

## EL WrapAround Learning Reflection Form

Student Information	Supervisor Information
Name:	Name:
Position:	Department:
Faculty:	Email:
Email:	Tel:

**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	
<input type="checkbox"/> <b>Leadership &amp; Initiative</b> (Communicates vision, and tasks clearly & authentically; Values, considers, and supports differences; Assesses efficiency and devises innovative ideas and/or solutions)	<input type="checkbox"/> <b>Organization, Time &amp; Project Management</b> (Effectively manages time, energy, and resources to plan and accomplish goals; Defines objectives, selects priorities, manages workload, and delegates when required, thinking strategically throughout)
<input type="checkbox"/> <b>Written &amp; Oral Communication</b> (Expresses ideas clearly and convincingly using a variety of	<input type="checkbox"/> <b>Attention to Detail</b> (Completes tasks with accuracy, diligence, and care; Clearly follows

verbal and non-verbal methods targeted to their audience; Actively listens to understand)	procedure and policy; organizes data, numbers, and information accurately)
<input type="checkbox"/> <b>Self-Management</b> (Takes ownership of, and manages, their emotions, reactions, and learning in an effort to make thoughtful and ethical decisions)	<input type="checkbox"/> <b>Adaptability</b> (Takes a flexible approach and embraces change; Adjusts own work schedule and tasks based on needs and feedback; Remains calm, composed, and poised when faced with uncertainty and the unexpected)
<input type="checkbox"/> <b>Collaboration &amp; Teamwork</b> (Makes meaningful contributions in a group environment; Leverages understanding of group dynamics to foster positive team member relationships; Respects and values diverse perspectives, interests, and strengths)	<input type="checkbox"/> <b>Fostering Inclusion</b> (Practices allyship in support of equity-seeking individuals and groups; Seeks input of diverse voices and listens to their feedback; Identifies systemic barriers to inclusion and addresses these through appropriate consultation and action)
<input type="checkbox"/> <b>Critical Thinking &amp; Problem Solving</b> (Analyzes root causes of problems; Identifies and evaluates strengths and weaknesses of arguments, evidence, beliefs, and assumptions before forming a conclusion)	<input type="checkbox"/> <b>Intercultural Skills</b> (Reflects on personal identity, prejudices, and biases; Recognizes the many intersecting cultures, identities, and perspectives people hold; Builds multiple cultural frameworks, values, and norms)
<input type="checkbox"/> <b>Other</b> (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

## **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.

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:**