DOCUMENT RESUME

ED 251 964 EA 017 375

AUTHOR Croghan, John H.; Lake, Dale G.
TITLE Competencies of Effective Principals and Strategies for Implementation. Occasional Papers in Educational Policy Analysis: Paper No. 410.
INSTITUTION Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE Nov 84
NOTE 90p.; Some tables and all of appendix B will not reproduce due to small, blurred print.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Administrator Characteristics; *Administrator Evaluation; Administrator Qualifications; Administrator Role; Administrator Selection; *Behavior Rating Scales; Elementary Secondary Education; *Evaluation Criteria; *Principals; School Supervision; State Departments of Education; State Programs; State School District Relationship
IDENTIFIERS Florida; Florida Council on Educational Management

ABSTRACT

The purpose of this three-part report is to identify the competencies of high-performing principals, based on a study conducted by the Florida Council on Educational Management (FCEM). Part I reviews the background that led to the study of the principalship. It describes the factors leading to the creation of legislation that focused on the role of the principal, relates how a change-agent vehicle was created to implement the legislation, and reviews the research methods used to identify the competencies of high-performing principals. Part II describes and synthesizes the research efforts and presents the competencies of high-performing principals. Section A is an analysis of the competencies used in the Florida School Principal Assessment Programs in three Florida school districts. Section B assesses the validity of unidimensional attributes based on studies by Richard Boyatzis and by the FCEM. Section C discusses implications of prominent studies by the National Association of Secondary School Principals and by Mark Martinko for the selection of high-performance competencies. Section D describes the identification of the high-performing and basic competencies and section E provides definitions and behavioral indicators of high-performing and basic competencies. Finally, part III includes comments on how and where to intervene in order to improve the effectiveness of the principalship. References are provided, along with two appendixes listing (1) unidimensional attributes and (2) Florida Principal Competencies. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED251964

OCCASIONAL PAPERS
IN
EDUCATIONAL POLICY ANALYSIS

PAPER NO. 410

COMPETENCIES OF EFFECTIVE PRINCIPALS AND STRATEGIES FOR IMPLEMENTATION

JOHN H. CROGHAN
UNIVERSITY OF MIAMI

DALE G. LAKE
UNIVERSITY OF MICHIGAN

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION

NOVEMBER 1984

EA 017 375

Southeastern Regional Council for Educational Improvement
P.O. Box 12746 • 200 Park • Suite III • Research Triangle Park • North Carolina 27709 • (919) 549-8216

The activity which is the subject of this paper was supported in whole or in part by the National Institute of Education, Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

OCCASIONAL PAPERS IN EDUCATIONAL POLICY ANALYSIS

PAPER NO. 410

COMPETENCIES OF EFFECTIVE PRINCIPALS AND STRATEGIES FOR IMPLEMENTATION

JOHN H. CROGHAN
UNIVERSITY OF MIAMI

DALE G. LAKE
UNIVERSITY OF MICHIGAN

NOVEMBER 1984

Prepared for the

Southeastern Regional Council for Educational Improvement
200 Park Offices, Suite 204, Post Office Box 12746
Research Triangle Park, North Carolina 27709

919/549-8216

It is important for all concerned with quality education to recognize the critical role that principals play in school improvement. If schools are to be effective, they require competent principals. The purpose of this report is to identify the competencies of high-performing principals. Once generic competencies are identified, school officials might demonstrate individual initiative in relating these competencies to principals in their particular school districts.

Although this report focuses on the efforts of one southern state, it is felt that their experience can be of value to other states in the southeast region. To fully understand how the competencies were identified, the report is divided into three parts. Part I reviews the background that led up to the study of the principalship. Part II describes and synthesizes the research efforts that took place and presents the competencies of high-performing principals. Finally, Part III includes comments on how and where to intervene in order to improve the effectiveness of the principalship.

The factors that led up to the study of the principalship, the competencies derived from the research, and suggestions for implementation ought to provide others with a clear picture of one state's experience. With this in mind, it is hoped that other states may take advantage of what has already been done in order to better guide their own efforts toward the improvement of the principalship.

The authors wish to acknowledge the work of the Florida Council on Educational Management and their continued support in improving the management of its schools. In addition, the support of the Southeastern Regional Council for Educational Improvement is also appreciated.

J. H. C.

D. G. L.

TABLE OF CONTENTS

		Page
	Preface	ii
I.	Background	1
II.	Competencies of High-Performing Principals	6
III.	How and Where to Intervene	52
	References	61
	Appendix A: Unidimensional Attributes	63
	Appendix B: Florida Principal Competencies	76

PART I: BACKGROUND

"Quality education in the public schools . . . requires excellence in its principals and other managers." (Golden, 1982, p. 16)

Introduction

This section of the report describes the factors leading up to the creation of legislation that focused on the role of the principal. It relates how a change-agent vehicle was created which would help implement the intent of the legislation. Finally, the research methods used to identify the competencies of high-performing principals are reviewed.

