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| **Student Information** | **Supervisor Information** |
| Name: | Name: |
| Position: | Title: |
| Unit: | Unit: |
| Email: | Email: |

**Introduction**

Participation in on-campus, co-curricular roles is an important part of your transformative learning experience at Queen’s. In these roles, you are developing the skills that will prepare you for a successful and meaningful career. Using this reflection form brings your co-curricular experience into an experiential learning framework, helping you to:

* Consider how the tasks and projects in this role contribute to your skills development
* Reflect on this role and how it contributes to your long-term career goals

**Returning Students:** If you’ve participated in the EL WrapAround while in this same role in a previous term, we encourage you to set new skills development goals that will continue to align with the work you’ll be doing. You’ll notice that the chart in Part 1 has an additional column that asks you to record job-specific methods/strategies for how you will apply each skill you’ve listed in column one and some of the questions in Part 2 have been modified to encourage deeper reflection on the experience.

We’ve also added an optional activity at the end of this form titled “DEAL Model for Critical Reflection”. We encourage all returning students to take the time to reflect on one major success or challenge during their work/volunteer role and discuss those reflections with their supervisor.

**Part 1 – Beginning of Role**

*Supervisor and student complete together as part of initial orientation/onboarding meeting with student*

**Review** your job description and the list of skills below. During your meeting discuss the following:

* As the student, what skills are of most interest to be developed?
* As the supervisor, what are the skills the student would have the best opportunity to develop?
* Together, what tasks and projects will create opportunities to develop the identified skills?

**Skills List**

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| * **Collaboration** (Accountability, Navigating Group Dynamics, Teamwork) | * **Communication** (Creative Expression, Marketing, Oral Communication, Writing) |
| * **Connection** (Community Building, Empathy, Interpersonal Skills, Networking) | * **Growth Mindset** (Adaptability, Initiative, Resilience, Self-Improvement) |
| * **Engaged Citizenship** (Advocacy, Civic Participation, Global Perspective) | * **Inclusivity and Intercultural Competence** (Actively Anti-Oppressive, Fostering Inclusion, Indigenous Cultural Awareness, Intercultural Skills) |
| * **Knowledge** (Financial Literacy, Indigenous Ways of Knowing, Research, Teaching and Facilitating) | * **Leadership** (Mentoring, Coaching, and Advising, Persuasion, Supervision and Leading, Understanding Leadership Styles) |
| * **Professionalism** (Attention to Detail, customer Service, Organization and Time Management, Utilizing Technology) | * **Self-Awareness** (Ethics and Integrity, Identity Development, Maintaining Health and Wellness, Self-Management) |
| * **Thinking** (Analysis and Synthesis, Critical Thinking, Creativity, Problem Solving) | * **Other** (Add additional job specific or industry specific professional skills) |

To learn more about the skills listed in the chart above, visit the [Queen’s Skills Cards](https://careers.queensu.ca/queens-skills-cards-educators) website. The website includes definitions, examples, and an interactive digital skills assessment tool.

**Complete** the chart below by choosing 2-5 skills that you will develop in your role and record the related tasks and projects that will help you develop those skills.

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| **Skills I would like to develop**  Identify three (2-5) skills that you would most like to develop during this work/volunteer experience; focus on skills that will be essential to your success in the role. | **What tasks/projects during the experience will help me develop it**  Consider the tasks, projects, teams, meetings, and any additional opportunities that will be most helpful for developing each skill. | **Methods/Strategies**  Record the job-specific methods or strategies that you’ll use to apply each skill within the tasks/projects listed in column two. |
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**Part 2 – Near End of Role**

*Student records responses to the following questions and brings form to meeting with supervisor to discuss.*

1. Comment on how you developed and/or demonstrated the 2-5 work-related skills that were identified in Part 1. Were the methods and strategies you listed in column three effective? Were there other methods or strategies that you ended up using that you hadn’t originally listed?
2. How did your work contribute to the department? What would you say was your biggest accomplishment in this role? (i.e. Was it a contribution to broader department goals? Was it a direct impact on student experience at Queen’s?)
3. How has this experience helped to inform your long-term career or academic options and/or goals?
4. Do you have any ideas for how you can continue to maintain the professional connections you’ve made during this experience?

Supervisor Comments *(to be completed by supervisor at meeting)*:

**Student Signature:** **Date:**

**Supervisor Signature:**  **Date:**