

Learner: _____ Date: _____

Skill: Collaboration	Yes	Somewhat	Not Really
<p>1. The learner can work well with other people.</p> <p>They are able to:</p> <ul style="list-style-type: none"> take part in activities that build trust with people. (e.g. small talk, being reliable) follow social and organizational rules. (e.g. be on time, wait for someone else to stop speaking) encourage other people to be supportive and cooperative in their actions, the language they use, their attitudes and ways of doing things. (e.g. help improve how the group gets along) stay aware of strengths and weaknesses and those of other people they're working with. 			
<p>2. The learner values the ways that we are all different and the importance of including people.</p> <p>They are able to:</p> <ul style="list-style-type: none"> understand that people from different cultures, backgrounds, and abilities can have different customs, values, and ways of thinking and doing things. understand and accept the differences among people. (e.g. characteristics, abilities, cultures, religions, values) respond to people without judging them for having different opinions, ideas, and views on things. adapt to people's different styles of interaction if possible and when it makes sense. 			
<p>3. The learner is good at having difficult conversations with people.</p> <p>They are able to:</p> <ul style="list-style-type: none"> take part in conversations about issues even when it's a challenge. think about what barriers there might be to having a positive conversation and things that might help it go better. discuss, negotiate, and resolve difficult interactions with people in a way that's sensitive and helpful. 			
<p>4. The learner can build a positive environment that makes it easier for the group to work together.</p> <p>They are able to:</p> <ul style="list-style-type: none"> understand and recognize the roles people have in a situation. (e.g. who is doing what, who is the leader) understand and adapt to the needs, strengths, and weaknesses of people. support other people in the group by coaching, mentoring, and motivating them. 			
<p>5. The learner can reach a common goal with other people.</p> <p>They are able to:</p> <ul style="list-style-type: none"> take responsibility for doing their share and completing tasks as part of the whole project. consult and share with other people when needed and appropriate. make sure other people have the chance to share and give input. keep track of how things are going, deal with any problems and manage time and resources so things get done. 			
<p>6. The learner reflects on how things went after a project and works to improve group work in the future.</p> <p>They are able to:</p> <ul style="list-style-type: none"> take time to think about how the group worked together. make positive suggestions for how the group could have worked together even better. use feedback from other people in a positive way going forward. 			

COLLABORATION PROFICIENCY LEVELS

Proficiency levels are the level at which a person demonstrates a particular skill.

Entry Level	Intermediate Level	Advance Level
<ul style="list-style-type: none"> <input type="checkbox"/> The learner can interact with familiar people or a small number of diverse unfamiliar people. <input type="checkbox"/> Mostly the purpose is to share information to complete routine independent tasks. <input type="checkbox"/> The learner can maintain cooperative respectful behaviours toward others and minimize conflict. 	<ul style="list-style-type: none"> <input type="checkbox"/> The learner can work with familiar and diverse unfamiliar groups of people. <input type="checkbox"/> The purpose may be to coordinate tasks or work together to achieve simple or well-defined goals. <input type="checkbox"/> The learner can support and adapt to others when appropriate and manage conflicts when needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> The learner can work in large teams of diverse people. <input type="checkbox"/> The purpose of working together is to reach more complex goals that might involve unpredictable situations. <input type="checkbox"/> The learner can take on responsibility for: <ul style="list-style-type: none"> ● integrating work ● coaching and motivating others. ● managing conflicts, and ● evaluating and improving teamwork.

Comments

Please note that the Proficiency Levels and Self-Assessment Checklists have been adapted from material created by Skills for Success and available on their website. canada.ca/en/services/jobs/training/initiatives/skills-success.html