

Appendix A

Growth and Competency within the BIS Program Learning Outcomes

(Renaissance College, 2018, p. 10-12)

Within their portfolios, learners must describe, reflect on, and integrate their learning by providing evidence of growth and/or competency within each of the five learning outcomes. Within each outcome, learners can choose to display their strengths that are most relevant to them, and in ways that reflect who they are. We ask that learners provide three or four arguments of growth and competence per outcome and address a minimum of 3-4 components of each outcome.

I) Ability to communicate:

Graduates will be able to listen or read, synthesize, draw conclusions and effectively communicate the results in both oral and written form. Areas in which competency and/or growth may be demonstrated:

- 1) Describe and demonstrate principles of active listening
- 2) Access and interpret diverse information from a variety of sources
- 3) Apply critical analysis to communication
- 4) Make meaningful connections between realms that have been traditionally viewed as separate and disparate
- 5) Communicate effectively within their BIS minor or workplace specialization
- 6) Adapt communication skills to fit varied purposes and contexts
- 7) Use oral presentation with the same sensitivity brought to writing
- 8) Write and present texts for public presentation
- 9) Reconfigure and transpose text from one medium to another (e.g. written to oral or visual)
- 10) Describe, understand, and analyze one's communication style
- 11) Respond to questions and challenges and criticism effectively
- 12) Other area(s) as proposed by the learner

II) Critical and analytical thinking:

Graduates will be able to absorb and analyze complex material from a variety of disciplinary perspectives. Areas in which competency and/or growth may be demonstrated:

- 1) Show observational skills and ability to absorb information from a variety of sources listening, reading, self-reflection, etc.
- 2) Draw inferences from observations
- 3) Perceive and make relationships
- 4) Analyze structure and organization
- 5) Employ framework(s) from area of specialization BIS minor or workplace in order to analyze
- 6) Demonstrate ability to assume multiple perspectives and sample diverse interpretations on various issues.
- 7) Demonstrate ability to analyze in a variety of situations outside learners' area of specialization

- 8) Use logic, moral reasoning, and ethical theory as resources for informed analysis of complex issues
- 9) Describe personal positions adopted and factors contributing to their discernment
- 10) Other area(s) as proposed by the learner

III) Problem solving:

Because of their increased ability to critically analyze the complexities of an issue or problem from multiple perspectives, graduates will have developed the ability to make discerning judgments and decisions. Areas in which competency and/or growth may be demonstrated:

- 1) Demonstrate a variety of approaches to problem-solving
- 2) Provide precise descriptions of problems
- 3) Identify problem-solving objectives and necessary resources
- 4) Use brainstorming and other creative strategies to flush out a range of potential solutions
- 5) Access relevant resources including the knowledge and skills of others, and research relevant information
- 6) Identify criteria for feasibility, select appropriate solution, and predict performance
- 7) Produce and implement a solution
- 8) Recognize and deal with impediments
- 9) Evaluate solution from multiple perspectives
- 10) Other area(s) as proposed by the learner

IV) Intellectual and research skills:

Graduates will have generalized intellectual and research skills, which will also develop the student's capacity for lifelong learning. Areas in which competency and/or growth may be demonstrated:

- 1) Ability to connect and relate academic learning to other contexts
- 2) Demonstrate self-awareness in terms of preferred modes of learning
- 3) Recognize and celebrate learning achievements
- 4) Balance the challenges of returning to post-secondary education as an adult learner.
- 5) Personal management skills: time management, goal setting, self-evaluation, studying, self-reflection, self-direction (ability to guide oneself through much of the learning process)
- 6) Library skills: navigate through the university library and/or library website to access a variety of sources required for learning and research
- 7) Internet skills: careful and critical use of the internet for research purposes, combined with the ability to evaluate sources for their reliability, trustworthiness and accuracy
- 8) Written skills: demonstrate clear concise writing for a variety of academic and non-academic purposes, and deliver effective oral and written presentations, and properly reference sources based on a standardized form (MLA, APA, etc.)
- 9) Demonstration of learning: Ability to study effectively and demonstrate learning through test-taking, essay writing, and other formats employed in the academic setting.

