



# QUEEN'S SKILLS CARDS

## QUEEN'S SKILLS CARDS

You possess many skills and strengths – but do you know what they are called, and how to talk about them with clarity and confidence?

Skills clarity is important for:

- Making career decisions,
- Applying to jobs, and
- Applying to educational programs.

The Queen's Skills Cards will help you define and describe the skills you currently have, and identify skills to target for further development. This unique resource contains 44 skills cards, 5 customizable cards, and 3 activity cards, all of which can be used in a multitude of ways to support individuals and groups at all stages of career development

# QUEEN'S SKILLS CARDS

## COLLABORATION



## COMMUNICATION



## CONNECTION



## GROWTH MINDSET



## ENGAGED CITIZENSHIP



## INCLUSIVITY & INTERCULTURAL COMPETENCE



AREAS OF DEVELOPMENT

# QUEEN'S SKILLS CARDS

## KNOWLEDGE



## LEADERSHIP



## PROFESSIONALISM



## SELF-AWARENESS



## THINKING



AREAS OF DEVELOPMENT



# ACCOUNTABILITY

Take responsibility and give satisfactory reasons for choices and actions.

COLLABORATION

## ACCOUNTABILITY

- Provides feedback that is timely, honest and well-intentioned, and listen to feedback from others with an open mind
- Reflects on own actions and their implications for others
- Takes responsibility for personal behaviour, including accomplishments as well as mistakes

### EXAMPLE

Catherine works at a restaurant, and picked up her co-worker's Friday night shift. On Friday morning, her friend invites her to a huge mid-term party. Even though Catherine wants to hang out with her friends, she goes to work because of the promise she made to her co-worker. Catherine decides that being a reliable co-worker and employee is more important than a party.

Queen's Skills Cards



# ACTIVELY ANTI-OPPRESSIVE

Engage in ongoing critical reflection to identify, challenge, and dismantle personal prejudices, biases, and actions that perpetuate oppression.

INCLUSIVITY & INTERCULTURAL  
COMPETENCE

## ACTIVELY ANTI-OPPRESSIVE

- Reflects on one's own position within society
- Demonstrates awareness of the ways in which one benefits from unearned privilege within society
- Acknowledges the limitations of one's own perspective
- Challenges their own biases
- Takes action to combat one's own biases, educate others, and dismantle oppressive systems and policies within one's sphere of influence

### EXAMPLE

Dominique, a PhD student, is preparing to be a Teaching Assistant for the first time. Academic courses have always been easy for her, but she knows that many others struggle in the classroom. She begins to learn about the barriers they may face: learning disabilities, racial micro-aggressions, and food insecurity. Dominique's new insights enable her to be more inclusive: she uses language thoughtfully, and refers students to relevant resources as needed.

Queen's Skills Cards



# ADAPTABILITY

Take a flexible approach and adjust when faced with unexpected challenges.

GROWTH MINDSET

## ADAPTABILITY

- Remains calm and composed
- Embraces change
- Adjusts own work schedules and tasks

### EXAMPLE

Florian has been working on a marketing project at work. One week before it is due, his manager asks him to change the audience. Even though this means he will have to change 80% of what he has written, he reviews what he has done and moves forward with this new direction.

Queen's Skills Cards



# ADVOCACY

Assemble evidence and voice injustice to influence policy and practice.

ENGAGED CITIZENSHIP

## ADVOCACY

- Advocates for public interest
- Identifies rights and reasons for advocating on behalf of oneself or others
- Uses communication skills to represent the rights and interests of oneself, group(s), or social, political, and economic systems
- Identifies desired change and finds strategies for trying to enact those changes
- Incorporates anti-oppression principles into activist actions

### EXAMPLE

In her Politics class, Khushi learns about food insecurity. She joins clubs combatting poverty and food insecurity on campus and learns that some local students experience food insecurity. After her research, she believes there is a lack of support for low-income students in the community. Khushi gathers students, collects signatures on campus, and creates a partnership with a local community-based organization to address this issue.

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# ANALYSIS & SYNTHESIS

Compare and contrast data and information to interpret relationships.

THINKING

## ANALYSIS & SYNTHESIS

- Collects information and data from a range of sources
- Breaks issues into smaller parts to critically examine them
- Compares and contrasts parts of the data to interpret relationships

### EXAMPLE

Lillian is writing an essay for her Religious Studies class. By looking for patterns, similarities, and differences in her collected research, Lillian sees connections among the content. She decides to write her essay about the similarities between two religious traditions (that are often seen as opposites). Lillian demonstrates analytical skills by collecting information and comparing and contrasting this data to interpret relationships.

