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Western International ILA Team Leader

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Experiential Learning Final Report:
Western International ILA Team Leader

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Abstract

This report and accompanying presentation will offer a detailed description of the Experiential Learning placement that I participated in to complete my 1.0 credit requirement for Western University's SASAH undergraduate program. The report will provide a summary of my placement, which took place at Western International under a work study position, as an International Learning Ambassador Team Leader. It will also offer a reflection and analysis of the work I accomplished while completing my experiential learning placement, focusing on four specific highlights from the year. This report will also discuss the challenges that I faced and overcame during the process, outlining specific skills that I accrued as a result. Finally, it will explain the educational value of my experiential learning placement at Western International and the relevance of my SASAH education in my overall experience. I will end the report by touching upon any recommendations that I have for future students who may be interested in completing a placement as a Team Leader at Western International. To provide additional background and context, included in this report are several artifacts portraying myself in real, on-site, experiences at my placement. The final section of this report will discuss my methodology while creating and delivering a presentation about my placement and it will also include the script that I followed while delivering the presentation.

Placement Summary

I completed my Experiential Learning placement throughout the 2019-2020 academic year while completing a work study position at Western International. There was an extensive network of employees at Western International who were responsible for coordinating and planning all international affairs, including international learning experiences, for Western students. My title at my placement was “International Learning Ambassador (ILA) Team Leader”. The ILAs were a group of thirty student volunteers who had previously completed international learning experiences. It was my duty, along with my partner, another student who acted as co-team-leader, to facilitate communication between our supervisor and the ILAs. My partner and I acted as intermediaries, and had to work together to ensure all information from our supervisor had been passed down the ILAs and vice versa. As co-team-leaders, we were meant to keep the ILAs motivated, hold them accountable, and delegate tasks to them throughout the year to promote international learning opportunities around campus. This was not only my partner and I’s first time working in a team leader position, but it was also our supervisor’s first year in her position. Since we were all new to our roles, we had to work very hard to adjust. Although all three of us were eager to create projects, pitch ideas, and complete our tasks, we faced several challenges throughout the year. For example, my partner and I had to learn how to work together effectively and split our workload evenly, our supervisor had to learn how to support us and the ILAs while also completing her day to day work, and I personally struggled with time-managing my workload at my placement with my workload for my courses. There were a multitude of tasks I had hoped to accomplish throughout the year at my experiential learning placement, and

although I did not reach all of my initial goals, I gained many technical and interpersonal skills, I made professional connections, and I gained self-confidence when navigating the workplace.

Experiential Learning Goals

Going into my placement, I had set a number of goals for myself that I hoped to accomplish throughout the year. My first and foremost goal was to inspire other Western students. I wanted to excel as a team leader so i could promote international learning opportunities effectively and educate many people about the opportunities that were available to them. I had such a rewarding experience while on a year-long exchange programme at the University of Birmingham in the United Kingdom during my third year, that I knew I wanted to make it easier for other students to study abroad and have life-impacting experiences like the one I had. My second goal for my experiential learning placement was to be a good leader. It seemed simple but turned out to be much more difficult than I had expected. I had always thrived in leadership roles because I grew up playing sports, but I had never had to lead so many people in a setting that I was so unfamiliar with. I came to learn that being a good co-team leader meant I would have to be reliable, organized, and manage my time effectively, which are things I struggled with throughout my placement. A third goal I had set for myself was to develop technical skills that would benefit me in future workplaces. I knew going into my placement that I would be facing many opportunities and challenges that would help me develop new skills. From public speaking, to spreadsheet making, to email etiquette, and scheduling, I wanted to develop real, practical, skills while working at Western International. A fourth and final goal that I had set for myself was to gain professional experience. I wanted to take advantage of any professionalization opportunities I could gain from working in an office setting at Western

University and rise to the responsibility that was given to me. Although when I set these goals, they seemed easily attainable, I ran into some challenges while completing my placement. These challenges and failures impacted the quality of my work but thankfully, throughout my years as a SASAH student, I developed many skills that helped me overcome the challenges I faced.

Through the adversary I faced, I was able to determine areas that I needed to improve upon in order to be successful in not only my placement but in future workplaces. Although working as an ILA team leader was difficult at times, it was an incredibly rewarding experience. I am proud of all of the tasks that I accomplished this year and all of the skills I developed along the way. I made great connections and friendships, I was provided with so many opportunities, I was able to do something positive to help Western students, and most importantly, I was passionate about the work I was doing throughout my placement.

