



UNIVERSITY OF  
**TORONTO**

# Work Study Training Program

*For Work Study Students and Supervisors of Work Study Students*

*Fall 2018*

## **Professional Development Workbook for Student Staff**

Career Exploration & Education

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# A NOTE TO SUPERVISORS:

## About the Professional Development Workbook for Student Staff:

As part of the Work Study Training Program the workbook contains activities to help students make the most of their Work Study experience. By following a Work Integrated Learning framework, students are encouraged to be intentional about their learning and development through setting learning goals and reflecting on their work experience.

The workbook is most effective when supported by you. Your encouragement, objectivity, and feedback are crucial in helping students to understand the value of their experience. The workbook is written for students to either complete on their own or as the basis for group discussions with other student colleagues. The provided activities are suggestions and are not the only way to support your student(s) learning and development.

## Work Study Training Program

The Work Study Training Program started in 2014 in response to the need to support students' training and professional development in Work Study employment.

The goals of the training program are to support students to be able to:

- identify, develop & articulate their workplace competencies
- articulate how their Work Study experience has changed or reinforced understanding of relevant academic concepts
- navigate workplace expectations
- understand how their values, strengths or interests align with employment

The training program is comprised of a series of in-person sessions for both supervisors and students, as well as the Professional Development Workbook, which is designed to support student(s) learning throughout their Work Study experience. As with all professional development activities, we recommend that you discuss with your students which professional development activities, or how many hours, will be paid during their onboarding.

1. Billett, S. (2009). Realising the educational worth of integrating work experiences in higher education. *Studies in Higher Education*, 34(7), 827-843.

**Work Integrated Learning describes educational activities that intentionally integrate learning within an academic institution with practical application in a workplace setting, relevant to a student's program of study or career goals.<sup>1</sup>**



# HOW TO USE THE WORKBOOK:

Each activity builds on the previous activity and is meant to be completed at given times during the Work Study period. We recommend that students complete the below activities either during a student staff team meeting or as paid individual 'homework' before reviewing and discussing the material in a one-to-one meeting with you. Below we have outlined when/what/why for each workbook activity.

## Section A:

### Developing Your Learning Plan

#### Start of contract

- Strengths, Interests, Values – Reflecting on our Career & Life Stories
- Career Sketch
- Personal Learning Plan – Part A

Identify the competencies (knowledge, skills, abilities) your student(s) brings to their role

Start to think about what competencies they want to intentionally develop in their role

#### After one month

- Personal Learning Plan – Part B

Identify core activities or additional projects that will help them develop the identified competencies

## Section C

### Reflect on Your Experience

#### End of contract

- The Value of Your Experience
- Career Exploration – Values, Strengths and Interests
- Talk about your Experience to Employers
- Resumes – Accomplishment Statements
- Interviews – STAR Method
- What's Next?
- Final Self-Evaluation

## Section B:

### Check-in

#### Mid-point of contract

- Continue - Change - Start
- Mid-point Self-evaluation

Identify what is going well, and what could change or stop

Identify areas of strength and areas for further development during the work study experience

Identify the workplace competencies they developed and how they demonstrated those competencies

Articulate how their Work Study experience has changed or reinforced understanding of relevant academic concepts

Understand how their values, strengths or interests align (or not) with various elements of the employment experience

Identify areas of strength and areas for further development

# CAREER CONVERSATIONS

As a supervisor, you play a vital role in the career development of your student staff – your students' career development is highly impacted by the conversations they have with you. Although the Career Centre has many resources to learn about and support career development, it is when students speak with people with lived experiences, such as their supervisors, that they truly understand how these concepts will impact their career development.

## How did you get to where you are?

**Careers are often non-linear:** It is likely that when you were a student you didn't know exactly what you would be doing today or how exactly you would get here. In today's career landscape this is even truer as many popular jobs today didn't even exist 10 years ago<sup>1</sup>. For many students, the focus is not on preparing for a particular career, but rather, developing a set of core competencies that will help ensure their success in a variety of different career paths. Explain to your student(s) what competencies are important in your role and how you have developed them throughout your career.

