



ARIZONA PROFESSIONAL SKILLS

STANDARD 2: COLLABORATION

The Workplace Professional Skills should be used in tandem with the technical standards. The Core Actions are descriptions of the Measurement Criteria. High School students should strive to meet the Level One-Novice descriptions. Level Two through Level Four offer teachers and students the accomplishments to be obtained beyond the Novice level. The aim of this standard is show students how to collaborate in person and virtually to complete tasks.

Measurement Criteria	Core Actions	Level One Novice	Level Two Approaching Proficiency	Level Three Proficient	Level Four Expert/Leader
1.0 Commits to achieving collective goals	1.1 Contributes personal strengths	Articulates personal skills, strengths, and limitations to team members.	Assumes a role that exercises personal skills and strengths, e.g., manages project timeline instead of handling hands-on building.	Adjusts contributions to strengthen the capacity of the team, i.e., recognizes better positioning of personal skills to meet team goals, works ahead instead of working to deadline	Designs team to take advantage of each members' skills and strengths, i.e., capitalizes on strengths of team.
	1.2 Respects contributions of others	Acts with receptivity to ideas and perspectives of others.	Explores ideas of others to understand more fully how they contribute to the team's goal, e.g., asks specific questions, tests an application.	Validates the ideas of others to advance the team's goal, e.g., alters a plan to incorporate someone else's suggestions, uses a variation on a team member's marketing strategy to reach a new audience.	Assumes shared ownership and responsibility for the success of the ideas of others.
	1.3 Contributes to an environment of collaboration	Adheres to agreed upon team norms and protocols, e.g., honors communication structure, observes limits of role on team, meets deadlines, follows decision-making guidelines.	Holds self and others accountable for progress toward goals, e.g., identifies need for improvement, acknowledges failure, recognizes when it is time to move on to the next task.	Works toward consensus to achieve team goals, e.g., welcomes an open exchange of ideas, does not judge or censor, relies on strengths of team members, communicates information in a way that's compatible with different decision-making styles.	Proposes processes to advance collective work, e.g., drafts guidelines for collaborative work, recommends exercises to enhance innovative thinking as a team.

	1.4 Ensures diversity in collaboration	Accepts cultural and generational differences on the team.	Seeks to understand diverse perspectives of others on the team, e.g., asks clarifying questions, recognizes when different interpretations are creating conflict.	Adapts work behaviors to be inclusive of diverse team members, e.g., selects meeting place to accommodate a wheel chair; postpones a critical meeting due to a team member's religious holiday; schedules team tasks to respect all scheduling needs; includes texting as a communication protocol for the team, uses influence to benefit the team rather than compete with the team.	Assembles teams that represent the diversity in the workplace, e.g., accesses differences in skills and knowledge, leverages varying perspectives due to factors such as disability, ethnicity, generation.
2.0 Promotes an environment of trust	2.1 Builds team relationships	Approaches other team members with acceptance and honesty, e.g., uses active listening, maintains a demeanor of courtesy, tact, friendliness, and respect; extends/ accepts compliments; expresses/receives empathy; avoids gossip.	Finds common ground with team members, e.g., exchanges life experiences to build interpersonal connections, shows willingness to accept team decisions, looks for ways to ease conflicts on the team, apologizes for negative behaviors.	Acknowledges the value of each team member, e.g., shares recognition for work, encourages feedback about work, respects contributions of others.	Guides development of the team, e.g., pairing team members for specific tasks, identifying responsibilities by cuing into strengths and skills.
	2.2 Takes responsibility for role on team	Accepts obligations associated with role on team, e.g., participates in goal setting, meets deadlines toward goals and milestones, attends meetings, follows through on commitments.	Shares responsibility with team members to meet commitments, e.g., offers assistance to others upon completion of own work, accepts expert help from others, shares resources.	Takes responsibility for quality and consistency of own work, e.g., produces work of similar quality with regularity, brings personal errors to the attention of the team, acts with transparency regarding contributions to team commitments, provides clarification and documentation for work.	Integrates teams for broader goals of the workplace.

	2.3	Manages information with sensitivity	Follows protocols and procedures for team/organizational communication, e.g., follows team/organizational team communication protocols, adheres to school policies, reports information with accuracy.	Shares specific information with the appropriate audience, e.g., maintains confidentiality about a project or colleague, reports relevant information to team members.	Uses information judiciously, considering sensitivity and purpose.	Designs processes to protect and disseminate information in the workplace.	
3.0	Optimizes technology to collaborate with others	3.1	Adopts technology to promote collaboration	Explores collaborative technology tools used in the workplace, e.g., web conferencing, Dropbox, Skype, TEAMS, Zoom, etc.	Uses collaborative technologies selected by team to meet collective goals, e.g. verifies status of work, communicates over distance in real time, works in an online environment to edit documents.	Selects technologies to match the profile of the team and the purpose of the collaboration, e.g., connects geographically distributed work group for a video conference; allows distant coworkers to see and edit the same document at the same time.	Evaluates applicability of emerging technologies for collaboration.