



# Arizona CTE Professional Standards

## INTERGENERATIONAL AND CROSS-CULTURAL COMPETENCE RUBRIC

The Arizona CTE Professional Skills are integrated with the CTE technical program standards. The Professional Skills Rubrics are mapped to the standard measurement criteria and core actions. The Rubric starts with expert/leader and progresses to the right to novice. After the Foundational Skills are met, teachers should use the Rubric to help measure student progress. High school students should strive to achieve **Approaching Proficiency or better** before graduation.

### **STANDARD 6: INTERGENERATIONAL AND CROSS-CULTURAL COMPETENCE**

Interacts effectively with different cultures, generations, and individuals with disabilities to achieve organizational mission, goals, and objectives.

<b>RUBRIC EXPECTATIONS FOR INITIATIVE AND SELF-DIRECTION</b>					
<b>Measurement Criteria</b>	<b>Core Actions</b>	<b>Expert/Leader</b>	<b>Proficient</b>	<b>Approaching Proficiency</b>	<b>Novice</b>
6.A Uses relevant communication techniques to create cultural synergy in the workplace.	6.A.a Adapts communication style to engage diverse others	Models flexible use of communication styles	Adapts communication style to the preferences and necessities of others appropriate to the situation to achieve work goals while complying with organizational standards of practice for business (i.e., face-to-face or technology-based including phone, email, social networking, video conferencing; gesture, eye contact, language, etc.)	Practices communication strategies to engage diverse others (e.g., language, gesture, use of space, providing translations, and using active listening skills)	Participates in formal and informal learning in the workplace about the communication practices (norms) of diverse people (e.g., how to use clear vocabulary when explaining concepts, preference for talking face to face, understanding cultural, generational, and individuals with disabilities communication norms)
	6.A.b Adapts communication style to engage other generations	Models flexible use of communication styles	Adapts communication style to the preferences and necessities of others appropriate to the situation to achieve work goals while complying with organizational standards of practice for business (e.g., face-to-face or technology-based including phone, email, social networking, video conferencing; gesture, eye contact, and language)	Aligns communication practices to organizational expectations for business communication in the 21st-century workplace [e.g., balances face-to-face and technology-based communication, avoids jargon and informal language, avoids abbreviations used in social media ("lol," emoticons)]	Acknowledges generational differences in methods of communication (e.g., email, texting, social media, use of phone, face-to-face, walking over to someone's cube, and chain of command)



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Measurement Criteria	Core Actions	Expert/Leader	Proficient	Approaching Proficiency	Novice
6.B Contributes to an environment of acceptance and inclusion that enables the whole team to work together.	6.B.a Builds relationships with diverse individuals and groups	Mentors others to thrive in a diverse workplace (e.g., organizes or leads diverse work teams, incorporates a variety of world views and perspectives into work)	Demonstrates respect for diverse others through interactions/behaviors in the workplace, practices social etiquette that responds to cultures and generations in the workplace; provides feedback and encouragement in support of the workgroup, embraces diversity as an added value to the workplace, draws upon the skills and experience of coworkers regardless of ethnicity, age, gender, and abilities; integrate the ideas and perspectives of diverse others (e.g., volunteers to acclimate new employee)	Engages diverse coworkers to accomplish work goals (e.g., initiates discussion with an intergenerational group of coworkers regarding changing procedures, and work issues, asks for input from a variety of diverse viewpoints, communicates one's cultural orientation to others, practices behaviors modeled by culturally sensitive people, participates in a diversity committee at work, utilizes strengths of individual team members)	Supports cultural, generational, and ability differences in the workplace (i.e., spends time with people of cultures different from one's own, spells/pronounces names correctly, participates in cultural celebrations other than one's own, participates in diverse work teams, relates positively to diverse others to complete work tasks, relies upon the experience of coworkers, supports various cultural initiatives, seeks opportunities to learn about diverse others, takes classes/training in cultural competence, participates in diverse teams?)
	6.B.b Addresses challenges with sensitivity for intergenerational, cross-cultural, and individuals with disabilities	Models for others on how best to apply sensitivity when working with diverse others	Resolves situations and incidents that require sensitivity	Interacts in a manner that demonstrates sensitivity	Recognizes situations and incidents that require sensitivity
	6.B.c Celebrates achievements and contributions of diverse others	Creates opportunities to celebrate the contributions and successes of diverse others	Celebrates the contributions of diverse others	Recognizes successes of individuals and teams (i.e., nominates for awards and accomplishments regardless of gender, culture, etc.)	Participates in employee recognition ceremonies



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6.B Contributes to an environment of acceptance and inclusion that enables the whole team to work together.	6.B.d Functions comfortably in the global marketplace	Guides others in conducting work in the global marketplace	Performs with ease in the global marketplace (i.e., works across time zones, engages multilingual teams, attends to meeting schedules, deadlines, non-workdays)		Identifies the organization's ties to the global marketplace
	6.B.e Relies upon the wisdom and experience of others to accomplish work	Contributes wisdom and experience to institutional knowledge	Integrates the wisdom and experience of others and institutional knowledge into work	Interacts with others in the global marketplace as required by work	Recognizes the wisdom, experience, and institutional knowledge in the workplace
	6.B.f Addresses intergenerational tensions	Models behaviors that promote intergenerational collaboration	Seeks feedback on how to manage intergenerational issues	Draws upon the experience and wisdom of others, as well as institutional knowledge, to perform work	Recognizes issues that contribute to intergenerational tensions (i.e., lifestyle choices, expectations, work/life balance, etc.)



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Measurement Criteria	Core Actions	Expert/Leader	Proficient	Approaching Proficiency	Novice
6.C Pursues career advancement opportunities within an organization or field	6.C.a Articulates requirements for job openings	Participates in formal and informal learning opportunities to develop technological and non-technological skills	Practices use of technological and non-technological methods and tools that are available in the organization (e.g., recognizes one's own and others' comfort level with technological and non-technological tools, exercises patience with coworkers and clients)	Applies technological and non-technological methods/tools to communicate and collaborate in various situations (e.g., utilizes a mix of direct, interpersonal communication with electronic messaging, stays current with technologies available, tailors use of technological and non-technological tools to the comfort level of coworkers/clients, scales use of technology to the audience, draws upon technology skills to improve work processes, products or services)	Coaches co-workers to improve or increase technological and non-technological skills (i.e., introducing new technologies into the workplace)