



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.

RUBRIC EXPECTATIONS FOR INITIATIVE AND SELF-DIRECTION					
Measurement Criteria	Core Actions	Expert/Leader	Proficient	Approaching Proficiency	Novice
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 (phone, email, social networking, video conferencing) using appropriate eye contact, gestures, and language]	Practices communication strategies to engage diverse others (i.e., 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 (i.e., 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 (i.e., face-to-face or technology-based including phone, email, social networking, video conferencing, gesture, eye contact, language, etc.)	Aligns communication practices to organizational expectations for business communication in the 21st-century workplace [i.e., balances face-to-face and technology-based communications; avoids jargon and informal language; avoids abbreviations used in social media ("lol," emoticons)]	Acknowledges generational differences in methods of communications (i.e., email, texting, social media, use of phone, face-to-face, walking over to someone's cube; chain of command, etc.)



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Measurement Criteria	Core Actions	Expert/Leader	Proficient	Approaching Proficiency	Measurement Criteria
6.B. Contributes to an environment of acceptance and inclusion that enables the whole team to work together	6.B.a. Demonstrates respect through interactions and behaviors	Mentors others to thrive in a diverse workplace (i.e., organizes or leads diverse work teams, incorporates a variety of world views and perspectives into work, provides encouragement for success, promotes the value of diverse viewpoints and practices in achieving work goals, takes action in support of different perspectives)	Demonstrates respect for diverse others through interactions/behaviors in the workplace (i.e., volunteers to acclimate new employees, practices social etiquette that responds to cultures, generations, and individuals with disabilities in the workplace, provides feedback and encouragement in support of the work group, embraces diversity as added value to the workplace, draws upon the skills and experience of coworkers regardless of ethnicity, age, genders, and abilities, integrates the ideas and perspectives of diverse others)	Engages diverse coworkers to accomplish work goals [i.e., initiates discussion with an intergenerational group of coworkers regarding changing procedures, work issues, asks for input from a variety of cultural or generational viewpoints, communicates one's cultural orientation to others, practices behaviors modeled by culturally sensitive people, participates in a diverse committee at work, utilizes strengths of individual team members]	Supports cultural and generational differences in the workplace (i.e., spends time with people of other cultures, spells, pronounces names currently, participates in other cultural celebrations, participates in diverse work teams, relates in a positive manner to diverse others to complete work tasks, relies upon experience of coworkers, supports various cultural initiatives, seeks opportunities to learn about diverse others, takes classes/training in cultural competence)
	6.B.b. Addresses challenges with intergenerational, cross-cultural sensitivity, and individuals with disabilities	Models for others how best to apply cultural sensitivity	Resolves situations and incidents that require intergenerational and cross-cultural sensitivity	Interacts in a manner that demonstrates cross-cultural and intergenerational 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
	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)	Interacts with others in the global marketplace as required by work	Identifies organization's ties to the global marketplace
	6.B.e. Relies upon the wisdom and experiences of others to accomplish work	Contributes wisdom and experience to institutional knowledge	Integrates the wisdom and experience of others and institutional knowledge into work	Draws upon the experience and wisdom of others, as well as institutional knowledge to perform	Recognizes the wisdom, experience, and institutional knowledge in the workplace



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	6.B.f. Addresses intergenerational tensions	Models behaviors that promote intergenerational collaboration	Seeks feedback on how to manage intergenerational issues	Practices communication styles and collaborative methods to communicate and collaborate across intergenerational divides	Recognizes issues that contribute to intergenerational tensions
Measurement Criteria	Core Actions	Expert/Leader	Proficient	Approaching Proficiency	Novice
6.C. Respects generational differences related to the use of technology in the workplace	Selects from technological and non-technological methods/tools to communicate	Coaches co-workers to improve or increase technological and non-technological skills (i.e., introduces new technologies into the workplace)	Applies technological methods/tools to communicate and collaborate in various situations (i.e., utilize a mix of direct, interpersonal communication with current technology, tailor use of technology to the comfort level of coworkers/clients, draws upon technology skills to improve work processes, products or services)	Practices use of technology and non-technological tools that are available in the organization (i.e., recognizes one's own comfort level with technology and non-technological tools, exercises patience with coworkers and clients)	Participates in formal and informal learning opportunities to develop technological and non-technological skills