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# ATTENTION TO DETAIL

Use accuracy, diligence, and care when completing all components of a task.

PROFESSIONALISM

## ATTENTION TO DETAIL

- Organizes data, numbers, and information with a high degree of accuracy
- Clearly follows procedure and policy
- Final work requires few, if any, edits

### EXAMPLE

Simran is doing data entry for a professor's research project. Simran follows her supervisor's organizational system by creating a weekly schedule of due dates, recording what she has done in an Excel spreadsheet, and checking in with the professor each week. While entering the data, Simran ensures that she is inputting both the quantitative and qualitative data accurately. At the end of each day, Simran double checks her work and files the work she has finished.

Queen's Skills Cards





# CIVIC PARTICIPATION

Understand governance systems and participate in civic duties.

ENGAGED CITIZENSHIP

## CIVIC PARTICIPATION

- Maintains awareness of current events and policies that impact the lives of people in local, national, and global communities
- Takes responsibility for the impact of one's own behaviour within society
- Carries out civic obligations

### EXAMPLE

Asad follows a variety of news sources, attends local events, carries a Kingston Frontenac Public Library card, and votes in elections. When he hears about an issue in his neighbourhood, Asad attends a city council meeting to learn more and then creates a petition to ensure that he and his neighbours have a voice in influencing local politics. Asad's care for his local community is evident, and he aims to support its well-being through his everyday actions.

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# COMMUNITY BUILDING

Develop relationships that create a sense of connection, community, and belonging.

CONNECTION

## COMMUNITY BUILDING

- Initiates new relationships, and fosters existing relationships, with individuals and groups
- Identifies areas of commonality between oneself and others
- Creates structures and mechanisms for regularly bringing together people with similar interests, identities, or goals

### EXAMPLE

Renee is a residence don who shows interest in each resident by asking open-ended questions about their experiences on campus, and remembering small details that make them unique. As she learns that many come from different geographic areas, Renee creates an interactive bulletin board where they can teach each other about the places they call home. This provides a conversation starter for residents who haven't spoken to each other before, paving the way for them to build a stronger community.

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# COMMUNITY ENGAGEMENT

Actively contribute to creating positive and sustained change through reciprocal partnerships with local, national, or global communities.

ENGAGED CITIZENSHIP

## COMMUNITY ENGAGEMENT

- Participates in initiatives and events occurring at the local, national, or global level
- Considers the short- and long-term effects of actions

### EXAMPLE

Shaun is a second-year international student who feels strongly connected to Kingston and deliberately leaves the Queen's campus a few times per week. Shaun is passionate about active transportation, so he identifies some local groups that are working towards better infrastructure for pedestrians and cyclists. He learns about the local community and their barriers to progress, then asks how he can help. He commits to volunteering weekly for one year and, at the end of this time, creates a thoughtful transition guide for the next volunteer.

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# CREATIVE EXPRESSION

Participate in and produce creative and imaginative pieces, such as music, art, creative movement, and drama.

COMMUNICATION

## CREATIVE EXPRESSION

- Gives expressive shape to ideas and communicates ideas effectively and imaginatively
- Values creativity in all aspects of life, and understands its role in enriching peoples' lives in substantial and meaningful ways

### EXAMPLE

Jeff is in Civil Engineering and really enjoys listening to podcasts. He knows that not many people have knowledge about the subjects he studies, so he decides to create a podcast. He writes the script, features guests, and leads conversations about renowned bridges and transit systems around the world. Jeff also links his online design portfolio to the podcast's website.

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# CREATIVITY

Generate new ideas through exploration, one's own interests and passions, or engagement with others' ideas.

THINKING

# CREATIVITY

- Thinks of unique, new, and useful ideas and solutions
- Adapts ideas and solutions to solve problems

## EXAMPLE

For a third-year Engineering course, Nicole must create a solution to combat climate change. She gathers and organizes data about the current crisis, its contributing factors and possible solutions, and she refers to research from the course and journals. Nicole then devises her own creative recommendations by drawing upon this body of research, and combining ideas in novel ways.

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# CRITICAL THINKING

Conduct a nuanced examination or analysis of an issue or argument to reach a conclusion.

