AREAS OF DEVELOPMENT

QUEEN’S SKILLS CARDS

COLLABORATION
COMMUNICATION
CONNECTION
GROWTH MINDSET
ENGAGED CITIZENSHIP
INCLUSIVITY & INTERCULTURAL COMPETENCE

KNOWLEDGE
LEADERSHIP
PROFESSIONALISM
SELF-AWARENESS
THINKING
ACCOUNTABILITY
Take responsibility and give satisfactory reasons for choices and actions.

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.
ADAPTABILITY

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

GROWTH MINDSET

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.
MAINTAINING HEALTH & WELLNESS

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

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.
ADVOCACY

Assemble evidence and voice injustice to influence policy and practice.

ENGAGED CITIZENSHIP

EXAMPLE

• 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

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.
ANALYSIS & SYNTHESIS

Compare and contrast data and information to interpret relationships.

THINKING

EXAMPLE

• 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.
ATTENTION TO DETAIL

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

PROFESSIONALISM

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.

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
MENTORING, COACHING, & ADVISING

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

LEADERSHIP

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

COLLABORATION

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.

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
CREATIVE EXPRESSION

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

COMMUNICATION

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.
CREATIVITY

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

THINKING

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.

Queen’s Skills Cards
CRITICAL THINKING

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

Monitor customer needs and satisfaction, and drive and guide 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.
SELF-IMPROVEMENT

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

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.
FINANCIAL LITERACY

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

KNOWLEDGE

• 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.
CIVIC PARTICIPATION

Understand governance systems and participate in civic duties.

ENGAGED CITIZENSHIP

- 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.
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.

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.
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.

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.

Queen’s Skills Cards

INCLUSIVITY & INTERCULTURAL COMPETENCE
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.

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

- 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.
Initiative

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

Growth Mindset

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.

Theo

Queen’s Skills Cards
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.

**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.
**INTERPERSONAL SKILLS**

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

**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.
Understanding Leadership Styles

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

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.
ORAL COMMUNICATION

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

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

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.
Utilize relevant digital technology, tools, and resources effectively.

**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.
PERSUASION

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

LEADERSHIP

EXAMPLE

• 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

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.
PROBLEM SOLVING

Find solutions to difficult or complex questions or situations.

THINKING

EXAMPLE

• 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

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

**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.
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.

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.
RESILIENCE

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

GROWTH MINDSET

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.

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
SELF-MANAGEMENT

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

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.
SUPERVISING & LEADING OTHERS

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

LEADERSHIP

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.

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

Queen’s Skills Cards
Create and implement lessons, workshops, or activities to promote others’ learning.

- 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.
WRITING

Effectively communicate through composing ideas in written form.

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.
EMPATHY

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

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

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.
COMMUNITY BUILDING

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

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.

Queen’s Skills Cards
Understand a topic or situation by finding, examining, and using diverse sources of information.

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.
ACTIVELY ANTI-OppRESSIVE

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

INCLUSIVITY & INTERCULTURAL COMPETENCE

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.

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
GLOBAL PERSPECTIVE

Understand and analyze the interconnectedness of communities worldwide.

ENGAGED CITIZENSHIP

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.
COMMUNITY ENGAGEMENT

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

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.
NETWORKING

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

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.
NAVIGATING GROUP DYNAMICS

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

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.

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

COLLABORATION

Queen’s Skills Cards
NAVIGATING GROUP DYNAMICS

Queen's Skills Cards

ADD YOUR OWN

OTHER SKILL