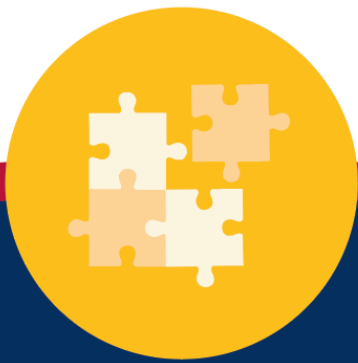# Queen's Skills Cards Facilitator Guide

Winter 2021

PROBLEM SOLVING

Find solutions to difficult or complex questions or situations.

THINKING

TEAMWORK

Create space for, and actively encourage, contributions from team members with diverse perspectives and strengths.

COLLABORATION

Queen's UNIVERSITY | STUDENT AFFAIRS CAREER SERVICES

Queen's Skills Cards Facilitator Guide

Acknowledgments

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory.

Queen's Skills Cards Facilitator Guide

Table of Contents

Why the *Queen's Skills Cards?*

Students have lots of skills — gained through curricular and co-curricular activities — but often struggle to identify and articulate their skills. The *Queen's Skills Cards* are an interactive, hands-on, and fun way to help students name and describe their skills.

The *Queen's Skills Cards* are designed based on a traditional card sort activity, but with content that is tailored to the student learning experience at Queen's. The 44 skills, organized into 11 areas of development, are aligned with the Queen's Learning Outcomes Framework and employer input on desired skills; the written examples are based on Queen's student activities.

This new resource is available in three formats: a physical deck of cards, an online Skills Sorter, and a PDF. The former two are highly interactive, while the third is a static document that can be used in conjunction with a self-assessment worksheet (such as Appendix A) to prompt the user's reflection. The latter two formats are accessible through the Queen's University Career Services website, while the physical decks are currently for internal use only.
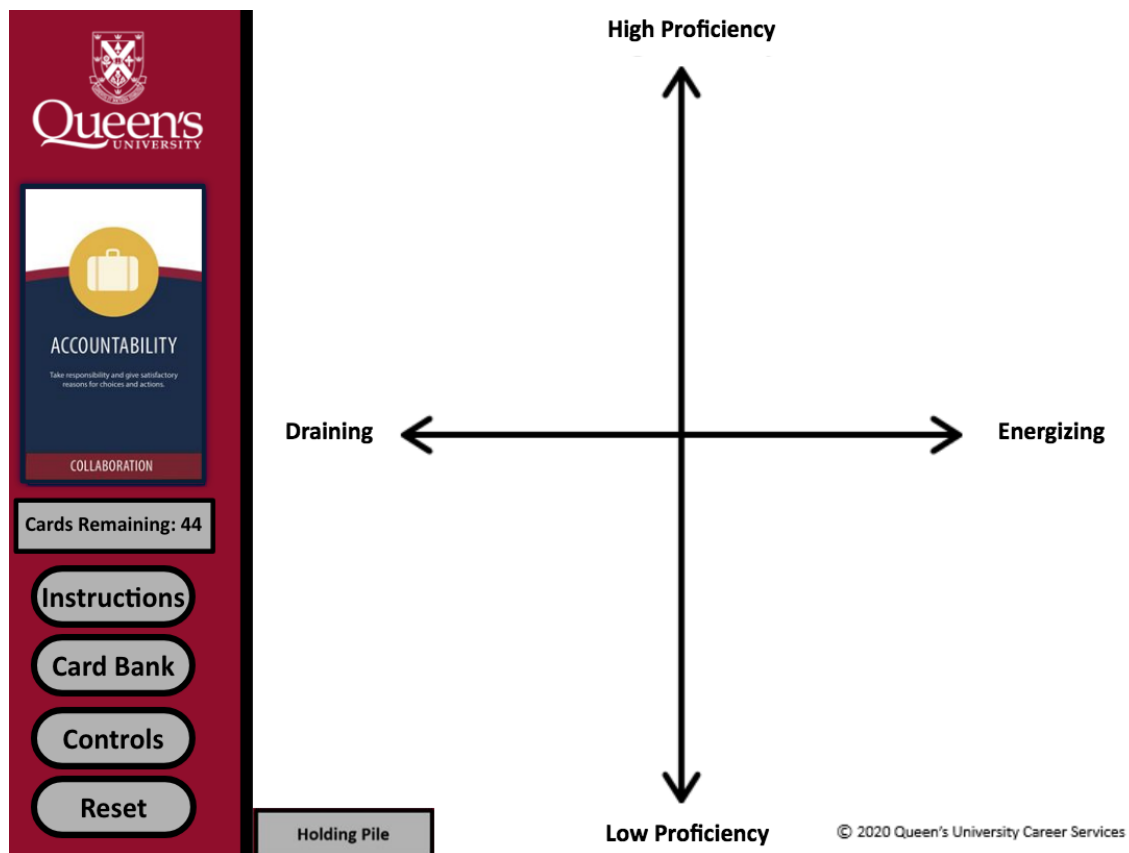
Included above is an example of the Skills Sorter.