THINKING

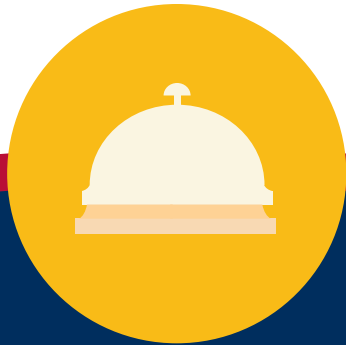
## CRITICAL THINKING

- Doesn't accept ideas or arguments at face value
- Analyzes assumptions, evidence, strengths, and weaknesses of ideas and arguments
- Reviews and compares components of the argument or idea or issue
- Forms a conclusion

### EXAMPLE

Zaid reads an online opinion piece that argues that Canada should expand the legalization of cannabis to other currently illegal substances. Before deciding whether he agrees, he decides to assess this argument. He reviews the argument, checks on the integrity of data that is presented, and identifies assumptions the writer has made. He then makes his own decision about whether he agrees, disagrees, or needs more information before forming an opinion.

Queen's Skills Cards



# CUSTOMER SERVICE

Monitor customer needs and satisfaction, and drive and guide new opportunities based on customer insights.

PROFESSIONALISM

## CUSTOMER SERVICE

- Develops and maintains effective relationships with all customers
- Monitors customers' needs and satisfaction
- Identifies, develops, and delivers solutions to meet customer expectations
- Drives and guides new opportunities based on customer insights

### EXAMPLE

Lana works at a technology store downtown. The store mainly serves young adults, and Lana actively listens to them in order to understand their needs. Every time a new shipment comes in, she familiarizes herself with the products and considers how she will tailor her descriptions to suit young adults' lifestyles. When customers enter the store, Lana does her best to welcome them and meet their needs.

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# EMPATHY

Sense others' feelings and seek to understand how others see and experience things

CONNECTION

# EMPATHY

- Demonstrates an understanding of how others might feel within a given context
- Communicates with others in ways that reflect this understanding and support

## EXAMPLE

Ana works at Walkhome. One night, a student she is walking home seems tense, so she asks if he is okay. Justin expresses that he is very stressed about upcoming exams. Ana affirms his feelings, and shares that many students experience stress before exams because the stakes are high. Justin visibly relaxes, and thanks Ana for listening, understanding, and not judging him.

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# ETHICS & INTEGRITY

Give thoughtful consideration to the principles of right and wrong, stand up for what they believe is right, and remain transparent and truthful.

SELF-AWARENESS

## ETHICS & INTEGRITY

- Establishes own sense of morals and values to guide their behaviour and decision-making
- Adheres to these guiding principles, including when faced with (overt or covert) requests to act otherwise
- Reflects on experiences that may challenge their own sense of right and wrong to identify any new convictions, and adapts behaviour accordingly
- Demonstrates a high degree of honesty in interactions with other individuals and groups

### EXAMPLE

Chris works on campus and has access to the back-end of a student data system, allowing him to see student information such as grades. Chris's partner knows this and asks him to find the grades of a friend who brags about their marks. Chris declines, explaining to his boyfriend that it is ethically wrong and that he must only access the data for work purposes.

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# FINANCIAL LITERACY

Understand and utilize strategies to make informed and effective decisions with financial resources.

KNOWLEDGE

## FINANCIAL LITERACY

- Possesses basic knowledge of financial management concepts such as budgeting, saving, and debt
- Applies this knowledge to effectively allocate one's own and/or an organization's financial resources to meet identified goals
- Plans for the present as well as the future, to ensure the sustainability of one's own and/or an organization's finances

### EXAMPLE

Ampai wants to start a new charitable initiative and decides to apply for grant funding. Each grant application requires her to explain how she will use any money she is awarded. Ampai completes an online module on budgeting and uses her knowledge to write effective applications.

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# FOSTERING INCLUSION

Include and treat all people fairly and equitably, regardless of age, ability, race, ethnicity, gender, sexual orientation, religion, socioeconomic status, or other factors.

**INCLUSIVITY & INTERCULTURAL  
COMPETENCE**

## FOSTERING INCLUSION

- Practices allyship in support of equity-seeking individuals and groups
- Listens to feedback from equity-seeking individuals and groups, recognizing that there may be differences between one's intentions and impact on others and committing to continuous improvement
- Identifies systemic barriers to inclusion and addresses these barriers through appropriate consultation and action

### EXAMPLE

Benjamin is volunteering with the Board Games Club and is tasked with social media and website maintenance. He conducts an environmental scan of the website and notes what should be changed on the website. Benjamin ensures all PDFs are accessible, that pronouns are used appropriately or sparingly, and that pictures represent the diversity of their club members.

