

Massachusetts Work-Based Learning Plan

Resource Guide



Massachusetts Department of Elementary and Secondary Education
Office for College, Career and Technical Education
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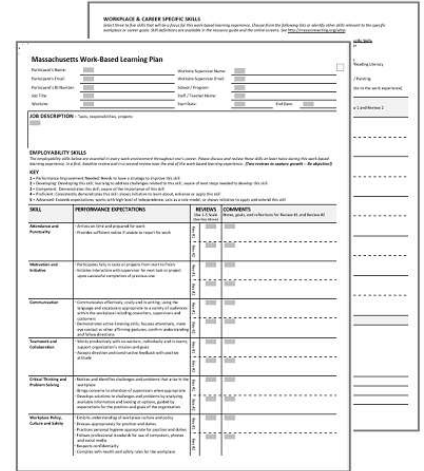
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The **Massachusetts Work-Based Learning Plan (WBLP)** is designed to provide structure and depth to work-based learning experiences; to identify the skills to be focused on in the work experience; to open conversations about learning opportunities; to provide a structured approach to skill assessment; and to encourage reflection about short-term and long-term goals. The Work-Based Learning Plan includes a job description, list of skills, and reviews.

The WBLP was developed by the Massachusetts Department of Elementary and Secondary Education through an interagency collaboration of employers, educators and workforce development professionals.

It can be completed as a pen-and-paper document or through the online WBLP screens or the mobile WBLP screens. The online screens, mobile version and resources are found at <http://masswbl.org> and/or <http://massconnecting.org>



Job Description and Skills: To get started, write a brief job description and develop a list of three or more workplace and career-specific skills that will be the focus of the work-based learning experience. This list of skills, along with the set of six employability skills, will be the basis for the evaluation reviews. These skills are central to the Work-Based Learning Plan, valuable for structuring student reflection and learning and for documenting the skills developed through work-based learning programs across Massachusetts. This skills list can include a mixture of broad employability skills and more-specific career-related skills. Skill examples, along with definitions, are included in this guide and online. You can feel free to develop your own skills and definitions as well.

Evaluation Reviews: A first (baseline) review should be held early in the work-based learning experience, and a final review near the end of the work experience. For longer-term work experiences, there may be additional reviews at regular intervals. The review is a meeting between supervisor and participant, sometimes facilitated by a program staff member. The first review is important for providing feedback early in the work experience and for setting goals. The second (final) review is an opportunity for the supervisor to draw attention to areas of improvement and skill gain, and to share ideas with the participant about how to continue to improve skills. The review meeting is an opportunity for discussion and reflection.

Evaluation ratings are based on a 5-point scale, illustrating how life-long learning and skill development occurs over time, with typical ratings for a new intern or entry-level employee in the range of 2's and 3's and with 4's and 5's reserved for examples of skills used to advance the work of your organization and for high levels of initiative and learning.

Typical ratings for new interns and entry-level workers would be in range of 2's and 3's.

4's and 5's are reserved for examples of skills used to advance the work of your organization and for high levels of initiative and learning.

1=Performance Improvement Needed	2=Developing	3=Competent	4=Proficient	5=Advanced
Needs to have a strategy to improve this skill	Developing this skill; learning to address challenges related to this skill; aware of next steps needed to develop this skill	Regularly demonstrates this skill; aware of the importance of this skill	Consistently demonstrates this skill; exceeds expectations, showing initiative to learn about, enhance and/or apply this skill	Can describe accomplishments using this skill to advance the work of your organization; exceeds expectations, showing initiative to apply and extend this skill

Signatures and Copies:

- The WBLP should be signed by the supervisor and participant, attesting that the participant had the opportunity to discuss and reflect on these skills, and the ratings that have been selected for the participant. Either electronic or hand-signed signatures are acceptable.
- Copies of completed WBLPs should be given to the participant and to the program coordinator.
- The WBLP can be saved to a PDF or other convenient file type for the participant to include in a portfolio or other collection. Note that the WBLP is a useful document for participants to refer to when working on resumes, job applications and college applications and for teachers or program staff to refer back to when writing letters of recommendation.

EMPLOYABILITY SKILLS

The six employability skills that are included on the first page of the Work-Based Learning Plan reflect the lifelong professional skills that are important in every career setting. These skills were identified in collaboration with Massachusetts employers, workforce development professionals and educators. The skills are also aligned with the Career Vocational Technical Education (CVTE) Employability Frameworks and with national research about workplace skills. Each of these skills is important across many settings, in classroom, community, personal and career settings, and are universally applicable to virtually every job and career.