**Planned Happenstance:** When you think about your career path, whether knowing it or not, planned happenstance probably played a key role. Planned happenstance theory<sup>2</sup> is a conceptual framework that focuses on creating and transforming unplanned events. The goal of planned happenstance is to generate, recognize, and incorporate chance events into career development. In basic terms, this means a) encouraging students to get involved (e.g. part-time jobs, extra-curricular activities, attend events, network) to increase the likelihood of chance circumstances arriving and b) take time to reflect on what they want so they are more likely to recognize and act on an opportunity.

Reflect back on your own career path. Can you think of a time when you just happened to be 'in the right place at the right time'? For example, can you think of a personal connection that was instrumental in your career path, how did you meet that person? Thinking about these stories and sharing them with students will help students understand the importance of being proactive even if they don't know what they are working towards.

1.Casserly, M. (2012). 10 Jobs that Didn't Exist 10 Years ago. Forbes.

2.Krumboltz, J.D., Levin, A.S., Mitchell, K.E. (Spring, 1999). Planned Happenstance: Constructing Unexpected Career Opportunities. The Journal of Counselling and Development 77(2), 115-124

## What obstacles did you face and how did you overcome them?

**Resiliency:** By sharing your own stories of overcoming difficulties in your career path you help students to better manage the difficulties that they are likely to encounter in their own career paths.

- “My host dropped out of her first master program and worked a couple of years before pursuing a law degree in labour law. It is great to know that it does take a little while to finally decide on a permanent career”
- “It was reassuring to hear from people with similar backgrounds to me who have gone through a similar difficult time of job searching and been successful in finding rewarding and interesting careers.”

## What role did personal and professional relationships play in your career path?

**Social Networks:** A key concepts we hope students will learn is the importance of building mutually beneficial meaningful relationships (aka 'Networking')! We hope students will understand that developing their personal network is instrumental in their career development – in particular for career exploration and the job search. How have your social networks supported your career development? Share these stories with your student(s)!

- “Some interesting advice which was given was that it's not your good friends who will make up your professional network - it is often weak connections and peripheral friends who will drive you on your path to your next career. One woman discussed a project partner from a university assignment posting on Facebook about a new job, and that's how she got in.”

## What makes your work environment unique?

**Organizational Culture:** Every organization/ department/office operates within its own organizational culture – its values. The values of an organization are visible in the interaction between colleagues, the observable elements (physical layout) of a workplace, and dress code, for example. Stated values inform the observable aspects of culture. Talk to your student colleague(s) about what makes your office's organizational culture unique.

## Developing Your Learning Plan

(Start of Work Study period)

### Strengths, Interests, Values – Reflecting on our Career & Life Stories<sup>1</sup>

Our career paths are influenced by experiences in all aspects of our lives – work, school, friends, family and more! We can reflect on these past experiences to give us clues to understand where our career path may lead.

Think about a time in your life when you experienced success. This experience can be career related but doesn't have to be. Think about your schoolwork, personal life, volunteer, student clubs, etc.

**Describe your experience  
(when, where, what):**

**What activities or tasks did you like  
the most? Why?**

**What difficulties did you experience?  
How did you overcome them?**

## Section A:

# Career Sketch<sup>1</sup>

Refer back to your success story to fill in the boxes below. This story won't capture all of your strengths, values, interests and other personal qualities but it will help you to start identifying them. Repeat this activity for multiple success stories.

<b>Strengths</b>	<b>Values</b>	<b>Interests</b>	<b>Personal Qualities</b>
Natural abilities, skills and knowledge	What is important in career and life (see this <a href="#">list</a> of values for ideas)	Activities that you enjoy doing & areas that you like to spend time in	Your personality or other individual characteristics not already listed

**Think about your current Work Study role. How does this role align (or not!) with your values, strengths and interests?**

<b>How does your current role reflect your values?</b>	<b>How does your current role highlight your strengths and interests?</b>
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# Section A:

## Personal Learning Plan

Take five minutes to think about your long-term personal or professional development goals and how your experience in this role can help you achieve these goals.

### Part A:

(Complete at start of employment)

In line with these goals, select two to three competencies (knowledge, skills, ability) you would like to further develop in your role. You can think about existing strengths you would like to further develop or other competencies you would like to become strengths! Refer to the [Co-curricular Competencies Framework<sup>1</sup>](#) at the end of the workbook for a list of competencies.

**Competency 1:** (knowledge, skill, ability)  
Check out the [CCR](#) list

**How have you already demonstrated this competency?** Think about past personal, volunteer, academic, and paid work experience!

