

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"/> Leadership & Initiative (Communicates vision, and tasks clearly & authentically; Values, considers, and supports differences; Assesses efficiency and devises innovative ideas and/or solutions)	<input type="checkbox"/> Organization, Time & Project Management (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"/> Written & Oral Communication (Expresses ideas clearly and convincingly using a variety of	<input type="checkbox"/> Attention to Detail (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"/> Self-Management (Takes ownership of, and manages, their emotions, reactions, and learning in an effort to make thoughtful and ethical decisions)	<input type="checkbox"/> Adaptability (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"/> Collaboration & Teamwork (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"/> Fostering Inclusion (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"/> Critical Thinking & Problem Solving (Analyzes root causes of problems; Identifies and evaluates strengths and weaknesses of arguments, evidence, beliefs, and assumptions before forming a conclusion)	<input type="checkbox"/> Intercultural Skills (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"/> 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

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: