Teacher’s Manual for 1A:
Learning from Work

Module Key Learning Target:

- I can analyze and discuss opportunities to grow and develop my employability skills.

Learning Target for 1A:

- I can analyze and discuss opportunities to grow and develop my employability skills.

Activities

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Resources

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*This lesson runs longer than an hour. We advise you to choose one of the two comparable, highlighted activities to best serve your students in the timeframe available (the Team Builder and Experience Debrief would count as one activity).
Program Overview and Working Arrangements

Suggested Timing: 10 to 15 Minutes

Facilitation Steps:
1. Introduce the program by reviewing the slides and adding any information you feel is necessary. There is a slide for you to add specifics about the program.
2. Allow time for questions from students.
3. Review the working agreements with students and lead a brief discussion with students about working agreements for the program.
4. Ask students to consider the implications of the information as they fill out the 3-2-1 bubble chart and record three things they expect to learn, two ways they can contribute, and one question they have.
5. Have volunteers share information and questions.

Tips for Successful Implementation:

Accommodation:
- Have students review the table of contents and identify which areas they know about and which they do not.
- Having a student scribe the working agreements for the group will help ELL students and students that are visual learners.

Organization/Class Management:
- You may choose to print out the PowerPoint slides and have students go to the section of the room that represents what they are most excited about learning in this program.
Program Overview and Working Agreements

**DIRECTIONS**: Use the chart below to make notes about this course.

**In this program ...**

- **3 things I expect to learn are:**
- **2 ways I can contribute are:**
- **1 question I have is:**

**Assessment:**
- Are students able to come up with one question about the course?
- Are students able to come up with working agreements as a group?
Group Activity:

**Understanding WBLP Employability Skills and Learning at Work — Part A**

**Suggested Timing:** 25 to 30 Minutes

**Facilitation Steps:**
1. Read through the employability skills, and prompt students to explain each skill in their own words.
2. Ask for any volunteers who want to read Chandra’s story.
3. Have students decide which two employability skills Chandra could focus on developing to help her succeed at her internship. Give students time to work through and record their thoughts.
4. Choose two or three volunteers to read their answers about employability skills pausing between each volunteer so the other students have time to take notes on each person’s identified employability skills and time to respond to them.
5. Now have students share what their advice to Chandra would be so she can be successful at her internship allowing them to discuss their differing advice if they are open to discussion.
6. Have students review the employability skills they used for Chandra’s story and check for understanding of the skills, answering questions or clarifying the definitions as needed.

**Tips for Successful Implementation:**

**Organization/Class Management:**
- The discussions and share-out could be done initially with partners or in small groups.
- During the discussion you could focus on all the comments around a particular skill to focus things.

**Accommodation:**
- Reading the story aloud will help ELLs with the content, but you may want to check in with any ELL students about the story so they understand it.
- Having students come up with their own examples for the employability skills might help them more strongly define them.

**Literacy: 129 Words, 7th Grade Reading Level**
Encourage students to highlight or circle information in the story that relates to what they have just learned, and to jot down a quick note to themselves to accompany each mark. Tell them there is no right or wrong, just mark what they think may be important. They can then refer to their notes when they answer the questions.
### Student Page

#### Understanding Employability Skills and Learning at Work

Employability skills are important across many different settings. The MA WBLP is an important tool for practicing and reflecting on these skills, which can help you thrive at school, work and life. Most people spend their whole lives trying to improve these skills, but working on them early can help you get off to the right start.

**DIRECTIONS**  Review the skills in the chart and read Chandra’s Story. Answer the questions and be ready to share your thoughts.

<table>
<thead>
<tr>
<th>Employability Skills</th>
<th>What does this skill look like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Punctuality</td>
<td>• Being on time and reliable</td>
</tr>
<tr>
<td></td>
<td>• Communicating with your supervisor if you need to miss work</td>
</tr>
<tr>
<td>Motivation &amp; Initiative</td>
<td>• The ability and desire to apply full effort to tasks from beginning to end</td>
</tr>
<tr>
<td></td>
<td>• Asking for new tasks as soon as you have successfully completed current work</td>
</tr>
<tr>
<td></td>
<td>• Using passion, commitment and collaboration to promote positive results in your work and the work of others</td>
</tr>
<tr>
<td>Communication</td>
<td>• Expressing yourself clearly and professionally in writing and speaking</td>
</tr>
<tr>
<td></td>
<td>• Showing you are listening well by making eye contact and asking questions</td>
</tr>
<tr>
<td>Teamwork &amp; Collaboration</td>
<td>• Working well with others so that work can be done effectively</td>
</tr>
<tr>
<td></td>
<td>• Accepting feedback and direction with a positive attitude</td>
</tr>
<tr>
<td>Critical Thinking &amp; Problem-solving</td>
<td>• Identifying problems and working to solve them by analyzing information, considering options, and seeking guidance from supervisors and coworkers</td>
</tr>
<tr>
<td>Workplace Culture, Policy &amp; Safety</td>
<td>• Showing you understand the rules and practices of the workplace by dressing appropriately, practicing good hygiene, keeping yourself and others safe, using technology responsibly and respecting the privacy</td>
</tr>
</tbody>
</table>

**Chandra’s Story**

Chandra was excited about starting her internship at a Boston public relations firm. Chandra enjoys working on creative projects and managing her own time. Also, she wants to learn new publishing programs. After two weeks, Chandra feels sure that she would enjoy a career in advertising. In her third week, her boss asks her to assist on a product launch. She thought that the job would be easy, but this software is not as familiar. Also, there are a lot people on the product launch team and Chandra needs to work well with all of them. Chandra is struggling to finish her work, and there are a lot of deadlines. Chandra isn’t sure what to do. Chandra is feeling as if maybe she should leave the internship.

**Which two employability skills could Chandra focus on developing? Why?**

| What additional advice would you give Chandra? |

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**Assessment:**

- Are students able to identify employability skills Chandra could work on developing?
- Are students able to come up with advice for Chandra that could help her situation?
Partner and Individual Activity:
Understanding WBLP Employability Skills and Learning at Work — Part B

*Optional: This activity promotes further practice with, and personal application of the employability skills and the WBLP.

Suggested Timing: 25 to 30 Minutes

Facilitation Steps:
1. Have students partner up, either by turning to the person next to them or by counting off.
2. Give each pair the situation and circulate through the room to be sure the task is understood and that students are working together to complete the chart.
3. As the pairs finish evaluating the situation, ask volunteers to discuss their conclusions — focus on the range of skills discussed and the variety of reasoning supporting these choices.
4. Now have students individually use the Work Based Learning Plan (WBLP) to complete the questions about their plan.
5. Have volunteers briefly discuss what skills they hope to develop by the end of the course.

Tips for Successful Implementation:

Organization/Class Management:
- If having students partner with a neighbor is a challenge because of compatibility or focus, consider using mingle cards to pair them up randomly.
- Have a volunteer scribe on the board the employability skills students identify in the situation for a reference point for the class.

Accommodation:
- Pair ELL students with a native reader to read the situation out loud.
- Read the situation out loud to the group and check for comprehension before having pairs work together.
1A - Learning from Work

Understanding Employability Skills and Learning at Work (Continued)

**DIRECTIONS**
Your instructor will give you a situation. Work with a partner to review the situation. Use the chart below to record which employability skills the person in the situation could develop at work.

<table>
<thead>
<tr>
<th>Partner Situation - Which <strong>two</strong> employability skills could the person in this situation practice and develop? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

The **Massachusetts Work-Based Learning Plan (WBLP)** is a reflective assessment tool that will help you set goals, learn more and be productive at your internship or job.

**DIRECTIONS**
Carefully review your **MA Work-Based Learning Plan** and complete the questions below. Be ready to discuss what skills you hope to develop.