Employability Skills	
Attendance and Punctuality	<ul style="list-style-type: none"> ▪ Arrives on time and prepared for work ▪ Provides sufficient notice if unable to report for work
Motivation and Initiative	<ul style="list-style-type: none"> ▪ Participates fully in tasks or projects from start to finish ▪ Initiates interaction with supervisor for next task or project upon successful completion of previous one
Communication	<ul style="list-style-type: none"> ▪ Communicates effectively, orally and in writing, using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers ▪ Demonstrates active listening skills; focuses attentively, make eye contact or other affirming gestures, confirm understanding and follow directions
Teamwork and Collaboration	<ul style="list-style-type: none"> ▪ Works productively with co-workers, individually and in teams; support organization's mission and goals ▪ Accepts direction and constructive feedback with positive attitude
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> ▪ Notices and identifies challenges and problems that arise in the workplace ▪ Brings concerns to attention of supervisors when appropriate ▪ Develops solutions to challenges and problems by analyzing available information and looking at options, guided by expectations for the position and goals of the organization
Workplace Culture, Policy and Safety	<ul style="list-style-type: none"> ▪ Exhibits understanding of workplace culture and policy ▪ Dresses appropriately for position and duties ▪ Practices personal hygiene appropriate for position and duties ▪ Follows professional standards for use of computers, phones and social media ▪ Respects confidentiality ▪ Complies with health and safety rules for the workplace

DICTIONARY OF WORKPLACE AND CAREER SPECIFIC SKILLS

The Work-Based Learning Plan (WBLP) asks the supervisor and participant to identify three or more skills (up to five skills) that will be a focus for the work-based learning experience. These skills are in addition to the employability skills identified on the first page of the WBLP.

This section is open ended and provides an opportunity to think about the skills that are important for this specific worksite and work experience. Skill examples and definitions are available here in the resource guide and the online screens. The listing is not intended to be exhaustive.

Note that for work experiences for students in Career Vocational Technical Education (CVTE) programs, the online WBLP screens also provide access to skills and competencies from the CVTE Frameworks.

<u>Career / Engagement Skills</u>	<u>Digital Literacy</u>	<u>Applied Academic Skills</u>	<u>Technical / Career-Specific Skills</u>
Active Learning	Computer Technology	Applied Mathematics	Applied Arts and Design
Collecting and Organizing Information	Database Use	Reading	Blueprint Reading
Creativity	Graphic Design	Research and Analysis	Child Development
Customer Service	Media Literacy	Writing	Cooking / Culinary Arts
Leadership	Office Suite Software		Early Childhood Math/Reading Literacy
Project Management	Photo Editing	<u>STEM-Related Skills</u>	Equipment Operation
Public Speaking / Presentations	Software Development	Engineering Concepts	Landscaping
Teaching/Instructing	Spreadsheet Use	Environmental Literacy	Maintenance / Repair / Painting
Time Management	Web Development	Health Literacy	Medical Office Skills
Understanding All Aspects of the Industry	[Or industry specific technology]	Research and Analysis	[Or other skills applicable to the work experience]
		Science Lab Concepts	

<u>Skill Name</u>	<u>Skill Description</u>
Active Learning	Cultivating a practice of active learning by seeking out information, observing, asking questions and reading.
Applied Arts and Design	Applying design concepts and art techniques to workplace projects. Gaining fluency in the techniques relevant to workplace projects, such as sketching, drawing, painting, mixed-media, collage, calligraphy, or other techniques.
Applied Mathematics	Applying mathematics to workplace situations; use mathematical thinking (such as looking for patterns, drawing graphs or applying geometry concepts) to analyze work projects. Demonstrating fluency with numbers, business math, measurement and basic calculations.
Blueprint Reading	Reading and understanding blueprints, being able to locate specific information or measurements related to current tasks.
Career Awareness	Actively seeking information about careers; using this work experience to build awareness of career opportunities and educational opportunities in this career area. Through special projects and/or end-of-internship presentations, demonstrating awareness of the roles of professionals, volunteers, and others in this career area.
Child Development	Providing guidance and support to help children to participate in and learn from lessons, projects and activities, while helping to maintain a safe and nurturing environment. Role modeling appropriate behavior by being polite, being positive, and using appropriate language.
Early Childhood Math Literacy	Encouraging children to learn and practice basic math literacy by counting, measuring, using a calendar, noticing shapes, noticing patterns, and doing simple calculations; looking for natural connections to math concepts within children's activities.
Early Childhood Reading Literacy	Encouraging reading literacy skills by participating in story-time and other reading-related activities and by naturally incorporating new vocabulary, writing, words and letters into various aspects of children's activities.

