



**Level of Engagement** - Choose one:

- 1 – Passive Engagement**  
*Learning primarily by listening, reading, or observing*
- 2 – Active Engagement**  
*Learning primarily by engaging in hands-on activities*
- 3 – Generative Engagement**  
*Learning primarily by engaging in highly integrative activities*

**Dimensional Exposure** - What portion is intentionally focused on each dimension?

- 0 - None      1 - Potential exposure      2 - Minimal      3 – Moderate      4 – Significant      5 – Central
- Intellectual Agility       Global Mindset       Social Consciousness & Commitment       Professional & Personal Effectiveness       Well-Being

**Dimension-Specific Skills** - Which skills will you intentionally focus on?

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Aesthetic Appreciation       | <input type="checkbox"/> Advocacy                           | <input type="checkbox"/> Organization           |
| <input type="checkbox"/> Computational Thinking       | <input type="checkbox"/> Civic-Mindedness                   | <input type="checkbox"/> Planning               |
| <input type="checkbox"/> Design Thinking              | <input type="checkbox"/> Conflict Resolution/Transformation | <input type="checkbox"/> Strategic Thinking     |
| <input type="checkbox"/> Entrepreneurship             | <input type="checkbox"/> Inclusivity/Inclusive Action       | <input type="checkbox"/> Time Management        |
| <input type="checkbox"/> Information Literacy         | <input type="checkbox"/> Networking                         | <input type="checkbox"/> Aesthetic Appreciation |
| <input type="checkbox"/> Integrative Thinking         | <input type="checkbox"/> Systems Thinking                   | <input type="checkbox"/> Boundary Setting       |
| <input type="checkbox"/> Quantitative Reasoning       | <input type="checkbox"/> Coaching/Mentoring                 | <input type="checkbox"/> Self-Care              |
| <input type="checkbox"/> Strategic Thinking           | <input type="checkbox"/> Conflict Resolution/Transformation | <input type="checkbox"/> Self-Control           |
| <input type="checkbox"/> Systems Thinking             | <input type="checkbox"/> Financial Literacy                 | <input type="checkbox"/> Time Management        |
| <input type="checkbox"/> Cultural Agility             | <input type="checkbox"/> Negotiation                        |   |
| <input type="checkbox"/> Inclusivity/Inclusive Action | <input type="checkbox"/> Networking                         |   |
| <input type="checkbox"/> Systems Thinking             |   |   |
- For skills that appear in multiple dimensions, consider the context in which that skill will be practiced, and select the skill within that dimension.*

**Foundational Masteries** - Which foundational masteries will you intentionally focus on?

- |   |   |   |   |
|---|---|---|---|
| <b>Intrapersonal Skills:</b>                      | <b>Attributes:</b>                              | <b>Interpersonal Skills:</b>                    | <b>Strategic Toolkit:</b>                             |
| <input type="checkbox"/> Help-Seeking             | <input type="checkbox"/> Comfort with Ambiguity | <input type="checkbox"/> Collaboration/Teamwork | <input type="checkbox"/> Creative Thinking/Innovation |
| <input type="checkbox"/> Independence/Autonomy    | <input type="checkbox"/> Humility               | <input type="checkbox"/> Communication          | <input type="checkbox"/> Critical Thinking            |
| <input type="checkbox"/> Initiative               | <input type="checkbox"/> Integrity              | <input type="checkbox"/> Empathy                | <input type="checkbox"/> Decision-Making              |
| <input type="checkbox"/> Perseverance/Resiliency  | <input type="checkbox"/> Mindfulness            | <input type="checkbox"/> Leadership             | <input type="checkbox"/> Ethical Reasoning            |
| <input type="checkbox"/> Resourcefulness          | <input type="checkbox"/> Open-Mindedness        |   | <input type="checkbox"/> Inquiry & Analysis           |
| <input type="checkbox"/> Self-Directed Learning   |   |   | <input type="checkbox"/> Problem Solving              |
| <input type="checkbox"/> Self-Efficacy/Confidence |   |   |   |

**Disciplinary/Specialized Skills** - Add additional skills that are specific to the discipline, domain, and/or context of this opportunity. The opportunity will be searchable based on these skills.

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## Quick Reference: SAIL Dimension Definitions

### INTELLECTUAL AGILITY

Learners develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field.

Learners with Intellectual Agility:

- *Identify patterns to make connections between seemingly unrelated phenomena*
- *Seek, construct, integrate, articulate, and apply knowledge and aesthetics across contexts*
- *Connect new ideas with existing knowledge*
- *Generate, analyze, and implement novel solutions to problems*
- *Reflect on learning and experience, adjusting goals and developing actions accordingly*

### GLOBAL MINDSET

Learners develop knowledge, skills and behaviors to live, work and communicate with people whose backgrounds, experiences and perspectives are different from their own as well as to consider the global impact of their decisions.

Learners with Global Mindset:

- *Engage and build relationships with people from different cultures and contexts*
- *Create inclusive environments*
- *Calibrate their behavior and communication to exhibit cultural sensitivity in professional and social settings*
- *Make decisions and personal choices that reflect an understanding of global repercussions, including environmental, societal, cultural, political, and economic implications*
- *Articulate how exposure to multiple worldviews has impacted their own perspectives and ways of being*

### SOCIAL CONSCIOUSNESS AND COMMITMENT

Learners develop the confidence, skills, and values to effectively recognize the needs of individuals, communities, and societies and make a commitment to constructively engage in social action.

Learners with Social Consciousness & Commitment:

- *Demonstrate empathy and concern for individuals, communities, and societies*
- *Negotiate and engage in dialogue to resolve or transform social or interpersonal conflicts*
- *Take actions to achieve or advocate for social justice*
- *Engage in constructive social change through responsible action*
- *Identify and articulate their own identities and the intersectionality of those identities*

### PERSONAL AND PROFESSIONAL EFFECTIVENESS

Learners develop the confidence, skills, behaviors and values to effectively discern life goals, form relationships and shape their personal and professional identities to achieve fulfillment.

Learners with Professional & Personal Effectiveness:

- *Build and leverage networks with people of varying backgrounds, roles, and perspectives to achieve professional and/or personal goals*
- *Critically and systematically analyze pertinent information to make decisions and/or solve problems*
- *Continually reflect on learning and experience, seek feedback, and take actions to achieve professional and/or personal goals*
- *Constructively persevere through setbacks and disappointment*

### WELL-BEING

Learners develop knowledge, skills and behaviors necessary to live balanced and fulfilling lives.

Learners with Well-Being:

- *Build and sustain meaningful relationships with individuals who provide guidance and support*
- *Continually reflect on and align behavior with personal values, beliefs, meaning, and purpose*
- *Optimize emotional and physical health*
- *Consistently employ harm/risk reduction strategies*
- *Effectively balance autonomy and interdependence*
- *Pursue, embrace, and value aesthetics*

### FOUNDATIONAL MASTRIES

Learners develop context-specific skills and attributes that may be present across several learning dimensions.