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ABSTRACT

This paper compares several existing competency based models in educational administration with each other and with statements about administrative competencies found in the literature. The models are compared according to their underlying concepts, their definitions of the meaning of competence, and their procedures for identifying competencies. The conclusions reveal that competencies generally contribute to effective performance; are interrelated with behavior; exist in patterns; have affective, skill, and knowledge dimensions; and are defined in process terms. The various models generally agree on the identification of administrative tasks, the need for levels of attainment, and the similarity of competencies in various administrative positions. The author concludes that there are a sufficient number of common elements in the various competency based models to make the development of a theoretical model feasible. (DW)

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CCBC Notebook
The Competency Based Curriculum

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Again this issue of the Notebook goes beyond the length which the Editorial Board wishes to maintain but, as Dave Erlandson's report indicates, substantive developmental work of good quality is increasing. Also, we wish to welcome John Bergen, University of Alberta, Canada, to the Editorial Board and to call attention to the Notes of Interest item concerning the work of Dr. Ziya Bursalioglu, University of Ankara, Turkey, to indicate the growing interest in competency based education internationally.

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A COMPARISON OF COMPETENCY BASED APPROACHES IN EDUCATIONAL ADMINISTRATION

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Chris Argyris calls competence a "difficult and complex concept" (Argyris, 1962:15). The need for clear conceptualizations of the competence approach which will lead to a solid theoretical base is generally acknowledged. The purpose of this paper is to compare several existing competency based models in educational administration with each other and with statements about administrative competencies made in the literature in order to discover similarities and differences in definitions, terminology, concepts, and other such dimensions. Such a comparison would allow subsequent analysis of elements which are common in all or most of the models. The resulting clearer conceptualization of the competency approach would be of value in establishing operational models for pre-service, in-service, and personal development of administrative competencies. The comparisons are limited to those models for which necessary information could be obtained and to references in the literature which specifically dealt with concepts about administrative competency. It should be pointed out that many, perhaps most, of the models discussed are in developmental stages with plans for further sophistication and revision of on-going programs. Comparisons are made on the basis of information presently available.

Three basic dimensions were selected for comparing the various approaches: (1) the underlying concept or framework of the model, (2) definition of the meaning of competence, and (3) procedures used to identify competencies. These dimensions were considered basic to arriving at a clearer understanding of the competency concept.

There are a number of other dimensions for possible comparison which were not included, but which would logically extend the present comparison. These include: (1) comparing how competencies were (or are planned to be) validated, (2) identifying how competencies can be developed (competency attainment procedures), and (3) investigating procedures for evaluating competencies of prospective or on-the-job administrators.

The comparisons are presented in tabular form (see Table). Analysis of the comparisons leads to a number of conclusions:

1. Competencies are generally defined as factors which contribute to effective performance.

2. Administrative competence and administrator behavior may be considered interrelated, but analytically separable components of the competency concept.

3. Each competency is not thought of in isolation but rather as a pattern of competency--including a balance of types and levels of competency.

4. Competencies have several dimensions: (1) an affective or value dimension reflecting attitudes, beliefs, understandings, and theory, (2) a skill

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*The July issue of the Notebook carried an article describing PEEL, a performance evaluation procedure for school administrators and the developmental work underlying it. This article resulted from continued work upon competency based education by the same authors. (Eds.)

dimension, including technical interpersonal (human), and conceptual skills, and (3) a knowledge dimension which requires knowledge of content and process in defined administrative tasks.

5. Competencies may be defined in terms of administrative processes or administrative task areas.

6. There is a remarkable similarity in administrative task areas identified in various models and approaches.

7. Although not specifically provided for in all of the models, there is an underlying provision for different levels of competency attainment, e.g., familiarity, understanding or application. Desirable levels depend on the degree of competence required for a specific administrative role.

8. Some of the models specifically provide for definition of competencies by individuals (individualized competency programs or individual performance objectives derived from competency statements). Most approaches use a basic listing of required competencies as the departure point.

9. Although not specifically compared in this study, assessment and measurement of competencies seems to be the least developed dimension in most models.

10. The relationship between objectives and competencies is alluded to in some of the models. Behavioral objectives seem to be derived from the statements of competency.

11. There is general agreement that competencies required for various administrative positions are similar, although priorities will differ.

12. There is a great deal of similarity in the various approaches. The difference seems to lie in the particular aspect selected as the primary focus of the approach. Some models are more complete than others in terms of considering more dimensions of the competency concept.