Skill Name	Skill Description
Collecting and Organizing Information	Gathering and organizing information. Paying attention to accuracy of information; making sure that information is complete; avoiding duplication.
Computer Technology	Using computer software and computerized equipment to perform work tasks.
Cooking / Culinary Arts	Following professional standards in the preparation of food, including planning, preparation, food safety and related tasks.
Creativity	Generating ideas, projects or products that take a fresh approach; applying artistic and creative skills to everyday work projects.
Customer Service	Communicating a positive attitude, empathy, energy and helpfulness to customers or co-workers and providing the assistance customers or co-workers need. Listening to, understanding and responding to customer needs.
Design Principles and Graphic Design	Understanding and applying design theory. Developing an eye for design. Learning and applying concepts of color, contrast, scale and typography.
Engineering Concepts	Participating in various aspects of projects being worked on by engineers including brainstorming, concept design, diagnostics and general problem solving.
Entrepreneurial Thinking	Gathering information and generating ideas to support business planning; making decisions and organizing work to support the mission and goals of an entrepreneurial project.
Environmental Literacy	Demonstrating understanding of environmental issues applied to the workplace. Responding to customer questions about environmental issues; learning about environmental issues through special projects or research applied to the workplace.
Equipment Operation	Working with machinery and equipment; safely operating, maintaining, storing, and (if applicable) repairing equipment.
Fashion Merchandising	Selecting and dressing mannequins; selecting outfits for display; select colors and sizes for display; maintaining retail displays.
Food Safety	Following safety guidelines for storing, preparing, and serving food, based on industry standards. Following industry standards for the safe use of tools and equipment. Good communication, time management, and a comfortable pace of work are essential to creating a safe environment.
Health Literacy	Learning about, analyzing, and communicating about health and wellness issues, including nutrition, exercise, healthy lifestyles and other issues related to personal and community health.
Landscaping	Using plants, hardscape, pathways, seating, signs and other features to create attractive and functional outdoor spaces.
Leadership	Leading, motivating, directing and mentoring others to support work on workplace projects, classroom activities and community programs.
Maintenance / Repair / Painting	Working in a team to maintain, repair and improve buildings and building systems. Planning and scheduling projects, responding to customer requests for maintenance and professionally completing projects.
Media Literacy	Applying communication skills, creative thinking, critical thinking, artistic skills and technical skills to use media to share ideas, promote events, provide entertainment and expression, build avenues of communication and build community.
Medical Office Customer Service / Interacting with Patients	Interacting comfortably with patients, greeting each patient; professionally escorting patients to the lab, office, physical therapy workout room or other locations. Respecting the diversity and confidentiality of each patient.
Medical Office Skills	Showing professionalism and careful attention to detail in performing office tasks, including: – Pulling charts for upcoming patients. – Assisting with photocopying. – Scheduling patient appointments. – Making and organizing patient files. – Filing insurance and patient paperwork.