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# GLOBAL PERSPECTIVE

Understand and analyze the interconnectedness of communities worldwide.

ENGAGED CITIZENSHIP

## GLOBAL PERSPECTIVE

- Seeks out new knowledge about, and perspective from, communities other than one's own
- Notices where and how issues facing different communities overlap and intersect
- Appreciates how intersecting histories, and relations between communities, manifest in and influence the present

### EXAMPLE

Rebecka is a computing student working in a lab. One of her responsibilities is to collect and clean data from an international study representing four countries. Rebecka notices that the liaisons in each country communicate slightly differently from one another. This sparks Rebecka's interest in cross-cultural communication and, outside of work, she begins researching how culture shapes the ways people communicate with one another. She learns that the impact of historical relationships between certain communities can be evident in everyday communication.

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# IDENTITY DEVELOPMENT

Take pride in different aspects of their identities, recognize that lived experiences contribute to who they are, and understand the continuously-evolving nature of identity.

SELF-AWARENESS

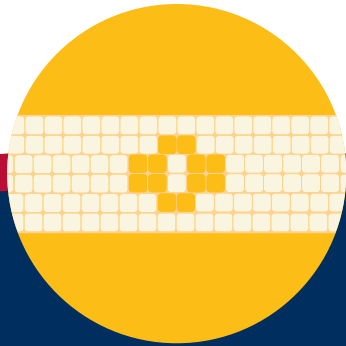
## IDENTITY DEVELOPMENT

- Acknowledges the role of subjective experiences, including the intersecting components of their own identity, in shaping their perspective
- Acts to learn more about the social identities they inhabit
- Recognizes that their identity will likely shift, expand, or change throughout their life
- Develops and articulates a personal belief system

### EXAMPLE

Nic did not grow up around many people who shared his heritage, and had limited opportunities to get to know that side of himself. However, Nic recently realized that other Queen's students belong to the same cultural group, and he decided to join their student association. Participating in their events helped Nic better understand the beliefs of many people in his extended family, and compelled him to think more deeply about what he values and why.

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# INDIGENOUS CULTURAL AWARENESS

Develop a knowledge and understanding of Indigenous cultures and history, combined with a self-awareness and desire to better work with and support Indigenous peoples.

**INCLUSIVITY & INTERCULTURAL  
COMPETENCE**

## INDIGENOUS CULTURAL AWARENESS

- Examines own cultural assumptions about Indigenous peoples
- Uses appropriate language when referring to and addressing Indigenous peoples
- Knows key aspects of colonial history, including the Indian Act, treaties, residential schools, and the work and recommendations of the Truth and Reconciliation Commission of Canada
- Knows that colonial practices and policies continue to exist today in Canadian systems
- Knows that colonialism is a system and structure, therefore colonial practices and policies continue today in Canadian systems

### EXAMPLE

Akemi participated in the Kairos Blanket exercise last month. Although Akemi was born and raised in Canada, she was not aware of the Indigenous history and the implications of colonization. She starts researching reports on reconciliation, evaluating news sources, reading work by Indigenous authors, and participating in Frybread Fryday at Four Directions.

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# INDIGENOUS WAYS OF KNOWING

Learn and demonstrate that ways of knowing are subjective and tied to worldviews.

KNOWLEDGE

## INDIGENOUS WAYS OF KNOWING

- Understands that knowledge is subjective and tied to worldviews
- Appreciates that Indigenous knowledge is personal, traditionally orally transmitted, experiential, holistic, and narrative
- Understands that Indigenous knowledge is dynamic and inclusively considers humanity in relation to the rest of nature
- Can explain traditional Indigenous pedagogies and ontological understandings
- Integrates Indigenous and Western knowledge to understand the world

### EXAMPLE

Dani is doing a presentation in her biology class about plant and human interaction. She decides to integrate Indigenous knowledge into the presentation. Dani takes her understanding of how her community interacted with the environment in combination with Western knowledge to create a PowerPoint presentation and finishes with a sharing circle.

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# INITIATIVE

Independently assess what needs to be done, and take action to achieve results.

GROWTH MINDSET

## INITIATIVE

- Sets own direction and finds opportunities for improvement
- Proactively leads new projects and encourages others to take on new projects
- Regularly assesses efficiency and devises multiple approaches for innovative ideas and/or solutions

### EXAMPLE

Theo is a receptionist at a doctor's office and often receives the same questions from patients. Theo makes a cheat sheet of the commonly asked queries and their answers, and includes an infographic that highlights how best to help the patient in each situation. His boss and co-workers are impressed and share it with another office.

