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

**ARIZONA CTE PROFESSIONAL SKILLS**

The AZ CTE 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. This standard aims to enable the individual to interact effectively with different cultures and generations to achieve organizational missions, goals, and objectives.

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| Preliminary Checklist | | | Awareness of: | | Characteristics, values, beliefs, and behaviors of other cultures, generations, and individuals with disabilities in the workplace, local and global. | Customs, social etiquette, and language, e.g. greetings, tone of voice, personal space, body language, eye contact, gestures | Potential conflicts due to diverse interactions and the ability to work together |  |
| Measurement Criteria | | | Core Actions | | Level One  Novice | Level Two  Approaching Proficiency | Level Three  Proficient | Level Four  Expert/Leader |
| 1.0 | Uses relevant communication techniques to create cultural synergy in the workplace. | | 1.1 | Adapts communication style to engage diverse others | 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. | Practices communication strategies to engage diverse others, e.g., language, gesture, use of space, providing translations, using active listening skills | 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, language | Models flexible use of communications styles |
| 1.2 | Adapts communication style to engage other generations | 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; chain of command | Aligns communication practices to organizational expectations for business communication in the 21st-century workplace, e.g., balances face-to-face and technology-based communications; avoids jargon and informal language; avoids abbreviations used in social media (“lol,” emoticons) | 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, language | Models flexible use of communications styles |
| 2.0 | Contributes to an environment of acceptance and inclusion that enables the whole team to work together. | | 2.1 | Builds relationships with diverse individuals and groups | Supports cultural, generational, and ability differences in the workplace, e.g., spends time with people of cultures different from one’s own (in lunch, at meetings); 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 (seniority in workplace, youth, and social media); supports various cultural initiatives; seeks opportunities to learn about diverse others; takes classes/training in cultural competence; participates in diverse teams | 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 | Demonstrates respect for diverse others through interactions/behaviors in the workplace: e.g., volunteers to acclimate new employees; 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 | 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; |
|  | |  | 2.2 | Addresses challenges with sensitivity for intergenerational, cross-cultural, and individuals with disabilities | Recognizes situations and incidents that require sensitivity | Interacts in a manner that demonstrates sensitivity | Resolves situations and incidents that require sensitivity | Models for others on how best to apply sensitivity when working with diverse others |
| 2.3 | Celebrates achievements and contributions of diverse others | Participates in employee recognition ceremonies | Recognizes successes of individuals and teams, e.g., nominates for awards and accomplishments regardless of gender, culture, etc. | Celebrates the contributions of diverse others | Creates opportunities to celebrate the contributions and successes of diverse others |
|  | |  | 2.4 | Functions comfortably in the global marketplace | Identifies the organization’s ties to the global marketplace | Interacts with others in the global marketplace as required by work | Performs with ease in the global marketplace, e.g., works across time zones; engages multilingual teams; attends to meeting schedules, deadlines, non-workdays (Fri/Sat weekend in Egypt), holidays | Guides others in conducting work in the global marketplace |
|  | |  | 2.5 | Relies upon the wisdom and experience of others to accomplish work | Recognizes the wisdom, experience, and institutional knowledge in the workplace | Draws upon the experience and wisdom of others, as well as institutional knowledge, to perform work | Integrates the wisdom and experience of others and institutional knowledge into work | Contributes wisdom and experience to institutional knowledge |
|  | |  | 2.6 | Addresses intergenerational tensions | Recognizes issues that contribute to intergenerational tensions, e.g., lifestyle choices, expectations, work/life balance | Practices communication styles and collaborative methods to communicate and collaborate across intergenerational divides. | Seeks feedback on how to manage intergenerational issues | Models behaviors that promote intergenerational collaboration |

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| 3.0 | Respect generational differences related to the use of technology in the workplace | 3.1 | Selects from technological and non-technological methods/tools to communicate across generations | 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 (coworker, customer); draws upon technology skills to improve work processes, products or services | Coaches co-workers to improve or increase technological and non-technological skills, e.g., introducing new technologies into the workplace |