Skill Name	Skill Description
Medical Office Vocabulary	Becoming familiar with the vocabulary used in a clinical setting. Using knowledge of vocabulary when conducting web searches and other research tasks.
Menu Planning and Nutrition	Demonstrating knowledge of nutrition, health, food choices and diet, applying this knowledge to menu planning and choice of ingredients.
Office Suite Software	Using spreadsheets, word processing and presentation software to prepare materials for workplace projects. Being consistent in use of formatting; applying attractive layouts; learning and using software features to efficiently complete tasks.
Peer Leadership	Organizing and leading projects for other teens; demonstrating commitment to communicating, sharing information, and acting as a role model for others. Role modeling appropriate behavior by being polite, being positive, and using appropriate language. Encouraging others to participate in activities by demonstrating active participation.
Photo Editing	Formatting pictures for use in publications and websites, including adjusting file size and canvas size, and applying cropping and color adjustments.
Project Management	Using formal and informal methods and tools to keep track of projects step-by-step. This may include using checklists, calendars, stylesheets, project notebooks and other tools as needed by the project.
Reading	Using reading comprehension skills when reading workplace materials. Using strategies to learn new vocabulary and learn about unfamiliar words, phrases and concepts.
Research and Analysis	Gathering and analyzing information through surveys, data collection, experiments, online and print sources and other methods.
Retail Sales	Assisting customers with selection of products. Comfortably building rapport when meeting customers. Supporting customer buying decisions by sharing information about the company products. Representing the company in a professional manner at all times. Respecting the confidentiality and diversity of all customers.
Science Lab Concepts	Following professional standards for science lab or science classroom internships. Understanding and following lab procedures. Following safety procedures. Modeling scientific observation and experimentation skills.
Self-Advocacy	The practice of setting goals and identifying supports and strategies for achieving goals. In workplace experiences, taking initiative to find the most effective way to learn and master workplace skills and tasks. In career exploration, taking initiative to understand one's own interests, strengths and weaknesses and researching and identifying possible career paths.
Software Development	Planning, developing, testing and updating computer applications and software. Understanding the development process, including computer programming and coding skills.
Teaching and Instructing	Teaching information, concepts or skills to others, including children, peers, co-workers or customers. Effective instruction includes both presenting information, concepts or skills to others and following through to see that they are able to understand and apply what was taught.
Time Management	Establishing a healthy, comfortable and productive approach to using time. Time management includes: (a) thoughtfully and systematically deciding what tasks to do in what timeframe; (b) maintaining a steady, safe and comfortable pace of work; and (c) developing habits and approaches that lead to a comfortable pace of life (i.e., not rushing, being late or missing deadlines).
Understanding All Aspects of the Industry	Understanding the context for your work, including industry trends, technology, planning and management issues, staffing and financial issues and other aspects of the industry. Understanding that having experience in many different aspects of the industry helps people to build successful careers.
Web Development	Developing, maintaining and updating websites using a variety of tools and techniques.
Writing	Using effective writing, editing and visual presentation skills to communicate with various audiences in the workplace.

REVIEW MEETING GUIDE: DISCUSSION AND REFLECTION QUESTIONS

The WBLP is structured to provide an opportunity for feedback from supervisors to participants, and for participants and supervisors to take time for reflection, problem solving and goal setting. The structure of the WBLP is ideal for these conversations because it is structured around professional career skills, focusing attention on the skills that are important in your organization and in the participant's future career path.

A first (baseline) review should be held early in the work-based learning experience, and a final review near the end of the work experience. For longer-term work experiences, there may be additional reviews at regular intervals.

Evaluation ratings are based on a 5-point scale, illustrating how life-long learning and skill development occurs over time, with typical ratings for a new intern or entry-level employee in the range of 2's and 3's and with 4's and 5's reserved for high levels of initiative, learning and performance.

Key

1=Performance Improvement Needed: Needs to have a strategy to improve this skill

2=Developing: Developing this skill; learning to address challenges related to this skill; aware of next steps needed to develop this skill

3=Competent: Demonstrates this skill; aware of the importance of this skill

4=Proficient: Consistently demonstrates this skill; shows initiative to learn about, enhance or apply this skill

5=Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill

Suggestions for giving feedback:

- USE THE COMMENT SPACE on the WBLP to briefly note any specifics about accomplishments, challenges, next steps or other feedback or reflection.
- Think of the initial review meeting as an opportunity to open up conversation, both about addressing problems or challenges and about setting goals for the work experience.
 - Ask questions to help the participant think about performance, strengths, and areas for improvement.
 - When discussing problems or challenges that have arisen, ask questions to help the participant think about solutions. If the participant is not meeting expectations, briefly explain your workplace's expectations and point out the reasons for the expectations. If applicable, you might describe ways that you or other co-workers or staff have solved a similar problem or approached a similar situation. Suggest simple strategies, using "I" statements or "you might try" rather than "you should" or "you shouldn't."
 - Include positive feedback about areas of strength. Be specific in positive feedback, specifically describing ways that the participant has shown initiative, developed and applied and extended the skills in the Work-Based Learning Plan.
 - Ask questions about the future – is there anything the participant would like to learn about or projects to explore?
 - Ask questions to encourage the participant to reflect on the work done so far. One of the benefits of the Work-Based Learning Plan is the opportunity for participants to be able to reflect on the skills they are learning and to be able to talk about their experiences and skills. Participants will draw from this experience in the future as they work on job applications, college applications and interviews.