Queen's Skills Cards





# INTERCULTURAL SKILLS

Take a reflexive and empathetic approach when interacting in culturally diverse environments by applying a knowledge of values, norms, and histories of both oneself and others.

INCLUSIVITY & INTERCULTURAL  
COMPETENCE

## INTERCULTURAL SKILLS

- Understands and builds multiple cultural frameworks, values, and norms
- Builds meaningful relationships with others while recognizing the many intersecting cultures, identities, and perspectives people hold
- Applies knowledge of interculturalism in everyday practices and interactions
- Engages in critical reflection to identify and challenge their own prejudices and biases

### EXAMPLE

Damien is going on exchange to Malaysia. Recognizing he knows little about the country, he does some reading about the history and politics of his destination and visits QUIC on campus to meet with students who have been to Malaysia. Damien moves to Malaysia before classes start to volunteer and live with a family to learn more about their culture and language.

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## INTERPERSONAL SKILLS



# INTERPERSONAL SKILLS

Are aware of and able to correctly interpret the behaviour of others during interactions, and adjust their own communication and behaviour accordingly.

- Is aware of and correctly interprets others' behaviour as well as verbal and non-verbal communication
- Adapts their own behaviour as well as verbal and non-verbal communication in response to cues from others

### EXAMPLE

Finley volunteers at a retirement home running activities. She is kind and shows interest in each person by checking in personally with residents. She gets to know the residents well, and can quickly assess how they might be doing on a given day by cues like their body language and tone of voice. Everyone feels comfortable with her.

CONNECTION

Queen's Skills Cards



# MAINTAINING HEALTH & WELLNESS

Recognize the importance of health and actively prioritize physical, mental, and social well-being.

SELF-AWARENESS

## MAINTAINING HEALTH & WELLNESS

- Establishes habits and mindsets to effectively and enjoyably carry out daily tasks
- Assesses how different interactions and events produce and relieve stress
- Identifies personally-accessible sources of community, creativity, and joy
- Engages in self-care by maintaining healthy habits, utilizing supports, and setting boundaries as needed

### EXAMPLE

Charlie notices that he tends to become very stressed around midterm season, which can result in unhappiness and a lack of focus. To address this, Charlie commits to using a calendar to schedule study time, social time, and exercise. This improves his mood and concentration. As he prepares for midterm season, he maintains his exercise routine and explains to his friends that he may rely on their support. These behaviours lead him to manage his stress more effectively, and to be more academically successful.

Queen's Skills Cards



# MARKETING

Use marketing strategies, including digital media, to promote and share information.

COMMUNICATION

## MARKETING

- Identifies target audiences who may take interest in a given message, product, or event
- Anticipates the needs and wants of said target audiences
- Leverages communication strategies and tools to meet and satisfy target audiences' needs and wants

### EXAMPLE

Chantal is participating in the Queen's Innovation Centre Summer Initiative, and preparing to launch her entrepreneurial venture. She connects with potential customers through surveys and focus groups to determine who might be most likely to engage with her brand, and why. Then, she develops materials that communicate this value and places these materials where her target audience is likely to be.

Queen's Skills Cards



# MENTORING, COACHING, & ADVISING

Foster leadership in others and support their growth and development through human relationships.

LEADERSHIP

## MENTORING, COACHING & ADVISING

- Actively listens and shows interest in others
- Focuses on others' unique personal and professional needs
- Guides, inspires, generates enthusiasm, and motivates others
- Transfers knowledge to others and helps others enhance their skills

### EXAMPLE

Ezra is volunteering as a Peer Academic Advisor. During an appointment, a first-year student asks Ezra to choose his major. Ezra listens attentively and provides support through body language. He then explains that he cannot choose his major, but can help guide him through the decision. Ezra provides information on course requirements and shows some of the specific courses within the three programs of interest. He then refers the student to an academic advisor for further follow-up.

Queen's Skills Cards



# NAVIGATING GROUP DYNAMICS

Understand patterns of human interaction and use this knowledge to work towards positive relationships when working on a team.

COLLABORATION

## NAVIGATING GROUP DYNAMICS

- Assesses interactions between members of a group, and their roles within said group
- Leverages this understanding to foster an environment in which team members get along well and have the opportunity to use their individual strengths
- Facilitates or chairs meetings in a way that promotes positivity and moves the team closer to achieving its goals

### EXAMPLE

Stefan, Hailey, and Aisling are working together on a project for their Commerce class. Stefan notices that Hailey often shuts down Aisling's ideas, so Aisling has withdrawn from the group. Stefan takes the lead in the next team meeting, inviting Aisling's contributions without alienating Hailey. Together, the three identify each of their distinct strengths, and delegate tasks accordingly.