1. What are **three** things that you notice about your WBLP?

   ____________________________________________
   ____________________________________________
   ____________________________________________

2. Which two employability skills do you hope to develop during your internship or job?

   ____________________________________________
   ____________________________________________

3. What is one question that you have about your WBLP?

   ____________________________________________

**Assessment:**
- Are students able to discuss any skills they hope to develop?
- Are students able to identify employability skills?
Team Builder: The Tower of Us

*Optional: If you choose to make this activity optional, please also skip the Experience Debrief Discussion.

Suggested Timing: 30 to 40 Minutes

Materials: cups, tape, paper towels, index cards, markers, scissors.

Facilitation Steps:
1. This is a group activity that helps build teamwork through incorporating employability skills into the activity. Let students know they are going to have a chance to think creatively and collaboratively about positive behaviors for internships.
2. Students should first individually generate a list of positive behaviors for internships, and generate a sketch of those qualities as a tower. Then divide students up into groups of 3 to 5 and as a group, they should identify two positive behaviors that they want their tower to represent.
3. Give the students 10 minutes to build their tower, remind them that they do not have to use all their supplies, and that their towers can be any size, shape, height, etc. Once they have finished their towers, give them three to five minutes to complete the debrief questions on their own.
4. Have each group explain their tower to the class, using the debrief questions.

Organization/Class Management:
- Consider assigning roles to group members to streamline their work together: time keeper, builders, supply preparers, presenter.
- This activity requires space for students to build their towers, so have them spread out so the groups can work independently of one another.

Accommodation:
- This activity requires students to think symbolically about abstract ideas like being dependable, so some students may struggle to represent the skills in tower form. You may want to prompt them to think about objects or buildings that remind them of their skill to base their sketch on.
- Remind students that there is not a narrow definition of success for this activity and that whatever shape their tower takes, the larger point of the activity is to work together as a group.
The Tower of Us

Each team will be asked to build a tower that represents two positive behaviors that all the team members agree are important to demonstrate when starting an internship or a new job. Each team will get:

- 6 cups
- 18 inches of tape
- 2 paper towels
- 5 index cards
- 2 markers
- 1 pair of scissors

**DIRECTIONS**

Use the lines below to list positive behaviors. Then sketch a design for a tower that could symbolize some of these behaviors.

Positive behaviors that are important when starting a new internship or job:

________________________
________________________
________________________
________________________
________________________
________________________

Tower Sketches
1A - Learning from Work

The Tower of Us (Continued)

**DIRECTIONS**
Meet with your team and share ideas. Decide on which two behaviors you all think are very important. Then, build a tower that represents these behaviors. When you are finished answer the questions below.

**Debrief Questions**
1. What worked best? What was the most challenging?

2. What are some positive ways in which your group *communicated* and *collaborated* with one another?

3. Did anyone take initiative by going above and beyond what was required? What did that look like?

4. What would you do *next time* to be more successful?

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**Assessment:**
- Did students collaborate with their group members to construct their tower?
- Are students able explain their tower and the skill it represents?
Intentionally Blank
**Experience Debrief Discussion**

*Optional: If you choose to make this activity optional, please also skip The Tower of Us activity.*

**Suggested Timing:** 10 to 15 Minutes

**Facilitation Steps:**
1. Share with students that it is important to reflect as a group as well. Often, you will hear a new perspective or insight that you had not thought of.
2. Students will discuss – share, question, connect, summarize and reflect – the debrief questions. Review what it means to engage in discussion.
3. Give students time to read through the reflective sentence starters. Encourage them to complete at least two from each box.
4. Students will also be watching and listening for positive debrief behavior, as well as connections that they would like to share. It is important for all students to engage in active listening – this includes making eye contact, paraphrasing, labeling emotions, asking open-ended questions and reflecting nonverbal cues back to the speaker.
5. Arrange seating to allow all students to see each other.

