

## QUEEN'S SKILLS CARDS: ONLINE VERSION

As a Queen's student, you have many skills — gained through your classes, co-curricular involvement, work experiences, and volunteer activities.

However, students sometimes struggle to identify and talk about their skills. *The Queen's Skills Cards* were designed to help you assess, name, and describe your professional skills with confidence.

Each of the 35 cards represents a specific skill and includes a definition and example.

When used in person, you would sort through the deck of cards, and make piles for different categories (For example, "my top skills" or "the skills I want to improve").

During this time of physical distancing, we have created this online version of the cards so that you can still use this powerful tool. It won't be the same as using the physical decks of cards, but all the content is still there for you to sort through.

Queen's University Career Services

# THE QUEEN'S SKILLS CARDS ARE:

## **Strengths-Based:**

Everyone has skills. The *Queen's Skills Cards* were created to assist you in better understanding your strengths, and how you can use those strengths to achieve your goals. Knowing your strengths is empowering.

## **Student-Driven:**

The *Queen's Skills Cards* are a self-assessment tool, and you as the user drive their use. There is no single correct way to use or interpret the *Queen's Skills Cards*. Rather, there are multiple ways the *Queen's Skills Cards* can help you develop the language to think and speak about your academic, co-curricular, work, and volunteer experiences.

## **Past- or Future- Focused:**

The *Queen's Skills Cards* can help you identify

which skills you do possess and how to describe them, as well as which skills you do not currently possess and how to develop those you need to succeed at your goals.

## **A Prompt for Meaningful Discussion:**

By using the *Queen's Skills Cards* and by discussing your self-assessment with a Career Counsellor, you can gain new insights about yourself. For example, you might want to discuss "How can I find a career path that suits my strengths?" or "What types of opportunities can I seek out to develop the skills that I currently lack?"

## **A Career Decision-Making Support:**

The *Queen's Skills Cards* can also help you with your career decision making. By assessing which skills feed or drain your energy, you can review potential career options through a skills-fit lens.



# ACADEMIC & PROFESSIONAL INTEGRITY

Remaining open and truthful in academic and professional settings.

## ACADEMIC & PROFESSIONAL INTEGRITY

- Gives credit for the ideas, work, and property of others
- Follows standards, practices, and procedures
- Expects and practices fairness when interacting with peers, colleagues, faculty, and staff

### EXAMPLE

Salina is starting a paper for her Gender Studies course the day before it is due. She needs to include 10 articles in her reference list, but doesn't have time. Salina considers listing articles she won't actually use or asking her friends for their sources. Salina decides not to do that, and instead submits her paper only listing the articles she actually read and used.



# ACCOUNTABILITY

Taking responsibility and giving satisfactory reasons for choices and actions.

## ACCOUNTABILITY

- Makes promises and keeps them
- Follows through on all commitments
- Communicates clearly and appropriately if needing to change a commitment

### EXAMPLE

Ruben promised his mother that he would come home for her 55th birthday party. The day before he is set to travel home, his buddy invites him to a huge mid-term party. Even though Ruben wants to hang out with his friends, he goes home because of his promise to his mother, deciding that her trust is more important than a party.



# ADAPTABILITY

The ability to change actions, course, or approach in order to suit a new situation.

## ADAPTABILITY

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

### EXAMPLE

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



# ADVOCACY

Working to influence change.

## ADVOCACY

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

### EXAMPLE

In his Politics class, Hassan learns about food insecurity. He joins clubs combatting poverty and food insecurity on campus and learns that some local students experience food insecurity. After his research, he believes there is a lack of support for low-income students in the community. Hassan gathers students, collects signatures on campus, and creates a partnership with a local community-based organization.



# ANALYSIS & SYNTHESIS

Examining and evaluating data by breaking it into its components and uncovering relationships.

## ANALYSIS & SYNTHESIS

- Collects information and data from a range of sources
- Breaks issues into small 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

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

## ATTENTION TO DETAIL

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

### EXAMPLE

Simran is doing data entry for a professor's research project. Simran follows her supervisor's organization 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.





# COACHING & ADVISING

Tailors feedback to support, guide, and transfer knowledge.

## COACHING & ADVISING

- Actively listens and shows interest in coachee's life
- Focuses on unique personal and professional needs of coachee
- Guides, inspires, creates enthusiasm, and motivates
- Transfers knowledge and helps develop skill enhancement

### 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.



# COLLABORATION & TEAMWORK

The ability to work as a team member with other people to achieve a common goal.

## COLLABORATION & TEAMWORK

- Understands and works with group dynamics
- Respects the thoughts, opinions, and contributions of others
- Recognizes and values diversity, individual differences, and perspectives

### EXAMPLE

Irene is part of the events team for a charitable foundation on campus. The events team shares very few similarities, so Irene suggests that they begin their first meeting by explaining who they are and their skillsets. Irene offers her thoughts, listens to others, and helps the group with their tasks when needed to achieve the goal.



