

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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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 coordinator. 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 should 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 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 across a wide spectrum of career areas.

Employability Skills

Attendance and Punctuality	▪ Arrive on time and prepared for work ▪ Provide sufficient notice if unable to report for work
Motivation and Initiative	▪ Participate fully in tasks or projects from start to finish ▪ Initiate interaction with supervisor for next task or project upon successful completion of previous one
Communication	▪ Communicate effectively, orally and in writing, using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers ▪ Demonstrate active listening skills; focus attentively, make eye contact or other affirming gestures, confirm understanding and follow directions
Teamwork and Collaboration	▪ Work productively with co-workers, individually and in teams; support organization's mission and goals ▪ Accept direction and constructive feedback with positive attitude
Critical Thinking and Problem Solving	▪ Notice and identify challenges and problems that arise in the workplace ▪ Bring concerns to attention of supervisors when appropriate ▪ Develop 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	▪ Exhibit understanding of workplace culture and policy ▪ Dress appropriately for position and duties ▪ Practice personal hygiene appropriate for position and duties ▪ Follow professional standards for use of computers, phones and social media ▪ Respect confidentiality ▪ Comply 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 seven 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.

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	<u>STEM-Related Skills</u>	Early Childhood Math/Reading Literacy
Project Management	Photo Editing		Equipment Operation
Public Speaking / Presentations	Software Development		Landscaping
Teaching/Instructing	Spreadsheet Use		Maintenance / Repair / Painting
Time Management	Web Development		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	

Skill Name	Skill Description
Active Learning	Cultivate a practice of active learning by seeking out information, observing, asking questions and reading.
Applied Arts and Design	Apply design concepts and art techniques to workplace projects. Gain fluency in the techniques relevant to workplace projects, such as sketching, drawing, painting, mixed-media, collage, calligraphy, or other techniques.
Applied Mathematics	Apply mathematics to workplace situations; use mathematical thinking (such as looking for patterns, drawing graphs or applying geometry concepts) to analyze work projects. Demonstrate fluency with numbers, business math, measurement and basic calculations.
Blueprint Reading	Read and understand blueprints, being able to locate specific information or measurements related to current tasks.
Career Awareness	Actively seek information about careers; use this work experience to build awareness of career opportunities and educational opportunities in this career area. Though special projects and/or end-of-internship presentations, demonstrate awareness of the roles of professionals, volunteers, and others in this career area.
Child Development	Provide 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 model appropriate behavior by being polite, being positive, and using appropriate language.
Early Childhood Math Literacy	Encourage children to learn and practice basic math literacy by counting, measuring, using a calendar, noticing shapes, noticing patterns and doing simple calculations; look for natural connections to math concepts within children's activities.
Early Childhood Reading Literacy	Encourage 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	Gather and organize information. Pay attention to accuracy of information; making sure that information is complete; avoiding duplication.
Computer Technology	Use computer software and computerized equipment to perform work tasks.
Cooking / Culinary Arts	Follow professional standards in the preparation of food, including planning, preparation, food safety and related tasks.
Creativity	Generate ideas, projects or products that take a fresh approach; apply artistic and creative skills to everyday work projects.
Customer Service	Communicate a positive attitude, empathy, energy and helpfulness to customers or co-workers and provide the assistance customers or co-workers need. Listen to, understand and respond to customer needs.
Design Principles and Graphic Design	Understand and apply design theory. Develop an eye for design. Learn and apply concepts of color, contrast, scale and typography.
Engineering Concepts	Participate in various aspects of projects being worked on by engineers including brainstorming, concept design, diagnostics and general problem solving.
Entrepreneurial Thinking	Gather information and generate ideas to support business planning; make decisions and organize work to support the mission and goals of an entrepreneurial project.
Environmental Literacy	Demonstrate understanding of environmental issues applied to the workplace. Respond to customer questions about environmental issues; learn about environmental issues through special projects or research applied to the workplace.
Equipment Operation	Work with machinery and equipment; safely operate, maintain, store, and (if applicable) repair equipment.
Fashion Merchandising	Select and dress mannequins; select outfits for display; select colors and sizes for display; maintain retail displays.
Food Safety	Follow safety guidelines for storing, preparing, and serving food, based on industry standards. Follow 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	Learn about, analyze, and communicate about health and wellness issues, including nutrition, exercise, healthy lifestyles and other issues related to personal and community health.
Landscaping	Use plants, hardscape, pathways, seating, signs and other features to create attractive and functional outdoor spaces.
Leadership	Lead, motivate, direct and mentor others to support work on workplace projects, classroom activities and community programs.
Maintenance / Repair / Painting	Work in a team to maintain, repair and improve buildings and building systems. Plan and schedule projects, respond to customer requests for maintenance and professionally complete projects.
Media Literacy	Apply 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	Interact comfortably with patients, greet each patient; professionally escort patients to the lab, office, physical therapy workout room or other locations. Respect the diversity and confidentiality of each patient.
Medical Office Skills	Show 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	Become familiar with the vocabulary used in a clinical setting. Use knowledge of vocabulary when conducting web searches and other research tasks.
Menu Planning and Nutrition	Demonstrate knowledge of nutrition, health, food choices and diet, apply this knowledge to menu planning and choice of ingredients.
Office Suite Software	Use spreadsheets, word processing and presentation software to prepare materials for workplace projects. Be consistent in use of formatting; apply attractive layouts; learn and use software features to efficiently complete tasks.
Peer Leadership	Organize and lead projects for other teens; demonstrate commitment to communicating, sharing information, and acting as a role model for others. Role model appropriate behavior by being polite, being positive, and using appropriate language. Encourage others to participate in activities by demonstrating active participation.
Photo Editing	Format pictures for use in publications and websites, including adjusting file size and canvas size, and applying cropping and color adjustments.
Project Management	Use 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	Use reading comprehension skills when reading workplace materials. Use strategies to learn new vocabulary and learn about unfamiliar words, phrases and concepts.
Research and Analysis	Gather and analyze information through surveys, data collection, experiments, online and print sources and other methods.
Retail Sales	Assist customers with selection of products. Comfortably build rapport when meeting customers. Support customer buying decisions by sharing information about the company products. Represent the company in a professional manner at all times. Respect the confidentiality and diversity of all customers.
Science Lab Concepts	Follow professional standards for science lab or science classroom internships. Understand and follow lab procedures. Follow safety procedures. Model 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	Plan, develop, test and update computer applications and software. Understand the development process, including computer programming and coding skills.
Teaching and Instructing	Teach information, concepts or skills to others, including children, peers, co-workers or customers. Effective instruction includes both presenting information, concepts and skills to others and following through to see that they are able to understand and apply what was taught.
Time Management	Establish 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	Understand the context for your work, including industry trends, technology, planning and management issues, staffing and financial issues and other aspects of the industry. Understand that having experience in many different aspects of the industry helps people to build successful careers.
Web Development	Develop, maintain and update websites using a variety of tools and techniques.
Writing	Use 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 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	Developing this skill; learning to address challenges related to this skill; aware of next steps needed to develop this skill	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

