

Dear Student,

Welcome to the Work Study Enhancement Pilot Project.

This position is part of an initiative to engage Work Study students and Supervisors in a number of structured activities designed to enhance the overall Work Study experience.

Along with your role's primary responsibilities, you will have the opportunity to participate in goal-setting, reflection, and self-assessment activities during work hours. Participation in these activities, which your Supervisor will schedule and validate, will result in acknowledgement on your [Western Co-Curricular Record](#). Please note that early termination of your position may result in forfeiture of acknowledgement on the Co-Curricular Record.

The following activities have been included in this .pdf package for you to work on throughout the duration of your experience. A general timeline to expect is as follows:

Check-In #1: Goal-Setting

The first check-in activity will provide you with an opportunity to select at least three learning outcomes that you would like to focus on throughout your Work Study experience. Your Supervisor will work with you to establish these goals, and to help you brainstorm ways to achieve them. Your Supervisor will schedule this activity early on in your experience, likely following any role-specific training.

Check-In #2: Mid-Point Reflection

The second check-in activity will occur at the mid-point of your Work Study experience, and will involve reflection on the skills you are developing in the role, and the status of the learning outcomes that you identified during the first check-in. You may want to use this as an opportunity to discuss with your Supervisor whether any adjustments are needed, or if new learning outcomes should be added.

Check-In #3: Self-Assessment

The third check-in activity will occur at the end of your Work Study experience; work with your Supervisor to establish an appropriate time that does not conflict with your examinations. The activity will involve reflection on how successful you were in achieving your learning outcomes. You will have an opportunity to highlight your accomplishments, and provide feedback on your overall experience.

The check-in activities contain fillable fields, many of which map to other areas of the document to avoid having to duplicate work. For example, a learning outcome that you enter in Check-In #1 will automatically appear in other learning outcomes sections of the .pdf package of activities.

Please sign and date each check-in activity, and **submit to your Supervisor at each check-in stage**. The responses will be collected and combined with others to inform future program design and delivery. Identifying information, such as names and email addresses, will remain confidential and will not be shared outside of the Work Study Enhancement Pilot Project.

We recommend saving a copy of your completed activities, specifically Check-In #3, to assist you with updating your resume to highlight new accomplishments, and articulating these accomplishments in future job interviews.

If you have any questions about the pilot, please contact Emily Torresan, Undergraduate Experiential Learning Developer at 519-661-2111 x87928, or by email at emily.torresan@uwo.ca.

Kind regards,

Student Financial Services and the Student Success Centre

WORK STUDY CHECK-IN #1: GOAL-SETTING

Student Name, Position Title:			
Faculty and Year:		Student Email:	@uwo.ca
Supervisor Name:		Date:	

Before completing the following activities with help from your Work Study Supervisor, reflect on the following questions:

- What are some of my long-term goals (career and/or educational)?
- How does the Work Study experience fit with some/all of these goals?
- What do I hope to accomplish from the experience?
- What skills/knowledge do I have that will help me accomplish these goals?
- What skills/knowledge do I need to develop to accomplish these goals?

LEARNING OUTCOMES

Learning outcomes help describe what you will be able to do upon completion of the Work Study experience. Learning outcomes are a work in progress throughout the work term, and may need to be updated as you progress.

Consider your responsibilities during the Work Study experience. How will these activities help you to develop your skills and knowledge?

In developing learning outcomes, consider using the S.M.A.R.T. format (Specific, Measurable, Adaptable, Realistic, and Time-targeted):

- Specific: Outcomes should be simple and specific (identify who, what, where, why)
- Measurable: Outcomes need to be quantifiable (what tool/indicator can we use to measure success?)
- Attainable: Outcomes should be realistic
- Relevant: Outcomes should be relevant to the student's goals and the needs of the employer
- Time-bound: Outcomes need to have a set end date and time (e.g., when will the outcome be achieved?)

Using the chart on the next page, **work with your Work Study Supervisor** to **identify at least three specific learning outcomes** for your Work Study experience.

