

STUDENT DEVELOPMENT PLAN

HUMBER COLLEGE

NORTH CAMPUS: Academic & Career Success Centre, Learning Resource Commons, First Floor, 416.675.6622 ext. 5030

LAKESHORE CAMPUS: Student Welcome and Resource Centre, First Floor, WEL 105, 416.675.6622 ext. 5028

www.careers.humber.ca | [Instagram.com/humbercareer](https://www.instagram.com/humbercareer) | twitter.com/humbercareer

How to use this Workbook

Getting Started

Your Work Study experience is meant to provide you with the opportunity to access professional and personal skill development that will support your educational journey and contribute to your goals.

This workbook provides three opportunities to engage in thoughtful reflection of your experience.

1. **Getting Started, Mid-Way, and Final Check Point** - Each section builds on the previous activity and is meant to be completed at the start, mid-way, and end of your Work Study experience.
2. **Share With Your Supervisor** - We recommend sharing this document with your supervisor when discussing your goals or performance.

Who am I?

To be completed at the start of the Work Study experience..

Think about a time where you were successful or achieved something particularly meaningful. This can be career related, but can also be something successful in class, in your personal life, etc. Consider how you will bring your best attributes to your Work Study experience.

My top 3 strength(s) are...

How do you expect to use your top 3 strengths in this role?

3 Areas I'd like to improve in are...

Identifying my Top 3 Skills

Getting Started

To be completed at the start of the Work Study experience.

How to intentionally pick my Top 3 Skills I want to develop:

During your role, you will have the opportunity to develop competencies that contribute to your personal or professional goals. Consider your strengths and areas you'd like to improve on, as explored in the 'Who am I' section.

STEP 1: Discover what core skills are required to be successful in your field/industry. Visit <https://www.onetonline.org/> to find your desired future occupation/industry, and review their listed transferable "skills" and "abilities".

STEP 2: Pick 3 core "skills" and "abilities" that match with 3 Humber-specific Co-Curricular Competencies (see page 11)

STEP 3: Write down the **3 Co-Curricular Skills** you'd like to develop in the below 'Skill' section.

My Identified **3 Co-Curricular Skills** are:

1. _____

2. _____

3. _____

Skill Development Reflection

Getting Started

Skill 1:

Example: Budgeting

How have you already demonstrated this skill in your previous personal, professional, or academic experiences?

Example: 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.

How do you plan to develop this skill in your role?

Example: 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 file

How will you know when you have developed this skill?

Example: My budget will balance at the end of each month and I will have a receipt for each expense.

Skill Development Reflection

Getting Started

Skill 2:

How have you already demonstrated this skill in your previous personal, professional, or academic experiences?

How do you plan to develop this skill in your role?

How will you know when you have developed this skill?

Skill Development Reflection

Getting Started

Skill 3:

How have you already demonstrated this skill in your previous personal, professional, or academic experiences?

How do you plan to develop this skill in your role?

How will you know when you have developed this skill?

Skill Development Reflection

Mid-Way

To be completed mid-way through the Work Study experience.

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

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?

What could be better if changed? What changes would you make?

How could you continue to develop these skills?

Skill Development Reflection

FINAL CHECK POINT

To be completed at the end of your Work Study experience.

As you come to the end of your Work Study experience, reflect on your skills and how they contribute to your personal and professional goals. This section of this workbook will also prepare you for describing your skills on your resume or in an interview.

You can also connect with Humber's Career Centre to access resources to support your future career plans, including 1:1 interview prep, resume and cover letter resources, and career advisors.

Skill 1:

When did you utilize this skill in your role?

What is an achievement or outcome related to this experience?

How is this skill related to your field of study?

Skill Development Reflection

FINAL CHECK POINT

Skill 2:

When did you utilize this skill in your role?

What is an achievement or outcome related to this experience?

How is this skill related to your field of study?

Skill Development Reflection

FINAL CHECK POINT

Skill 3:

When did you utilize this skill in your role?

What is an achievement or outcome related to this experience?

How is this skill related to your field of study?