Early Beginnings

As early as 1977 the Select Joint Committee on Public Schools of the Florida Legislature commissioned a national task force to examine several of the reform movements initiated by them in the early seventies. Dr. Luvern L. Cunningham of Ohio State University headed up the team and assigned the management review to Drs. Dale Lake and Oron South.

The key findings by Lake and South were that the legislature's attempt to install school-based management in the early seventies had been only partially successful. Some districts had advanced the practice of school-based management extensively, but most were satisfied with a very limited concept of school-based management that would focus on returning a prescribed portion of funds to the local school. The legislature assumed that districts would adopt school-based management because it had become law.

The findings were disconcerting. As a result, the presiding Speaker of the House appointed a group of businessmen to review the general state of

management in education. This committee corroborated earlier findings and added that the legislature needed to create a change-agent vehicle to implement their laws. One of the businessmen on the committee was asked to be relieved of his work duties to become that change agent. Instead, he refused but suggested to the Speaker that a Council be created. His recommendation was accepted and the Council on Educational Management was created.

Mr. Cecil Golden of the Florida Department of Education became the real "architect" of the legislation which chartered the Council. He later became the chairman of the Council and remains in that position. Under the new law written by Golden, the Council was charged with the responsibility to identify high-performing principals, validate their competencies scientifically, and use such competencies as a basis for training, development, selection, certification, and compensation. Golden's earlier experience with school-based management led him to develop a law which would consolidate research, planning and development under one authority and would assure that a dedicated focus be maintained from planning to action.

At a very early meeting, Golden contracted with Lake to review the literature on managerial competencies and to make recommendations to the Council on procedures to be enacted. His work (Lake, 1981) reviewed more than 300 studies and concluded that most studies of competency were simple "list-type" studies, consisting of lists created and then ranked by various audiences on the basis of importance. With one or two exceptions (Ellett, 1977) such lists were never validated against performance criteria.

After developing a research base, Lake recommended to the Council that they conduct their own research into principal competencies using a multiple method, multiple-site process. He recommended that the Council support three studies. First, he recommended a study to identify a pool of high-performing principals who would be further studied utilizing two methods: an interview

method--developed by the Harvard psychologist David McClelland--and an ethnographic technique developed by Henry Mintzberg. Second, Lake recommended that the Council also establish demonstration projects in the areas of (1) selection (two experiments were conducted using assessment centers and targeted selection), (2) internships (two districts and a consortium were funded and are currently being evaluated), (3) training (the legislature added the Florida Academy for School Leaders, a statewide training vehicle which has been attended by over five thousand participants since its inception in 1980; to the Council's responsibilities.) Third, Lake recommended training grants for improving in-service management development activities to be implemented in selective districts. To date, two studies of compensation have been completed: first, a survey of several districts by Herbert Meyer (1983) of the University of South Florida, and the second, an extensive study of Orange County by Peat, Marwick, and Mitchell (1984). The selection studies, the intern programs, and the compensation study of Orange County have all utilized detailed task analyses of the role of principal so that their data are being combined with the original studies of high-performers. In sum, taken together, the Council has produced the most extensive and comprehensive knowledge base of high-performing principals ever accumulated.

The Identification of High Performers

The Council's original research efforts were realized through Golden's coordination. The Council designed and implemented a unique means for the identification of high performers. Briefly, it assimilated data on all 2,200 schools in the state and analyzed individual student performance founded upon five indicators of socio-economic status (SES). A standard regression analysis was performed and those schools performing at least one standard

deviation beyond expectation were identified. Twenty-three of the sixty-seven districts then became the sample population. Next, an investigator went to each of the twenty-three districts and asked superintendents to rank-order the principals in terms of their over all effectiveness. In addition, student performance data on national tests were collected. After careful cross selectivity of total student performance (including the requirement that students of different racial and ethnic groups be part of the high performance pattern) and principal rank order, a pool of high- and moderate-performing principals was sequestered. (Lake conducted this study for the Council.)

The FCEM Study

From this pool of high and moderate performers the FCEM study selected fourteen high and fourteen moderate performers to undertake intensive behavioral event indicator interviews which were then content analyzed. (Lake and Croghan were a part of the study team.) This study identified six "essential" competencies which may be considered prerequisites for "adequate performance" as a school principal. These competencies were demonstrated about as frequently by "moderate-performing principals" as they were by "high-performing principals."

In addition, the study identified "optimal" competencies which were demonstrated significantly more often by the principals whose students were performing well beyond expectations. The FCEM findings demonstrated that all principals must utilize such essential competencies as (1) a high concern for school mission, (2) a concern for the school's image, (3) an ability to manage by consensus and (4) an ability to direct quality improvement. In addition, the high-performing principals demonstrated competencies of superior analytic ability, a strong sense of control and the ability to be objective in their perceptions. Also, the high performers were persuasive, had a high

commitment to quality and were able to bring about focused change in the schools as needed.