Work Accomplished

In this section I will discuss some of the more general tasks that I completed working as an ILA Team Leader this year. I faced many triumphs and challenges while completing these tasks and developed many new skills as a result. During my experiential learning placement, I created a “Classroom Visit” schedule, helped schedule information booths around campus, planned a social, created the ILA winter drop-in-hours schedule, and helped my supervisor interview future ILAs.

Throughout the first semester of my experiential learning placement, my partner and I were tasked with creating a “Classroom Visit” schedule. We reached out to professors via email and asked for permission to visit their classrooms and enquired about their availability. We then created an excel spreadsheet with classroom locations, dates, times, and contact information.

Finally, we gave the sheet to the ILA's to sign up for specific times to visit the classrooms and give a quick presentation about international learning. This taught me the technical skills of writing professional emails and creating complex, effective spreadsheets. My partner and I struggled to stay organized throughout this project and we also failed to split the workload evenly between the two of us. We continued to struggle with organization and splitting our workload throughout the year, but we eventually managed to resolve this issue and work as a team.

In addition to the classroom visit schedule, I created a google poll to send to the ILAs to determine when they would be available to volunteer at an information booth on campus to promote Western International. After receiving their availability, I made an excel spreadsheet and gave it to my supervisor. She reached out to different venues on campus where the information booths would be held and Waverleigh and I checked in on the ILAs to ensure they showed up for their predetermined time slots. This was a fun process and it taught me how to make effective polls to use for scheduling purposes.

Another task that I worked on with my co-leader was planning a social event for the ILAs. This was meant to be a chance for the ILAs to bond and have some fun but we ran into many roadblocks while planning the event. We tried to hold the event before the winter reading week but we did not give enough notice when offering potential dates for the social to the ILAs. Due to the late notice, only a handful of ILAs would be able to attend the social because it was a very busy time of the year. Together, we made the hard decision to cancel and reschedule the social for after the reading week, toward the end of the semester, while providing more notice. We proposed dates and venues to the ILAs on Facebook, reached out to the chosen venue to

schedule an event, and my partner created a Facebook event for the social. Soon after, Western was closed due to COVID-19 and we had to cancel the social. This was disappointing as we had spent a long time planning for this event and wanted the ILAs to have a fun sendoff, but I have learned that there are some challenges which simply can not be avoided.

Another job I completed during my placement was using excel to create a schedule for the ILAs winter term drop-in hours (See Figure 1). Each week, the ILAs attended drop-in hours at Western International to answer the questions of students hoping to study abroad. I asked the ILAs to email me their class schedules and preferred timeslot, and used this to create the schedule. This was a new experience for me as I had never created a schedule before. This task improved my organizational skills and showed me how important it is to frequently check my email inbox, which is something I struggled with. After completing this task felt like a great leader because I listened to the ILAs and scheduled according to their preference. When some ILAs said they wanted to work in overlapping time slots as their friends, I made an extra effort to schedule them together to boost morale and make their experience more enjoyable.

A final task that I completed this year was helping my supervisor interview ILA candidates for the 2020-2021 school year. My supervisor wanted my partner and I to help her interview each candidate but we were both quite busy and had conflicting schedules. As a result, my supervisor conducted most of the interviews on her own. Looking back, I wish that I had made making time to help her with the interviews a priority. I was able to help my supervisor with one interview, however, and was in the process of preparing for another when campus closed due to COVID-19. Despite my challenges with time-management, being on the opposite side of the interview table gave me important insight about what employers are actually looking

for in the answers of the interviewee. I will undoubtedly take the tips I learned from this process with me into future job interviews.

Highlights

I completed a wide variety of work in my experiential learning placement throughout the year but there are a few definitive aspects of my experience that stand out. The highlights from my placement were the working relationships I formed, the weekly “Go Abroad” information sessions I presented, the “Go Abroad” panel discussion I facilitated, and the “Go Abroad” fair.