13. A number of methodologies have been used to identify essential competencies listings. These include survey of the literature, interviews with practicing administrators, "panel of experts" methods, critical incident technique, analysis of practices, case studies, and job analysis studies.

14. A basic assumption of competency based approaches seems to be that learning is most effective when the things to be learned are clearly specified and defined.

15. A problem recognized by nearly all persons involved in the development of competency based approaches has to do with the necessity for specifying competencies on the basis of an assumption (validated by research in varying degrees, but generally lacking validation) that the competencies specified are indeed linked to "successful" administration.

16. Most competencies are stated in "process" terms, describing what the administrator does in effectively performing his tasks rather than specifying the "product" of his performance.

17. A sufficient number of common elements were found in the various approaches so that development of a theoretical model of the competency concept seems feasible.

TABLE 1

Comparison Dimension	SSCPEA Competency Concept (Graff, 1956)	Argyris (1962)	Campbell et al. (1962)	Utah (McCleary) (1972)	Project Kansas 76	Erlandson Model (Queens College) (1973)	Ken McIntyre (University of Texas) (1973)	University of Connecticut (Brubacher & Olsen, 1973)	PEEL (Deneke, 1972)
Conceptual Framework	Three elements: Theory Know-How Job Tasks: 1. Instruction & Curriculum Development 2. Pupil Personnel 3. Community School Leadership 4. Staff Personnel 5. School Plant 6. Transportation 7. Organization & Structure 8. Finance & Business Management	Two Components Interpersonal Competence Technical Competence	Competencies, not traits, includes attitudes, knowledge understanding skills Applied in Task Areas: 1. School-Community Relationships 2. Curriculum Development 3. Pupil Personnel 4. Staff Personnel 5. Physical Facilities 6. Finance & Business Management 7. Organization & Structure	Three-Dimensional Model: 1. Competencies (technical, human conceptual) 2. Levels of competency attainment (familiarity, understanding, application) 3. Content & processes to develop competencies	Competencies Enumerated under 12 Referent topics: 1. Instruction Improvement 2. Curriculum Development 3. Student Service 4. Community Relations 5. District Orientation 6. Discipline & Procedures 7. Fiscal Mgt. 8. Personal Improvement 9. Legal Monitoring 10. Staff Support 11. Planning & Development 12. Evaluation & Assessment	Three-Dimensional Framework Values (beliefs, situational constraints, transactions, evaluation) Process (cognitive, affective) Task (pupils, staff, organization, community, management)	General to Specific Approach: 1. Grand Ideal 2. Key Responsibility (8 areas of Instructional Leadership) 3. Competencies 4. Behavioral Manifestations of competency	Model focuses on administrative Functions: Planning Communicating Allocating Evaluating Objectives & competencies for each function are delineated	Competencies listed under definition of total role of Administrator--Seven Areas of Competence: 1. Leader & Director of Educational Program 2. Coordinator of Guidance & Special Education Services 3. Member of School Staff 4. Link between Community & School 5. Administrator of Personnel 6. Member of Profession of Educational Administration 7. Director of Support Mgt.
Definition	Competence is a degree of quality behavior	Interpersonal competence defined by means of a series of propositions outlining points of view of research scholars	Competency is a factor which contributes to or is a part of effective administrative behavior	Definition has two elements: 1. specifications of task or role 2. indication of knowledge, ability, etc. needed to perform task	Competencies stated as competency objectives with representative behaviors listed separately	Distinguishes competency & performance. Competency is ability to do something. Performance refers to acts which show that a person has competency	Competencies are the smallest units of behavior that, if employed at quality level, will make a difference in fulfillment of responsibility	Competencies defined in terms of administrative functions	Competence is defined in terms of the role of the administrator
Identification of Competencies	Task areas were developed in the SSCPEA center. Critical Incident Technique established behavior requirements	Interviews, observations to diagnose interpersonal competence factors in the top executive system	Studies reviewed using methodologies such as critical incident technique, case studies, introspective analysis of practice	Job analysis studies, interviews, panel methods, QAM computerized procedure	Referent topics identified by KCPEA Committee. State survey-practitioner reaction	Course elements of existing administrator & supervision program used as base point. Individual competency identification encouraged	Insufficient data on initial development. Ranking by means of Q-Sort	Faculty committees formulated objectives to be used in design of programs	Combination of methods, including literature surveys, research surveys, participation of practicing administrators

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