# CREATIVE EXPRESSION

Participation in and production of creative and imaginative expressions, such as music, art, creative movement, and drama.

## CREATIVE EXPRESSION

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

### EXAMPLE

Jeff is in Fine Arts and really enjoys listening to podcasts. He knows that not many people have knowledge about fine arts or art history, so he decides to create a podcast. He writes the script, and talks about different pieces of art, techniques, and features guests. Jeff also links his online portfolio of artwork to the podcast.



# CREATIVE THINKING

Generates new ideas or solutions.

## CREATIVE THINKING

- Thinks of unique, new, and useful ideas and solutions
- Adapts ideas and solutions

### 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.



# CRITICAL THINKING

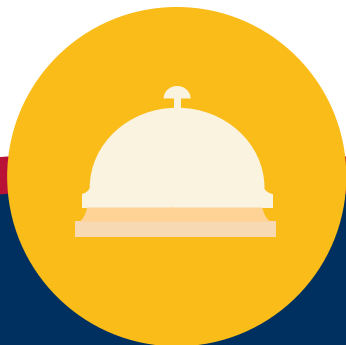
Analysis of an issue or argument to reach a conclusion.

## CRITICAL THINKING

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

### EXAMPLE

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



# CUSTOMER SERVICE

Acting in polite and helpful ways to ensure customers are satisfied.

## CUSTOMER SERVICE

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

### EXAMPLE

Lana works at a technology store downtown. Every time a new shipment comes in, she familiarizes herself with the newest products. Lana also knows that the store's target market is young adults, so she tailors her recommendations to their lifestyles. Every time a customer comes into the store, Lana does her best to make them feel welcome, makes suggestions, provides her personal experiences, and orders from the store in Ottawa if she is out of stock in Kingston.



# DISPOSITION TO IMPROVE

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

## DISPOSITION TO IMPROVE

- Reflects on own work performance and identifies areas for improvement
- Drives ongoing and personal learning through formal and informal structures
- Learns from mistakes and appreciates constructive feedback

### EXAMPLE

Janice is working at a veterinarian's office this summer. She feels confident that she is doing a satisfactory job, but wants to do a great job. Each week she keeps track and talks to her co-worker about things that could have gone better. She tries to use new strategies in the coming week and sets goals for the rest of the summer.



# DIVERSE SOURCES & FORMS OF KNOWLEDGE

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

## DIVERSE SOURCES & FORMS OF KNOWLEDGE

- Respects other peoples' worldviews while not assuming that own perspective is the best
- Actively seeks and synthesizes information, knowledge, and experience from a range of cultures and viewpoints

### 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.





# ENGAGED CITIZENSHIP

Participates in community and civic activities.

## ENGAGED CITIZENSHIP

- Completes general civic duties
- Participates in community initiatives and events
- Considers how their actions have short- and long-term effects that may influence their environment

### EXAMPLE

Damien is a first-year student who is new to Kingston and the local community. Damien deliberately leaves the Queen's campus a few times a week and strives to become an active resident of Kingston as well as Queen's. He votes in elections, gets a library card, attends local events, shops at local stores downtown, and chats with his neighbours.



# ETHICAL REASONING & CONDUCT

Thoughtful consideration of the principles of right and wrong and alignment with ethical standards.

## ETHICAL REASONING & CONDUCT

- Acts with integrity and respect
- Considers objections, assumptions, and implications of various ethical choices
- Makes informed choices that benefit other individuals, society as a whole, and the environment
- Encourages friends, peers, colleagues, and family members to act ethically

### EXAMPLE

Chris works on campus and has access to the back-end of a student data system, allowing him to see student data, including finances and grades. Chris's partner knows this and asks him to find the grades of a friend who brags about 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

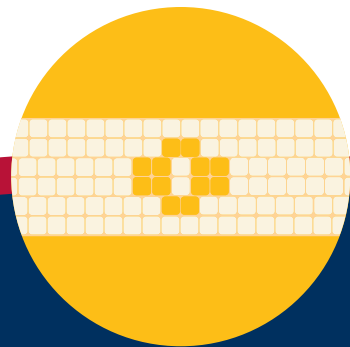
Includes and treats all people, despite differences, fairly and equitably.

