|  |  |
| --- | --- |
| **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

**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**

|  |  |
| --- | --- |
| * **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.

|  |  |
| --- | --- |
| **Skill**  | **Related Task/Project**  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**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.

2. How did your work contribute to the department?

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

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

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

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