Queen's Skills Cards Facilitator Guide

Card Sorts
Card sorts are an assessment tool that can be used to understand how people organize information. Card sorts are commonly employed in user experience research and in education, and can be facilitated in numerous ways to elicit different types of information. The *Queen's Skills Cards* are a career counselling intervention designed to help students assess their professional skills, and to speak about these skills clearly and confidently.

Using the *Queen's Skills Cards* and this Facilitator Guide
This Facilitator Guide describes the conceptual foundations of the *Queen's Skills Cards*, as well as seven ready-to-implement activities you can facilitate using this new resource. These activities can be used when advising or counselling individual students on matters related to their career development, as well as in classes or workshops about career exploration, realizing personal strengths, and applying to jobs or further education in any field.

Throughout this Guide (appendices excepted), the term "you" will refer to the facilitator — the faculty or staff member who is leading or planning to lead a *Queen's Skills Cards* activity for your students. Accordingly, the term "them" will refer to the students or end-users of the cards. We hope you find these activities straightforward and helpful in supporting your students as they learn how to develop and articulate their professional skills.

Foundations of the *Queen's Skills Cards*

Consider the following when planning how to use the *Queen's Skills Cards.*

Strengths-Based: The *Queen's Skills Cards* are strengths-based. Everyone has skills! The *Queen's Skills Cards* assist students in understanding which skills they have, and how those skills can help them achieve their goals. Knowing one's strengths is empowering.

Prompt for Meaningful Discussion: The *Queen's Skills Cards* are a card sort tool. Card sorts are a career counselling intervention that can be used in many ways to yield numerous insights about the user. The results of a card sort activity can be a good prompt for meaningful discussion about the results themselves, as well as about the user's self-perception.

Student-Driven Assessment: The *Queen's Skills Cards* are a self-assessment tool, and the user drives their use. Users should better understand their own skills as a result of their interactions with the cards. Unlike a psychometric assessment, there is no single correct way to administer or interpret the *Queen's Skills Cards.* Rather, there are many ways to help students develop the language to think and speak about their academic and co-curricular experiences.

Past- or Future- Focused: The *Queen's Skills Cards* can be used for both skills reflection and skills projection; that is, to help students identify what skills they do possess and how to describe them, and also to identify what skills they do not currently possess in order to make plans for developing those they need to succeed in their goals.

Career Decision-Making Support: The *Queen's Skills Cards* can also help students with their career decision-making. By assessing which skills feed or drain their energy, students can review potential career options through a skills-fit lens.

Customizable: The *Queen's Skills Cards* are a customizable tool. The activities described in this Facilitator Guide are merely starting points, not recipes or prescriptions. You are welcome to adapt these activities as you see fit, and to develop new activities to suit your and your students' needs. We encourage facilitators and users alike to play with the cards and discover new ways to learn from them. To that end, we would love to hear which activities you find resonate most with the students you serve.

We hope that you and your students will see the cards as a tool to assess and grow their professional skills. The goal is not for students to demonstrate perfection in all skills, but to demonstrate a sufficient level of proficiency in the ones they need, an awareness of the deficits that exist, and an outlook that involves seeking out the supports they need to improve. This process in and of itself is also a skill that will serve students well throughout their career development.

