Queen's Career & Academic Advising Competency Framework

INTRODUCTION

The Queen's Career & Academic Advising Competency Framework (QCAACF) gives us a shared language to promote best practices for advising across the Queen's campus. Whether advising is a formal part of your role as a coach or advisor, or happens in informal conversations as professors, staff, supervisors, student leaders, or parents, the framework can serve as a guide to inform professional development, hiring, training and the work you do helping students.

In considering the various competencies, you will likely find that some are more obviously critical to your role than others – but we encourage you to consider all the competencies and how they can factor into supporting your advising conversations with students, whatever your unique role.

The QCAACF is meant to be a brief and accessible model to promote widespread discussion and adoption, rather than be a comprehensive and exhaustive source. It is based on research into comparable competency frameworks adopted by diverse professional associations across North America, in consultation with stakeholders across campus. For a more detailed understanding of these topics, please consult these sources for further reading in the section at the end of this document.

CORE COMPETENCIES

Coaching & Advising Techniques
- Cultivate a **coaching mindset** of curiosity, openness, and authenticity to facilitate student learning and growth through centering the student in the process.
- Assess needs, establish **shared goals**, and monitor progress towards outcomes.
- Introduce evidence-based **interventions** appropriate to current student needs.

Interpersonal & Communication Skills
- Effectively **communicate** including active listening and skillful explanations drawing on analogy, metaphor, and "safe and effective use of self" appropriate to audience's needs.
- Use **interpersonal skills** to maintain effective working alliance with clients and an atmosphere of safety and trust through empathy, feedback, reflection, and encouragement.
- Demonstrate **emotional intelligence** to skillfully navigate emotions of self and client.

Education & Facilitation
- **Assess needs** and establish learning outcomes for intentional learning experiences.
- Design workshop or lecture drawing on **current research** for career and academic content.
- Deliver session using **effective and inclusive teaching** techniques and pedagogy.

Understand and Apply Relevant Theoretical Frameworks
- Apply client-appropriate **student development and learning theories** to inform advising conversations from domains such as behaviourism, cognitivism, constructivism, humanism, and connectivism.
- Apply client-appropriate **theories relevant to academic advising** to inform advising conversations such as Appreciative Inquiry, decision-making, motivation, and psychological needs.
- Apply client-appropriate **career development theories** to inform advising conversations such as Chaos Theory, Planned Happenstance, Systems Theory, Experiential Learning, and Design Thinking.

Leverage Information, Resources, & Technology
- Maintain awareness and proficiency with **latest technology platforms** and tools related to career development, academics, and effective service delivery.
- Maintain current knowledge of **career development resources** and information covering career planning, job search skills and materials, labour market, further education, and assessment tools.
- Maintain up-to-date knowledge of **academic resources** and information including academic disciplines and programs, policies and procedures, and tools like transcripts, degree audits, and accommodations.
- Support students to **make connections with resources and professionals** of interest, and with opportunities for work, learning, and volunteering related to their future goals.

Equity, Diversity, Inclusivity, & Indigeneity
- Demonstrate **intercultural competency** through respect for diverse worldviews, cultures, positionalities, experiences, and ways of knowing, as well as awareness of one's own positionality and biases.
- Demonstrate **Indigenous cultural awareness** including awareness of self, diversity of peoples, and understanding of history and its impact on student needs and experiences.
- **Support students in reflecting** on their own intersectionality and its impact on their career decisions, and support in considering strategies for navigating systemic racism and oppression.
- Promote equitable access to learning, opportunities, and inclusive environments through **awareness, advocacy, and dismantling structures of oppression.**

Professionalism and Ethics
- Cultivate a habit of **continual professional development,** based on self-awareness, reflection, and openness to feedback.
- **Prioritize health and wellness** in self, colleagues, and clients, and develop appropriate boundaries, proactive practices, and awareness of external resources for skillful referrals.
- Curate **professional code of ethics**, informed by best professional practices to act with integrity and remain within scope of role and skill level in work with students and colleagues.

RESOURCES CONSULTED

The following resources were consulted for the development of the QCAACF:
- Berkeley Advising Strategy + Training: Advising Core Competencies. Retrieved from: [Advising Core Competencies | Advising Strategy + Training (berkeley.edu)](#)
- Canadian Association of Career Educators and Employers (CACEE): Competency Framework. Retrieved from: [CACEE - CACEE Competencies](#).
- Canadian Association of College and University Student Services (CACUSS) Student Affairs and Services Competency Model. Retrieved from: [CACUSS Student Affairs and Services Competency Model - Canadian Association of College & University Student Services](#)
- Canadian Career Development Foundation (CCDF): Competency Framework for Career Development Professionals. Retrieved from: [Competency Framework - Career Development Professionals (CPD) - Canada (ccdp-pcdc.ca)](#)
- International Coaching Federation (ICF): Core Competencies. Retrieved from: [The Gold Standard in Coaching | ICF - Core Competencies (coachingfederation.org)](#)
- NACADA: The Global Community for Academic Advising: Academic Advising Core Competencies Model. Retrieved from: [NACADA > Resources > Pillars > Core Competencies (ksu.edu)](#)
- National Association for Colleges and Employers (NACE): Professional Competencies for College and University Career Services Practitioners. Retrieved from: [NACE's Professional Competencies for College and University Career Services Practitioners (naceweb.org)](#)
- Queen's University HR Competency Dictionary. Retrieved from: [Queen's University Competency Dictionary March 2021 (sharepoint.com)](#)