The Principal Observation Study (The Martinko Study)

The Council's third study has also found differences in the twenty-five high performers and nineteen moderate performers studied. The import of this study is that it has given the Council a better perspective on the conditions that affect the performance of all principals in Florida school districts. The differences that were obtained between highs and moderates suggest that highs exert more control over their use of time (i.e., they had fewer interruptions than did moderates) and they seemed to find more ways to supplement the school's budget over and above the funds allocated by the Board of Education. (Markinko, 1983, was the principal investigator of this ethnographic study. Croghan coordinated the research in the southeastern part of the state and was an observer in the study.)

What follows is the logical next step--that of synthesizing the completed research efforts on "high-performing" managers and identifying their competencies.

PART II: COMPETENCIES OF EFFECTIVE PRINCIPALS

Introduction

This section will describe the method used to analyze the findings of studies that focused on the role of the principal or manager. Since all of the efforts were based upon the examination of what principals actually do, a method of analysis which would give more weight to studies in which "high-performing" principals were differentiated from "moderate-performing" principals was established. In addition, studies which used an experimental method to identify the competencies were also given additional weight in the analysis. The outcome of this synthesis should provide a set of competencies judged to have the greatest validity for differentiating between high-performing and moderate-performing principals.

Guiding Concepts

Several considerations or guiding concepts strongly influenced the choice of the method and the nature of the judgments made. These are briefly described as a background to this section of the report.

A. Many school districts in the state of Florida are already quite advanced in using objective criteria for the selection and/or development of school principals. While this study must propose the most valid set of dimensions possible, given the current scientific state, it will build on the excellent progress already made in the Florida public schools. Specifically, the dimensions which developed out of studies conducted in several Florida school districts will be the foundation for this work.

B. The Florida Council on Educational Management (FCEM) sponsored one of the most significant studies in the field identifying competencies which differentiate between high-performing and average-performing principals (Huff, Lake & Schaalman, 1983). This study, which will be referred to as the "FCEM Study," is relevant and methodologically sophisticated. Since it makes judgments about the validity involved in differentiating competencies, it becomes imperative that the weighting system for the various criteria be made explicit.

1. The highest weighting is given to experimental studies in which (i) high-performing principals were differentiated from average-performing principals on the basis of an objectively defined criteria of "high or excellent" performance; (ii) an experimental method was applied to identify the differentiating competencies. The FCEM study fits these criteria and is given highest weighting.

2. The next highest weighting was given to similar experimental studies which identified differentiating competencies between high- and average-performing managers in non-school environments; e.g., the Boyatzis Study (Boyatzis, 1982). The remaining criteria were weighted in decreasing order.

3. Validity studies in which assessment ratings of principals were validated against ratings of on-the-job performance by those principals and the organizational climate of the school administered by those principals; e.g., the NASSP Study (Schmitt, Noe, Meritt, Fitzgerald and Jorgensen, 1980).

4. Behavioral observation studies. For example, the Martinko Study in which the behavior of high- and average-performing principals was observed over a period of time. This was a systematic study involving the observation of principals over time samples in their school environment. It was also sponsored by the FCEM.

5. Job analyses.

6. Other experiences.

C. Finally, the feasibility of measuring competencies or dimensions using standard targeted interviewing or behavioral observation techniques was weighted in our judgments. Certain differentiating competencies may be quite difficult or even impossible to measure using the assessment techniques

currently employed. However, those competencies may be readily measurable in the work situation through testing or other performance appraisal procedures.

Method

The analysis will proceed through the following phases:

1. An analysis of the discrete competencies included in three major operational assessment centers in the state of Florida--in Broward, Dade and Lee Counties.

2. A study of the degree to which these comeptencies are supported by two recent investigations (Boyatzis, 1982; Huff, Lake & Schaalman, 1982).

3. A review of the implications of the NASSP and the Martinko Studies for the selection of the high-performance competencies.

4. Indentification of the proposed set of competencies based on the overall evidence.

5. Presentation of definitions and behavioral indicators of high-performing and basic competencies.

SECTION A:

AN ANALYSIS OF THE COMPETENCIES USED IN FLORIDA SCHOOL PRINCIPAL ASSESSMENT PROGRAMS

In this section of the study the definitions of dimensions used in three well-developed assessment programs--Broward, Dade and Lee County School Districts--were analyzed. These dimensions emerged through years of study and experience in Florida schools, and we would expect that they have isolated many of the critical differentiating competencies. In this phase we need to document what has been learned through these experiences.

The dimensions used in the assessment programs of Broward, Dade and Lee Counties are presented on Table 1 and Table 2. Lee County uses the dimensions

developed out of the work and research of the National Association of Secondary School Principals (NASSP). For the purposes of this analysis, we have not included the range of interests or educational values in the NASSP list or the dimensions of technical and professional knowledge and written communication which appeared in all three county lists. While these may significantly differentiate average- and high-performing principals, they were difficult to assess in standard targeted selection and in most simulated situations. Testing or observations of "on-the-job" performance over a longer period of time would appear to offer more appropriate assessment settings.