- For the final review meeting, offer a clear assessment of any skill gains achieved, as reflected in improved ratings.
- If the participant has struggled in any skill area, offer constructive suggestions for continued improvement, and help the participant understand the importance to an employer of the skill(s) in question

DISCUSSION AND REFLECTION QUESTIONS for Participants:

Many internships are paired with classroom instruction or small group workshops. Interns often keep a journal of their experiences or have small group discussions about workplace experiences. A bank of reflection questions supports reflection on the WBLP skills.

FOR EACH OF THE SKILLS ON THE WBLP:

- Can you describe work projects or daily tasks you have done using this skill in this workplace? If you were interviewing for a future job, what would you say about how you used this skill in this work experience?
- Have you gained knowledge about how this skill is used in this career area? If you were interviewing for a future job, could you describe projects, tools, software or techniques that show that you are knowledgeable about how this skill is used?
- Can you describe **accomplishments** (such as projects, customer service, daily work completed) that you have completed using this skill? Can you describe how these accomplishments contributed to advancing the work of the organization?
- Have there been any challenges related to this skill area? Can you describe **next steps for addressing challenges and/or further developing** this skill?
- Have you observed your skills improving during the experience?

SAMPLE QUESTIONS ABOUT SPECIFIC WBLP SKILLS:

Customer Service: Can you describe who the customers are in your workplace (such as shoppers in a store, visitors to a park, co-workers in an office)? Can you describe an instance where you helped a customer or co-worker with a challenging question or situation? Can you describe an instance in which a customer or co-worker seemed happy with the assistance you provided?

Engineering Concepts: Can you describe the design process used by engineers in your workplace? Can you describe your role in supporting and participating in engineering projects?

Health Literacy: Can you describe personal or community health issues that are important to your organization or its customers?

Landscaping: Can you describe your role in maintaining and improving the landscaping at your worksite? Can you describe some of the positive results of your work? Can you describe the features that help to make the outdoor spaces at your worksite attractive and functional?

Leadership: Can you describe an instance where people or projects were successful, at least in part because of the leadership support you provided? Can you describe your leadership style?

Photo Editing: Can you describe how you used digital photos in this work experience? Can you describe the software and methods you use to organize and edit digital photos?

Project Management: Can you describe the methods you used in this work experience to manage your projects? Did your projects proceed step-by-step and finish within the time allowed?

Research and Analysis: Can you describe research you have done in this work experience? How will the information you gather be used? What have you learned so far in your research?

Teaching and Instructing: Can you describe an instance where you taught information, concepts or skills to others in this work experience? What did you do? How did you know the instruction was effective?

Time Management: Can you describe your approach to time management? How did your time management skills help you to be more productive in this work experience?

Understanding All Aspects of the Industry: Can you describe opportunities that you have had so far to learn about the different aspects of this industry? Can you describe ways that you could gain additional experience in this industry?

Writing: Can you describe the topic, style and audience for one of the writing assignments you had in this work experience? Can you describe how you have worked with others to gather information, write, edit and format written materials?

EMPLOYABILITY SKILLS SCORING RUBRIC

This worksheet was designed to serve as a guide to performance reviews for the employability skills. It is available in the online WBLP screens and here as a printable copy.

Check all the statements that apply and then look at the point values to obtain a suggested rating. This is a suggestion only, since there may be other factors that you want to consider.

Employability Skills Rubric

[1.] RATING SCALE FOR ALL WBLP SKILLS

1=Performance Improvement Needed	2=Developing	3=Competent	4=Proficient	5=Advanced
Needs to have a strategy to improve this skill	<i>Developing this skill; learning to address challenges related to this skill; aware of next steps needed to develop this skill</i>	Demonstrates this skill; aware of the importance of this skill	Consistently demonstrates this skill; shows initiative to learn about, enhance or apply this skill	Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill

[2.] SPECIFIC RATING RUBRIC FOR THE SIX EMPLOYABILITY SKILLS

ATTENDANCE AND PUNCTUALITY

- Arrives on time and prepared for work
- Provides sufficient notice if unable to report for work

1=Performance Improvement Needed	2=Developing	3=Competent	4=Proficient	5=Advanced
[] Does not communicate about absences or lateness; does not follow policy; absences or lateness interfere with quantity and quality of work.	[] Not necessarily perfect attendance or compliance with workplace attendance policies, but participant is aware of next steps to address any issues. [] May need prompting or guidance about break times or other attendance issues.	[] Participant demonstrates that he/she understands the workplace policies about attendance. [] Leaves and returns from breaks promptly [] Communicates with supervisor if late or absent.	[] Consistent attendance and punctuality. [] Plans ahead about days off and breaks; anticipates absences when possible; coordinates with others; and communicates appropriately.	[] Participant shows leadership on this issue by acting as a peer leader and role model; coaching others about attendance and punctuality.

