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| Student Name: \_\_\_\_\_\_\_\_\_\_Hammad Jabr\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
| Date Added | **Skill** | **Experience** | **Situation** | **Task** | **Action** | **Result** | **Relevance** |
| 2025/02/18  W25  ARTC 300  Entry 1 | Public Speaking | International Recruitment Assistant at UBC Campus Tours and Events | As an International Recruitment Assistant at UBC Campus Tours and Events, I deliver recruitment presentations, plan events, and perform administrative duties. During a prep for a bi-weekly team meeting, I was asked to deliver a presentation to 50+ student ambassadors in a team workshop on group tours. My objective was to present information about campus group tours, gather feedback from ambassadors, and engage in a Q&A session. To ensure I delivered the information effectively, in an engaging manner, and overcame my nervousness, I aimed to improve my public speaking skills beforehand. | I needed to prepare and confidently deliver a structured and engaging presentation on campus group tours while facilitating discussions and answering questions. | I familiarized myself with the group tours portfolio by reviewing team records and data.  I consolidated the information into a clear and concise format with key insights on campus group tours.  I developed potential questions and answers to enhance engagement during the workshop.  I created speaking notes and structured my presentation with well-timed remarks for clarity.  I practiced delivering the presentation in front of a colleague to refine my timing and become more comfortable with the material.  I repeated the practice until I felt prepared and confident. | I successfully delivered the workshop to the student ambassadors, effectively addressing their questions and concerns about group tours. The flow and depth of the conversation, along with positive feedback from my team, indicated that the workshop was well received and executed. | This public speaking opportunity significantly improved my confidence and presentation skills. I learned that thorough preparation, familiarity with my material, and consistent practice are key to overcoming nervousness and delivering an effective presentation.  Reflection note:  As someone passionate about community engagement and social impact, I see public speaking as more than just a professional skill; it’s a way to foster dialogue, build connections, and create meaningful change. Like my broader academic experience, this opportunity reminded me that preparation, confidence, and adaptability are key to effective communication and leadership. |
| 2025/02/18  W25  ARTC 300  Entry 2 | Problem Solving | International recruitment Assistant: as part of my campus tours portfolio, I am the first point of contact for student ambassadors before, during, and after their tours. This includes briefing them on any key points before a tour, troubleshooting issues that arise during the tour, and providing feedback and support afterward. | During a campus tour, two student ambassadors were leading a group of two families. One family had concerns about the university's mixed-gender housing and washroom options, which led to repeated interruptions from one of the parents. Despite the ambassadors’ efforts to clarify the information, the parent continued to question and challenge them, creating an uncomfortable and tense environment. Later in the tour, the same parent interrupted again, questioning the value of certain academic programs. Their behavior was persistent and directed mainly toward one of the ambassadors, making them feel targeted and uneasy. | As the support person for the ambassadors, my role was to ensure they felt safe and supported both during and after the tour. I also needed to provide guidance on handling difficult situations while maintaining a professional and informative atmosphere for all participants. | After the tour, I checked in with both ambassadors to assess how they were feeling. I specifically acknowledged the support one ambassador had provided to the other during the tense moments. I reassured them that they were not obligated to engage with disruptive comments and that they could redirect concerns to relevant staff at the end of the tour. I also emphasized that their safety and well-being were a priority, reminding them that they could call or text a Tour Lead or a Management member if they ever felt uncomfortable during a tour. Additionally, I noted that a similar situation had occurred previously and used that experience to refine my approach in offering support. | By providing immediate debriefing and reassurance, I was able to help the ambassadors process the interaction and reaffirm their confidence in handling future situations. The ambassador who felt targeted expressed appreciation for the support and guidance. Additionally, one of the family members later approached the ambassadors to apologize for their parents' behavior, which indicated that the professionalism and patience shown during the tour were recognized. | This experience reinforced my ability to troubleshoot challenging interactions in real time and provide post-tour support to student ambassadors. It also highlighted the importance of adaptability, conflict resolution, and ensuring that ambassadors feel empowered to manage difficult situations while maintaining a professional and welcoming environment for all visitors. The strategies I used—offering immediate check-ins, providing clear procedural guidance, and reassuring ambassadors of available support—are key elements in ensuring a positive and safe experience for both staff and tour participants. |
| 2025/02/18  W25  ARTC 300  Entry 3 | Presentation | As a UBC Campus Tours Pre-Tour Presenter, I was responsible for delivering engaging and informative pre-tour presentations to prospective students and their families before the walking portion of their visit. These sessions focused on the three key themes of learning, location, and community, providing an overview of the UBC experience. | Each tour group consisted of a diverse audience, including prospective students, parents, and guardians, many of whom were visiting UBC for the first time. The goal of the pre-tour presentation was to provide them with a strong foundational understanding of UBC, ensuring they felt excited, informed, and engaged before exploring the campus. Given the variety of attendees, it was important to **communicate clearly, engage different audiences, and create a welcoming and informative atmosphere.** | My responsibility was to **deliver pre-tour presentations in a professional, confident, and engaging manner,** ensuring that participants had a meaningful introduction to UBC. This involved not only presenting key information but also **creating an engaging narrative, maintaining audience engagement, and handling questions effectively.** | To prepare for these presentations, I underwent **training to familiarize myself with the content**, ensuring I had a strong understanding of the university’s academic programs, campus culture, and student opportunities. I took the initiative to **customize my delivery,** incorporating personal experiences, humor, and smooth transitions to make the presentation more engaging and relatable. To refine my skills, I practiced by delivering **draft presentations to my team,** receiving feedback on how to improve content clarity, facilitation techniques, and audience engagement. Additionally, I shadowed experienced presenters to observe different **styles of delivery and audience interaction,** which helped me develop my own confident and engaging approach. Although I initially felt nervous, **consistent practice and experience allowed me to build confidence**, transitioning from presenting to smaller groups of around 15 participants to confidently addressing audiences of over 50 people. | As a result, I was able to deliver presentations that were both **informative and engaging,** maintaining audience attention while effectively answering questions. The positive feedback I received from both my team and tour participants reinforced that my ability to **connect with audiences and clearly convey key information** had improved significantly. Through **incorporating humor, interactive elements, and personal anecdotes,** I was able to create a welcoming atmosphere that made the presentation both enjoyable and informative for prospective students and their families. This experience not only strengthened my **public speaking, facilitation, and audience engagement skills** but also enhanced my ability to **adapt to diverse audiences, simplify complex information, and manage presentation nerves with confidence.** | This experience **strengthened my public speaking, facilitation, and audience engagement skills,** all of which are essential for effectively conveying information in professional and academic settings. It also enhanced my ability to **adapt to diverse audiences, communicate complex information in an accessible way, and manage presentation nerves with confidence.** |
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