TABLE NO. 1

[illegible] ATTRIBUTES [illegible]
[illegible]
ASSESSMENT CENTERS

Dimensions	County	Information Gathering	Conceptual Flexibility	Behavioral Flexibility	Sensitivity	Delegation	Developmental Orientation	Organizational Ability	Management Control	Managerial Interaction	Proactive Initiative	Oral Communication	Written Communication	Verbal and Grammar	Stress Tolerance	Coping With Load	Confidence	Professionalism	Perseverance	Performance Appraisal	Interpersonal Satisfaction	Behavioral Effectiveness	Recognize Need for Decision	Uses Appropriate Styles
Analysis	B	•	•	•																				
Perception	D	•	•	•														(Analysis)						
Problem Analysis	N	•																						
Decisiveness (Judgment)	B		•	•	•																			
Decision Making	D																	(Judgment)						
Judgment	N		•																					
Decisiveness	B				•																			
Decisiveness	D				•													(Decisiveness)						
Decisiveness	N				•																	•		
Sensitivity	B					•																		
Interpersonal Sensitivity	D					•												(Sensitivity)						
Sensitivity	N					•					•													
Adaptability	B			•																		•		
Adaptability	D			•														(Adaptability)						
Not Assessed	N			•		•																		
Delegation	B						•	•																
Leadership	D						•		•	•								(Delegation)						
Not Assessed	N																							
Control	B									•													•	
Leadership	D						•		•	•								(Control)						
Organization Ability	N								•	•							•							
Organization Ability	B								•															
Organization Planning	D								•									(Organization)						
Organization Ability	N								•	•							•							
Leadership	B										•												•	
Leadership	D						•	•	•		•							(Leadership)						
Leadership	N										•	•												
Initiative	B										•													
Not Assessed	D																	(Initiative)						
Leadership	N										•	•												
Job Motivation	B																						•	
Personal Motivation	N																						•	
Stress Tolerance	B																•							
Stress Tolerance	N																•							
Impact	B																		•	•	•			
Oral Communication	B												•	•										
Oral Communication	D												•	•	•			(Oral Communication)						
Oral Communication	N												•											

TABLE 2

DIMENSIONS USED IN BROWARD, DADE AND LEE COUNTY ASSESSMENT CENTERS

Broward County	Dade County	Lee County
Tolerance for Stress		Stress Tolerance
Control		
Decisiveness/Judgment	Decisiveness	Judgment
Leadership	Leadership	Leadership
Technical & Professional Knowledge		
Planning and Organization	Organizing and Planning	Organization Ability
Sensitivity		Sensitivity
Oral Communication	Oral Communication	Oral Communication
Analysis	Perception	Problem Analysis
Job Motivation		Personal Motivation
Initiative		
Impact		
	Decision Making	Decisiveness
	Interpersonal	
	Adaptability	

When professionals study the essential competencies required to do a job well, they begin with a vast, complex array of points in a space which contains all the competencies of a school principal. They want to know which of all these competencies are the most important. Inevitably judgment and selection enter; and due to different theories and experiences, different professionals will "cut the pie" differently. To be specific, differences between the dimension lists of different assessment institutions emerge from two differing perspectives:

1. The essential or differentiating competencies selected (e.g., competencies judged to be necessary to do the job well) are different. The dimensions included for assessment are not the same for the three counties we are studying. For example, Broward County includes Initiative as a dimension but Dade does not. Dade includes Adaptability and Broward does not.

2. The essential competencies selected are the same but the array of competencies (the pie) are cut into different slices. Under these conditions the whole dimension list contains the same competencies, but they have been put together differently--in different slicies--and will probably contain different dimensional labels. For example, the Broward County dimension of Analysis is a broader slice than the NASSP or Lee County dimension of Problem Analysis. The Broward County dimension includes a set of interrelated cognitive skills, searching or gathering information, relating these data from different sources and the ability to evaluate situations and visualize problems. The Lee County dimension is sliced or defined to include only the information gathering attribute "to seek out relevant data, determine important elements, or search for information." The cognitive skills of relating data from different sources of information to form logical judgment and the ability to evaluate situations (via comparison of alternatives, and the like) are included under the dimension of Judgment for Lee County. The same competencies are included here, but they are grouped differently.

The object of Section A is to identify single competencies embedded in the dimensions used by Broward, Dade and Lee County assessment programs. In order to understand the relationships between dimensions used by the three county systems and ultimately to relate the experimental and validity studies to these operating assessment programs, we need to view them all against a

common set of more discrete unidimensional attributes. In the next section we will attempt to analyze each dimension with the attributes it contains.