## FOSTERING INCLUSION

- Seeks to understand different perspectives and cultures
- Ensures different experiences, styles, backgrounds, and perspectives are considered and used effectively
- Identifies systemic barriers to inclusion and assesses methods to address these barriers

### 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.



# INDIGENOUS CULTURAL AWARENESS

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

## INDIGENOUS CULTURAL AWARENESS

- Examines own cultural assumptions about Indigenous peoples
- Uses appropriate language when referring to and addressing Indigenous peoples
- Knows key aspects of colonial history, including the Indian Act, treaties, residential schools, and the work and recommendations of the Truth and Reconciliation Commission of Canada
- Knows that colonial practices and policies continue to exist today in Canadian systems
- Integrates knowledge and awareness of Indigenous histories and contemporary issues into reflective practice

### 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.



# INDIGENOUS KNOWLEDGE & WAYS OF KNOWING

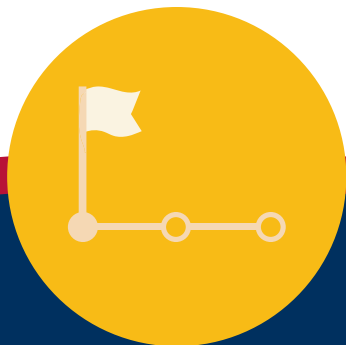
Living ways of understanding the world,  
embedded in community practices,  
ceremony, and relationships.

## INDIGENOUS KNOWLEDGE & WAYS OF KNOWING

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

### EXAMPLE

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



# INITIATIVE

Independently assesses and identifies new ideas and opportunities for improvement.

## INITIATIVE

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

### EXAMPLE

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



# INTERCULTURAL COMPETENCE

Skills, knowledge, and attributes needed to interact effectively and appropriately in culturally diverse environments.

## INTERCULTURAL COMPETENCE

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

### EXAMPLE

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



# INTERPERSONAL SKILLS

The ability to build effective relationships with others.

## INTERPERSONAL SKILLS

- Actively listens to others
- Is aware of and correctly interprets the behaviour of others and adjusts their own communication and behaviour accordingly

### EXAMPLE

Finley volunteers at a retirement home running activities. She is kind, shows interest in each person by checking in personally with residents, and gets to know them. Finley does not simply run the activities, but builds trust among the residents and ensures that everyone feels comfortable with her.





# LEADERSHIP

Leading a group of people to act toward achieving a common goal.

## LEADERSHIP

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

### EXAMPLE

Michelle is the Senior Peer for Career Services. This year she is leading a team project to develop new training. She works with the team to set a vision and goals for the project. She ensures all team members are included and the project gets done on time.



# ORAL COMMUNICATION

The process of transmitting information and ideas from one individual or group to another.

## ORAL COMMUNICATION

- Clearly conveys information, ideas, thoughts, and feelings
- 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 were able to create a compromise because she effectively communicated her ideas while also listening to the president's perspective.



# ORGANIZATION & TIME MANAGEMENT

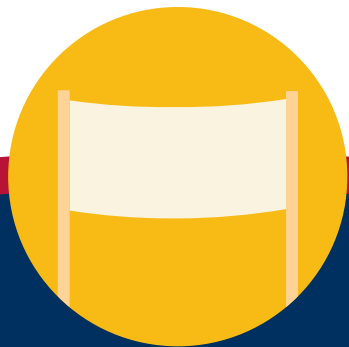
The effective use of time, energy, and resources to accomplish goals and plans.

## ORGANIZATION & TIME MANAGEMENT

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

### EXAMPLE

Jack is the president of a music ensemble at Queen's and needs to organize their annual trip. Jack creates a detailed list of the tasks to complete, sets up a record-keeping system, and makes a timeline. At the end of the year he leaves a clean and comprehensive record of materials for next year's president.



# PERSISTENCE

The continuation of an opinion or action regardless of opposition or challenges.

## PERSISTENCE

- Sets personal goals and aims to achieve them
- Continues to complete projects despite challenges and setbacks
- Adjusts and adapts ideas and action plan(s) as necessary

### EXAMPLE

Aspen is working in a summer Communications and Marketing position. She has been assigned to design a digital campaign to market the launch of a new line of clothing. She produces three separate drafts and her supervisor rejects all options. She edits and offers new options, which are also rejected. She continues to re-design the campaign until it's approved.



# PERSUASION & SALES

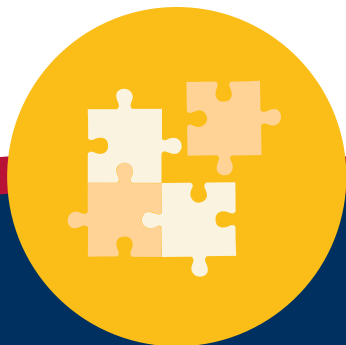
Influencing to enact a change in someone's beliefs, positions, or courses of action.

## PERSUASION & SALES

- Targets views and arguments to the specific audience
- Uses common ground and beliefs to ground reasoning
- Appeals to emotions and logic
- Utilizes research, information, and logic

### EXAMPLE

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



# PROBLEM SOLVING

Finding solutions to difficult or complex questions or situations.