Strategies for Using the *Queen's Skills Cards*

Based on our pilot use of the *Queen's Skills Cards*, the Career Services staff offer the following strategies for implementing the *Queen's Skills Cards* in your setting:

Fluency: Before you use this tool with students or other stakeholders, it is helpful to review each of the cards yourself and ensure that you feel comfortable describing each of the skills and their application. We use some of this language regularly; however, as one of our Career Counsellors put it, "there is a big difference between knowing it and integrating it" in this work.

"Other Skills" Cards: These were created to represent the strengths students may bring that the *Queen's Skills Cards* do not already capture. If you are using the physical cards, we recommend writing their response(s) on a post-it note on the physical card(s), so that the card(s) can be re-used; while the cards were designed to be erasable, our trials indicate that this method is only highly effective when done immediately after use.

Timing in Appointments: The time it takes students and professionals to conduct these activities varies significantly. If you anticipate using the *Queen's Skills Cards* with a student, and may be tight for time, you may consider asking them to review our [website] so they become familiar with the concept and language beforehand. Highly self-directed students may use our online Skills Sorter to complete the activity on their own time, and then bring a photo or screen capture of their results or discuss with you during an appointment.

Timing in Workshops and Classes: Implementing these activities in a group setting is time-consuming, and the exact time taken depends on the group's size and composition. Keep these things in mind when using the Skills Cards with a group:

- ☐ Groups that know each other tend to proceed more quickly and naturally;

- ☐ Groups where some or all students are English language learners are less likely to be familiar with some of the terminology on the Skills Cards;

- ☐ If you have a clock in your space, use it and refer to it during activities;

- ☐ As a facilitator, you can (and perhaps should) frame activities by acknowledging that it is possible not everybody will have enough time to complete each activity in full. Consider, for example, asking students to pick their top five skills or removing half of the cards in each deck to focus on the ones most relevant to work in your industry;

- ☐ The *Queen's Skills Cards* can and will be used in many ways! If a Queen's student would like to complete an activity they started with you, or just explore the resource further, they can use the MyCareer portal to book a career counselling appointment.

Accessibility Considerations

Career Services has created physical and digital versions of the *Queen's Skills Cards* with the aim of making this tool accessible to as many students as possible. When you use the *Queen's Skills Cards* in your setting, please consider the following strategies to ensure that your facilitation is inclusive to students with a wide range of needs. These strategies are based on Universal Design for Learning (UDL), a framework that explains how flexibility in educational goals, methods, materials, and assessments can benefit many — if not all — learners in a group.

Time to Prepare: Some students simply don't like surprises, while others need time to prepare effectively for interactive activities. Inform all of your students in advance that they will be using the *Queen's Skills Cards* in your upcoming class or meeting. Let your students know that they can visit our [website](#) to become familiar with the concept and language beforehand.

Use Both Versions: Some students may not be able to see the physical cards and handouts, but may use software that enables them to hear the virtual version. Inform students of the virtual version, and allow them to use their devices in class. Likewise, some students may need hard copies of the cards and handouts. Bringing the physical cards and handouts is one way to demonstrate that you do not assume all students can or will access the cards online.

Become Fluent in the Content: The cards are written in English, but the language is not language everyone uses on a daily basis. You should be familiar with the content to effectively support students who may ask questions. Please contact Career Services for support if you are stuck on any of the cards' language.

Pace and 'Levels' of Activities: As noted on the previous page, the time it takes students to complete these activities is highly variable. Specifying how much time you are allotting for a given activity allows students to self-manage their time. Providing 'levels' of task completion (for example, pick three cards or sort the entire deck) can help students of various speeds arrive at similar functional outcomes.

Holistic Mindset: The *Queen's Skills Cards* are a tool designed to help students reflect on their accomplishments and goals. Facilitating these activities may lead to new conversations with students — conversations related to their personal development more than your course content. Recognize that your students are whole people and, to the extent possible, be aware of the many resources available to support their identities, interests, aspirations, and needs.

Activities — At-a-Glance

1. Someone Else's Skills Story

 a. Do a proficiency sort for someone else (celebrity, fictional character...)