Unidimensional Attributes Embedded in the Dimensions of Three County Assessment Programs

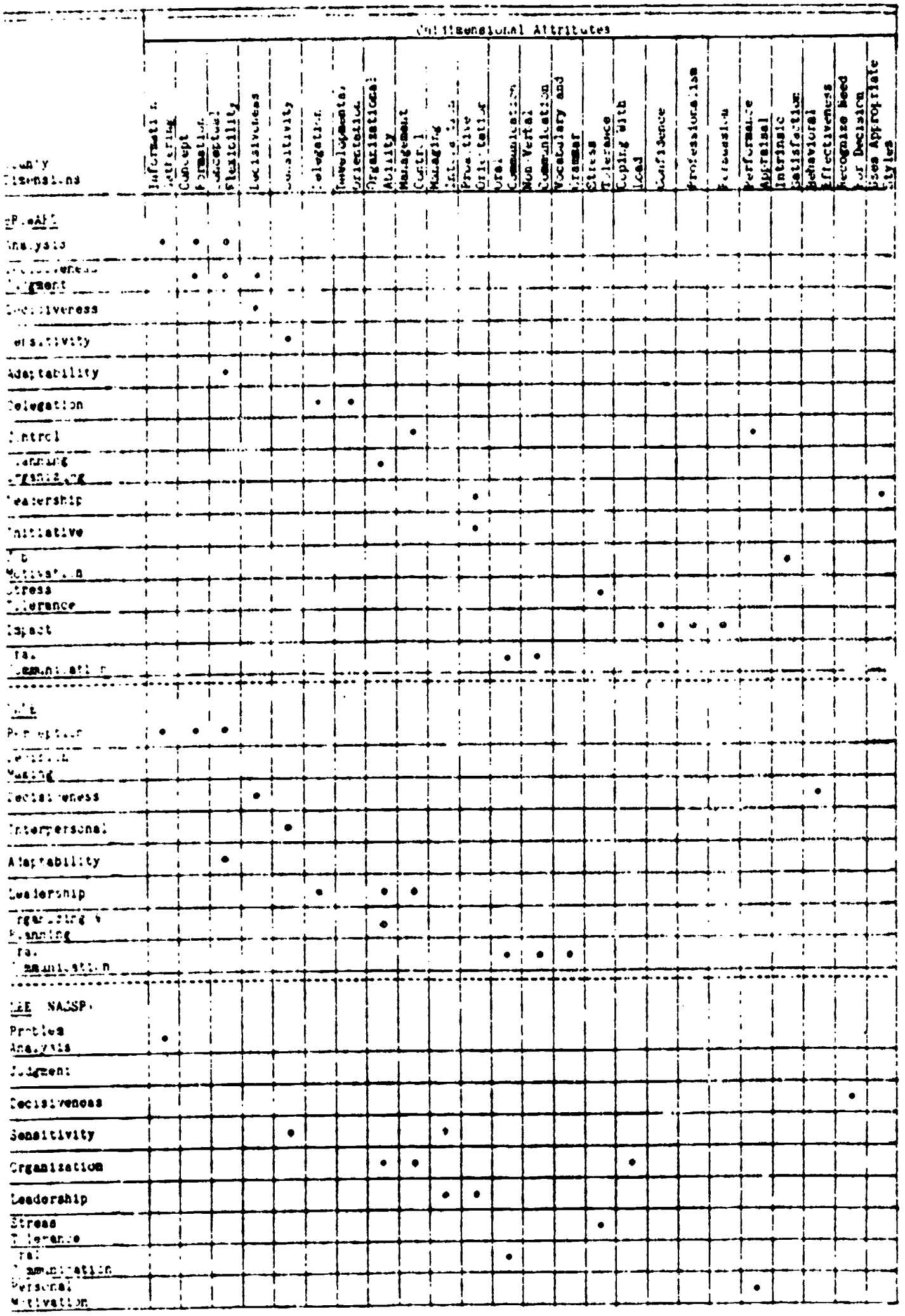
The data for this analysis are contained in Appendix A. These data are displayed in various ways on Tables 1 and 3. In this section each Unidimensional Attribute (UDA) judged to be embedded in dimensional definitions will be defined. The definitions will attempt to show the relationship between a part of the dimensional definition and the attribute definition. The attribute definitions describe a cognitive or psychological process which is observable in behavioral terms under certain conditions. The identification of these UDA's in the dimensional definitions is judgmental. The judgment is based on a broad psychological understanding of these processes and many years of experience in this type of analysis. In similar analyses the inter-judge reliability is usually in excess of 90%.

The following analysis is based on Appendix 1. Each UDA analyzed out from dimensional definitions is listed below and examples embedded in definitions are given.

The UDA of "Information Gathering or Search" was found to be embedded in the following dimensional definitions: Broward, Analysis; Dade, Perception; and Lee in Problem Analysis. This information is illustrated on Tables 1 and 3.

Information Gathering or Search--The breadth (number of sources) and depth (what is learned from each relevant source) of information search.

[illegible] DIMENSIONAL ATTRIBUTES EMBEDDED IN THE [illegible] AND [illegible] DIMENSIONS



Examples: Securing relevant information data (Broward, Analysis);[1] to identify the critical elements of a situation (Dade, Perception); the ability to seek out relevant data; searching for information with a purpose (NASSP, Problem Analysis. . .).