V) Interdisciplinary leadership:

graduates will be able to set direction, create and maintain commitment to the direction and face adaptive challenges. As well, graduates will have an interdisciplinary awareness of current social, political, and economic concerns and the leadership qualities required to assume the challenges of citizenship and be capable of taking a lead role in facilitating change. Areas in which competency and/or growth may be demonstrated:

- 1) Know and be able to engage authority with courage and sensitivity.
- 2) Show familiarity with various leadership ideas and concepts including the basic tenets of leadership models including: 1) setting direction, 2) creating and maintaining commitment to the direction, and 3) adapting to change.
- 3) Create and explain their own mental models of leadership
- 4) Analyze their own leadership behaviour for congruity with their model of leadership
- 5) Create conceptual frameworks that express personal and team values,
- 6) Establish purpose by assessing critical values and interpreting them for particular groups
- 7) Consider values and purpose in the current environment to establish a mission for now
- 8) Create a tangible image of what completing the mission entails and adapt to change
- 9) Analyze personal behaviour and behaviour of others to assess congruence between personal values, purpose, and behaviour and empower others to do the same
- 10) Make decisions rooted in personal and organizational values
- 11) Use social interaction effectively to empower and motivate others to act
- 12) Other area(s) as proposed by the learner

Appendix B

APF Five Tier Foresight Competency Model (Association of Professional Futurists, 2016):

I) Tier One: Personal Effectiveness Competencies

- 1 Interpersonal Skills
- 2 Integrity
- 3 Initiative
- 4 Adaptability & Flexibility
- 5 Willingness to Learn
- 6 Communicating

II) Tier Two: Academic Competencies

- 1 Specialized Knowledge
- 2 Broad Knowledge
- 3 Intellectual Skills
- 4 Applied Learning
- 5 Civic Learning

III) Tier Three: Workplace Competencies

- 1 Creative Thinking
- 2 Networking
- 3 Planning & Organizing
- 4 Problem Solving & Decision Making
- 5 Technology Applications
- 6 Systems Thinking

IV) Tier Four: Foresight Technical Competencies

- 1 Framing
- 2 Scanning
- 3 Futuring
- 4 Visioning
- 5 Designing
- 6 Adapting

V) Tier Five: Foresight Sector Competencies

- 1 Consulting
- 2 Organizational
- 3 Academic

Appendix C

Discussion questions for modules 1 – 5, 11 (modules 6 – 10, 12 focus on guiding learners in the preparation of their portfolio section for the five BISLOs and on finalizing the first draft of their portfolio):

Module 1

- Creating a learning portfolio requires a lot of reflection on your work and thinking (meta-analysis) and the development of self-awareness – how comfortable are you at this point operating within these modes?
- What do you see as the easiest and most challenging aspects of developing a learning portfolio?
- Also, take the time to ask any questions you now have about portfolio development within the BIS program.

Module 2

- What is your understanding of and experience with a portfolio?
- How do you think creating a learning portfolio might be of value to you? Why?
- What piece of knowledge, specific skill and attitude did you acquire (or do you still need to acquire) in your studies that you believe you could use in the future? When? How?

Module 3

- What do you see as the strengths and weaknesses in the portfolio you reviewed? How does it compare to the Portfolio Template?
- What stands out to you from the other two portfolios?
- What questions do you have about the portfolio process now that we have reviewed a few portfolios?
- What are you assuming about the future, your future?
- How does this relate to your chosen (see module 2) piece of knowledge, skill, and attitude?

Module 4

- What were your results on this inventory [Kolb Learning Style Inventory]? What style of learner are you?
- Do you agree with the results? What was surprising to you?
- What, if anything, was new to you in the readings [as required for this module]?
- What do the readings contribute to your understanding of growth and learning?
- Restate the original assumption you made in the previous module that allowed the knowledge you acquired to be useful. State a plausible alternative assumption, either

its opposite or something else that could happen instead. Will your knowledge be useful in that scenario?

- Do the same for the skill and / or attitude you chose.

Module 5

- What past experience do you have with self-assessment?
- What will be easy for you in doing self-assessment for your portfolio? What will be challenging?
- What are some ways that you could involve others in assessing your competency and growth in the program learning outcomes? (co-learners, professors, colleagues at work, etc.)
- What do you want to learn within the BIS or Certificate program?
- What other goals do you have for your learning?
- How do these goals link with the program learning outcomes and / or your preferred future? (Some of your goals may not link, which is fine).
- Do you think the STARR principle is useful? If so, how? If not, explain.
- What are other trustworthy means of providing evidence of growth and competency?

Module 11

- What do you see as the concrete advantages to completing your degree program?
- How do the Conference Board of Canada skills compare with the Program Learning Outcomes in this program? (Note: The Skill Credentialing Tool should help you make this comparison)
- At this point do you perceive that the program you are completing is enhancing (or will enhance) your employability? If so, how? If not, what can you do to help make enhanced employability happen?
- What do you think the role of the university is and should be in preparing learners for the workforce?
- Given that the willingness to learn is listed as core competency in the APF competency model,
 - how are you going to maintain the habits and systems for learning that you have practiced in this program?
 - how might those systems change to make it easier or even harder to continue learn in the future?
- What other competencies from the APF competency model do you think will be particularly useful in the future and why?