**Tips for Successful Implementation:**

<table>
<thead>
<tr>
<th>Organization/Class Management:</th>
<th>Accommodation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have students move their chairs into a circle to set up discussion.</td>
<td>• If you have participants who have challenges with social norms or reading nonverbal cues or tone, consider writing out 3-5 clear rules for all to follow during the discussion.</td>
</tr>
<tr>
<td>• Have students use the sentence starters to begin conversation.</td>
<td>• Perhaps have a volunteer or yourself read out the sentence starters one box at a time, have students record their thoughts, and then share them out before moving on to the next box.</td>
</tr>
<tr>
<td>• You may need to start the conversation and guide students from one question to the next when it feels appropriate.</td>
<td>• For a participant who requires more time to process information and compose a response, identify a starter you want them to respond to, give it to them well ahead of time, and then give them another heads-up as you are wrapping up the sentence starter so they are ready for you to call on them.</td>
</tr>
<tr>
<td>• If you think it might help some observers, you can assign the additional roles of Note Taker and Summarizer to provide two students with more structured tasks.</td>
<td>• You may choose another style for small group discussion as mentioned in the teacher’s intro such as:</td>
</tr>
<tr>
<td>• You may choose another style for small group discussion as mentioned in the teacher’s intro such as:</td>
<td>- Fishbowl discussion</td>
</tr>
<tr>
<td>- Popcorn style</td>
<td>- Breaking into two smaller groups</td>
</tr>
<tr>
<td>- Breaking into two smaller groups</td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS
Now that you have had some time to think through the above questions, we are going to discuss the project as a whole group. Use the table below to help you come up with ideas about what to say.

<table>
<thead>
<tr>
<th>Share CONNECTIONS and PREDICTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• This experience reminded me of ...</td>
</tr>
<tr>
<td>• The way that I demonstrated teamwork was similar to ...</td>
</tr>
<tr>
<td>• The activity connects to work/school/etc. Because ...</td>
</tr>
<tr>
<td>• If we changed our approach to _______ then ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>dig deeper by asking QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Why did you choose to do ...?</td>
</tr>
<tr>
<td>• What do you think would happen if your team changed ...?</td>
</tr>
<tr>
<td>• How do you think your team’s approach was similar/different to ...?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>reflect and wrap-up by SUMMARIZING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To solve the challenge, we ...</td>
</tr>
<tr>
<td>• After today’s activity, I understand that ...</td>
</tr>
<tr>
<td>• The thing that I am most proud of is ...</td>
</tr>
</tbody>
</table>

Assessment:
- Are students able to make connections to previous collaborative challenges or successes?
- Are students able to demonstrate strong active listening skills?
Partner Activity: Mini-Interview Practice

Suggested Timing: 5 to 10 minutes

Materials: mingle cards

Facilitation Steps:

1. Let students know that it is time for a mini-interview. Tell them that mini-interviews are a type of activity that we will use in each session to practice building communication skills on employment related topics. They also provide a chance for students to get to know one another better and have time to move around the room.

2. Let students know that you will give them a card with a picture, number or symbol, and their task is to find the person with the matching card. Once they have found that person, they should shake hands, introduce themselves, and then discuss their employability skills.

3. Distribute cards face down and let students find their partner. After one minute has passed and round one is complete, tell them to role-switch and start round two.

4. When the second round has finished, have students return to their chairs for the next activity. If time permits, ask some volunteers to share anything they learned during the mini-interview.

Organization/Class Management:

- Try to circulate during the mini-interview activity. Shake hands with different pairs, and look for groups who may need help moving the conversation along.
- Allow a minute or so for students to write down their ideas to help students who may need a few moments to process before beginning this activity.

Accommodation:

- Consider using the sentence starters for participants who may struggle with beginning conversation.
- If space is too limited to move around as much, consider changing to a “speed dating” or similar format where participants sit facing each other and then shift seats in opposite directions to create new pairs.
Mini-Interview Practice

DIRECTIONS: Your instructor will give you a card with a picture, number or symbol. Find the person whose card matches your card and have a conversation based on the information below.