Transferable Co-Curricular Skills

- Reading:** Interpret and respond to written material in a manner that demonstrates text literacy and ensures effective communication.
- Writing:** Write clearly, concisely, and correctly in a manner that meets the communication purpose and needs of the audience.
- Listening:** Interpret and respond to verbal messages in a manner that ensures effective communication.
- Speaking:** Speak clearly, concisely, and correctly in a manner that meets the communication purpose and needs of the audience.
- Presenting:** Deliver effective presentations.
- Visual Literacy:** Interpret and respond to visual content in a manner that ensures effective communication.
- Strategic Networking:** Use appropriate communication to build positive professional relationships and personal profile.
- Mathematical Knowledge:** Understand and execute mathematical operations accurately.
- Budgeting:** Use knowledge and skills to manage financial resources effectively.
- Analysis:** Evaluate multiple sources to assess credibility and logic.
- Decision Making:** Form reasonable conclusions and/or recommendations using sufficient and relevant evidence.
- Operational Thinking:** Apply a systematic approach and use a variety of thinking skills to solve problems.
- Data Analysis:** Analyze and use numerical data; apply mathematical concepts and reasoning to solve real-world problems.
- Technological Skills:** Develop an understanding of web technologies, common office software, and hardware troubleshooting.
- Multimedia Skills:** Develop an understanding of multiple media formats and best practices for the implementation and sharing of new media.
- Information Management and Evaluation:** Locate, select, organize, and document information using appropriate technology and information systems.
- Online Etiquette:** Manage professional reputation and communicate information responsibly in an online space.

Transferable Co-Curricular Skills

- Systems Thinking:** Analyze a problem by understanding the interconnectedness of the groups and issues involved.
- Design Thinking:** Solve a complex problem creatively by defining, researching, thinking, piloting and assessing.
- Strategic Thinking:** Recognize an opportunity, identify challenges and multiple points of view; develop a plan of action.
- Innovative Thinking:** Formulate new ideas, create new forms of expression, leverage potential and imagine new possibilities.
- Positive Attitude & Behaviours:** Demonstrate confidence, respectful communication, gratitude, optimism, positivity, and resiliency when approaching work.
- Personal & Professional Management:** Demonstrate professional behaviour within the work environment and set goals and priorities to balance work and personal life.
- Growth & Development:** Assess, critique, and improve the quality of work, demonstrate ability to accept and implement feedback in a meaningful way.
- Initiative & Self-Direction:** Carry out a project from start to finish, take the lead or offer support when appropriate, contribute by sharing knowledge and expertise, be innovative and resourceful by identifying and suggesting alternative ways to achieve goals and get the job done.
- Adaptability & Flexibility:** Cope with uncertainty, learn from mistakes, adapt to changing requirements and information, proactively manage change, be open to and supportive of the thoughts, opinions, and contributions of others.
- Problem-Solving:** Select and use appropriate tools and technologies to complete a task, apply logic in solving problems, and creatively find alternative pathways to solve problems.
- Accountability:** Demonstrate commitment to the role, dependability, ownership for actions, responsible use of time and resources, ability to assess, weigh, and manage risk.
- Ethics and Integrity:** Approach situations with honesty, integrity, and personal ethics, demonstrate consistency with legal and professional codes of ethics, recognize and respect people's diversity, individual differences, and perspectives.
- Managing Conflict:** Identify sources of conflict and initiate de-escalation strategies to overcome differences of opinion within a group or two individuals.
- Meaningful Relationships:** Develop mutually rewarding relationships with peers and colleagues.

Transferable Co-Curricular Skills

- Team building:** Create and implement activities, communication strategies, and actions to develop group cohesion and collaboration.
- Team Coordination:** Delegate work to peers or other individuals to encourage and motivate the group to effectively work together.
- Mentoring:** Assist individuals in developing specific skills and knowledge that enhance their personal and/or professional identity development and growth.
- Role Modeling:** Demonstrate positive actions and behaviour to encourage others to act in an appropriate manner. Visioning Identify a potential future and create innovative paths for the team.
- Perceiving & Identifying Emotions:** Decipher verbal and nonverbal signals from others, such as body language and facial expressions.
- Managing Emotions:** Respond appropriately to the emotions of others and regulate my emotions effectively.
- Environmental, Economic and Social Awareness:** Analyze the relationships between global, social and economic trends and their impact on the environment and communities.
- Environmental, Economic and Social Advocacy:** Identify, define and advocate for the environmental, economic and social sustainability of communities, locally and globally.
- Intercultural Communication:** Describe the benefits and challenges of interacting with others of different cultural and national backgrounds.
- Cultural Identity:** Reflect on and articulate the similarities and differences between personal or cultural identity; understand the impact personal experience has on the perspectives of others.
- Cultural Sensitivity:** Apply awareness, understanding, and appreciation of intercultural communication in academic, social and professional settings; develop intercultural competencies and awareness of global issues.
- Active Citizenship:** Define and identify what it means to be socially responsible and to be engaged in active citizenship.
- Awareness of Social Issues:** Demonstrate awareness of complex social issues including, but not limited to: culture, race, religion, sexual orientation, ability, mental health, politics and lifestyle.
- Community Building:** Participate in or develop training programs, activities or programs that teach or embed social awareness, social justice, health & safety, and equity issues.