- Arrive on time and prepared for work
- Provide 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.	[] Attendance fairly reliable, compliance with workplace attendance policies approaching consistency, participant is aware of next steps to address any issues. [] May need prompting 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

- Participate fully in tasks or projects from start to finish
- Initiate 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

- Communicate effectively, orally and in writing, using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers
- Demonstrate 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
☐ Needs to have a plan for improving workplace communication skills because of issues of inappropriate or disrespectful communication. ☐ Does not attempt active listening skills; seems indifferent to communication.	☐ Is developing workplace communication skills. ☐ 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.	☐ Communicates clearly and uses language appropriate to the workplace both in person and on the phone. ☐ Communicates courteously in greeting and carrying on conversations with customers and co-workers. ☐ 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.	☐ Uses alternative methods of communication where appropriate. ☐ Takes initiative to learn the vocabulary of the workplace and to build workplace communication skills. ☐ Shows initiative in improving own communication skills, by, for example, asking follow-up questions of speaker in order to confirm understanding. ☐ Shows initiative by understanding own learning style and seeking instructions in a format that works best (such as oral, written or visual instruction).	☐ Uses effective communication skills in teaching others, leading, persuading, selling, negotiating and/or other workplace roles. ☐ Presents effectively to groups, customers, supervisors or other audiences, using a well-organized format and clear, concise language. ☐ Is multi-lingual and is able to support the work of the organization by speaking more than one language.

TEAMWORK AND COLLABORATION

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

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

CRITICAL THINKING AND PROBLEM SOLVING

- Notice and identify challenges and problems that arise in the workplace
- Bring concerns to attention of supervisors when appropriate
- Develop 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
☐ Neglects problems or issues that arise; does not ask questions or notify supervisor of important problems and issues; allows problems to become worse. ☐ Makes decisions without seeking guidance, or makes decisions that are contrary to workplace policies; resulting in problems becoming worse.	☐ Seeks advice when problems arise. ☐ May need prompting to notice problems and to analyze the problem and think of possible solutions.	☐ Notices problems and issues when they arise. ☐ Speaks to supervisor or other co-worker as appropriate. ☐ Assists in analyzing the problem or situation and identifying possible solutions.	☐ Has creative ideas for improvements in the workplace ☐ Speaks to supervisor or other co-worker as appropriate and actively engages in analyzing the situation. ☐ Shows insight in identifying root causes of a problem and identifying solutions.	☐ Guides other in problem solving. ☐ Generates effective ideas that have been successfully implemented ☐ Helps to set up systems and policies to address and prevent problems. ☐ Does research to assist with analyzing problems and identifying solutions.

WORKPLACE POLICY, COMMUNICATION and SAFETY

- Exhibit understanding of workplace culture and policy
- Dress appropriately for position and duties
- Practice personal hygiene appropriate for position and duties
- Follow professional standards for use of computers, phones and social media
- Respect confidentiality
- Comply with health and safety rules for the workplace

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