Round One (1 Minute):

Find your partners and discuss:

- Which of the employability skills do you think you already have?
- Which of the skills do you think you need to work on?

Round Two: Role-Switching (1 Minute):

- Re-approach your partner and pretend they are interviewing you. Do your best to communicate in your most professional manner.
- Shake hands.
- Introduce yourself.
- Imagine your partner has just asked what will make you a good employee.

You could say ...

- I think ____________ is important because ________________.
- I am good at ________________.
- I am working on ________________ by ________________
- I will improve my ________________ skill.
- My plan is to ________________.

Assessment:

- Where students able to successfully switch roles and interview each other?
- Did students identify some employability skills they want to work on?
**Session Wrap-Up**

**Suggested Timing:** 5 to 10 minutes

**Facilitation Steps:**

1. Review the unit Learning Target with students and tell them at the end of every module, they will engage in self-reflection about the skills they learned.
2. Have students assess themselves with the Target Check-in; reminding them that this reflection is private that no one will be asked to share their responses, and that there is no best answer, rather this is an opportunity for a genuine assessment of where they are in terms of this skill.
3. Finally, encourage them to be specific in their reason(s) for rating their skill level as they did.

**Tips for Successful Implementation:**

**Time Management:**

- Reflections are a very important piece of the course. Make sure you leave ample time for these to be completed at the end.

**Dig Deeper/Extension:**

- Discuss the value and use of reflection in terms of workplace learning, personal relationships, schoolwork and goal-setting.
- Invite students to share their experience with reflection and its effect on their performance or mastery of a new skill.
## Session Wrap-Up

### Target Check-In

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Not sure ...</td>
<td>Working on it ...</td>
<td>Almost there ...</td>
<td>I can do it!</td>
</tr>
</tbody>
</table>

- Read the learning target and **check** the rating that best matches how you feel.
- I can analyze and discuss opportunities to grow and develop employability skills.
- I feel this way because ...

### Assessment:
- Are students able to identify how they feel about their check-in?
- Do students have a sense of how to rate themselves around employability skills?
# Resources for 1A in Teacher’s Manual

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<tr>
<td>2. Massachusetts Work-Based Learning Plan (WBLP)</td>
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</tr>
</tbody>
</table>
### Situations for Understanding WBLP Employability Skills and Learning at Work

<table>
<thead>
<tr>
<th>Situation #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josh and Damon both work for a hardware store. They help stock shelves, help customers, and clean up at the end of each day. Damon shows up early every day, stays busy, seeks out his manager whenever he finishes a job, and sometimes stays late to help the last customers. Josh usually arrives a few minutes after his shift begins, checks his phone constantly throughout the day, works well with customers, and heads out the door right when his shift is done. The store manager asks them to work together to install a new display. What employability skills would best help them be successful?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Situation #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raul, Lisa, Daisha and Franklin work at a university bookstore. Over the summer, large orders of textbooks begin to arrive for the fall term. Processing the books involves a number of tasks from checking the packing slips, organizing them by course, pricing them, filling the shelves, to breaking down the boxes they came in for recycling. The store manager has asked these four students to work as team and process the next big order. What core skills would best help them be successful?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Situation #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielle and Bethany work part-time for a landscaping company. Usually they work outside with crews doing lawn care and general maintenance. For the next 10 days, however, steady rains are predicted, so for the next week, they’ve been reassigned to the greenhouses. Since they know each other from school, Danielle and Bethany hope they can work together. On the first morning of their new assignment, they arrive to find everyone else busy at their work. It is unclear which person is the supervisor. What employability skills would best help them be successful?</td>
</tr>
</tbody>
</table>
Situation #4

Pat works behind the counter at a fast food restaurant. A customer comes in carrying a to-go bag. He looks upset and when he gets to the front of the line, he tells Pat that he drove all the way home before he found that he’d been given a fish sandwich instead of the burger he ordered. He had gone through the drive-through, so Pat had nothing to do with completing his order. What employability skills would best help Pat effectively manage this situation?