*(e.g. Financial Literacy) I was the photography club treasurer and I tracked all of the expenses and money we made selling photos at the fundraising event. I had to project our expenses and estimate our earnings to allocate money the club could spend on supplies and advertising.*

### Competency 2:

**How have you already demonstrated this competency?**

### Competency 3:

**How have you already demonstrated this competency?**

## Personal Learning Plan

### Part B:

(Complete a few weeks after start of employment)

After you have settled into the role and have a better understanding of your responsibilities, complete Part B. Think specifically about a project or responsibility within your role that can help you develop each competency. Then create a SMART goal for each competency (**S**pecific, **M**easurable, **A**chievable, **R**esult-focused, and **T**ime-bound).

Remember to speak with your supervisor to share your ideas and get their feedback!

### Competency 1: (knowledge, skill, ability)

Check out the [CCR](#) list

*e.g. Financial Literacy*

#### How will I develop this competency in my role?

*SMART Goals are: **S**pecific, **M**easurable, **A**chievable, **R**esult-focused, and **T**ime-bound*

*(e.g. Event Assistant role) I will work with my supervisor to set up my part of the event budget and review it monthly to ensure that I am on track. I will ensure that all expenses are tracked immediately and accurately and that all receipts are photocopied and filed.*

#### How will I know I have developed this competency?

*My budget will balance at the end of the Work Study period and I will have a receipt for each expense.*



# Section A:

## Personal Learning Plan

**Competency 2:** (knowledge, skill, ability)

**How will I develop this competency in my role?**

**How will I know I have developed this competency?**

**Competency 3:** (knowledge, skill, ability)

**How will I develop this competency in my role?**

**How will I know I have developed this competency?**

## Mid-point Check-in

### Continue - Change - Start

Take a moment to reflect and be proud of what you have accomplished since the start of your Work Study role; use this activity to speak with your supervisor about how your experience so far aligns with your Personal Learning Plan.

**CONTINUE:** What have you done or are currently working on that's in-line with the goals in your Personal Learning Plan? What is going well?

**CHANGE:** What could be better if changed? What changes would you make?

**START:** List any new ideas for additional projects or work you'd like to take on

## Mid-Point Self-Evaluation<sup>1</sup>

Transferrable competencies are the knowledge, skills, and abilities you develop from experiences in all areas of your life, including school, co-curricular, personal, and work experiences. These are the underlying competencies that are needed in a wide array of careers.

Listed below are some of the most frequently in-demand CCR competencies<sup>2</sup> for Work Study positions. The competencies in italics are listed by the World Economic Forum<sup>3</sup> as core future-ready competencies and a \* indicates some of the most currently in-demand competencies by employers.<sup>4</sup>

**Using the below rating scale, please circle the number that best represents your performance in each competency.**

**Not Applicable:** This particular competency does not apply to your role

**Excellent:** You are very proficient, highly skilled and motivated and performance can be improved only slightly.

**Very good:** Your skill in this area are well developed with some room for improvement.

**Good:** Performance is satisfactory, student is capable in this area, a positive attitude and self-improvement is evident.

**Below average:** Level of competency is below that required, greater effort and/or training is needed.

Think about why you gave yourself that rating. What are your areas of strength? What would you like to continue developing during your Work Study role?

### Communication\*

Effectively conveys meaning through writing, speaking, or artistic expression; effectively articulates abstract ideas; uses diction, tone, and grammar appropriate to audience and medium; listens attentively and can read and use nonverbal communication and responds appropriately

N/A      Excellent      Very Good      Good      Below Average

1. Stirling, A., Kerr, G., Banwell, J., MacPherson, E., & Heron, A. (2016). A Practical Guide for Work-Integrated Learning. Higher Education Quality Council of Ontario.  
 2. Competency descriptions taken from the University of Toronto Co-Curricular Competency Framework.  
 3. World Economic Forum (2016). Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution  
 4. Conference Board Canada (2013). The Need to Make Skills Work – The Cost of Ontario's Skill Gap.

