

EXAMPLE - EL WrapAround - Learning Reflection Form

Student Information	Supervisor Information
Name: Keelan	Name: Marie
Position: Data Entry Assistant	Department: Student Affairs
Faculty: Arts and Science	Email: marie.supervisor@queensu.ca
Email: keelan.student@queensu.ca	Tel: 613-1234-5678

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 professional 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

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?

Professional Skills	
<ul style="list-style-type: none"> • Leadership (Taking initiative by providing vision, motivation, and action; Guided by principles of integrity, social responsibility and an ethic of care) 	<ul style="list-style-type: none"> • Adaptability (Open and respond constructively to feedback; Learn from mistakes; Manage/cope with uncertainty)
<ul style="list-style-type: none"> • Written & Oral Communication (Express ideas clearly and convincingly using a variety of methods) 	<ul style="list-style-type: none"> • Inquiry and Analysis (Engage in learning and discovery; Transfer knowledge and skills to new situations, experiences and environments)
<ul style="list-style-type: none"> • Self-Management (Manage and evaluate own learning, behaviour, well-being and values while practicing ethical decision-making) 	<ul style="list-style-type: none"> • Time Management (Plan and manage time (and other resources) to achieve goals; Set appropriate and achievable goals & priorities)
<ul style="list-style-type: none"> • Collaboration (Make meaningful contributions in a group environment with a positive manner of interaction) 	<ul style="list-style-type: none"> • Civic Engagement and Global Learning (Students make a difference in their communities, both locally and globally)
<ul style="list-style-type: none"> • Critical Thinking (Provide informed and innovative conclusions, judgements or solutions while recognizing need for ongoing learning and limits of knowledge) 	<ul style="list-style-type: none"> • Intercultural Competence (Students develop skills and attributes that support effective and appropriate interaction in diverse cultural contexts)
<ul style="list-style-type: none"> • Other (Add additional job specific or industry specific professional skills) 	

**Adapted from the Queen's University Learning Outcomes Framework*

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.

Professional Skill	Related Task/Project
1. Collaboration	<ul style="list-style-type: none"> - Contribute to the overall performance of the team by taking and acting on requests for data entry and/or creation of stats/reports - Work directly with team members to understand data needs; ask questions when necessary; share ideas when appropriate
2. Critical Thinking	<ul style="list-style-type: none"> - Identify inefficiencies in current system for data analysis and entry, and suggest methods and techniques to improve efficiency - Apply previous data analysis experience, education, and roles to the job
3. Time Management Skills	<ul style="list-style-type: none"> - Balance the job with other priorities - Prioritize which data sets to enter on the various days in the office (based on team members and my calendar)

Part 2 – Near End of Role

Student records reflections below and brings form to meeting with supervisor to discuss.

Student Questions (to be completed by student):

1. Comment on how you developed and/or demonstrated the 2-5 work-related skills that were identified in Part 1.

Collaboration: Towards the end of my role, I worked closely with a team member who was dealing with large amounts of data and needed to provide stats in a way that would be easily understood by her colleagues and project partners. She explained her needs and I spent time working independently to figure out which data sets would be the most useful to provide a clear overview of the various components of her project. I listened to the needs of my colleague, brainstormed ideas, shared those ideas and collaboratively made decisions about the final data sets to be used. I even suggested using a data dashboard to present data in a more visually appealing way to project partners – the team liked this idea and carved out some time in my schedule to help develop these tools. This was a great example of how I was able to share ideas, which led to further development of my collaboration skills.

Critical thinking: I took my supervisor’s advice and looked for weaknesses in the existing system. I noticed that the entered data had to be reviewed by three people before it could be used in a report – which seemed like an inefficient use of resources given how busy everyone in the office seemed to be! I suggested that it only be

reviewed by me (while I'm entering) and the Director. At first, my supervisor explained that these protocols and systems are in place to ensure that only the best work is produced and that the lengthy review process was the result of errors being made in the past. I thought some more about the system and made some suggestions for adding checks and balances directly into the spreadsheet that we were using, so that errors would be identified by the program. This actually reduced the amount of human error in the system and reduced the time each reviewer had to spend reviewing the data sets. Through this experience, I learned that I still have a lot to learn about the structure of an office and why certain processes are in place. But, I was also able to use my critical thinking skills to suggest changes and make a process more efficient.

Time management skills: Our prediction was quite right – I was able to improve my time management skills a lot, especially with balancing this job and school. In the first semester, I took a week off during midterms because I was not prepared for all my midterms and assignments. It was great that my supervisor understood and allowed this flexibility, but when I came back to work, I definitely felt the burden of some items that had not been completed while I was away. In the second semester I knew that I didn't want to repeat the catch up I had to do in first semester after my week off, so I realized that I needed to start studying earlier and finishing my assignments ahead of time to facilitate this. To do this, I started using my Outlook calendar to combine my school and work schedules – it made it easier for my supervisor to see when I was available and helped me prioritize. When I did this, I was able to continue working in my 'busy weeks'. I was also able to use the calendar to balance the different tasks I was working on in the job, so I was able to meet all of the work deadlines my supervisor gave me. Also, during the busy weeks the distraction of work actually helped me to de-stress... and reminded me that there is more to life than my grades!

2. How did your work contribute to the department?

The data I entered was important for all team members – they used the data to create final reports, guide their programming, and make changes/ improvements. Without entering the data, the teams would not have had this information to guide the programming!

I am also one of the only students working in the unit, so I was often asked for my perspective on different projects and prototypes. This was great and really made me feel my opinion was valued.

3. How has this experience helped to inform your long term options and/or goals?

This position further solidified that I don't have a real desire to work in a customer service field or a job that has a lot of unexpected events. I like how I was able to come to work and know exactly what I was going to be doing. I really like the office environment and consistency of work! It is also reinforced that I like problem-solving – I didn't mind doing the day-to-day admin tasks associated with data entry, but I noticed that I felt a lot more energized when I was working with the team to identify ways to make the data entry process more efficient or when I was making suggestions for how to present the data.

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

Keelan has actively and positively engaged in the reflective process throughout her time in the role. During our initial conversation we explored the skills required to fulfill the role and together we identified those skills she wanted to work on. During our bi-weekly check in meetings, we've worked together to set goals and explore projects and tasks that have helped develop those skills. By reflecting on the details of her daily tasks and interactions, Keelan has been able to identify the skills she's used to accomplish tasks and made important contributions the department, such as recommending processes for increased efficiencies in our systems, making suggestions to data entry processes and has worked collaboratively with team members in how to apply and use data when presenting information to our project partners.

Student Signature: *Keelan Student*

Date: April 3, 2019

Supervisor Signature: *Marie Supervisor*

Date: April 3, 2019