2. Skills Snapshot

 a. Thumb through the cards and pick three that describe one's strengths

 b. Combine those strengths into a sentence and take a picture!

3. You've Got Skills!

 a. Users sort skills by proficiency first, then by the skills' impact on their energy

 b. Users add missing skills (consider using their Major Map's 'Skills' section)

 c. Users examine their four piles or quadrants – do they notice any trends?

   i. High proficiency + energizing = want to leverage these

   ii. High proficiency + draining = potential burnout area

   iii. Low proficiency + energizing = want to develop these

   iv. Low proficiency + draining = want to de-centre these

 d. Users brainstorm what types of roles could benefit from their core strengths

4. Making the Most of Opportunities

 a. Users sort before beginning a new experience to consider growth areas

 b. Users add missing skills (consider using their Major Map's 'Skills' section)

   i. To target areas for growth, users sort by relevance and proficiency

5. Taking Stock of Successes

 a. Users sort after completing an experience to consider what skills they developed

 b. Users add missing skills (consider using their Major Map's 'Skills' section)

   i. Users brainstorm examples that demonstrated each skill

   ii. Users develop story components using the Context-Action-Result structure

6. Getting What You Need to Succeed

 a. Users sort skills by their relevance to a particular field or job posting

 b. Users add missing skills (consider using their Major Map's 'Skills' section)

 c. Users sort skills by their proficiency

   i. High relevance + low proficiency areas = areas to target for growth

   ii. Create plans and set goals to develop those skills

7. Communicating Your Value

 a. Users sort skills by their relevance to a particular job, then by their proficiency

 b. Users add missing skills (consider using their Major Map's 'Skills' section)

 c. Users incorporate high importance/high proficiency skills into their key messages

 d. Users draft a profile or "tell me about yourself" that draws on three key strengths

 e. Users brainstorm stories to share in their cover letter and (hopefully) interview

Activities — Step-by-Step Instructions for Facilitators
Someone Else's Skills Story:

This Activity is Intended To: Help students learn about skills and skill development in general by identifying the skills someone else possesses rather than focusing immediately on themselves and their own skill sets.

Length of Time: 10-15 minutes

Number of Participants: Adaptable; appropriate for a class or workshop

Because of this activity, students should be able to…:
- o Describe the skills on (at least some of) the cards in their own words
- o Identify to what extent someone they know or admire has certain skills

Use This Activity If:
- o You are teaching a class or leading a workshop to help students understand what a wide range of professional skills could 'look like' in action
- o You would like to help students differentiate between similar skills

Materials:
- o Skills Cards (in any of the three formats)
- o You may choose to use the Proficiency Assessment (Appendix A) instead of the full cards. This will save time, but sacrifice depth

Steps:
- o Ask your students to think of somebody they admire
- o Have students sort their pack of cards based on how proficient the person they admire is (or is perceived to be) at each of these skills
- o If time permits, ask students to share the person whose skills they analyzed for this activity and which three skills they deemed their most and least proficient

Reflection Questions for Students:
- o What was challenging about this activity?
- o Are there any trends among the group? What might these trends reveal about whether any skills are valued across fields and over time?

Next Steps:
- o "You've Got Skills!" for participants to self-assess their own skills.

Activities — Step-by-Step Instructions for Facilitators
Skills Snapshot:

This Activity is Intended To: Help students quickly identify the skills which, when used, lead them to feel most energized. Great for events, including "tabling" on campus.

Length of Time: < 5 minutes

Number of Participants: One at a time; unlimited amount during an event

Set-Up Requirements:
- o 1 pack of physical Skills Cards to be used at any given time
- o 1-2 additional packs of Skills Cards for students to use while waiting for their turn
- o Whiteboard, erasable marker, and camera or mural paper, markers, and post-its

Because of this activity, students should be able to...:
- o Identify the three skills from which they derive the most energy

Use This Activity If:
- o You want to engage students in skills-related conversations at an event

Materials:
- o Attention-grabbing banner/slogan (i.e., "When are you 'in the zone?'")
- o Other Career Services/relevant resources to fill the booth/event space
- o At least two packs of the physical Skills Cards
- o Whiteboard, erasable marker, and camera or mural paper, markers, and post-its

Steps:
- o Ask a student to go through a pack of Skills Cards and pick the three cards that describe what would lead them to feel the most energized
- o Combine these into a sentence: "I am 'in the zone' when I use…"
- o Ask the student to write their sentence on a whiteboard or mural

Reflection Questions for Students:
- o Are there any themes (or surprises) among your 'most energizing' skills?
- o How do these skills relate to your studies and/or desired field of work?
- o How can you rely on the skills that you find 'most energizing' to help you find roles that will get and keep you 'in the zone?'

