Aware of economic, societal, technological, and demographic trends</b> 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.	<b>Analyzes the economic, societal, technological, and demographic trends</b> that could affect the workforce, available talent, and the creation/maintenance of competitive industries.	<b>Develops strategies in their organization to increase the competitiveness of their talent according to the economic, societal, technological, and demographic trends</b> that could impact the workforce, available talent, and the creation/maintenance of competitive industry.
<b>Understands strategic direction and structure of organizations</b> to determine talent requirements among students and new graduates.	<b>Analyzes and applies data in regard to strategic direction and structure of organizations</b> to determine student and new graduate recruiting needs.	<b>Establishes and/or creates recruitment targets/numbers</b> based on the strategic direction and recruiting needs of organizations.
<b>Knowledge of efficient and effective recruitment and application processes, and related marketing strategies.</b>	<b>Assists with creating efficient and effective recruitment and application processes, and related marketing strategies.</b>	<b>Oversees and creates efficient and effective recruitment and application processes, and related marketing strategies.</b>
<b>Familiarity with campus engagement opportunities, and awareness of assessment methodologies to measure their effectiveness.</b>	<b>Determines campus engagement activities to take part in and assists with assessment methodologies to measure their effectiveness.</b>	<b>Develops campus engagement activities and assessment methodologies to measure effectiveness.</b>
<b>Aware of experiential learning methods, opportunities and techniques which further develop talent to meet industry needs.</b>	<b>Involved in the creation of experiential learning opportunities</b> for their organization.	<b>Oversees the development of experiential learning methods.</b>