

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>