Develop a plan for each outcome to determine how the learning will be achieved, and how success will be measured.

TIPS FOR IDENTIFYING LEARNING OUTCOMES

Having difficulty identifying learning outcomes? Visit the [Conference Board of Canada](#) website for a list of employability skills that you might find relevant to your Work Study position. You may also want to consider any learning outcomes listed in the job description for your Work Study role.

<p align="center">Learning Outcome</p> <p align="center"><i>What will the student be able to do upon completion of the experience?</i></p>	<p align="center">Learning Plan</p> <p align="center"><i>How will the learning be achieved?</i></p>	<p align="center">Measures of Success</p> <p align="center"><i>How will you measure whether the student has successfully achieved the learning outcome?</i></p>
<p><i>Example: By the end of this experience, I want to demonstrate strong goal setting and collaborative planning skills</i></p>	<p><i>Example: Actively participate in and contribute to office projects</i></p>	<p><i>Example: Worked with my Supervisor to identify, monitor, and adjust learning outcomes; actively participated in meetings (offered suggestions, provided constructive feedback)</i></p>

1. With the help of your Supervisor, reflect on the learning outcomes identified above. What are some possible obstacles that you may encounter?

2. How might you avoid or overcome these obstacles?

3. Identify any resources you may need throughout your work term (e.g. policy/procedural manuals, staff resources, etc.):

4. Discuss other activities and support available:

- Review of outstanding site-specific training needs (e.g. WHMIS, etc.)
- Discuss timing of Check-In #2 (Mid-Point) and #3 (Final Self-Assessment and Evaluation)
- Schedule a time to follow-up re: student's progress on the above learning outcomes
- Other: _____

By signing below, you agree that the above responses may be collected and combined with others to inform future program design and delivery. Identifying information, such as your name and email address, will remain confidential and will not be shared outside of the Work Study Enhancement Pilot Project.

Supervisor's signature: _____ **Date:** _____

Student's signature: _____ **Date:** _____

Please click in the signature box. This will prompt you to sign with a digital ID, or configure a new digital ID.

WORK STUDY CHECK-IN #2: MID-POINT REFLECTION

Student Name, Position Title:			
Faculty and Year:		Student Email:	@uwo.ca
Supervisor Name:		Date:	

As you reach the mid-point of your Work Study experience, take a moment to reflect on the work you are doing, and the contributions you are making to the workplace. How do your experiences to date align with the learning outcomes you set during Check-In #1? The following activities will help you to reflect on your progress and to set goals for the rest of the experience.

After you have completed Part 1 and 2, **please submit it to your Supervisor.** Discuss with your Supervisor whether any adjustments to your learning outcomes are needed, or if new learning outcomes should be added.

PART 1: SKILLS EVALUATION

The [Conference Board of Canada](#) website lists several employability skills that are applicable within and beyond the workplace environment. Using the scale below, please rate your own performance with respect to each skill.

For skills rated three or lower, consider discussing how you could further develop this skill with your Supervisor and any support you might need.

N/A – Not Applicable: Workplace environment is not conducive to development of this skill area

1 – Major Improvement Needed: Work rarely or does not meet expectations in all areas

2 – Some Improvement Needed: Work does not always meet expectations in some areas

3 – Meets Expectations: Work meets expectations on a consistent basis in all areas

4 – Often Exceeds Expectations: Work is completed and often exceeds expectations in most areas

5 – Consistently Exceeds Expectations: Work is completed to a high degree of quality beyond the level of expectation in all areas

Skill Area (Some examples are noted below each skill)	Rating
Communication (e.g. reads and understands information presented in a variety of forms; written and verbal communications are understood by colleagues/clients; listens and asks questions to understand and appreciate the views of others; shares information using a range of information and communication technologies; uses relevant scientific, technological, and mathematical knowledge and skills to explain or clarify ideas)	
Support for rating:	