The UDA of Concept Formation was found to be embedded in the following definitions: Broward, Analysis and Decisiveness/Judgment; Dade, Perception and Lee in Judgment, and perhaps Organization. Again the reader can verify this by reviewing the column under Concept Formation on Tables 1 and 3. In describing future UDA's the above sentence could be deleted and the reader might readily gain the information from the tables or Appendix 1.

Concept Formation--The ability to form concepts, hypothesize ideas on the basis of information; to see relationships between patterns of information from different sources and to form ideas, to link information, to reach an idea based on information from different sources. Such concepts form the basis for making judgments on decisions.

Examples: Making decisions which are based on factual information and logical assumptions (Broward, Decisiveness/Judgment); the ability to reach logical conclusions and make decisions based on available information. (NASSP, Judgment)

Concept Flexibility--The ability to use alternative or multiple concepts when thinking, problem solving, making a judgment or a decision; able to view an event or a person from multiple perspectives; able to identify pros and cons by viewing from different perspectives; able to visualize alternative courses of action, problems.

Examples: Evaluating situations and visualizing potential problems (Broward, Analysis); to interpret implications of alternative courses of action (Dade, Perception).

Decisiveness--A readiness to make decisions and commit oneself to decide and take action.

---

[1]This example was taken from the Broward County definition of the Dimension of Analysis.

Examples: Readiness to make decisions and commit oneself (Broward, Decisiveness/Judgment); to make decisions render judgments take actions--independent of quality (Dade, Decisiveness).

Sensitivity--Awareness of the effects of one's behavior or actions on others.

Examples: Actions that indicate a consideration of the needs and feelings of others (Broward, Sensitivity); behave in ways which reflect the needs, feelings and capabilities of others (Dade, Interpersonal); ability to perceive the needs, concerns and personal problems of others (NASSP, Sensitivity).

Delegation--Delegates authority and responsibility clearly and appropriately in the utilization of human resources.

Examples: Assigning tasks to subordinates to utilize their skills effectively in the execution of responsibilities as a school principal (Broward, Delegation); to delegate authority and responsibility (Dade, Leadership).

Developmental Orientation--Develops the skills of self and subordinates in order to improve performance; takes and encourages responsibility for development.

Examples: Providing for the development of subordinate skills (Broward, Delegation).

Organizational Skills--Sets plans and priorities to accomplish goals, schedules activities and uses human and other resources to reach goals.

Examples: To establish strategies for self and others to accomplish specific results. To establish objectives, schedules and priorities (Dade, Organization and Planning); ability to plan and schedule. . . the work of others; skill in using resources in an optimal fashion. . . (NASSP, Organizational Ability).

Management Control--Devises opportunities to receive adequate and timely feedback about the progress of work accomplishments of others.

Examples: Establishing and using procedures to monitor and/or regulate processes, tasks or activities. Taking action to monitor delegated activities (Broward, Control); the ability to control the work of others (NASSP, Organizational Ability); to provide means of follow-up (Dade, Leadership).

Managing Interaction--Ability to stimulate others to interact; uses own and other's ideas to stimulate dialogue and problem solving; deals directly with conflict and moves toward mutual understanding.

Examples: Skill in resolving conflicts, tact in dealing with persons from different backgrounds (NASSP, Sensitivity), ability to get others involved in solving problems (NASSP, Leadership).

Proactive Orientation--Sees self as In Control, or an Internal Control orientation; readily takes full responsibility for all aspects of the situation--even beyond ordinary boundaries.

Examples: Taking responsibility for effectively interacting with a group to guide them to accomplish a task (NASSP Leadership); Active attempts to influence events to achieve goals; self-starting rather than passive acceptance. Taking action to achieve goals beyond what is necessarily called for. (Broward: Initiative)

Oral Communication--The ability to make clear oral presentations using effective verbal and non-verbal skills to communicate.

Examples: Effective verbal and non-verbal expression in individual or group situations, including gestures and non-verbal communications (Broward, Oral Communication); to effectively and clearly present and express information orally, to properly use technical factors such as voice inflection. . . eye contact (Dade, Oral Communication); ability to make a clear oral presentation of facts and ideas (NASSP, Oral Communication).

Tolerance for Stress--Ability to perform optimally under stress.

Examples: Stability of performance under pressure or opposition (Broward, Stress Tolerance); ability to perform under pressure and during opposition, ability to think on one's feet (NASSP, Stress Tolerance).

Intrinsic Satisfaction--Experiencing intrinsic satisfaction from the work itself.

Examples: Experiencing a sense of personal satisfaction from the activities and responsibilities of the principalship (Broward, Job Motivation); evidence that work is important in personal satisfaction (NASSP, Personal Motivation).

Persuasiveness--The ability to persuade others by a variety of means.

Examples: Creating good first impressions with individuals and groups (Broward, Impact).

A few attributes included in dimensional definitions by the three counties are not listed in this section. They are included on Tables 1 and 2. These attributes are: Coping with Load, Confidence, Professionalism, Vocabulary and Grammar, Performance Appraisal, Behavioral Effectiveness, Recognizing Need for a Decision, and Using Appropriate Styles. These attributes appear only as parts of a definition by only one of the counties and are not validated in any of the studies in the literature. The only exception is Confidence which has been included under Decisiveness.