Queen's Skills Cards



# NETWORKING

Connect with peers, staff, faculty, and community members, and establish relationships that can support their development.

CONNECTION

## NETWORKING

- Initiates and maintains professional relationships with individuals and associations to learn about careers and companies of interest and to support their professional growth
- Engages professional contacts to learn about fields of interest, inform own practice, and achieve organizational goals

### EXAMPLE

Gareth is interested in learning more about the field of international development, so they join the Canadian Council for International Co-operation. They attend events, and reach out to active members to ask meaningful questions about how they established their careers. Gareth joins the Queen's Project on International Development to learn and do more related to the field. When QPID is seeking guest speakers for a conference, Gareth can confidently ask their new contacts.

Queen's Skills Cards

# ORAL COMMUNICATION



## ORAL COMMUNICATION

Speak with and listen to others, share ideas, and value each other's contributions.

COMMUNICATION

- Clearly conveys information, ideas, thoughts, and feelings
- Engages in effective public speaking
- Actively listens to understand others
- Identifies barriers to communication, and adapts style to be clearly understood by diverse audiences

### EXAMPLE

Orla decides she must change one of her volunteer roles. Orla meets with the group President to explain her situation and needs, and listens to the president's concerns. Together, they are able to compromise because she effectively communicated her ideas while also listening to the President's perspective.

Queen's Skills Cards



## ORGANIZATION & TIME MANAGEMENT



# ORGANIZATION & TIME MANAGEMENT

Effectively manage time, energy, and resources to plan and accomplish goals.

PROFESSIONALISM

- Maintains clear records
- Has a system for organizing key events, dates, and assignments
- Effectively manages time and selects priorities
- Knows when to complete tasks and how and when to delegate them

### EXAMPLE

Jack is a part-time student at Queen's and works 25-29 hours per week. At the beginning of each semester, Jack puts all of the due dates for his course work into a master calendar. This helps him plan effectively: he picks up more shifts when schoolwork is lighter, and starts his assignments far in advance so that work does not interfere with his academic success. Jack's organizational system helps him stay organized and balance his many responsibilities.

Queen's Skills Cards



# PERSUASION

Gain buy-in or influence change in others' positions or courses of action.

LEADERSHIP

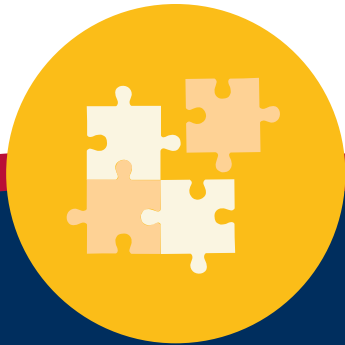
## PERSUASION

- Presents ideas to audiences, targeting information and style to each audience's needs
- Uses shared values, beliefs, or understandings to ground reasoning
- Appeals to emotions and logic to effectively 'sell' an idea or a product to stakeholders

### EXAMPLE

Chen helps recruit blood donations as a volunteer with Canadian Blood Services. Chen crafts a story based on his personal experience needing donated blood. He also researches facts about donation. When chatting with potential donors, he tells his story, listens to the person, and decides how to frame facts and reasoning based on their perspective. Chen doesn't pressure people to donate; rather, he appeals to them by strategically incorporating research, logic, and emotions into the conversation.

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# PROBLEM SOLVING

Find solutions to difficult or complex questions or situations.

THINKING

## PROBLEM SOLVING

- Analyzes the root cause(s) of the problem
- Uses resources to research the problem, solutions used in the past, and similar problems
- Generates possible solutions by considering existing and innovative approaches

### EXAMPLE

Mikael is working in a lab and is tasked with prepping a solution for a Master's student. Mikael is having a hard time and cannot create the solution using the methods and knowledge learned in previous courses. Mikael observes the other students in the lab, researches current and relevant literature, and uses this information to brainstorm new methods.

Queen's Skills Cards



# PROJECT MANAGEMENT

Plan and deliver projects and events from start to completion, and evaluate outcomes to improve future efforts.