### Teamwork\*

Seeks help from others when needed and offers assistance to others; shares a group or organizational goal and works with others to achieve it; learns from the contributions and involvement of others; accepts and offers supervision and direction as needed

N/A      Excellent      Very Good      Good      Below Average

### Critical Thinking\*

Identifies opportunities, problems, questions, and issues; analyzes, interprets, and evaluates the relevance and quality of information; assesses assumptions and considers alternative perspectives and solutions

N/A      Excellent      Very Good      Good      Below Average

### Professionalism

Commitment to, demonstration of and accountability for the appropriate behaviour, character, attitudes, skills, conduct and integrity corresponding to a given circumstance or environment

N/A      Excellent      Very Good      Good      Below Average

### Collaboration\*

Works cooperatively with others, including people different from self and/or with different points of view; seeks and values the involvement of others; listens to and considers others' points of view; works towards a shared goal

N/A      Excellent      Very Good      Good      Below Average

## Mid-Point Self-Evaluation

### Goal-setting and prioritization

Sets individual goals; articulates rationale for personal and educational goals and objectives; articulates and makes plans to achieve short-term and long-term goals and objectives; understands principles of time management

N/A      Excellent      Very Good      Good      Below Average

### Project Management

Develops and implements strategies and programs in alignment with organizational goals and values; develops appropriate outcomes and conducts assessments; develops and implements strategies for managing finances, human resources, scope, schedule, quality and outcomes; demonstrates best practices for project management and event planning

N/A      Excellent      Very Good      Good      Below Average

### Decision-Making & Action\*

Pursues and works to achieve short-term and long-term goals; identifies options and works to overcome obstacles; engages in problem-solving

N/A      Excellent      Very Good      Good      Below Average

### Technological Aptitude\*

Demonstrates technological literacy and skills, respective current intellectual property and privacy regulations and best practices; uses technology effectively to communicate, solve problems, and complete tasks; stays current with technological innovations and trends

N/A      Excellent      Very Good      Good      Below Average

### Investigation & Synthesis\*

Gathers, selects, uses, and synthesizes multiple sources of information to solve problems; Uses appropriate technology and tools to analyze and apply information

N/A      Excellent      Very Good      Good      Below Average

### Other:

N/A      Excellent      Very Good      Good      Below Average

### Other:

N/A      Excellent      Very Good      Good      Below Average

### Comments:

## End of Work Study period

### The Value of Your Experience

You have demonstrated a variety of valuable competencies (knowledge, skills, abilities) in your work experience. Take some time to think about your experience, what you accomplished and how this relates to your studies.

Check out the [Co-Curricular Record](#) for a list of competencies and descriptions to help you think of competencies you demonstrated in your role. Remember to refer back to the competencies you included in your Personal Learning Plan.

A survey of 815 employers found that “although liberal arts students were equipped with needed workplace competencies”, they were unable to identify and articulate the skills they developed which negatively affected their job search and interview process.<sup>1</sup>

Simply having the experience isn't enough. You need to be able to identify the competencies developed through your experience and be able to articulate these competencies to employers.

#### **Competency 1:** (knowledge, skill, ability)

*Example: Communication. (Role of Peer Career Advisor)*

#### **Brainstorm examples of when you demonstrated this competency in your role.**

*e.g. Talk to various types of students / Listen to their needs and align those needs to the CC services / Communicate the best needs to students effectively / Brief them on how to use these services*

#### **What is an achievement or outcome related to this experience?**

*e.g. I met with 65 students during 6 months / I was able to refer relevant resources for students in almost all of my appointments / Students consistently said how helpful I was at the end of our appointments*

#### **How is this competency related to your field of study?**

*e.g. In engineering, communication is a major part of our jobs / Good communication is an indicator of good project management / Without communication, there is no way of knowing the outcomes of projects / Engineering outcomes needs to be understandable by everyone not just engineers*

# Section C

## End of Work Study period

### Competency 2:

Brainstorm examples of when you demonstrated this competency in your role.

What is an achievement or outcome related to this experience?

How is this competency related to your field of study?

### Competency 3:

Brainstorm examples of when you demonstrated this competency in your role.

What is an achievement or outcome related to this experience?

How is this competency related to your field of study?

# Section C

## End of Work Study period

### Career Exploration

Every work experience will have elements that you enjoyed and others that you didn't. Think about your experience and write examples below that demonstrate how your experience was or wasn't in line with your strengths, interests, and values. You can now use this list to help evaluate and consider future career opportunities! Check out the [CCR](#) for other great opportunities to develop specific competencies.

#### Strengths

Natural abilities, skills and knowledge

#### Values

What is important in career and life (see this [list](#) of values for ideas)

#### Interests

Activities that you enjoy doing & areas that you like to spend time in

#### Other

What other elements of the job did you enjoy or dislike? Why?