I felt very fortunate to have developed many working relationships throughout my placement at Western International. Thanks to weekly meetings and ongoing correspondence with my supervisor and my fellow team leader, I was able to develop a close working relationship with them. My supervisor offered a lot of guidance and support so I felt comfortable coming to her with problems and ideas. Although my co-leader and I sometimes struggled to work together and split our workload evenly, this resolved itself throughout the year as we learned to support each other and I was grateful to have a partner to lead with. I also developed working relationships with my ILA team and would engage with them during drop in hours, at events, and through email correspondence throughout the year. Additionally, I was able to interact with prospective students when I presented weekly “Go Abroad” Information Sessions and events around campus. This was one of the most rewarding parts of my CEL placement because I was able to make the application process easier for prospective students and ease some of their worries about international study. Finally, I had the opportunity to work with Western Staff in Western International, at conferences, and campus events. This taught me to act professionally and how to network.

A second highlight of my experiential learning placement was conducting weekly, forty-five minute, “Go Abroad” information sessions in Western International’s Chu Centre (See Figure 2). This involved setting up the room, giving an effective and engaging presentation, answering questions at the end of the session, and taking down contact information for follow-up emails. On some occasions I would recruit an ILA to give their testimony at the end of the presentation. When I first started giving the presentations, I was unsure of myself and relied on my supervisor heavily for support. After a few presentations, my confidence grew and eventually I did not need my supervisor in the room as I could answer most of the audience’s questions by myself. I was supposed to split the information sessions evenly with my partner, but she was struggling with personal problems, so I ended up doing nearly all of the presentations on my own. Being a SASAH student has taught me that one of the most important parts of collaboration is to play to the strengths of your group members when completing group projects. If one person is more comfortable making the slideshow and another is more comfortable presenting it, they should spend more time on their respective parts and will have a better outcome. Since I had become quite comfortable presenting the information sessions, rather than being resentful toward my partner, I rose to the opportunity to continue improving my presentation skills. In the end, my partner was very grateful that she did not have to present most of the information sessions. Despite the challenge of splitting the workload, the weekly information sessions were one of the most rewarding parts of my placement because I not only learned presentation skills and gained confidence, but I was able to directly impact western students and help them achieve their dreams of studying abroad.

A third highlight from my placement was organizing and mediating a “Go Abroad” discussion panel. At the session, I facilitated a discussion with the panelists about their international experiences. This event was a very important part of my CEL because I developed so many valuable skills. I worked with my supervisor to gather the testimonials of a handful of ILA’s who volunteered to be on the panel and I formatted them into a slideshow for the session. I also got a chance to work on my graphic design and marketing skills by developing promotional materials for ILA’s to post on social media to spread awareness about the event (See Figure 3). Finally, I improved my public speaking skills and learned how to facilitate a discussion with an audience while following an agenda and staying on schedule. This was a great opportunity for me to make personal, face-to-face connections with some of the ILAs which is something I struggled to do this year as the group was so large (30 volunteers).

A fourth and final highlight involved recruiting a group of ILA’s to volunteer at the Go Abroad Fair during Western International Week. My supervisor and I set up a meeting with my group of ILAs to discuss expectations and delegate tasks. I enquired about the availability of each ILA to determine a volunteer schedule and I asked them to find photos to be used for the green screen at the fair. On the day of the fair, the ILAs showed up to their shifts and I worked the green screen (See Figure 4). This experience gave me deeper insight into how much work is involved in coordinating groups of volunteers and running large events. There were many moving parts, so collaboration and timely communication were essential.

The working relationships I formed, the weekly “Go Abroad” information sessions I presented, the “Go Abroad” panel discussion I facilitated, and the “Go Abroad” fair were undoubtedly very important parts of my experiential learning experience. These things

challenged me, opened new doors, gave me the opportunity to learn new skills and foster valuable relationships. I am grateful that I was able to spend the year working in an environment that gave me so many opportunities for growth.

Challenges

Although I have already touched on some of the challenges I faced during my placement in earlier paragraphs, this section of the report will provide a deeper analysis of the problems I encountered and the ways in which I overcame them. The main challenges I encountered were the logistics of the experiential learning course itself, time management, and collaboration.