Next Steps:
- o Photograph each student with their whiteboard and post the photos online or have each student add their response (in writing or post-it notes) to a mural; and
- o Promote the Career Services (and/or other relevant departments') social media accounts, where photos and further resources will be posted.

Activities — Step-by-Step Instructions for Facilitators
You've Got Skills!:

This Activity is Intended To: Help students realize which skills they have developed through their varied experiences to date.

Length of Time: 20-40 minutes

Number of Participants: One at a time (for most depth) OR a small group

Because of this activity, students should be able to...:
- Identify the skills at which they are most proficient
- Identify the skills which, when used, lead them to be most energized
- Identify the skills which they most want to target for future development

Use This Activity If:
- A student you are advising expresses uncertainty around what skills they have, or the belief that they have no 'relevant' experiences and/or 'real life' skills
- You are trying to evaluate which skills students have developed from participating in your class or co-curricular activity

Materials:
- Skills Sorter (Steps for use described within the platform)
- PDF or Physical Skills Cards and Proficiency x Energy Scatter Plot (Appendix B)

Steps (for use with the PDF or physical Skills Cards):
- Ask the student to sort the cards based on their proficiency
    - Add any skills that aren't captured on the cards
    - Screen-capture or write which cards students placed as "high" or "low"
- Re-sort the cards based on each skill's impact on the student's energy:
    - Cards that are energizing + proficiency is high = want to leverage
    - Cards that are energizing + proficiency is low = want to develop
    - Cards that are draining + proficiency is high = potential burnout area
    - Cards that are draining + proficiency is low = de-centre these

Reflection Questions for Students:
- Which fields and/or types of roles may focus on your core strengths?
- What potential opportunities (academic, personal, co-curricular, and/or professional) could help you grow the skills you most want or need?

Next Steps:
- For those beginning new roles: "Making the Most of Your Experience."
- For those seeking more relevance: "Getting What You Need to Succeed."
- For those applying to jobs or education: "Showcasing Your Value."

Activities — Step-by-Step Instructions for Facilitators
Making the Most of Opportunities:

This Activity is Intended To: Frame new experiences as an opportunity to intentionally build skills through proactive self-assessment and goal-setting.

Length of Time: 20-40 minutes

Number of Participants: One at a time (i.e., in advising) OR with a small group who is about to embark on a similar experience (i.e., a cohort of Queen's peer educators)

Because of this activity, students should be able to…:
- o Identify one or more goals they would like to achieve in their new role
- o Succinctly answer the question "What do you want to gain from this experience?"

Use This Activity If:
- o A student you are advising is about to begin a new experience
- o You want to help your volunteers or employees set goals for their upcoming roles

Materials:
- o Skills Sorter (Steps for use described within the platform), OR
  PDF or physical Skills Cards AND Proficiency x Energy plot (Appendix B)

Steps (for use with the PDF or physical Skills Cards):
- o Ask the student to sort the cards based on their proficiency
    - ▪ Add any skills that aren't captured on the cards
    - ▪ Record the groupings in which the student placed their cards
- o Re-sort the cards based on each skill's impact on the student's energy:
    - ▪ Cards that are energizing + proficiency is high = want to leverage
    - ▪ Cards that are energizing + proficiency is low = want to develop
    - ▪ Cards that are draining + proficiency is high = potential burnout area
    - ▪ Cards that are draining + proficiency is low = de-centre these

Reflection Questions for Students:
- o Based on the skills you want to develop, how might you approach your new role? Discuss setting goals, and try to set 1-2 goals in the session.
- o How might you answer the question "What do you want to gain from, or get out of, this experience?"