E.g. work environment

## End of Work Study period

### Talk about Your Experience to Employers

#### Resumes – Accomplishment Statements

When describing your experience on your resume, it is important that you use [action verbs](#) to describe both what you did and the result/impact of that experience

The result/impact of your work can be a...

- qualitative outcome:  
e.g. Designed [*action verb*] a web-based, interactive manual [*what you did*] that is currently in use by residence dons across the University of Toronto [*result/impact*]
- quantitative outcome:  
e.g. Sold [*action verb*] tickets for 50/50 raffle draws at Varsity football games [*what you did*], raising \$2000 over the season to allow for the purchase of 30 team jerseys [*result/impact*]

Both types of outcomes help an employer understand the value of the work that you did

To learn more about writing your resume:

- Attend the *Resume* workshop (register on [CLN.utoronto.ca](http://CLN.utoronto.ca) > events)
- Refer to the [Resume Toolkit](#) or [Instructional videos](#). Find these and more at [uoft.me/careerstart](http://uoft.me/careerstart)
- Book a 1:1 appointment by calling the Career Centre front desk 416-978-8000

**Pick three competencies and try out the above!**

Action Verb	What You Did	Purpose/Impact

Action Verb	What You Did	Purpose/Impact

Action Verb	What You Did	Purpose/Impact



## End of Work Study period

### Interviews – STAR Method

During an interview you are often asked to describe a time when you demonstrated a particular competency. The STAR method is a great way to ensure you include all of the relevant details in your answer.

\*Tip\* Most of your answer should focus on the **A**ctions you took and the **R**esults

**Example:** Tell me about a time when you were working on a team and encountered a challenge. How did you respond? What were the results?

#### **S** - SITUATION

I was working as a research assistant at the Political Science Department at the University of Toronto as part of three-person team.

#### **T** - TASK

We were analyzing election results in electoral districts of Canada deriving from demographic variants and other contemporary political topics. We were having difficulty coming to a consensus as to how to analyze the data

#### **A** - ACTION

- I recommended that we meet to present our ideas and reasoning behind it.
- I suggested we should individually consider the various methods and to meet in a few days.
- We met again and discussed openly and respectfully the various methods highlighting the strengths and weaknesses of each.
- Over two meetings, we brainstormed how to blend the valuable parts of each method and negotiated a new analysis strategy which was an amalgamation of the methods proposed.

#### **R** - RESULTS

- Prevented delays in project's completion.
- Maintained a collegial working relationship with team members.
- Arrived at a method of analysis that was superior to ones proposed.

**Pick three competencies and try out the above!**

**SITUATION**

**TASK**

**ACTION**

**RESULTS**

# Section C

End of Work Study period

## Interviews – STAR Method

SITUATION	TASK	ACTION	RESULTS

SITUATION	TASK	ACTION	RESULTS

## Final Self Evaluation<sup>1</sup>

Transferrable competencies are the knowledge, skills, and abilities you develop from experiences in all areas of your life, including school, co-curricular, personal, and work experiences. These are the underlying competencies that are needed in a wide array of careers.

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### Critical Thinking\*

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## Final Self Evaluation

### Goal-setting and prioritization

Sets individual goals; articulates rationale for personal and educational goals and objectives; articulates and makes plans to achieve short-term and long-term goals and objectives; understands principles of time management

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### Project Management

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N/A    Excellent    Very Good    Good    Below Average

### Decision-Making & Action\*

Pursues and works to achieve short-term and long-term goals; identifies options and works to overcome obstacles; engages in problem-solving

N/A    Excellent    Very Good    Good    Below Average

### Technological Aptitude\*

Demonstrates technological literacy and skills, respective current intellectual property and privacy regulations and best practices; uses technology effectively to communicate, solve problems, and complete tasks; stays current with technological innovations and trends

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### Investigation & Synthesis\*

Gathers, selects, uses, and synthesizes multiple sources of information to solve problems; Uses appropriate technology and tools to analyze and apply information