COLLABORATION

## PROJECT MANAGEMENT

- Defines objectives and requirements for project or event
- Manages workloads effectively by delegating tasks to others and liaising with stakeholders
- Analyzes outcomes and uses feedback to improve future events or projects
- Thinks strategically when planning, making decisions, and taking action

### EXAMPLE

Alex is the 'Head Cape' (Orientation Chair) for Nursing Orientation and is responsible for planning Orientation week. By using templates created in past years, she makes a detailed project plan in Excel that outlines tasks, timelines, and budgets. She then delegates the roles to the other Capes and oversees the successful delivery of the activities.

Queen's Skills Cards



# RESEARCH

Understand a topic or situation by finding, examining, and using diverse sources of information.

KNOWLEDGE

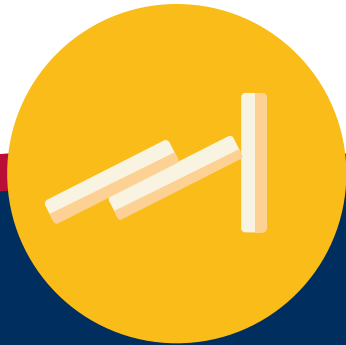
# RESEARCH

- Seeks information from a variety of sources in order to learn about a topic
- Evaluates sources of information to determine their credibility and messages
- Strengthens or reconsiders their own opinions in light of this new evidence

## EXAMPLE

Acadia is getting ready to vote and decides to research each party's platform, watch debates, and listen to podcasts about all the parties. She chats with a range of community members, as well as friends and family. Acadia decides to vote for the party she has supported in the past, but now understands why someone might choose to vote another way.

Queen's Skills Cards



# RESILIENCE

Identify the internal and external skills, strengths, and resources that they can draw upon in navigating difficulties or obstacles.

GROWTH MINDSET

## RESILIENCE

- Bounces back from hardship, roadblocks, and negative experiences
- Uses supports and resources to function before, during, and after stressful or traumatic events
- Takes constructive action to navigate difficulties or obstacles

### EXAMPLE

Sam's brother reminds Sam that university is designed to be challenging, but also acknowledges that some aspects of the challenges university presents cannot be overcome by any one person's attitude or behaviour. Sam must work 10 hours/week to pay tuition, while many of their peers can allocate that time to studying. Maintaining a routine and seeking supports, while remembering that others have more flexibility in their schedules, helps Sam succeed and maintain perspective.

Queen's Skills Cards



# SELF-IMPROVEMENT

Strive for personal growth and development through goal-setting and proactive building of skills and knowledge.

**GROWTH MINDSET**

## SELF-IMPROVEMENT

- Defines and articulates the values and skills one has to offer
- Identifies goals for future personal and professional development
- Makes ongoing efforts to attain goals while also being compassionate towards oneself

### EXAMPLE

Janice would like to live and work abroad in the future. She determines that it will be easier for her to succeed abroad if she knows a second language. She downloads a language app, and commits to learning 20 minutes of Spanish each day for a month. She learns the basics quickly, and registers for an Introductory Spanish elective that fall. The class is more difficult than she expects; however, she continues to practice and look for the next step she can take after this course is complete.

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# SELF-MANAGEMENT

Own and manage their emotions and reactions in an effort to make balanced decisions.

SELF-AWARENESS

## SELF-MANAGEMENT

- Takes stock of their emotional well-being and their emotional responses to events
- Thinks through responses to make balanced decisions and avoid acting impulsively

### EXAMPLE

Charlie serves customers in a busy setting. Sometimes customers are impatient or even rude, and that makes Charlie stressed and on edge. Charlie is aware of these reactions, and has learned to use strategies such as deep breathing to manage his emotional reactions at work. This technique also helps him decompress during and after other challenging situations.

Queen's Skills Cards





# SUPERVISING & LEADING OTHERS

Provide direction and delegate tasks to others in an effort to achieve common goals.

LEADERSHIP

## SUPERVISING & LEADING OTHERS

- Communicates visions, plans, and tasks clearly and authentically
- Promotes and encourages a team environment that values and supports differences
- Ensures team members' diverse experiences, styles, backgrounds, and perspectives are leveraged

### EXAMPLE

Micah is a Team Leader of the Peer Learning Assistants (PLAs) and is in charge of supporting the team of PLAs. They begin the year by sharing their goals for the year, and booking individual meetings with each PLA to discuss the skills they hope to develop in the program. Micah then sets up bi-weekly team meetings and monthly individual check-ins, creating opportunities for the team to bond and for individuals to reflect on their progress.

