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Appendix F. Interpersonal Competencies.

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Descriptors-*Interpersonal Competence, Interpersonal Relationship, Self Actualization, Self Esteem, Self Evaluation, Teacher Characteristics, *Teacher Qualifications

Identifiers-*ComField Model Teacher Education Program

Fifteen teacher competencies (proceeding from self-awareness to interpersonal competence) which relate to the production of desired behaviors in children are identified. The author states that the competencies listed seem to apply with equal relevance to the teacher in the classroom and the teacher as a colleague. This document and SP 002 155-SP 002 180 comprise the appendixes for the ComField Model Teacher Education Program Specifications in SP 002 154. (SG)

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APPENDIX F--INTERPERSONAL COMPETENCIES

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INTERPERSONAL COMPETENCIES

Introduction

Dorothy Mial, a staff member at NTL Institute for Applied Behavioral Science, has listed a number of competencies in the interpersonal domain which have been found related to the production of desired behaviors in children and youth. These were derived from basic research, sound theory and experimentation in laboratories conducted in various parts of the world during the past fifteen years.

INTERPERSONAL COMPETENCIES

Dorothy Mial

The following is an illustration of a different breakdown of interpersonal competencies of teachers that have been found to be related to positive outcomes. Teacher competencies in the interpersonal and intrapersonal domains for which there is evidence to support are:

Competencies

1. Self-awareness, self-acceptance, self-evaluation and esteem (as prerequisite both for use of self-actualization and for acceptance, use, actualization of others).
 - 1.1 Ability to collect data about self from others.
 - 1.2 Ability to disclose self appropriately to others, i.e., make available to them data which will enable them to give back helpful feedback.
 - 1.3 Ability to test or check out data fed back.
 - 1.4 Ability to see own needs, motivations, values as they affect own behavior and as they appear to others.
 - 1.5 Ability to see discrepancy between intentions and consequences of own behavior.
 - 1.6 Ability to assess own strengths, weaknesses, resources.
 - 1.7 Ability to combine acceptance of self with realistic aspirations for change.
2. Ability to use self as a knowing, feeling, valuing, acting person as teacher and as learner. (Can you teach without learning?)
3. Awareness and acceptance of others.
 - 3.1 Ability to empathize with learners.
 - 3.2 Ability to tolerate and appreciate differences from self (in values, language, patterns of behavior).

4. Ability to help others reveal selves appropriately. This entails:
 - 4.1 Ability to listen.
 - 4.2 Ability to inspire trust.
 - 4.3 Ability to trust.
 - 4.4 Ability to give feedback helpfully.
5. Ability to conceptualize in order to have handles for diagnosing individual and classroom learning problems created by or related to interpersonal relations.
6. Ability to search out behavioral science theory and knowledge relevant to problems (about personality, about learning, about change and changing, about organizations and systems, about groups).
7. Ability to give and receive help.
 - Teacher - teacher
 - Teacher - pupil
 - Teacher - supervisor
 - Teacher - administrator
 - Teacher - parent
 - Teacher - community persons
8. Ability to create learning groups with power, influence, effectiveness and with norms supporting learning goals.
 - 8.1 Ability to compose groups according to needs of specific learning situations (e.g., When are subgroups of what size needed? When is homogeneity along what dimensions more useful than heterogeneity?).
 - 8.2 Ability to involve groups in goal setting.
 - 8.3 Ability to discover and use available resources in groups; to release creativity.
 - 8.4 Ability to share leadership responsibilities.
 - 8.5 Ability to use groups as a laboratory for learning caring behavior, concern for others, tolerance of differences.

- 8.6 Ability to use groups as a laboratory for developing skill in decision making, in mutual influence, in conflict management.
- 8.7 Ability to create group climate where change and growth are possible.
9. Ability to tolerate ambiguity and unpredictability likely to come with shared influence.
10. Ability (the self-confidence and the confidence in the group) to relinquish traditional kinds of control in the interests of enlarged, two-way influence.
11. Ability to use self effectively as member and as leader. (To take membership without denying special nature of teacher-as-member. To be aware of own needs as member and as leader so that own needs--to control, punish, be loved--do not become problems to the class. Ability to be liked--seen as a friend with whom pupils can relate--not as a buddy).
12. Ability to achieve teacher-group relationship as well as more traditional teacher-individual relationship.
13. Ability to collect objective data about the nature of a group and its progress and hangups. (Ability to make sensitive, perceptive, impressionistic observations as well as to select and use instrumental measures.)
14. Ability to build own explicit theory and develop consistent practices.
15. Ability to be comfortable with inquiring, challenging, growing minds.

The above competencies are based upon the assumption that the classroom is part of an interdependent system and that classroom competencies have to be grown by the culture. A teacher is more likely to encourage pupils to help one another if she can give and receive help from her own peers. A teacher is more likely to be innovative if the system encourages risk taking (even to supporting the right to fail--sometimes) and accepts change. The teacher is more likely to grow, herself, and to help pupils grow if the system encourages growth (e.g., provides inservice training, creates self-renewing structures, etc.). The competencies listed seem to be equally relevant to the teacher in the classroom and to the teacher as a colleague.

Since the teacher is described as a paragon of many virtues, the ability to see self and others in the situation with humor and compassion and the ability to maintain a basically optimistic view of human behavior and potentiality can be added.