N/A    Excellent    Very Good    Good    Below Average

### Other:

N/A    Excellent    Very Good    Good    Below Average

### Other:

N/A    Excellent    Very Good    Good    Below Average

### Comments:

Accountability	Curiosity	Fluency	Loyalty	Service
Accuracy	Decisiveness	Focus	Making a difference	Shrewdness
Achievement	Democrativeness	Freedom	Mastery	Simplicity
Adventurousness	Dependability	Fun	Merit	Soundness
Altruism	Determination	Generosity	Obedience	Speed
Ambition	Devoutness	Goodness	Openness	Spontaneity
Assertiveness	Diligence	Grace	Order	Stability
Balance	Discipline	Growth	Originality	Strategic
Being the best	Discretion	Happiness	Patriotism	Strength
Belonging	Diversity	Hard Work	Perfection	Structure
Boldness	Dynamism	Health	Piety	Success
Calmness	Economy	Helping Society	Positivity	Support
Carefulness	Effectiveness	Holiness	Practicality	Teamwork
Challenge	Efficiency	Honesty	Preparedness	Temperance
Cheerfulness	Elegance	Honor	Professionalism	Thankfulness
Clear-mindedness	Empathy	Humility	Prudence	Thoroughness
Commitment	Enjoyment	Independence	Quality-orientation	Thoughtfulness
Community	Enthusiasm	Ingenuity	Reliability	Timeliness
Compassion	Equality	Inner Harmony	Resourcefulness	Tolerance
Competitiveness	Excellence	Inquisitiveness	Restraint	Traditionalism
Consistency	Excitement	Insightfulness	Results-oriented	Trustworthiness
Contentment	Expertise	Intelligence	Rigor	Truth-seeking
Continuous Improvement	Exploration	Intellectual Status	Security	Understanding
Contribution	Expressiveness	Intuition	Self-actualization	Uniqueness
Control	Fairness	Joy	Self-control	Unity
Cooperation	Faith	Justice	Selflessness	Usefulness
Correctness	Family-orientedness	Leadership	Self-reliance	Vision
Courtesy	Fidelity	Legacy	Sensitivity	Vitality
Creativity	Fitness	Love	Serenity	



### Practical Skills Development

#### Goal-setting and prioritization

Sets individual goals; articulates rationale for personal and educational goals and objectives; articulates and makes plans to achieve short-term and long-term goals and objectives; understands principles of time management

#### Decision-making and action

Pursues and works to achieve short-term and long-term goals; identifies options and works to overcome obstacles; engages in problem-solving

#### Communication

Effectively conveys meaning through writing, speaking, or artistic expression; effectively articulates abstract ideas; uses diction, tone, and grammar appropriate to audience and medium; listens attentively and can read and use nonverbal communication and responds appropriately

### Technological aptitude

Demonstrates technological literacy and skills, respective current intellectual property and privacy regulations and best practices; uses technology effectively to communicate, solve problems, and complete tasks; stays current with technological innovations and trends

### Career planning

Demonstrates an inherent understanding of his/her personality traits, values, interests and transferable skills and competencies, and is able to: connect these to meaningful career options, communicate these effectively on a résumé or during an in-person exchange, and continuously reflect upon these to adjust career goals and/or initiate further education or job search

### Health promotion

Engages in behaviors and contributes to environments that promote health and

reduce risk to self and community

### Project management

Develops and implements strategies and programs in alignment with organizational goals and values; develops appropriate outcomes and conducts assessments; develops and implements strategies for managing finances, human resources, scope, schedule, quality and outcomes; demonstrates best practices for project management and event planning

### Facilitating and presenting

Effectively coordinates processes and procedures for a group or organization; supports inclusive decision making; guides learning and dialogue to support participants in deeper thinking; presents ideas clearly, effectively, and accessibly

### Communications and media

Develops and implements strategies to inform the wider community of programs, events and messaging; demonstrates ability to convey persuasive messages to outreach to different audiences; utilizes multiple forms of media, including social media, to share and exchange information

### Financial literacy

Effectively organizes and makes informed decisions about financial resources; manages and implements effective budgeting systems; engages in financial record-keeping that maintains transparency and accountability

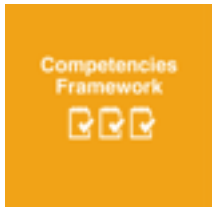
### Organization and records management

Effectively devises and maintains office and organizational systems; manages people, information, and resources in an effective way; understands the importance of accurate and concise record-keeping