## PROBLEM SOLVING

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

### EXAMPLE

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



# PROJECT MANAGEMENT

Planning and implementing a project from start to completion.

## PROJECT MANAGEMENT

- Defines objectives and project requirements
- Develops, manages, and implements a plan
- Manages communication with stakeholders and delegates tasks to effectively manage workloads
- Analyzes outcomes and uses feedback to improve future projects

### 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.



# PUBLIC SPEAKING

The process of transmitting information and ideas verbally in front of a group.

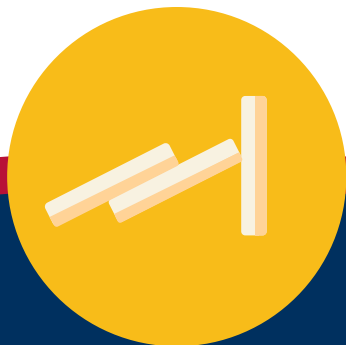
## PUBLIC SPEAKING

- Crafts the speech strategically (i.e. organizes content in an effective manner, adds in humour or anecdotes as appropriate)
- Uses body language purposefully and effectively
- Speaks clearly and confidently

### EXAMPLE

Hamish graduated three years ago from Life Sciences and rarely has a chance to practice public speaking, but wants to become more confident. To improve, he joins clubs that promote public speaking skills to create and deliver speeches in fun, low-risk environments. He then uses this confidence to deliver a presentation at his workplace and even emcees his cousin's wedding.





# RESILIENCE

Successfully adapts to change in healthy and constructive ways.

## RESILIENCE

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

### EXAMPLE

Sam was an A-grade student in high school, but does poorly on their first-year sociology paper. Sam goes to the TA for guidance on how to improve future assignments. They call their older brother to gain perspective, talk to floormates, and write a list of reasons why they choose to be at university. Sam continues to try and sees progress over time.



# SELF-MANAGEMENT

Manages own well-being, emotions, and reactions.

## SELF-MANAGEMENT

- Is aware of own feelings and reactions
- Takes proactive steps to be healthy and productive
- Actively handles stresses

### 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, which also helps him feel better after a work shift.



# SUPERVISION

Overseeing the performance of others.

## SUPERVISION

- Effectively directs, counsels, and supervises others
- Provides constructive feedback and addresses performance issues appropriately
- Coaches and mentors for peak performance

### EXAMPLE

Micah is a Team Lead with the Peer Learning Assistants (PLAs) and is in charge of supporting the team of PLAs. Micah books individual meetings with each PLA to discuss their goals for the year and skills they hope to develop. Micah plans bi-weekly team meetings and monthly individual check-ins. When a team member isn't performing well, Micah gives feedback and coaches them towards improvement.



# TEACHING & FACILITATION

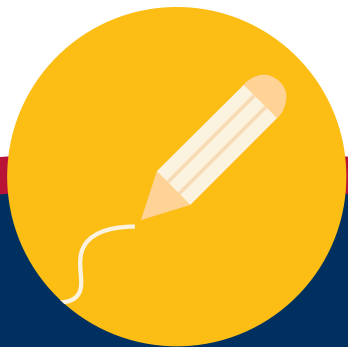
Creates and delivers lessons and activities  
to promote others' learning.

## TEACHING & FACILITATION

- Sets learning objectives
- Develops lesson content, activities, and materials
- Delivers lessons
- Facilitates student participation

### 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

Composing ideas in written form.

## WRITING

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

### EXAMPLE

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

# QUEEN'S SKILLS CARDS — PROFICIENCY ASSESMENT

To complete this activity, check off the box that corresponds with your proficiency on each skill.

Then, highlight the skills you think are most relevant to your career goals.

Do you notice any themes? What experiences could you seek out to bridge any gaps?

Skill	High	Mid.	Low	Example or Other Notes
Academic and Professional Integrity				
Accountability				
Adaptability				
Advocacy				
Analysis and Synthesis				
Attention to Detail				
Coaching and Advising				
Collaboration and Teamwork				
Creative Expression				
Creative Thinking				
Critical Thinking				
Customer Service				
Disposition to Improve				
Diverse Sources and Forms of Knowledge				
Engaged Citizenship				
Ethical Reasoning and Conduct				
Fostering Inclusion				

<b>Skill</b>	<b>High</b>	<b>Mid.</b>	<b>Low</b>	<b>Example or Other Notes</b>
Indigenous Cultural Awareness				
Indigenous Knowledge/Ways of Knowing				
Initiative				
Intercultural Competence				
Interpersonal Skills				
Leadership				
Oral Communication				
Organization and Time Management				
Persistence				
Persuasion and Sales				
Problem Solving				
Project Management				
Public Speaking				
Resilience				
Self-Management				
Supervision				
Teaching and Facilitation				
Writing				
Other:				