

Collaborative Resourcefulness

Domain I — Noticing Unmet Needs Within a Group

Distributed responsibility: recognizing patterns of absence and how different contributions address the same gap.

Thread I.A — Recognizing Absence

Skill I.A.1 — Identify when a person or their contribution has been overlooked or omitted within a group context, using observation of who is being acknowledged and who is not, to establish that an unmet need exists.

Beginner	Competent	Proficient	Expert
Beginning to identify overlooked people or contributions, noticing some clear absences but potentially missing more subtle or partial omissions.	Identifies overlooked people or contributions, recognizing most instances where someone has been left out, though some context-dependent cases may be missed.	Consistently identifies overlooked people or contributions, reliably spotting when someone or their work has been omitted across various group contexts.	Identifies overlooked people or contributions with precision, anticipating whose voice or contribution might be at risk of omission before it happens.

Skill I.A.2 — Communicate the recognition of absence to at least one other person in the group, using direct statement or visible action, to activate shared awareness that something needs to be addressed.

Beginner	Competent	Proficient	Expert
Beginning to communicate recognition of absence using direct statement or visible action, with initial attempts that may be unclear or reach only one person inconsistently.	Communicates recognition of absence to at least one other person, demonstrating partial success in activating shared awareness that the absence matters.	Communicates recognition of absence to at least one other person, consistently activating shared awareness that something needs to be addressed.	Communicates recognition of absence to multiple people using direct statement or visible action, prompting immediate collaborative response.

Skill I.A.3 — Initiate a response to the recognized absence, using whatever resources or capabilities are immediately available, to signal that the overlooked person or need matters.

Beginner	Competent	Proficient	Expert
Beginning to initiate a response to recognized absence using available resources, with initial attempts that signal care but may be limited in scope or follow-through.	Initiates a response to recognized absence using available resources, demonstrating partial commitment to addressing the need, though the response may require support or coordination.	Independently initiates a meaningful response to recognized absence using available resources, consistently demonstrating that the overlooked person or need matters.	Initiates a response to recognized absence with initiative and effect, creating actions that invite or enable others to contribute alongside the initial response.

Thread I.B — Understanding Distributed Contribution

Skill I.B.1 — Identify what you can contribute to address an unmet need, using your own capabilities or resources (not waiting for perfect fit), to establish that you have something to offer.

Beginner	Competent	Proficient	Expert
Beginning to identify what you can contribute using your own capabilities or resources, recognizing that you have something to offer though uncertainty about its fit or value may persist.	Identify what you can contribute using your own capabilities or resources, demonstrating partial confidence that your offering addresses the unmet need, though you may seek validation or consider alternatives.	Independently identify what you can contribute using your own capabilities or resources, clearly recognizing what you have to offer without requiring external validation.	Identify what you can contribute with clarity and specificity, recognizing how your offering complements or strengthens what others might bring.

Skill I.B.2 — Communicate what you are contributing to the group, using direct statement or visible action, to make clear that your offering is part of the collective response.

Beginner	Competent	Proficient	Expert
Beginning to communicate what you are contributing using direct statement or visible action, with initial attempts that may be unclear or reach a limited audience.	Communicate what you are contributing to the group using direct statement or visible action, demonstrating partial clarity about your offering and its place in the collective response.	Clearly communicate what you are contributing to the group using direct statement or visible action, making your offering visible as part of the collective response.	Communicate what you are contributing to the group with presence and clarity, positioning your offering in relation to what others are bringing.

Skill I.B.3 — Deliver your contribution alongside others' contributions, using observation of what others are bringing, to create a collective response that is stronger than any single offering.

Beginner	Competent	Proficient	Expert
Beginning to deliver your contribution alongside others', with initial attempts that may not yet show clear coordination.	Deliver your contribution alongside others' contributions, demonstrating partial coordination that shows awareness of the collective effort.	Deliver your contribution alongside others' contributions using observation of what others are bringing, creating a coordinated collective response that is stronger than any single offering.	Deliver your contribution alongside others' with attunement and effect, actively strengthening or enabling what others contribute.