Next Steps:
- o Set criteria that the student can use to determine the progress they are making towards achieving the goals they have set.
- o Discuss how the student can have an effective goal-setting conversation with a future supervisor.

Activities — Step-by-Step Instructions for Facilitators
Taking Stock of Successes:

This Activity is Intended To: Help students realize the 'real life-ready' skills they have gained from a recent (academic, personal, co-curricular, or professional) experience.

Length of Time: 15-20 minutes

Number of Participants: One at a time (i.e., in advising) OR with a small group who are part of a similar experience (i.e., SWEP students in the Queen's EL WrapAround)

Because of this activity, students should be able to...:
- Identify the skills they currently possess
- Identify examples that illustrate their ability to use those skills
- Explain how these skills relate to their ability to succeed in the future

Use This Activity If:
- A student you are advising has recently completed an experience, and isn't sure what they gained from it or whether it was worthwhile
- You are wrapping up an experience with one or more student volunteers/staff, and want to demonstrate that their participation did indeed help them build skills

Materials:
- Skills Cards PDF, the "Card Bank" on the Sorter, or one deck of cards each
- *Optional:* Proficiency Assessment (Appendix A) to record results

Steps:
- Ask the student(s) to sort the cards based on the skills they demonstrated in the role they are finishing or recently completed
    - Add any skills that aren't captured on the cards
    - Choose top 2-3 skills demonstrated in this particular role
- Work together to identify specific examples that illustrate how they used those skills within the experience they are finishing or recently completed
    - Encourage use of the CAR structure (Context-Action-Result) to ensure their stories are coherent and include necessary details

Reflection Questions for Students:
- What did you learn from this activity?
- How could you extend this learning to other experiences you've had in the past?

Next Steps:
- For those applying to jobs or further education who want to improve their cover letters, personal statements, or answers to behavioural interview questions: "Showcasing Your Value."

Activities — Step-by-Step Instructions for Facilitators
Getting What You Need to Succeed:

This Activity is Intended To: Help students figure out which skills their desired role(s) view as most important, and how they can go about gaining those skills.

Length of Time: 20-40 minutes

Number of Participants: One at a time (i.e., in advising) OR a group with similar goals

Because of this activity, students should be able to...:
- o Identify which skills their desired role(s) view as most important
- o Identify gaps between the skills they currently possess and those they will need to succeed in their applications for future study and/or work
- o Describe how they will develop the skills to succeed in their chosen field

Use This Activity If:
- o A student you support knows what they want, but not how to get there
- o You teach a professional skills/career preparation class for students with similar career goals, and want to help them envision their paths

Materials:
- o Skills Sorter (manually change X axis from "Energy" to "Relevance"), OR
  PDF or physical Skills Cards AND Proficiency x Relevance plot (Appendix C)
- o Job search tools: WiFi and devices for each student/group, or job postings for their desired roles/admissions criteria for their desired educational programs

Steps (for use with the PDF or physical Skills Cards):
- o Prepare one pack of Skills Cards per student or (in large class) small group
- o Ask each student/group to locate job postings/educational programs of interest
- o Students sort the cards by what seems most important for their desired goal(s)
- o Within the cards that have been deemed 'most relevant,' have them sort by their own proficiency at this point in time
  - ▪ High relevance + low proficiency = areas to target for growth!

Reflection Questions for Students:
- o What did you learn from this activity?
- o Based on this activity, how could you tailor your preparation to enter the field before you begin applying to specific opportunities?
- o What potential opportunities (academic, personal, co-curricular, and/or professional) could help you develop the skills you most want or need?

Next Steps:
- o For those applying to jobs/further education who feel prepared to highlight their key skills on applications/interviews: "Showcasing Your Value."

Activities — Step-by-Step Instructions for Facilitators
Showcasing Your Value:

This Activity is Intended To: Help students figure out which skills their desired role(s) or program(s) value most, and how they can communicate that they have those skills.

Length of Time: 20-40 minutes

Number of Participants: One at a time (i.e., in advising) OR a group with similar goals

Because of this activity, students should be able to…:
- o Articulate the match between their own skills and their desired position's or program's requirements, by drawing upon examples from their own experiences
- o Persuasively answer the question "Why should we hire (or admit) you?"