<p>Information Management (e.g. locates, gathers, and organizes information using appropriate technology and information systems; accesses, analyzes, and applies knowledge and skills from various disciplines)</p>	
<p>Support for rating:</p>	
<p>Use Numbers (e.g. decides what needs to be measured or calculated; observes and records data using appropriate methods, tools, and technology; makes estimates and verifies calculations)</p>	
<p>Support for rating:</p>	
<p>Think and Solves Problems (e.g. assesses situations and identifies problems; seeks different points of view and evaluates them based on facts; recognizes the human, interpersonal, technical, scientific, and mathematical dimensions of a problem; identifies the root cause of a problem; is creative and innovative in exploring possible solutions; readily uses science, technology, and mathematics as ways to think, gain, and share knowledge, solve problems, and make decisions; evaluates solutions to make recommendations or decisions; implements solutions; checks to see if a solution works, and acts on opportunities for improvement)</p>	
<p>Support for rating:</p>	
<p>Demonstrate Positive Attitudes and Behaviours (e.g. feels good about themselves and demonstrates confidence; deals with people, problems, and situations with honesty, integrity, and personal ethics; recognizes their own and other people's good efforts; takes care of their personal health; shows interest, initiative, and effort)</p>	
<p>Support for rating:</p>	
<p>Personal Responsibility (e.g. sets goals and priorities, balancing work and personal life; plans and manages time, money, and other resources to achieve goals; assesses, weighs, and manages risk; demonstrates accountability for their actions and the actions of their group; is socially responsible and contributes to their community)</p>	
<p>Support for rating:</p>	
<p>Adaptability (e.g. works independently or as part of a team; carries out multiple tasks or projects; displays innovation and resourcefulness; is open and responds constructively to change; learns from mistakes and accepts feedback; copes with uncertainty)</p>	
<p>Support for rating:</p>	

<p>Continuous Learning (e.g. displays genuine willingness to continuously learn and grow; assesses personal strengths and areas for development; sets their own learning goals; identifies and accesses learning sources and opportunities; plans for and achieves their learning goals)</p>	
<p>Support for rating:</p>	
<p>Work Safely (e.g. displays awareness of personal and group health and safety practices and procedures, and acts in accordance with them)</p>	
<p>Support for rating:</p>	
<p>Work With Others (e.g. understands and works within the dynamics of a group; ensures that a team’s purpose and objectives are clear; displays flexibility; respect, and be open to and supportive of, the thoughts, opinions, and contributions of others in a group; recognizes and respects people’s diversity, individual differences, and perspectives; accepts and provides feedback in a constructive and considerate manner; contributes to a team by sharing information and expertise; leads or supports when appropriate; motivates the group for high performance; understands the role of conflict in a group to reach solutions; manages and resolves conflict where appropriate)</p>	
<p>Support for rating:</p>	
<p>Participate in Projects and Tasks (e.g. plans, designs, or carries out projects or tasks from start to finish with well-defined objectives and outcomes; develops a plan, seeks feedback, tests, revises, and implements; works to agreed-upon quality standards and specifications; selects and uses appropriate tools and technology for a task or project; adapts to changing requirements and information; continuously monitors the success of a project or task and identifies ways to improve)</p>	
<p>Support for rating:</p>	

PART 2: LOOKING BACK AT YOUR LEARNING OUTCOMES

In Check-In #1, you identified learning outcomes that you hope to achieve by the end of your Work Study experience. **Using the table on the next page**, consider what you should start, stop, and/or continue doing in order to achieve each learning outcome.

START: What are some things that are not being done, but should be done? Will this help your workplace achieve better results? Is there anything worth trying or experimenting with in order to achieve better results? List any new ideas for additional projects or work you would like to take on.

STOP: Is there anything that impedes or limits the work you are doing? Is there anything that is impractical about the work you are doing? What changes would you make?

CONTINUE: What do you like? What is working well? What processes are worth continuing?

