

Certificate of Leadership Program.

An initiative with UBC Peer Programs that engages students in a reflective practice through the use of educational technologies with the aims of developing greater awareness of self, other and society.

ABOUT

Welcome to the Certificate of Leadership Program. This blog is now your ‘Story of Leadership’ where you will capture your experiences as a peer in Peer Programs and begin to piece together a coherent story of leadership and learning at UBC.

The Certificate of Leadership Program

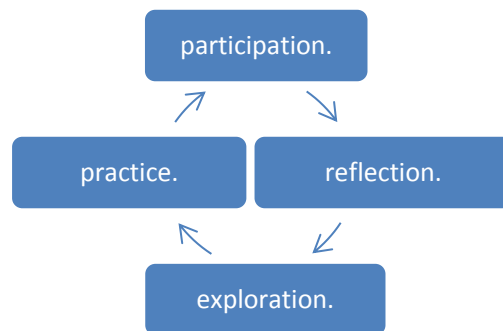
The Certificate of Leadership Program provides students in the UBC Peer Programs network with the opportunity to engage in a reflective practice around their experiences as a peer as they develop competencies in areas of communication, teamwork, social/community organization, willingness to learn, analysis and problem solving, initiative and motivation and adaptability.

Through the process of completing this portfolio, you can expect to develop skills in the following areas:

- critical thought
- analysis
- self-assessment
- reflective processes
- media literacy
- writing

Program Participation

Participation in the certificate of leadership program is dynamic and constantly evolving. It looks something like:



Step 1: *participation* in an experience.

This experience could be a training session, a meeting that you acted as chair, a workshop you facilitated, a project you coordinated, a significant interaction you had with a peer in your role, or any on-campus experience such as the Student Leadership Conference, UBC Thrive, Celebrate Learning Week or MURC.

Step 2: *reflection* on the experience.

An essential part of making meaning from an experience is reflecting on what has been observed, or felt. The process of reflection can allow you to develop greater levels of self-awareness about the nature and impact of your actions, reactions and interactions with yourself and with those around you (Osterman & Kottkamp, 1993). Your reflections will be captured through an online platform (Wordpress Blog) and pieced together as part of your 'Story of Leadership'.

Step 3: *exploration* of other interpretations of the experience.

Consider the experience from a different perspective. What was the experience like for one of your peers also participating? Did you learn different things? Ask a friend. Chat with your advisor. It is important to think about, not only how an experience impacts you, but also those around you as well.

Step 4: *practice*, practice, practice.

Taking the perspectives of yourself and others into account, prepare a submission. Each submission will be captured through this online platform (Wordpress Blog) and compiled together to create your "Story of Leadership".

Story of Leadership

For the purposes of this program, we are considering stories of leadership to be living and breathing collections of reflections that are pieced together to tell a story of transformation and growth.

Your Story of Leadership should answer the question "*who am I*" and tell a story of learning and leadership as a peer in a Peer Program at UBC. It should be coherent and demonstrate clear relationships between each of your reflections and to a central purpose, or goal.

GETTING STARTED

Please follow these steps to get started:

1. Download and read through the "Getting Started" document.
2. Take some time to read through this template to get familiar with the process of setting up your 'Story of Leadership', or you can read this Support Guide.
3. Review 'Wordpress Basics' from UBC Blogs or you can watch these support videos for WordPress.

Setting Goals.



A goal is defined as something of personal value, something you wish to accomplish. Setting personal goals for your experiences in UBC Peer Programs will help bring you that much closer to success!

Remember your goals should be **S.M.A.R.T.**

What are your goals for your 'Story of Leadership'?

Enter your goals here, with the knowledge that goals are dynamic and constantly evolving. As you begin to write your story of leadership, your goals may change and it is important to revisit and revise them as needed.

Start by asking yourself:

- *Why are you participating in this Certificate of Leadership Program?*
- *Why do you want to complete a leadership story?*

Sample Goal 1: "I want to participate in 3 on-campus events that I have never experienced before."

Sample Goal 2: "I want to translate each of my 8 reflections into accomplishment statements on my resume."

Starting to Think.

Sometimes your brain needs a bit of help getting started ...

Under each of the competencies listed [here](#) or under the 'competencies' tab in the main menu, are questions that can help you reflect on your personal development in each competency area.

Or you can use the following questions that are a bit more general to help guide and/or frame your reflections:

- What was the situation, or experience?
- What have I learned?
- What difference has this learning made in my intellectual, personal, and/or ethical development?
- Is my learning relevant, applicable, and/or practical?
- Why is my learning relevant to my future growth as an individual? as a professional?

Starting to Write.

Here is what a sample reflection might look like:

Q: Based on your performance and learning so far, what strategies do you propose for continuing to boost your performance and learning for the remainder of the work term?

In terms of performance, I complete all the tasks required, I am always prompt, and I work hard. I also make a special point of demonstrating my work ethic by listening carefully to what's required, seeking clarification when necessary and showing initiative by taking on more than what's expected. In terms of learning, I have been asked to chair two meetings, and this has called on my leadership skills and given me the chance to try some of the management strategies covered in my academic program.