### Community and Global Engagement

#### Fostering inclusivity and equity

Understands and explores one's own identity and culture in relation to others; seeks involvement with people different from oneself; articulates the advantages and impact of a diverse society; identifies and challenges systemic barriers to equality and inclusiveness; exhibits respect and preserves the dignity of others in all interactions



### Advocacy

For self or others, articulates the values and principles involved in decision-making; affirms and values the worth of individuals and communities; works individually or collectively to challenge appropriately the unfair, unjust, or uncivil behavior of other individuals, groups or social systems; advocates and justifies means for dismantling systemic barriers to equity

### Community and civic engagement

Demonstrates consideration of the welfare of others in decision-making; participates in service/ volunteer activities that are characterized by reciprocity; engages in reasoned debate and critical reflection; understands and participates in relevant governance systems; educates and facilitates the civic engagement of others

### Global perspective and engagement

Understands and analyzes the interconnectedness of societies worldwide; develops and demonstrates intercultural competency and exhibits appropriate stewardship of human, economic, and environmental resources; identifies one's own individual agency in a global perspective

### Interpersonal Engagement

#### Social intelligence

Establishes healthy, mutually beneficial relationships with others; treats others with respect; manages interpersonal conflicts effectively; adapts to and demonstrates behaviour appropriate to the situation

#### Teamwork

Seeks help from others when needed and offers assistance to others; shares a group or organizational goal and works with others to achieve it; learns from the contributions and

involvement of others; accepts and offers supervision and direction as needed

### Collaboration

Works cooperatively with others, including people different from self and/or with different points of view; seeks and values the involvement of others; listens to and considers others' points of view; works towards a shared goal

### Leadership

Demonstrates skill in guiding and assisting a group, organization, or community in meeting its goals; identifies and understands the dynamics of a group; exhibits democratic principles as a leader or group member; communicates a vision, mission, or purpose that encourages commitment and action in others; fosters and encourages leadership in others

### Professionalism

Commitment to, demonstration of and accountability for the appropriate behaviour, character, attitudes, skills, conduct and integrity corresponding to a given circumstance or environment

### Personal Growth and Development

#### Self-awareness

Assesses, articulates, and acknowledges personal skills, abilities, and growth areas; uses self-knowledge to make decisions; articulates rationale for personal behavior; seeks and considers feedback from others; critiques and subsequently learns from past experiences; employs self-reflection to gain insight; balances needs of self with needs of others; understands and manages emotions

#### Identity awareness and development

Integrates multiple aspects of identity into a coherent whole; recognizes and exhibits

interdependence in accordance with environmental, social, cultural, and personal values; actively commits to important aspects of self-identity

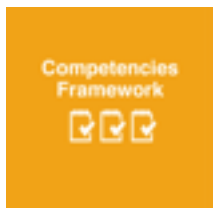
### Commitment to ethics and integrity

Incorporates ethical reasoning into action; explores and articulates the values and principles involved in personal decision-making; acts in congruence with personal values and beliefs; exemplifies dependability, honesty, and authenticity; accepts personal accountability

### Spiritual awareness

Develops and articulates personal belief system; understands roles of spirituality in personal and shared values and behaviors; critiques, compares, contrasts, and respects various belief systems; explores issues of purpose, meaning, and faith





### Creative expression

Generating new ideas, or original ways of knowing, doing and being imaginative; exploring, experimenting and taking risks; inventing and producing new things; planning/designing things/processes; understanding one's identity through the creation of artistic representations; being able to represent ideas and communicate them through artistic means (visual, audio, performing, literary arts)

### Personal health and wellness

Makes purposeful decisions regarding balance among education, work, and leisure time; acts in congruence with personal identity, ethical, spiritual, and moral values

### Novel and Adaptive Thinking

#### Critical thinking

Identifies opportunities, problems, questions, and

issues; analyzes, interprets, and evaluates the relevance and quality of information; assesses assumptions and considers alternative perspectives and solutions

#### Reflective thinking

Intentionally examines previous assumptions and experiences during or following the learning opportunity; Applies previously understood information, concepts, and experiences to a future situation or setting

#### Strategic thinking

Analyzes complex information from a variety of sources including personal experience and observation to form or refine a decision or opinion; recognizes patterns, identifies obstacles, and proposes solutions through foresight and future planning

### Design thinking

Integrates mental, emotional, and creative processes for increased insight; formulates a new approach to a particular problem through defining, researching, ideating, prototyping/piloting, implementing, and assessing