SECTION B:

VALIDITY OF THE UNIDIMENSIONAL ATTRIBUTES

The data on Table 4 summarize the relationship between the competencies found to differentiate significantly between "average" and "excellent" managers and principals in the Boyatzis and FCEM studies and the Unidimensional Attributes embedded in the dimensions currently being used in three Florida school districts. The bottom portion of Table 4 shows the same relationship for the basic competencies identified in the FCEM Study by McBer and Company. The basic competencies are necessary to do the job, but they do not necessarily differentiate between average- and high-performing principals.

On Table 4, the dimensional attributes to the left of the double line are those identified by the assessment programs operating in the three counties under study. Dimensional attributes to the right of the double line are new or additional competencies found to significantly differentiate between average- and high-performing managers in the Boyatzis Studies and principals in the FCEM Study.

TABLE NO. 4

INTERPERSONAL ATTRIBUTES EMBEDDED IN
THE DEFINITIONS OF OPTIMAL TEAM MEMBER AND BASIC TEAM MEMBER COMPETENCIES

Competencies	Unidimensional Attributes																				
	Information Gathering	Concept Formation	Conceptual Flexibility	Decisiveness	Sensitivity	Delegation	Developmental Orientation	Organizational Ability	Management Control	Managing Interaction	Proactivity	Oral Communication Performance	Intrinsic Satisfaction	Interpersonal Search	Persuasiveness	Achievement	Socialized Power	Commitment to Mission	Concern for Image
BASIC:																			
Interpersonal Sensitivity			•											•					
Conceptualization		•																	
Self Confidence				•															
Proactivity											•								
Efficiency Orientation																•			
Managing Group Process										•									
Impact with Oral Presentations												•			•				
Socialized Power																	•		
OPTIMAL:																			
Perceptual Objectivity														•					
Monitoring	•																		
Ability Recognize Patterns		•																	
Analytic Ability			•																
Sense of Control											•								
Involvement in Change							•				•								
Commitment to Quality																•			
Persuasiveness															•				
TEAM SKILL:																			
Enforcing Quality									•										
Teaching						•													
Participatory Style				•						•									
Tactical Ability																			
Commitment to School Mission																		•	
Concern for Image																			•

The Boyatzis Studies

The competencies which differentiate between average- and high-performing managers in the Boyatzis Studies are listed down the left hand side of the top of Table 4. This study supports the validity of seven of the Florida unidimensional attributes (referred to as Florida Dimensions), namely: Concept Formation, Conceptual Flexibility, Decisiveness, Managing Interaction, Proactive Orientation, and Oral Communication. The definitions of the Boyatzis competencies and the validated Florida dimensions are presented on Table 5 to illustrate the similarity of definition.

In addition to the competencies which overlapped six of the Florida dimensions, the Boyatzis Studies identified four unique dimensions or competencies which significantly differentiated high-performing managers. These are now listed and defined.

Interpersonal Search--The ability to be objective in being able to view events from another person's perspective; the ability to search for information about another's views or perspective. (See No. 2 under Perceptual Objectivity on Table 5)

Concern with Impact--Interested in and effective at persuading others. (See Persuasiveness on Table 4)

Efficiency Orientation--A concern with doing something better--better than it has been done before or according to a standard of excellence. (See Achievement on Table 4)

Use of Socialized Power--Views own role as that of a team or organization member, attempts to bring conflicting members of a group to a resolution through building coalitions or using existing coalitions.

The Boyatzis Studies do not offer specific support for the following Florida Dimensions: Information Gathering, Sensitivity, Delegation, Organization Ability, Management Control, Stress Tolerance, or Intrinsic

Satisfaction. These dimensions may represent basic competencies, or they may be more relevant to the school environment which was not the specific focus of the Boyatzis Studies.

TABLE 5

RELATIONSHIPS BETWEEN BOYATZIS COMPETENCIES AND FLORIDA ATTRIBUTES

Boyztzis Competencies	Florida Unidimensional Attributes
Perceptual Objectivity: Is able to view an event from multiple perspectives simultaneously; identifies pros and cons of each decision which could be made. Can accurately describe another person's views and position.	1. Conceptual Flexibility: Is able to use alternative or multiple concepts when thinking, problem solving, making a judgment or a decision. Can view an event or a person from multiple perspectives, can visualize alternative courses of action; problems, and the like. 2. Interpersonal Search: Can accurately describe another person's views and positions.
Conceptualization: Recognizes patterns of information, develops concepts which describe a structure which is perceived in a set of events or data.	Concept Formation: Is able to form concepts, hypotheses, ideas on the basis of information; sees relationships between patterns of information from different sources and form ideas; is able to link information, a logical process of reaching an idea based on information from different sources. (Such concepts form the basis for making judgments and decisions.)
Self-Confidence: Is ready to make decisions and to live with them. Is forceful and expresses little ambivalence about a decision which has been made.	Decisiveness: A readiness to make decisions and commit oneself to decide and take action.
Developing Others: Views developing others as part of the manager's job. (It involves coaching, discussing, performance problems, giving resources for development while allowing the person to take individual responsibility.)	Developmental Orientation: Develops the skills of self and subordinates in order to improve performance. Takes and encourages responsibility for development.