Situation #5

Brittany and Vihaan work at the Senior Center. Brittany is social and outgoing and her friend, Vihaan, is quiet and shy. This Saturday the Senior Center hosts its big craft fair. Brittany and Vihaan are to show up early and help the vendors carry in their goods and set up their booths. What employability skills would best help them be successful?

Situation #6

Treshon wants to get a degree in Culinary Arts and is hoping to find some summer work doing either cooking or food prep. He has an uncle who runs a catering business, but his uncle tells him that he’s fully staffed for the summer. So far the only jobs Treshon has found are in retail, one at a local hardware store and the other at a shop in the mall. What employability skills would best help him be successful?
Massachusetts Work-Based Learning Plan

**Participant's Name:**

**Worker's Name:**

**Participant's Email:**

**School / Program:**

**Participant's ID Number:**

**Staff / Teacher Name:**

**Job Title:**

**Start Date:**

**Worksite:**

**End Date:**

---

**JOB DESCRIPTION** – Tasks, responsibilities, projects:

---

**EMPLOYABILITY SKILLS**

The employability skills below are essential in every work environment throughout one’s career. Please discuss and review these skills at least twice during this work-based learning experience. In a first, baseline review and a second review near the end of the work-based learning experience. *(Two reviews to capture growth – Be objective!)*

**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

<table>
<thead>
<tr>
<th>SKILL</th>
<th>PERFORMANCE EXPECTATIONS</th>
<th>REVIEWS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Punctuality</td>
<td>Arrives on time and prepared for work</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Provides sufficient notice if unable to report for work</td>
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</tr>
<tr>
<td>Motivation and Initiative</td>
<td>Participates fully in tasks or projects from start to finish</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Initiates interaction with supervisor for next task or project upon successful completion of previous one</td>
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<td></td>
</tr>
<tr>
<td>Communication</td>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates active listening skills; focuses attentively, makes eye contact or other affirming gestures, confirms understanding and follows directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork and Collaboration</td>
<td>Works productively with co-workers, individually and in teams; supports organization’s mission and goals</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Accepts direction and constructive feedback with positive attitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving</td>
<td>Notices and identifies challenges and problems that arise in the workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brings concerns to attention of supervisors when appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workplace Policy, Culture and Safety</td>
<td>Exhibits understanding of workplace culture and policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dresses appropriately for position and duties</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practices personal hygiene appropriate for position and duties</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follows professional standards for use of computers, phones and social media</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respects confidentiality</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complies with health and safety rules for the workplace</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Commonwealth Corporation | Signal Success – Teacher’s Manual 1A | 21
## Workforce & Career Specific Skills

Select three to five skills that will be a focus for this work-based learning experience. Choose from the following lists or identify other skills relevant to the specific workplace or career goals. Skill definitions are available in the resource guide and on the online screen. See http://massconnecting.org/wibp

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

### Skill Table

<table>
<thead>
<tr>
<th>SKILL</th>
<th>SKILL DEFINITION</th>
<th>REVIEWS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use 1-5 Scale (See Key Above)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rev #1</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<td>Rev #1</td>
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<tr>
<td></td>
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<td>Rev #2</td>
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<tr>
<td></td>
<td></td>
<td>Rev #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rev #2</td>
<td></td>
</tr>
</tbody>
</table>

### Comments & Signatures

**Review #1:**

- Participant Signature:  
- Supervisor Signature:  
- Staff Signature:  
- Date:  

**Review #2:**

- Participant Signature:  
- Supervisor Signature:  
- Staff Signature:  
- Date:  

WBLP Version 3.0 Massachusetts Department of Elementary and Secondary Education Office of College, Career and Technical Education

Find the online and mobile versions of the WBLP and more resources at http://massconnecting.org/wibp

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