My experiential learning experience was not the most straightforward. I was not incredibly involved in SASAH throughout my first two years of university and I spent my entire third year in the United Kingdom. Not only did I feel detached from the program and its coordinators, but I mistakenly assumed that international study would count for my experiential learning credit. While I was studying in Birmingham, I was notified that I would need to complete 1.0 EL credits when I returned to Western in the fall. I applied to an internship and was incredibly excited when I had been accepted. Around the same time, I had also been accepted to the ILA Team Leader position. I had high hopes for my internship and my team leader job despite my anxiety about returning to Western University. Upon returning, I felt disconnected from SASAH and the school, so I did not feel comfortable reaching out to ask for help when my first internship did not go as I had expected. I also had trouble adjusting to the demanding workload of Western coursework as I had adjusted to a completely different education system in the United Kingdom. My inability to manage my time, my mental health, and stay organized, took a toll on my internship, my job at Western International, and my

coursework. I felt like I was failing and letting my supervisors down, which is something I am not used to doing as a SASAH student who has always worked, participated in extracurriculars and made the Dean's list. When it was evident that my original placement was not working out, Dr. Barbara Bruce intervened and helped me rectify the situation. After a consultation, it was decided to count my Team Leader position at Western International as my engaged learning credit instead. This was far more manageable and I was incredibly grateful that this decision was made.

It is evident that my lack of organization and poor time-management skills were an ongoing hindrance that often left me feeling anxious and overwhelmed. Although it was challenging, my placement taught me a lot about the areas of my life that I need to improve in order to be successful. I learned how difficult it is to be a leader and have so many people depend upon you. I also learned how to be a teammate and how to support my partner when she was struggling rather than being resentful that I was responsible for most of the workload. These challenges and lessons learned were hard at the time, especially because as a SASAH student, success has typically come easy to me. I have never truly struggled to manage my time, complete my work, and meet deadlines in the past so I never had to develop the resilience to continue pushing through when met with hardship. I now have faith that if I am feeling overwhelmed or am struggling to meet deadlines in a future workplace, I will not give up, and I will reach out and ask for help from my mentor and my teammates rather than shouldering all of the burden on my own.

Educational Value and Career Relevance

My placement was valuable because it was not easy, and working through these challenges prepared me for real life. Despite the challenges and lessons, my engaged learning experience had even more triumphs. Looking back on all the work I did this year, I can confidently say that I acquired many technical and interpersonal skills, made professional connections, and gained confidence in myself and my ability to navigate the workplace.

Working for Western International taught me some valuable skills that will benefit me in future workplaces. From networking, public speaking, and event planning, to leadership and collaboration, to scheduling, spreadsheet-making, professional email-writing, and interviewing, I feel far more prepared for life after graduation than I was before my placement. It was not always easy acquiring these skills because I had to push beyond my comfort zone. For example, I had to give presentations every single week and answer questions that I did not always have the answer to. This was scary at first and I relied heavily on my supervisor for guidance, but the more I practiced, the more I fine-tuned my skills and by the end of the year I was very comfortable with my ability to deliver the Go Abroad presentations. Similarly, I did not know how to effectively use excel to make schedules and spreadsheets at the beginning of the year. When I made the “Classroom Visit” schedule in September, it took far longer and was much more disorganised than the schedules I was creating at the end of the year. It was a learning curve, but now I can use excel very efficiently. The technical and interpersonal skills I have developed throughout my experiential learning placement will undoubtedly take me far in life and help me in any future work setting.

Furthermore, through my placement I made connections with individuals in the international learning community that could be valuable if I should choose to have a career in the same area. Working in a professional environment at the Western University allowed me to interact with many professional people and I got to experience different opportunities for professionalization. For example, I recently spoke on a student panel at an academic conference promoting Western International to the professors and deans of Western's faculties. I answered questions about the exchange programme I participated in and offered insight about the student experience of international study. After the panel, I was able to converse with some of Western's professors and deans. This was an intimidating experience but it allowed me to make professional connections while also advocating for something I am very passionate about. It also gave me insight into the professional world. Through my experiential learning placement, I was able to learn about professionalization and make useful contacts which will undoubtedly benefit me after graduation.

Finally, working as a Team leader gave me a sense of confidence in myself and my abilities that I did have before my placement. Through the skills I developed, the experience I gained, and the challenges I overcame, I feel far more prepared to navigate professional spaces after my engaged learning experience. University made me confident as a student, but my engaged learning experience made me confident as an employee. Through this experience, I gained more useful knowledge for my life after graduation than any course I took throughout my undergrad.

I am so thankful that I had the opportunity to do my EL at Western International and spend the year learning, growing, overcoming, and most importantly, helping others. I am

currently unsure of what my future career will be, but even if I am not working in a University's international department, the knowledge I acquired throughout the past year will be transferable to any workplace.