However, I do need to learn more about human-resource policies and the strategic plan of the organization. Therefore, I will ask my supervisor to provide me with more information on these topics. If I show the initiative required to learn more, I would boost my performance and learning for the remainder of the term.

Elements of a good reflection:

There are 5 key elements of a good reflection; *description*, *explanation*, *expression*, *assessment* and *exploration*. Make sure that you integrate each of these elements into your written reflections - they provide a good framework upon which to start your reflection.

Description: the story of my experience
Ex. I participated in ...

Explanation: my interpretation of how and why it happened that way
Ex. The challenging/confusing/interesting/motivating/inspiring part for me was...

Expression: my feelings and thoughts about the experience
Ex. I was frustrated/anxious/surprised/satisfied because...

Assessment: what I got out of this experience
Ex. I learned that...
Ex. I realized I had assumptions/preconceptions about ...

Exploration: what you could DO in the future and how
Ex. Next time in a similar situation I will...

Looking again:

Now that you know the elements of a written reflection, it is easy to locate them within the reflection.

Q: Based on your performance and learning so far, what strategies do you propose for continuing to boost your performance and learning for the remainder of the work term?

In terms of performance, I complete all the tasks required, I am always prompt, and I work hard. I also make a special point of demonstrating my work ethic by listening carefully to what's required, seeking clarification when necessary and showing initiative by taking on more than what's expected. [1]. [2] In terms of learning, I have been asked to chair two meetings, and this has called on my leadership skills and given me the chance to try some of the management strategies covered in my academic program. [4].

However, I do need to learn more about human-resource policies and the strategic plan of the organization. [3]. Therefore, I will ask my supervisor to provide me with more information on these topics. If I show the initiative required to learn more, I would boost my performance and learning for the remainder of the term. [5].

Starting to Write.

1. **Enter into the 'Dashboard' of your site.**
2. **Add 'New Post'.**
3. **Upload an artifact from the experience:** This is documentation of your engagement in a particular experience. This can include images, videos, PowerPoint slides, and/or any materials collected from participating in an event. This could even include artwork, graphics, etc that can be scanned and uploaded as an image, or PDF.
4. **Write a reflection:** This is your reflective narrative of the experience which should include all of the identified [elements of a written reflection](#): *description, explanation, expression, assessment and exploration.*
5. **Tag a Competency:** For each reflection, select one or more of the seven competencies that apply to the reflection that appear in the right hand column of your dashboard. These competencies have been pre-entered and you just have to start typing them into the textbook and hit 'add'.
6. **Hit 'Publish'.**
7. Your post will now be archived in chronological order that it was submitted on the **'submitting a reflection page'**.

COMPLETING MY STORY

In order to graduate from the **Certificate of Leadership Program**, the following criteria need to be fulfilled:

1. Fill out [your profile](#).
2. Write [your goals](#) for your portfolio and participating in the program.
3. Upload [your resume](#).
4. Participate in 8 significant experiences that challenge your perceptions, or assumptions of yourself, others, and/or society.
5. Complete 8 [written reflections](#) about these experiences.
6. Complete 'the final reflection' which requires you to respond to a specific series of questions.

Final submissions to complete your portfolio must be submitted by **Friday March 28th, 2014** in order to receive your certificate of completion and award.

My Final Reflection.

Once you have submitted 8 written reflections, there is one final reflection that has to be completed before your portfolio is complete.

This portfolio captures your learning as you have participated in various experiences throughout your UBC Peer Programs involvement. Looking back over your goals for this portfolio and each of your reflections can illustrate transformative growth.

To complete this final reflection, spend some time going through your portfolio and respond to the following questions:

- Review the goals you made at the beginning of the program, have you accomplished these goals? Describe how this process has been, including challenges and successes encountered.
- Review all of the reflections that you have submitted, have your perspectives about yourself, others or being a student at UBC changed throughout the program, if at all? If so, how.
- How has your participation in this program contributed to your personal and professional growth?
- If you could talk to yourself at the start of this program, what advice would you give yourself?

Final submissions to complete your portfolio must be submitted by **Friday March 28th, 2014** in order to receive your certificate of completion and award.

Once you have submitted your final reflection, please send an email to your peer program advisor letting them know that you have finished your portfolio.

My Career.

As you begin to write your story of leadership, you may begin to realize things about yourself such as strengths and passions which may be key in shaping your future.

This chart provides a template for you to begin to translate your story of leadership into meaningful narratives that you can take into a job interview or capture on a resume!

EXPERIENCE	COMPETENCIES DEMONSTRATED	RESPONSIBILITIES/DUTIES OF DESIRED POSITION			
Here you would describe a particular experience. You can even include what you have submitted in your reflections!	List the competencies that were demonstrated, or developed in the experience.	This is where you would list the specific responsibilities of the position you are looking to obtain			

**** You can also upload your resume to your blog for easy access and updating.**

COMPETENCIES

As a member of a UBC Peer Program, you are expected to develop competencies in the areas of *communication skills, teamwork, social and community organization, willingness to learn, analysis and problem solving, initiative and motivation* and *adaptability* through various training and professional development programming.