Domain II — Coordinating Action Under Pressure

Constraint-driven action: incomplete information and urgency demand that people contribute what they have rather than wait for perfect clarity.

Thread II.A — Communicating Across Fragmentation

Skill II.A.1 — Identify that standard communication channels are blocked or unavailable, using observation of the barrier or distance between yourself and others, to recognize that resourcefulness — not convention — must guide your next move.

Beginner	Competent	Proficient	Expert
Beginning to identify that standard communication channels are blocked, noticing the blockage but with initial uncertainty about what to do next.	Identify that standard communication channels are blocked, recognizing the blockage and considering what alternative methods might work.	Identify that standard communication channels are blocked, consistently recognizing the blockage and immediately shifting toward finding an alternative method.	Identify that standard communication channels are blocked with immediacy, moving directly to locating a resourceful alternative before time is lost.

Skill II.A.2 — Choose a resourceful communication method from what is available to you, using the context and constraints you face, to select a method that might actually reach the other person.

Beginner	Competent	Proficient	Expert
Beginning to choose a resourceful communication method from what is available, selecting an option but with uncertain confidence that it will reach the other person.	Choose a resourceful communication method from what is available, selecting a method that shows some reasoning about what might work in this context.	Choose a resourceful communication method from what is available, selecting a method that fits the context and has a clear chance of reaching the other person.	Choose a resourceful communication method from what is available with precision, selecting the method that best matches the constraints and recipient in this moment.

Skill II.A.3 — Deliver the message through that resourceful channel, using clarity and directness, so the other person receives what you intended to communicate.

Beginner	Competent	Proficient	Expert
Beginning to deliver the message through the resourceful channel, with initial attempts that may be unclear or incomplete.	Deliver the message through the resourceful channel using clarity and directness, communicating enough for the other person to understand, though confirmation may be needed.	Deliver the message through the resourceful channel using clarity and directness, ensuring the other person receives what you intended to communicate.	Deliver the message through the resourceful channel with precision, ensuring the message is received and understood without ambiguity or need for repetition.

Thread II.B — Mobilizing with Incomplete Information

Skill II.B.1 — Identify that information is incomplete, using what you do know, to recognize that action is necessary now.

Beginner	Competent	Proficient	Expert
Beginning to identify that information is incomplete, noticing gaps but pausing before deciding to act.	Identify that information is incomplete, recognizing enough to move forward, though you may check once more or wait for partial confirmation.	Identify that information is incomplete and move toward action immediately, without delay or second-checking.	Identify that information is incomplete with immediacy and clarity, translating recognition into decisive movement that initiates action before hesitation can take hold.

Skill II.B.2 — Communicate your intention to act, using direct statement or visible preparation, to signal that you are moving forward.

Beginner	Competent	Proficient	Expert
Beginning to communicate your intention to act, with initial attempts that may be tentative or qualified.	Communicate your intention to act using direct statement, making your direction clear though some qualification or uncertainty may remain.	Communicate your intention to act using direct statement, clearly signaling to others that forward movement is happening now.	Communicate your intention to act with urgency and clarity, activating others to move alongside you without delay.

Skill II.B.3 — Execute the action with available resources, using improvisation to respond to emergent obstacles, to move the need forward despite incomplete conditions.

Beginner	Competent	Proficient	Expert
Beginning to execute action with available resources, attempting initial improvisation when obstacles emerge but with some disruption to forward momentum.	Execute action with available resources, improvising around obstacles as they appear, though execution may require pausing to recalibrate or regroup.	Execute action with available resources, improvising around obstacles as they emerge, maintaining momentum toward moving the need forward.	Execute action with available resources, improvising around obstacles so they integrate into the forward motion rather than interrupting it.

¹ *Collaborative Resourcefulness* was developed using Anthropic's Claude Haiku 4.5 within Ezra Labs AI's Quilt Learning System. Learning objectives are derived from A.A. Milne, *Winnie-the-Pooh*, Chapters 6 and 9 (1926; public domain)