



Massachusetts Work-Based Learning Plan

The Massachusetts Work-Based Learning Plan is a diagnostic, goal setting and assessment tool designed to drive learning and productivity on the job.

Participant's Name:	_____	Participant's ID Number (if applicable):	_____
Worksite:	_____	Supervisor Name:	_____
Job Title:	_____	Teacher Name:	_____
Career Specialist / Facilitator Name:	_____	School / Program:	_____
Start Date:	_____	Review Date #1:	_____
		Review Date #2:	_____

Job Description:

Section 1: Foundation Skills

Instructions: The Foundation Skills on this page are common to all jobs and should be viewed as the foundation upon which specific workplace and career skills are added. Please review and discuss the following Foundation Skills that will set the basic expectations for the job or internship. These skills will be included in the evaluation in Section 3.

Work Ethic and Professionalism

<i>Skill</i>	<i>Performance Expectations</i>
Attendance and Punctuality	Showing up in timely manner prepared for work Providing sufficient notice if unable to report for work
Workplace Appearance	Dressing appropriately for position and duties Practicing personal hygiene appropriate for position and duties
Accepting Direction and Constructive Criticism	Accepting direction and feedback with positive attitude through appropriate verbal and non-verbal communication skills Displaying willingness to work in a cooperative manner
Motivation and Taking Initiative	Participating fully in task or project from initiation to completion Initiating interaction with supervisor for next task or project upon successful completion of previous one
Understanding Workplace Culture, Policy and Safety	Demonstrating understanding of workplace culture and policy Complying with health and safety rules for the specific workplace Respecting confidentiality and exhibiting understanding of workplace ethics

Communication and Interpersonal Skills

<i>Skill</i>	<i>Performance Expectations</i>
Speaking	Speaking clearly Using language appropriate to the environment, both in person and on phone
Listening	Listening attentively Making and maintaining eye contact appropriate to the workplace culture Confirming understanding
Interacting with Co-Workers	Relating positively with co-workers Working productively with individuals and in teams Respecting racial and cultural diversity



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Section 2: Specific Workplace and Career Skills

Instructions: Choose the specific Workplace and Career Skills that you will focus on during this workplace experience, concentrating on skill areas that relate to the individual's job description, the company's goals, the individual's academic or career goals or other relevant skills. Select from the list or add additional skills. For each of the skill areas you select, please briefly describe related job tasks and performance goals.

- Reading
- Computer Technology
- Time Management
- Collecting and Organizing Information
- OR IDENTIFY YOUR OWN SPECIFIC WORKPLACE SKILLS
- Writing
- Equipment Operation
- Interacting with Customers or Clients
- Teaching and Instructing
- Project Management
- Mathematics and Numeric Analysis
- Research and Analysis
- Occupation-Specific Skills

Specific Workplace and Career Skills	Tasks and Performance Goals
Skill #1: _____	
Skill #2: _____	
Skill #3: _____	
Skill #4: _____	
Skill #5: _____	
Skill #6: _____	
Skill #7: _____	



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Section 3: Evaluation of Performance and Progress

Instructions: Please meet at least twice during the workplace experience to review performance and progress and to set additional goals as needed. The first review meeting (Review 1) should take place during the first few weeks to assess the individual's level of competency and to set goals. The next review meeting (Review 2) should be scheduled at that meeting to review progress.

<i>Performance Assessment (See key below)</i>						Goals
(1)	(2)	(3)	(4)	(5)		
Performance Improvement Plan Needed	Needs Development	Competent	Proficient	Advanced		
Foundation Skills						
Work Ethic and Professionalism						
Attendance and Punctuality						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Workplace Appearance						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accepting Direction and Constructive Criticism						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Motivation and Taking Initiative						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understanding Workplace Culture, Policy and Safety						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication and Interpersonal Skills						
Speaking						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Listening						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interacting with Co-Workers						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
KEY	(1)	Performance Improvement Plan Needed	Is not yet demonstrating the foundation skills required for the position and needs to have a formal plan for improving skills and performance			
	(2)	Needs Development	Beginning to demonstrate and develop the foundation skills required for the position			
	(3)	Competent	Demonstrates foundation skills required for the position			
	(4)	Proficient	Consistently demonstrates foundation skills required for the position and shows initiative in improving own skills			
	(5)	Advanced	Consistently demonstrates the foundation skills required for the position and shows initiative in improving own skills and using these skills to support the work of the organization			



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	(1)	(2)	(3)	(4)	(5)	
	Performance Improvement Plan Needed	Needs Development	Competent	Proficient	Advanced	
Specific Workplace and Career Skills from Section 2						Goals
Skill #1: _____						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skill #2: _____						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skill #3: _____						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skill #4: _____						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skill #5: _____						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skill #6: _____						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skill #7: _____						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

Review #1:

Review #2:

Review #1 Signatures:

Participant Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Career Specialist / Facilitator /
Teacher Signature: _____

Date: _____

Review #2 Signatures:

Participant Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Career Specialist / Facilitator /
Teacher Signature: _____

Date: _____