Queen's Skills Cards



# TEAMWORK

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

COLLABORATION

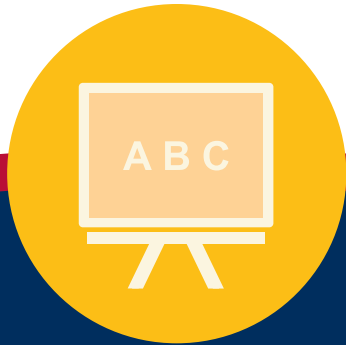
## TEAMWORK

- Demonstrates active listening to ensure all team members' voices are heard during decision-making processes and once tasks are underway
- Delegates tasks in ways that suit members' unique interests and skills

### EXAMPLE

Thalia and Ryan are co-presidents of a student club, and co-chair weekly meetings for the club's members. They prepare meeting agendas together, discussing how much time to spend on each item and planning who should facilitate which activities. When club members share their input, Thalia facilitates discussion while Ryan records minutes. Club meetings are more efficient, fun, and inclusive than in previous years thanks to Thalia and Ryan's attention to teamwork.

Queen's Skills Cards



# TEACHING & FACILITATING

Create and implement lessons, workshops,  
or activities to promote others' learning.

KNOWLEDGE

## TEACHING & FACILITATING

- Sets learning objectives
- Develops lesson content, activities, and materials
- Delivers lessons
- Encourages student participation, including by creating opportunities for students to interact with each other and with the instructor

### EXAMPLE

As a Peer Health Educator with Student Wellness Services, Marylyn facilitates a workshop on safe and informed drinking to a first-year floor in residence. She does a bit of research on the floor by talking to their Don ahead of time; then, when she arrives, she builds a rapport with the group. Marylyn adjusts the presentation to be more interactive, and probes the students to lead a discussion with their thoughts and concerns.

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# UNDERSTANDING LEADERSHIP STYLES

Understand a variety of approaches to leadership, and recognize their own leadership style and that of others.

LEADERSHIP

## UNDERSTANDING LEADERSHIP STYLES

- Is able to define own leadership style
- Acknowledges similarities and differences in how others choose to lead

### EXAMPLE

Zooey was recently elected as her club's President for the coming academic year. She is excited, but also nervous - she has never led a team of 15 student leaders before, and wants to do the best job she can. Zooey attends a leadership development session from the Student Experience Office and learns about different ways to lead, writes about her vision for the club, and makes plans to move the club forward. Zooey feels more confident in her ability to lead the club, and to recognize and leverage the leadership potential that her 15 peers bring to their roles.

Queen's Skills Cards



# UTILIZING TECHNOLOGY

Utilize relevant digital technology, tools,  
and resources effectively.

PROFESSIONALISM

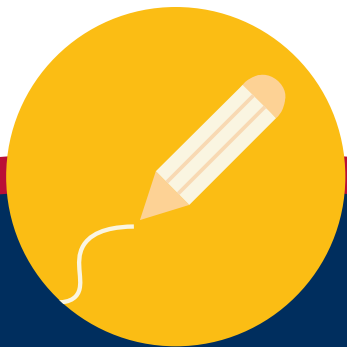
## UTILIZING TECHNOLOGY

- Learns to use new hardware and software to perform tasks and engage with others
- When in a work or volunteer role, uses the organization's technology for work, while conducting personal life through personal platforms
- Leverages social media to connect with and learn from others
- Engages in productive, rather than inflammatory or defamatory, dialogue online

### EXAMPLE

Ivy recently completed a professional internship at an arts education non-profit. To continue the organization's work during the COVID-19 pandemic, Ivy created interactive videos for children who might be learning from home. They uploaded their content to the organization's website and social media, and measurably increased their following and engagement. The organization had only delivered in-person programming before, but was thrilled that now anyone, anywhere could learn about and use their resources.

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# WRITING

Effectively communicate through composing ideas in written form.

COMMUNICATION

# WRITING

- Effectively communicates through written words
- Carefully edits and proofreads
- Targets approach to audience
- Uses writing style(s) for specific purposes (for example, creative, persuasive, or descriptive)

## EXAMPLE

Julie is the Communications Coordinator for a student club. The club executive asked her to write an event proposal for a new club activity. Julie wrote a succinct proposal using clear, concise, and compelling language. She tailored the style and content of the proposal to the audience (the club executive) and ensured the final version was error-free.

Queen's Skills Cards



ADD YOUR OWN

OTHER SKILL

A large, empty rectangular box with a dark blue border, intended for writing an 'OTHER SKILL'. The text 'OTHER SKILL' is positioned at the top right corner of the box.