Professional Behaviors to Promote Collaboration

By: Jessica Norman, OTDS

Belmont University

Contact Information:
Phone: (931)397-6878
Email: jdnorman12@gmail.com

Professional Behaviors Defined

Professional behavior for educators is often defined as the process in which an individual engages while making ethical or moral decisions regarding dilemmas that occur as part of the act of teaching.

(Norman 2013)

Developing Professional Behaviors

03

- Professional behaviors are known promote collaboration amongst professionals.

- Collaboration is known to improve education outcomes among students.

- In order to maintain a professional reputation among faculty and staff in any organization an individual is a member of, development of professional behaviors must be practiced and observed by others.

- Professional behaviors are learned.

- Professionalism bring about respect, trust, and credibility.

(Norman 2013)

Components of Successful Teamwork (Collaboration)

- Open communication
- Non-punitive environment
- Clear direction
- Clear and known roles and tasks for team members
- Respectful atmosphere
- Shared responsibility for team success
- Appropriate balance of member participation for the task at hand
- Acknowledgement and processing of conflict
- Clear specifications regarding authority and accountability
- Clear and known decision making procedures
- Regular and routine communication and information sharing
- Enabling environment, including access to needed resources
- Mechanism to evaluate outcomes and adjust accordingly

(Norman 2013)

Professional Behaviors Specifically for Education

❧

- Demonstrate responsibility and punctuality, not only to show professionalism, but to role model for the students
- React favorably to supervision
- Demonstrate appropriate collaborative behavior with professionals and colleagues
- Demonstrate organization and effort, while striving for excellence in the classroom
- Express enthusiasm and interest in teaching and class work
- Demonstrate ethical professional behavior and concern for children
- Treat all learners with respect and fairness
- Treat all learners equally regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation
- Commit the time and energy to your studies necessary to achieve the goals and objectives for each course
- Communicate concerns/suggestions about the curriculum, didactic methods, teachers, or the learning environment in a respectful, professional manner

(Norman 2013)

A Positive Self-Regard as Demonstrated

ℭℨ

(Norman 2013)

A direct forthright manner of verbal and non-verbal communication such as:

℞⇛

- Making eye contact
- Clearly stating an opinion
- Asking questions
- Asking for clarification
- Addressing questions/concerns in a timely manner
- Exhibiting a confident body posture

(Norman 2013)

Speaking out to identify one's positions such as:

ﾒ

- Expressing one's opinion
- Acknowledging one's stand on an issue
- Clarifying one's position

(Norman 2013)

Constructive response to criticism such as:

ઽ૩

ઌ Acknowledging error and/or asset

ઌ Acknowledging responsibility for self

ઌ Altering behavior based on feedback

ઌ Depersonalizing feedback, recognizing that criticism is directed at behavior, not at a person

(Norman 2013)

Tolerance of error such as:

- Trying out the new
- Acknowledging that errors are a reality of learning
- Initiating the untried
- Speculating
- Asking for critique

(Norman 2013)

Self starting, self reliant behaviors such as:

 C3

- Taking initiative for one's learning
- Identifying and utilizing resources
- Initiating an endeavor
- Taking responsibility

(Norman 2013)

Self advocacy such as:

ଔ

_____

- Stating one's wants and needs
- Speaking and acting affirmatively in regard to oneself
- Articulating one's strengths and assets
- Asking for commendation

(Norman 2013)

Being dependable, reliable such as:

Ↄ

- Following through on a task
- Meeting deadlines
- Being consistent
- Using sound rational judgment
- Being accountable, responsible

(Norman 2013)

Acknowledging one's contribution such as:

ᘓ

- Identifying and describing one's contributions, one's skills
- Volunteering to use assets and skills
- Describing and assessing one's limitations
- Seeking personally referenced feedback

(Norman 2013)

An Increasing Self Awareness As Demonstrated By:

ભ

(Norman 2013)

Seeking and obtaining feedback such as:

CB

ଔ Asking others for their perceptions of one's behaviors

ଔ Seeking feedback from multiple sources including but not limited to peers, superiors, other colleagues and clients

(Norman 2013)

Reflectiveness such as:

ℭℨ

- Giving events a second thought
- Engaging in thoughtful review
- Retrospectively considering one's response

(Norman 2013)

Becoming more aware of what is happening around oneself such as:

ങ

- Noting observations of the dimensions and dynamics of immediate setting
- Noting verbal and non-verbal cues
- Identifying the interrelationships among person, politics, economy, and culture
- Questioning the interrelatedness of events and one's personal action

(Norman 2013)

Appraising self realistically such as:

⅋

- Weighing self assessment with assessment of others
- Acknowledging similarities and discrepancies of those assessments
- Acknowledging and explaining one's beliefs, values and biases

(Norman 2013)

Clarifying values continually such as:

ℭℨ

ℭ Questioning one's belief and attitudes

ℭ Evaluating how one's behaviors relate to one's own beliefs and attitudes

ℭ Assessing how and why one's values differ or are the same as others

(Norman 2013)

Expanding the boundaries of one's behavioral repertoire such as:

ଔ

ଔ Trying out new behaviors

ଔ Practicing different ways of responding

ଔ Engaging in unfamiliar situations

ଔ Critiquing one's non-verbal behavior

(Norman 2013)

Clarifying relationships with others such as:

ᐒ

- Asking for feedback about the impact of one's behavior
- Confronting another with regards to where things stand between self and others
- Asking others for the rationale of their opinions
- Explaining one's own opinion and rationale
- Defining and explaining the nature of the contact between oneself and another within the context of the respective roles of each
- Identifying and considering nonverbal cues

(Norman 2013)

An Interpersonal Competence As Demonstrated By:

ෆ

(Norman 2013)

Sensitivity to the feelings, values and agenda of others such as:

∽

- Acknowledging one's own feelings and expressing how they are like/different from another
- Responding by word, voice tone, facial expression, touch and/or gestures to the feeling tone of another
- Encouraging another to clarify or share their values and opinions
- Expressing respect for the right of another to hold different values and beliefs

(Norman 2013)

Listening to and hearing others such as:

❧

- Paraphrasing the statements of another
- Asking for clarification
- Responding to what is being said
- Responding to non-verbal cues

(Norman 2013)

Skills of dialogue such as:

- Asking another to share/explain their point of view
- Withholding judgment during another's explanation
- Explaining one's own point of view and rationale
- Encouraging others to critically explore one's perspectives

(Norman 2013)

Skills of collaboration

◌

- Asking others for their ideas/perspectives
- Acknowledging the importance of the knowledge, expertise/skills, of another
- Contributing ideas, critique, to the task at hand
- Compromising to reach a consensus without abdicating one's basic values

(Norman 2013)

Empowering others such as:

ः

Acknowledging the contributions of another

Supporting another toward self agency

Acknowledging the strengths and skills of another and encouraging their use

Asking another to participate

(Norman 2013)

Contributing to the learning of others by:

ભ્જ

- Sharing knowledge, ideas and questions
- Eliciting input, opinions and participation from others
- Stimulating and originating discussion
- Completing assignments on time
- Offering thoughtful contributions to discussion

(Norman 2013)

A Commitment To Learning As Demonstrated By:

ﻼ

(Norman 2013)

Enthusiasm for inquiry and discovery such as:

's

- Expressing excitement about new learning
- Seeking new ideas, new perspectives through questioning, reading, discussion
- Trying out new perspectives, new ideas

(Norman 2013)

Being content – prepared such as:

ᘓ

- Completing assignments on time
- Formulating clarifying questions
- Contributing thoughts and ideas

(Norman 2013)

Contributing beyond requirements such as:

ೞ

ಇ Volunteering a special assignment

ಇ Contributing materials, information beyond assignments

ಇ Stimulating others to contribute

(Norman 2013)

References

(2011). Program manual 2011-2012. Retrieved from http://www.belmont.edu/ot/pdf/OTD_2011-2012_Program_Manual_final2.pdf.

Hall, B.T. (2013). The qualities of a truly professional teacher. Retrieved from http://www.eslemployment.com/articles/the-qualities-of-a-truly-professional-teacher-413.html.

Morehead, M.A. (1998). Professional behaviors for the beginning teacher. *American Secondary Education, 26* (4), 22-26.

Stoddard, K., Dukes III, L., Braun, B., Koorland, M.A., & Hewitt, M. (2006). Professional behavior assessment: Building and measuring professionalism in preservice teachers. *Journal of Authentic Learning, 3* (1), 48-59.

(Norman 2013)