#### Systems thinking

Is able to recognize a system and holistically analyze it, while identifying and solving seemingly disparate problems within it; understands how relationships between parts of a system interrelate and culminate to equal a whole greater than its sum -- i.e. an ecosystem

#### Entrepreneurial thinking

Demonstrates the ability to generate ideas; takes responsibility and makes decisions; demonstrates creative and innovative problem solving skills

### Knowledge Development and Application

#### Inquiry

Develops knowledge of one or more subjects/topics/concepts; knows how to access diverse sources of information

#### Investigation and synthesis

Gathers, selects, uses, and synthesizes multiple sources of information to solve problems; Uses appropriate technology and tools to analyze and apply information

#### Knowledge creation and innovation

Uses experience and other sources of information to create new insights; makes meaning from text, instruction, and experience; generates problem-solving approaches based on new insights; derives new understandings from learning activities and dialogue with others

### Knowledge application to daily life

Seeks new information to solve problems; relates knowledge to academic, career, and life decisions; articulates life choices based on assessment of interests, values, skills, and abilities; demonstrates evidence of knowledge, skills, and accomplishments resulting from academic, co-curricular, and extra-curricular experiences; makes connections between diverse learning experiences



### Analytical

analyzed  
ascertained  
assessed  
compared  
computed  
conceptualized  
concluded  
confirmed  
critiqued  
deciphered  
deliberated  
determined  
devised  
diagnosed  
estimated  
evaluated  
examined  
forecasted  
formulated  
integrated  
investigated  
justified  
measured  
negotiated  
prescribed  
prioritized  
projected  
questioned  
rated  
recommended  
researched  
scrutinized  
studied  
substantiated  
synthesized  
validated  
verified

### Creativity

brainstormed  
constructed  
designed  
engineered  
envisioned  
fabricated  
illustrated  
produced  
shaped  
visualized

### Flexibility

accommodated  
adapted  
adjusted  
altered  
amended  
balanced  
converted  
grew  
improvised  
tailored

### Leadership

administered  
advised  
allocated  
allowed  
appointed  
approved  
assigned  
authorized  
chaired  
coached  
delegated  
designated  
directed  
educated  
elicited  
employed  
empowered  
enabled  
encouraged  
endorsed  
enhanced  
facilitated  
fostered  
founded  
guided  
hired  
influenced  
instructed  
interviewed  
judged  
led  
moderated  
monitored  
motivated  
officiated  
recruited  
sanctioned  
supervised  
trained

### Organization

arranged  
assembled  
budgeted  
calculated  
catalogued  
centralized  
charted  
classified  
collected  
compiled  
consolidated  
correlated  
indexed  
linked  
orchestrated  
organized  
oriented  
planned  
processed  
purchased  
recorded  
regulated  
scheduled  
systematized  
tabulated

### Communication

addressed  
apprised  
arbitrated  
attested  
authored  
clarified  
communicated  
composed  
convinced  
corresponded  
drafted  
edited  
explained  
informed  
interpreted  
lectured  
marketed  
persuaded  
presented  
promoted  
publicized  
queried

reported  
spoke  
summarized  
translated  
wrote

### Initiative

accelerated  
accomplished  
achieved  
acquired  
advanced  
bolstered  
boosted  
built  
coordinated  
created  
dedicated  
demonstrated  
enriched  
established  
expanded  
expedited  
implemented  
improved  
increased  
initiated  
innovated  
inspired  
introduced  
launched  
minimized  
mobilized  
modernized  
modified  
multiplied  
overhauled  
pioneered  
revamped  
revised  
spearheaded  
stimulated  
suggested  
updated  
upgraded

### Teamwork

assisted  
collaborated  
contributed  
cooperated

mediated  
participated  
partnered

### Problem Solving

aided  
alleviated  
ameliorated  
augmented  
counseled  
customized  
debugged  
eased  
elevated  
enlarged  
extended  
extracted  
finalized  
fulfilled  
generated  
identified  
interceded  
invented  
lightened  
polished  
procured  
reconciled  
rectified  
reduced  
refined  
reformed  
rehabilitated  
reinforced  
rejuvenated  
relieved  
remedied  
remodeled  
repaired  
restored  
retrieved  
revitalized  
revived  
settled  
solicited  
solved  
streamlined  
strengthened  
supplemented  
transformed