Use This Activity If:
- o A student you are advising knows they are qualified for a particular position or further education program, but struggles to explain why
- o You teach a professional skills/career preparation class, and want your students to be able to articulate their qualifications to practice

Materials:
- o Skills Sorter (manually change X axis from "Energy" to "Relevance"), OR PDF or physical Skills Cards AND Proficiency x Relevance plot (Appendix C)
- o Job search tools: WiFi and devices for each student/group, or job postings for their desired roles/admissions criteria for their desired educational programs

Steps (for use with the PDF or physical Skills Cards):
- o Prepare one pack of Skills Cards per student or (in large class) small group
- o Ask each student/group to locate job postings/educational programs of interest
- o Students sort the cards by what seems most important for their desired goal(s)
- o Within the cards that have been deemed 'most relevant,' have them sort by their own proficiency at this point in time
  - ▪ High relevance + high proficiency = key messages!

Reflection Questions for Students:
- o What did you learn from this activity?
- o Based on this activity, what will be the key message(s) you want to emphasize on your resume/cover letter and in interviews?

Next Steps:
- o Help them draft a strengths-based profile statement or elevator pitch;
- o Brainstorm stories they could share on applications and in interviews; and/or
- o Use the components of each skill to make their stories more detailed, and frame each story using the CAR Structure (Context-Action-Result).

Queen's Skills Cards Facilitator Guide

Activities — Step-by-Step Instructions for Facilitators
Articulating Your Value:

This Activity is Intended To: Help students prepare for interviews.

Length of Time: 20-60 minutes, based on group size and number of cards used

Number of Participants: Large groups (ideally 20-50 people, but flexible)

Because of this activity, students should be able to…:
- Identify specific examples from their own experiences that demonstrate how they have developed and used certain skills
- Answer the question "Tell me about a time when you used _____," using the chosen Skills Cards as the blanks, with clarity and confidence

Use This Activity If:
- You teach a professional skills/career preparation class, and want your students to be able to articulate their qualifications to practice
- You are preparing students for practicum interviews or a job fair

Materials:
- One pack of Skills Cards per group of up to 88 participants
    - If you use only the specific Skills Cards that are most relevant to your students' career goals (rather than all 44), you would to double the number of cards you are using and take one pack per group of that size

Steps:
- *Preparation:* Set up long rows of tables with chairs on both sides, and place each Skills Card between one pair of chairs
    - If you are using more than one pack of Skills Cards [see Materials], ensure that the cards from each pack are placed along separate tables so that no table or row has the same card twice
    - Space out the chairs at all tables so that participants have space
- Seat students on both sides of the tables, so that they face each other
- Explain the logistics of this exercise:
    - You (or another facilitator) will time 4-5 minute intervals
    - Within each interval, students will practice answering the behavioural interview question "Tell me about a time when you used [the skill on the card in front of them]"
        - Students facing each other should both answer each time
        - Students should listen to each other and provide feedback
    - At the 4-5 minute interval mark, either [you decide]:

- Students on both sides of the tables rotate in opposite directions, allowing all to practice with varied partners, OR
- Students pass their card to the next pair, allowing each pair to deepen their practice together throughout the whole activity

Reflection Questions for Students:

   o How could you continue strengthening your interview preparation?

Next Steps:

   o Ask them identify which skills are the most relevant to their desired roles, and then focus on developing detailed stories to demonstrate each of these

Useful Resources

Our team found the following resources helpful in developing the *Queen's Skills Cards* and the activities found in this guide*:*

Akhurst, J. & Paton, F. (n.d.). *The psychology card sort: Researching student development.* https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/resources/akhurst-miniproject_report_1568037234.pdf.

Beckhusen (2011). Fast and interactive ways for using the SkillScan card deck. https://www.career-lifeskills.com/pdf/New/FastInteractiveWaystoUsetheSkillScanCardDeck.pdf.

Butcher, V. (n.d.). *The role of card sorts in employability learning.* https://https://www.qualityresearchinternational.com/esecttools/esectpubs/butchercardsort.pdfsort.pdf.