Recommendations

CEL placements can be challenging, especially if you leave them to the last minute like myself, but they are immensely worthwhile and can genuinely help you prepare for the workplace. As a SASAH student, you are constantly presented with opportunities for growth throughout your undergraduate degrees and it is your job to make the most out of them. Your path to graduation is not a straight line and will look completely different than your peers based upon your personal interests and needs. What you imagine for yourself in your first or second year of SASAH could be completely different from your fourth year. Since your degree is so dynamic, SASAH's experiential learning program can be flexible and accommodating. My recommendations for future students is to complete your EL credits early in your degree while you have more time and flexibility. Secondly, spend the time choosing a placement that will be meaningful to you because it will be far more enjoyable doing work that you are passionate about. Finally, if you are interested in completing a placement at Western International, and are passionate about promoting international learning, I would highly recommend doing this. Stay organized, manage your time, and most importantly, do not be afraid to ask for help. If you try to make the most out of the EL course, it can be an incredibly rewarding experience that will enrich your degree.

Artifacts

	Monday	Tuesday	Wednesday	Thursday	Friday
9-11am	Kayla Trevor (Auckland)	Maya Nardi (Catalunya)	Brooke Low (Faculty Led)	Jamie Chow (Korea University Summer Program)	Dylan Thomas (Birmingham)
10am-12pm	Rawand Amsdr (Stockholm)	Laura Swaffield (Otago)	Maria Tsianos (Singapore)	Paula Niera Silva (UAB - Study Abroad)	Chantal Hermetz (Copenhagen)
11am-1pm	Heather Hughes (Universidad Pablo de Olavide)	Sichao Liu (Australia National University)	Rosemary Giles (Erasmus) & Hayley Hebert (Faculty Led)	Faith Sebastian (Faculty Led)	Mackenzie Desbiens (Birmingham) & Maddie Braney (Radbound)
12-2pm	Devyn Main (Lausanne)	Ya Chen Ou (Warwick / Rondine)	Laura Friesen (Sheffield)	Amy Li (Sydney)	Anne-Marie Tremble (Bond)
1-3pm	Waverleigh Alexander (Auckland)	Yunmin Xiong (Waseda University) & Dixi Xiong (City HK)	Meghan Subic (Queensland)	Sami Mghazli (Nanyang)	Matty Angelopoulos (Faculty Led)
2-4pm	Sabrina Lancaster (Sydney)	Alyssa Gagliardi (Griffith)	Kaitlin Sonneveld (Birmingham)	Antonia Stoiber (Copenhagen)	Gauri Angrish (Erasmus)

Figure 1. ILA drop-in hours schedule that I created for the winter term.



Figure 2. Presenting a "Go Abroad" information session.



Figure 3. Panel Discussion Promotion for Social Media.



Figure 2. Working the green screen at the Go Abroad Fair.

The Presentation - Experience

As you know, the EL presentations for the spring 2020 semester were executed differently due to the COVID-19 pandemic. Thanks to my job at Western International, I was able to improve my public speaking and presentation-giving skills, so I was disappointed that I would not be able to conduct my presentation in-person. Despite being presented in an online format via VoiceThread rather than in-person, I enjoyed the process of creating and delivering my presentation. It was gratifying to reflect upon the work I had accomplished this year and focus on the things I did rather than the things I did not do. Collecting visual artifacts, reflecting on my goals, highlights and challenges, and the skills I acquired throughout the year gave me a strong sense of accomplishment.

Although I was not able to see other experiential learning presentations due to the pandemic, I was fortunate to watch other presentations in previous years of SASAH. Watching these presentations gave me a sense of what to include in my presentation and it also showed me the wide variety of opportunities available to me.

Finally, creating the presentation was incredibly helpful when writing this final report. It informed my writing because my presentation broke down my experience into clear, distinguishable sections. These sections made it easier to organize my report and helped eliminate any sections that were not important. The presentation was definitely a valuable aspect to this entire process.

The Presentation - Script

SLIDE 1 - INTRODUCTION

Hi, my name is Mackenzie Desbiens. Throughout the year, I completed my SASAH experiential learning project at Western International. I was hired as a work study student and began my placement last September which ended very recently due to the covid-19 pandemic. This placement counted toward my entire 1.0 CEL credit.