PART 3: CHECKING IN WITH YOUR SUPERVISOR

Send your completed Check-In #2: Mid-Point Reflection to your Supervisor for feedback. Discuss your achievements so far, any adjustments that should be made to your learning outcomes, and how you will work toward accomplishing your learning outcomes during the remainder of your Work Study experience. If applicable, note any adjustments to your learning outcomes below.

By signing below, you agree that the above responses may be collected and combined with others to inform future program design and delivery. Identifying information, such as your name and email address, will remain confidential and will not be shared outside of the Work Study Enhancement Pilot Project.

The Supervisor's signature on Check-In #2 reflects that they have reviewed and discussed any performance concerns with the student. It does not denote agreement with the student's personal ratings.

Supervisor's signature: _____ **Date:** _____

Student's signature: _____ **Date:** _____

Please click in the signature box. This will prompt you to sign with a digital ID, or configure a new digital ID.

Learning Outcome <i>List your learning outcomes from Check-In #1 below</i>	START <i>What should we and/or I start doing?</i>	STOP <i>What should we and/or I stop doing?</i>	CONTINUE <i>What should we and/or I continue doing?</i>

WORK STUDY CHECK-IN #3: FINAL SELF-ASSESSMENT

Student Name, Position Title:			
Faculty and Year:		Student Email:	@uwo.ca
Supervisor Name:		Date:	

Congratulations on completing your Work Study experience. The purpose of this self-assessment is to help you reflect on your Work Study experience and the skills you have developed.

After you have completed this self-assessment, **please submit it to your Supervisor**. Your Supervisor will complete a Final Evaluation form and will share it with you.

PART 1: REFLECTING ON YOUR LEARNING OUTCOMES

Recall the learning outcomes you established at the start of your Work Study experience and the measures of success you identified. Were you able to achieve your learning outcomes during the experience? Below each learning outcome, provide a short explanation to support your rating.

N/A – Not Applicable (did not have opportunity to work on this learning outcome)

1 – Very Unsuccessful

2 – Somewhat Unsuccessful

3 – Neither Unsuccessful or Successful

4 – Somewhat Successful

5 – Very Successful

Learning Outcome	Rating
1.	
Support for rating:	
2.	
Support for rating:	
3.	
Support for rating:	

4.	
Support for rating:	
5.	
Support for rating:	
6.	
Support for rating:	

PART 2: SHOWCASING YOUR ACCOMPLISHMENTS

The use of accomplishment statements in your resume can help you to stand out from other applicants. Highlighting your accomplishments will capture the reader’s attention, showing what you are capable of and “proving” that you can bring value to the organization.

An accomplishment statement includes the action you took (review a list of [skill action verbs here](#)), and the result/impact of that action. To organize your experiences into accomplishment statements, use the acronym CAR:

C – What was the **challenge** or task you faced?

A – What was the **action** that you took?

R – What were the **results**? What was the benefit of your actions? They can be qualitative (e.g., improved staff morale) or quantitative (increased event participation by 50%).

Think about a challenge or task you faced in your Work Study role that is related to your learning outcomes. How did you approach this challenge, and what was the result?

For example, perhaps you were asked to assist with event planning, and one of your learning outcomes identified in Check-In #1 was to work on interacting and collaborating with others.

Challenge: Team jerseys have experienced significant wear and tear, and need replacement

Action: Coordinated a car wash in parking lot during regular season varsity sports games

Result: Raised \$3,000 to purchase new jerseys for entire team

Accomplishment Statement:
Collaborated with Sports and Recreation to organize a car wash, raising over \$3,000 during the regular season to fund the purchase of new team jerseys

Now it's your turn! Pick two or three learning outcomes, consider the challenge or task associated with that learning outcome, identify the action you took, and the result.

Challenge:		}	Accomplishment Statement #1:	
Action:			}	
Result:				
Challenge:		}	Accomplishment Statement #2:	
Action:			}	
Result:				

PART 3: WRAP-UP QUESTIONS

1. What are some of the highlights of your Work Study experience?

2. What challenges did you face throughout the Work Study experience? What changes would you recommend?

3. How did your Work Study experience impact your personal, academic, and career goals?

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