Connect Scales Project: Supporting the Canadian Advancement of Literacy and Essential Skills (n.d.). *The SCALES card sort tool.* http://en.copian.ca/library/learning/connect/card_sort/5-card_sort.pdf.

TheCareerPlanner. (2017, May 17). How to use the Knowdell motivated skills card sort [video]. YouTube. https://www.youtube.com/watch?v=sV0IN7az81M.

Thurber, A. and Bandy, J. (2018). Creating accessible learning environments. http://cft.vanderbilt.edu/guides-sub-pages/creating-accessible-learning-environments/.

United Nations (2015). Knowing yourself and what you want workbook. Retrieved from https://hr.un.org/page/career-workbook-plan-your-career.

Wick, J. (2018, August 22). *Card sorting: Organizing and understanding complex data.* Prototypr Blog. https://blog.prototypr.io/card-sorting-organizing-understanding-complex-data-1a2c262bced2.

Feedback Mechanisms

We hope to gather data on how units at Queen's University are using the Skills Cards, approximately how many students each unit has reached with the tool, and how each unit's students are responding to the tool. We appreciate our campus partners' efforts to quantitatively track their usage and reach, and to qualitatively note users' responses as appropriate and possible.

Career Services will reach out to Queen's campus partners at the end of each semester to collect this data. If your unit has any questions about this process or anything related to the Skills Cards, please contact us at mycareer@queensu.ca.

Consultations and Support

Career Services is the centralized provider of career education and career development services at Queen's University. Career Services staff support undergraduate and graduate students in all faculties and schools. If you would like our staff to train you and your colleagues on using the *Queen's Skills Cards*, or to facilitate a *Queen's Skills Cards* workshop for your students, please email mycareer@queensu.ca. Our website also contains information about our services as well as a plethora of career resources for students, faculty, staff, and employers.

Appendix A:
Queen's Skills Cards — Proficiency Assessment

Check off the box that corresponds with your proficiency on each *Queen's Skills Cards* skill. Then, highlight the skills you think are most relevant for your desired roles.

Do you notice any themes? What experiences could you seek out to bridge gaps?

Skill	High	Mid	Low	Example or Other Notes
Accountability				
Actively Anti-Oppressive				
Adaptability				
Advocacy				
Analysis and Synthesis				
Attention to Detail				
Community Building				
Civic Engagement				
Creative Expression				
Creativity				
Critical Thinking				
Customer Service				
Empathy				
Ethics and Integrity				
Financial Literacy				
Fostering Inclusion				
Global Perspective				
Health and Wellness				

Indigenous Cultural Awareness				
Indigenous Knowledge/Ways of Knowing				
Identity Development				
Initiative				
Intercultural Skills				
Interpersonal Skills				
Marketing				
Mentoring, Coaching, and Advising				
Navigating Group Dynamics				
Networking				
Oral Communication				
Organization and Time Management				
Persuasion				
Problem Solving				
Project Management				
Teaching and Facilitation				
Research				
Resilience				
Self-Improvement				
Self-Management				
Supervising and Leading Others				
Teamwork				
Teaching and Facilitating				

Understanding Leadership Styles				
Utilizing Technology				
Writing				
Other Skill:				
Other Skill:				
Other Skill:				

If you would like to further discuss your skills, make a plan to build new skills, or review potential career options through a skills-fit lens, book a Career Consultation with a Career Counsellor.

Appendix B:
Queen's Skills Cards — Proficiency x Energy Scatter Plot

Place dots to represent how proficient (good) you are at each *Queen's Skills Cards* skill and to what extent using each skill energizes you.

Do you notice any themes? How can you use these insights to guide you?

	High Proficiency	
Draining		**Energizing**
	Low Proficiency	

Appendix C:
Queen's Skills Cards — Proficiency x Relevance Scatter Plot

Place dots to represent how proficient (good) you are at each *Queen's Skills Cards* skill and to what extent each skill is relevant to your current career goals.

Do you notice any themes? How can you use these insights to guide you?

	High Proficiency	
Less Relevant		**More Relevant**
	Low Proficiency	

For more information or to book a consultation, please contact Queen's Career Services:

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