MOTIVATION AND INITIATIVE

- Participates fully in tasks or projects from start to finish
- Initiates interaction with supervisor for next task or project upon successful completion of previous one.

1=Performance Improvement Needed	2=Developing	3=Competent	4=Proficient	5=Advanced
Does not follow instructions or respond to directives. Needs to have a formal plan for improving performance.	With guidance, works steadily and productively. May need some prompting and re-direction to focus on tasks.	Works steadily and productively. Takes initiative to contact supervisor to ask for next task.	Shows enthusiasm for work. Sees projects through completion. Checks work for quality and accuracy. Works independently when supervisor is not available.	Self motivated and/or takes on a leadership role. Anticipates what needs to be done next. Demonstrates innovative thinking.

COMMUNICATION

- Communicates effectively, orally and in writing, using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers
- Demonstrates active listening skills; focus attentively, make eye contact or other affirming gestures, confirm understanding and follow directions

1=Performance Improvement Needed	2=Developing	3=Competent	4=Proficient	5=Advanced
<p><input type="checkbox"/> Needs to have a plan for improving workplace communication skills because of issues of inappropriate or disrespectful communication.</p> <p><input type="checkbox"/> Does not attempt active listening skills; seems indifferent to communication.</p>	<p><input type="checkbox"/> Is developing workplace communication skills.</p> <p><input type="checkbox"/> May need to work on communicating concisely, using appropriate volume (not too loud or soft), using appropriate tone, using workplace-appropriate language or making self understood.</p>	<p><input type="checkbox"/> Communicates clearly and uses language appropriate to the workplace both in person and on the phone.</p> <p><input type="checkbox"/> Communicates courteously in greeting and carrying on conversations with customers and co-workers.</p> <p><input type="checkbox"/> If communicating in a language other than one's own first language (whether English or another language), communicates clearly and effectively at a pace, volume and vocabulary level that is appropriate and comfortable.</p>	<p><input type="checkbox"/> Uses alternative methods of communication where appropriate.</p> <p><input type="checkbox"/> Takes initiative to learn the vocabulary of the workplace and to build workplace communication skills.</p> <p><input type="checkbox"/> Shows initiative in improving own communication skills, by, for example, asking follow-up questions of speaker in order to confirm understanding.</p> <p><input type="checkbox"/> Shows initiative by understanding own learning style and seeking instructions in a format that works best (such as oral, written or visual instruction).</p>	<p><input type="checkbox"/> Uses effective communication skills in teaching others, leading, persuading, selling, negotiating and/or other workplace roles.</p> <p><input type="checkbox"/> Presents effectively to groups, customers, supervisors or other audiences, using a well-organized format and clear, concise language.</p> <p><input type="checkbox"/> Is multi-lingual and is able to support the work of the organization by speaking more than one language.</p>

TEAMWORK AND COLLABORATION

- Works productively with co-workers, individually and in teams; support organization's mission and goals
Accepts direction and constructive feedback with positive attitude

1=Performance Improvement Needed	2=Developing	3=Competent	4=Proficient	5=Advanced
<p><input type="checkbox"/> Does not join co-workers in tasks that involve team effort.</p> <p><input type="checkbox"/> Is involved in conflicts with co-workers or others.</p> <p><input type="checkbox"/> Upon receiving feedback, exhibits negative reaction, such as rolling eyes or sighing; or does not change the behavior or work performance.</p>	<p><input type="checkbox"/> Inconsistent about working with others. When conflicts arise, participant is responsive to suggestions and guidance; is learning to address challenges related to working with others.</p> <p><input type="checkbox"/> May be initially resistant to feedback but then responds positively and changes behaviors.</p>	<p><input type="checkbox"/> Works steadily and productively with others and individually.</p> <p><input type="checkbox"/> Respects co-worker diversity in terms of race, ethnicity, gender, sexual orientation, age and religion.</p> <p><input type="checkbox"/> Works well with people with different work styles.</p>	<p><input type="checkbox"/> Seeks opportunities to talk with supervisors, co-workers or others about work projects.</p>	<p><input type="checkbox"/> Acts as a formal or informal team leader or role model.</p> <p><input type="checkbox"/> Pays attention to the workload, schedules and support needs of supervisors and co-workers.</p>