Completing this portfolio requires reflecting on your development of one or more of these competencies. One reflection can capture learning and/or growth in one, or many competency areas, you just have to click the pre-automated tags when you publish your reflection as a post.

Core Competency	Definition	Looks Like	Reflective Questions
Communication	The ability to clearly write, speak, and listen, including both written and oral communication skills.	<p>Demonstrate effective listening.</p> <p>Give and receive feedback.</p> <p>Convey ideas or information creatively and effectively through appropriate modes of communication.</p> <p>Facilitate engaging and productive meetings.</p>	<ul style="list-style-type: none"> • What influence do my listening skills have on the interaction on others? On my Peer Programs team? • What is an instance when I gave useful feedback to a team member? What constitutes useful feedback for me? • Have I incorporated any feedback that I received into my behaviours? Have I learned anything new about myself from the feedback process? • When did I have to use creativity to communicate effectively? Why was my method effective, or not? • What works well in the facilitation of productive meetings?
Teamwork	Being able to successfully work and collaborate with	Seek the involvement of others for collaboration, including collaboration with	<ul style="list-style-type: none"> • In what ways have I engaged other Peer Programs or groups on

people of different ages and from a variety of personal and professional backgrounds.

other Peer Programs and with individuals who are different from oneself and/or with different points of view.

campus in collaboration on a joint project, or event?

Welcome and respect different thoughts, opinions, and contributions by team members.

Share responsibilities in a mutually rewarding and fair manner.

Address and resolve conflict in team.

- What is satisfying about working with people who have different perspectives and opinions than I do?
- What is challenging about working with people who hold different perspectives and opinions from me?
- How have I addressed conflict in my team? What worked? What didn't? Would I do anything differently next time?

Social and Community Organization

The ability to navigate role of self and relationships within groups, or communities to organize and prioritize work in order to achieve a common goal.

Understand how power and privilege are related to social and cultural identities, including one's own.

Demonstrate knowledge of the significance of Aboriginal culture, identity and community, and its contribution to the UBC student experience.

Hold a positive sense of affiliation with one's community and identify how one can make a positive difference to the community.

Identify and challenge the implicit and explicit stereotypes and/or

- In what ways do I positively contribute to my community?
- What do I know about the Aboriginal community on campus? How do I, as a peer leader, work with the Aboriginal community on campus?
- Am I aware of any misconceptions or stereotypes of others that inform my interactions?
- What is one way an ecological lens can inform my work with the peer programs?

		<p>discrimination expressed by others and self.</p> <p>Think and act in socially and ecologically just manner.</p>	
<p>Willingness to Learn</p>	<p>Eagerness to take on new tasks and/or environments, to challenge perceptions and to engage in reflective thought to identify learning.</p>	<p>Demonstrate willingness and ability to engage in learning about the social or cultural issues with which one feels unfamiliar or uncomfortable.</p> <p>Embrace and respect diversity in all its forms.</p>	<ul style="list-style-type: none"> • In what ways has my involvement in UBC Peer Programs challenged me to learn about social and cultural issues that are outside my comfort zone? • What are the benefits and challenges of working in a diverse community?
<p>Analysis and Problem Solving</p>	<p>This captures critical thinking, troubleshooting, and the ability to understand and process new information and then seek out appropriate methods to find solutions.</p>	<p>Assess situations and address problems by drawing on multiple perspectives and information sources.</p> <p>Evaluate solutions to make recommendations or decisions.</p> <p>Identify, seek out and refer others to relevant resources and services.</p>	<ul style="list-style-type: none"> • How do I engage in decision making processes? • Do I seek other perspectives? Do I integrate perspectives that are different from my own?
<p>Initiative and Motivation</p>	<p>Pushes boundaries of knowledge, attitude and skills to engage in personal and professional growth.</p>	<p>Understand and show commitment to the requirements of the position.</p> <p>Effectively plan and manage time.</p> <p>Critically and positively assess one's experience</p>	<ul style="list-style-type: none"> • How do I handle feelings of frustration, discouragement, and/or exhaustion? • How do I manage all my commitments (school, family, friends, volunteer work, a job)?

and growth.

<p>Adaptability</p>	<p>Responding well to unexpected challenges, and managing environmental, or organizational change.</p>	<p>Adopt a healthy lifestyle and behaviors.</p> <p>Adopt responsibility for own actions and the impact on others.</p> <p>Seek and reflect on feedback from others.</p> <p>Draw connections among one's experiences in the Peer Programs, academics, and future career.</p> <p>Identify and set action plans for areas of development in light of one's career goals.</p>	<ul style="list-style-type: none"> • In what ways have I been able to establish clear and healthy boundaries? Do what I know is best for me? • How do I demonstrate that I am accountable for my own actions? • What are the connections between my participation in UBC Peer Programs and my future career aspirations? • What are some examples of how my experience with UBC Peer Programs has prepared me for the work I want to do in the future? • What is my process for responding to change in my personal, academic, and/or professional environments?
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