



ARIZONA CTE PROFESSIONAL SKILLS

STANDARD 6: INTERGENERATIONAL AND CROSS-CULTURAL COMPETENCE

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.

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	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	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	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;

		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	diversity committee at work; utilizes strengths of individual team members	and perspectives of diverse others		
	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 vision)	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	
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 vision)	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 coworkers to improve or increase technological and non-technological skills, e.g., introducing new technologies into the workplace