CRITICAL THINKING AND PROBLEM SOLVING

- Notices and identifies challenges and problems that arise in the workplace and opportunities for improvement
- Brings concerns to attention of supervisors when appropriate
- Develops solutions to challenges and problems by analyzing available information and looking at options, guided by expectations for the position and goals of the organization

1=Performance Improvement Needed	2=Developing	3=Competent	4=Proficient	5=Advanced
<p><input type="checkbox"/> Neglects problems or issues that arise; does not ask questions or notify supervisor of important problems and issues; allows problems to become worse.</p> <p><input type="checkbox"/> Makes decisions without seeking guidance, or makes decisions that are contrary to workplace policies; resulting in problems becoming worse.</p>	<p><input type="checkbox"/> Seeks advice when problems arise.</p> <p><input type="checkbox"/> May need prompting to notice problems and to analyze the problem and think of possible solutions.</p>	<p><input type="checkbox"/> Notices problems and issues when they arise.</p> <p><input type="checkbox"/> Speaks to supervisor or other co-worker as appropriate.</p> <p><input type="checkbox"/> Assists in analyzing the problem or situation and identifying possible solutions.</p>	<p><input type="checkbox"/> Has creative ideas for improvements in the workplace</p> <p><input type="checkbox"/> Speaks to supervisor or other co-worker as appropriate and actively engages in analyzing the situation.</p> <p><input type="checkbox"/> Shows insight in identifying root causes of a problem and identifying solutions.</p>	<p><input type="checkbox"/> Guides other in problem solving.</p> <p><input type="checkbox"/> Generates effective ideas that have been successfully implemented.</p> <p><input type="checkbox"/> Helps to set up systems and policies to address and prevent problems.</p> <p><input type="checkbox"/> Does research to assist with analyzing problems and identifying solutions.</p>

WORKPLACE POLICY, COMMUNICATION and SAFETY

- Exhibits understanding of workplace culture and policy
- Dresses appropriately for position and duties
- Practices personal hygiene appropriate for position and duties
- Follows professional standards for use of computers, phones and social media
- Respects confidentiality
- Complies with health and safety rules for the workplace

1=Performance Improvement Needed	2=Developing	3=Competent	4=Proficient	5=Advanced
<p><input type="checkbox"/> Does not adhere to workplace rules and procedures. Needs to have a plan for formally reviewing workplace policy and safety guidelines.</p> <p><input type="checkbox"/> Problems related to issues such as cellphone use, workplace appearance or safety issues interfere with the success of the work experience.</p>	<p><input type="checkbox"/> May sometimes show behavior that is out-of-place in a workplace culture but is developing greater awareness.</p> <p><input type="checkbox"/> Actions are sometimes well-intentioned but not appropriate to the workplace (such as being bossy or going overboard with projects).</p>	<p><input type="checkbox"/> Adheres to all safety regulations.</p> <p><input type="checkbox"/> Respects confidential information.</p> <p><input type="checkbox"/> Displays ethical behavior in use of time, resources, computers, and information.</p> <p><input type="checkbox"/> Displays understanding of the mission of the organization and/or department.</p> <p><input type="checkbox"/> Follows example of staff behavior in areas such as computer use, use of time, and workplace behavior. Exhibits mature, appropriate behavior.</p>	<p><input type="checkbox"/> Takes initiative to learn about the organization and to understand own role in the organization.</p> <p><input type="checkbox"/> Asks for additional training/development.</p>	<p><input type="checkbox"/> Displays cultural competence; works respectfully and effectively with people of different ages, cultures and experiences.</p> <p><input type="checkbox"/> Takes initiative to inform supervisor of safety or confidentiality issues.</p> <p><input type="checkbox"/> Learns about all aspects of the organization and acts as an integral member of the organization.</p> <p><input type="checkbox"/> Develops positive mentoring and collaborative relationships within work environment.</p>

SUCCESS AFTER HIGH SCHOOL



This Resource Guide for the Massachusetts Work-Based Learning Plan was developed by the School to Career Connecting Activities initiative of the Massachusetts Department of Elementary and Secondary Education.