SLIDE 2 - OVERVIEW

SLIDE 3 - ABOUT THE PLACEMENT

I was hired at Western International as one of two team leaders. My co-leader and I were responsible for motivating, scheduling, and delegating tasks to a group of 30 student volunteers called international learning ambassadors, or for times sake, ILAs. Each ILA had previously participated in an international learning experience and together we would be promoting international learning around campus.

SLIDE 4 - WORKING RELATIONSHIPS

Through my CEL placement I was fortunate to develop many working relationships.

Thanks to weekly meetings and ongoing correspondence with my supervisor and my fellow team leader, I was able to develop a close working relationship with them. My supervisor offered so much guidance and support, I felt comfortable coming to her with problems and ideas. My co-leader and I sometimes struggled to work together and split our workload evenly, but this resolved itself throughout the year as we learned to support each other.

I also developed working relationships with my ILA team and would engage with them during drop in hours, at events, and through email correspondence throughout the year.

I was also able to interact with prospective students when I presented weekly Go Abroad Information Sessions and events around campus, This was one of the most rewarding parts of my CEL placement.

Finally, I had the opportunity to work with Western Staff in Western International, at conferences, and campus events.

SLIDE 5 - GOALS

I had set a number of goals going into my placement:

1. Inspire students to go abroad:
 - I applied for this position because i am very passionate about international and intercultural study, I wanted to use my leadership position to educate as many students as possible about international opportunities.
2. Be a good leader:
 - I was responsible for many volunteers so I had set a goal to be reliable, stay organized, manage my time, and improve my communication skills.
3. Learn practical skills:
 - I wanted to make the most of this CEL opportunity by developing real, valuable skills that I will be able to carry with me into future workplaces.
4. Gain professional experience:
 - I was working for the university, amongst Western staff, in a professional environment. I knew that I would be exposed to many opportunities and contacts that could be useful in the future, so I made an effort to take advantage of this.

SLIDE 6 - HIGHLIGHTS

There were so many highlights during my CEL placement, I couldn't possibly cover all of them.

1. I presented weekly information sessions to educate students about the application process. This was the most rewarding parts of my job because I was able to help students by answering their questions, easing their worries, and inspiring them to study abroad. I also improved my presentation skills through this.

SLIDE 7 - HIGHLIGHTS

2. A second highlight from my placement was when I worked with my supervisor to organize a go abroad panel discussion. We brought in some ILAs to answer questions and discuss their experiences, and I mediated the panel. This was so rewarding because I had never organized an event like this before, I had never mediated before, and I learned a lot from the experience. We ended up having a great discussion and left feeling like we really inspired some students to take the leap and study overseas.
I also created a promotional graphic for the ILAs to share to social media to promote the event which you can see on the right hand of this slide

SLIDE 8 - HIGHLIGHTS

3. The go abroad fair was also a highlight because it really put my leadership skills to the test. I recruited a small group of ILAs, held a meeting to delegate tasks, and worked with them closely to ensure the fair would run smoothly. I also ran the green screen at the fair with a handful of ILAs which was fun and boosted morale. It was a great chance for the ILAs to work together and I was really proud of this.

SLIDE 9 - CHALLENGES

I ran into a few challenges while completing my placement. I had trouble managing my time and often felt overwhelmed by the work I had to do. This made it hard to meet deadlines and push all of the projects forward that my team had hoped to do. I learned this lesson the hard way and now I know how important it is to stay organized.

I also had trouble collaborating with my co-leader and ended up doing most of our shared work by myself. This problem eventually resolved itself as we learned how to better communicate and support each other throughout the year.

SLIDE 10 - OUTCOMES

Working for Western International taught me some valuable technical and interpersonal skills that will benefit me in future workplaces. From public speaking and event planning, to scheduling, spreadsheet-making, email-writing, and interviewing, I feel far more prepared for life after graduation than I was before my placement.

My CEL also allowed me to make some important connections. Working in a professional environment at the university and attending academic conferences and events gave me an opportunity to network and introduced me to so many people. It gave me a taste of the professional world and something to look forward to after graduation.

Finally, my CEL gave me a sense of confidence in myself and my abilities. I overcame many hurdles working as a team leader this year and I am proud of the work I accomplished. This was a valuable experience and I am grateful for all the opportunities that came with it.

SLIDE 11 - ACKNOWLEDGEMENTS