TABLE 5, Continued

Boyztzis Competencies	Florida Unidimensional Attributes
Managing Group Process: Demonstrates group process skills in group interaction, stimulates others to work together, able to get individuals or groups to resolve conflict and cooperate.	Managing Interaction: Able to stimulate others to interact; uses own and other's ideas to stimulate dialogue, problem solving, between others; has others interact about conflict and can move others toward mutual understanding.
Proactivity: Initiates action to accomplish tasks; internal control; readily takes responsibility for success or failure in task accomplishment.	Proactive Orientation: Sees self as "In Control," an "Internal Control" orientation; readily takes full responsibility for all aspects of the situation--even beyond the ordinary boundaries.
Use of Oral Presentation: Adopts role of communicator; effectively uses symbolic, non-verbal communication and visual aids and graphics to get the message across.	Oral Communication: The ability to make clear oral presentations using effective verbal and non-verbal skills to communicate.

The FCEM Study

This study identified competencies which significantly differentiated between average- and high-performing principals in public schools in the state of Florida. The results relating to FCEM findings and the Florida dimensions are presented in the middle part of Table 4. Five of the Florida dimensions receive strong validating support from this study, namely: Information Gathering, Concept Formation, Conceptual Flexibility, Organizational Ability and Proactive Orientation. These definitions and relationships are presented on Table 6.

In addition to the five competencies which supported the validity of five of the Florida Dimension, the FCEM Study identified three competencies which

were not listed in the dimension lists or embedded in the dimensional definitions of the three assessment programs used for this analysis. These new dimensions are: Interpersonal Sensitivity or Search, Persuasive Skills and Achievement. These competencies were also identified in the independent studies of Boyatzis as significantly differentiating between average- and high-performing managers. The definitions of these competencies are presented above under the Boyatzis Study.

TABLE 6

RELATIONSHIPS BETWEEN FCEM OPTIMAL COMPETENCIES AND FLORIDA DIMENSIONS

FCEM Study Competencies	Florida Dimensions
Monitoring: Gathers information about problems, uses formal and informal observation and interaction to gather information and understand the environment.	Information Gathering or Search: The breadth (number of sources) and depth (what is learned from each relevant source) of information search.
Ability to Recognize Patterns: Forms concepts, ideas; identifies trends or cause-effect relations on the basis of discrete behaviors observed or information gathered; can reorder information into ideas.	Concept Formation: Is able to form concepts, hypotheses or ideas on the basis of information; to see relationships between patterns of information from different sources and form ideas; to link information; uses a logical process of reaching an idea based on information from different sources. (Such concepts form the basis for making judgments or decisions.)
Analytic Ability: Is able to use two or more concepts or ideas about situations in order to reach an understanding or a decision; looks to the pros and cons of multiple options.	Conceptual Flexibility: Is able to use alternative or multiple concepts when thinking, problem solving or making a judgment or a decision; can view an event or a person from multiple perspectives; can identify pros and cons by viewing from different perspectives; can visualize alternative courses of actions and problems.

TABLE 6, Continued

FCEM Study Competencies	Florida Dimensions
Focused Involvement in Change: Initiates activities (proposals, meetings) for task accomplishment--gets activities underway--or to utilize resources more effectively; focuses efforts on the task--on things needing improvement.	1. Organizational Ability: Sets plans and priorities to accomplish goals; schedules activities and the use of human and other resources for accomplishing goals. 2. Proactive Orientation: (Initiates action and gets activities underway) Sees self as "In Control," an "Internal Control" orientation; readily takes full responsibility for all aspects of the situation--even beyond the ordinary boundaries.
Sense of Control: Initiates action and takes full responsibility for the organization, for learning about the environment, for securing resources; goes beyond the givens in taking responsibility for task accomplishment.	Proactive Orientation: (see above)

The FCEM Study did not provide validating evidence for the remaining eight Florida Dimensions, namely: Decisiveness, Sensitivity, Delegation, Developmental Orientation, Management Control, Managing Interaction, Stress Tolerance, and Intrinsic Satisfaction in Work. However, four of these were identified as basic competencies: Delegation, Developmental Orientation, Management Control and Managing Interaction.

Relationships between the FCEM Study basic competencies and the Florida Dimensions are presented at the bottom of Table 4. The definitions and relationships are illustrated on Table 7.

Other unique basic competencies--not matched with the Florida competencies--in the FCEM study are:

Tactical Adaptability--States the rationale for using particular strategies; e.g., to influence certain groups; tailors style of interaction to fit the situation and changes style if it is not successful.

Commitment to School Mission--Holds a set of values about the school; e.g., welfare of the students, fairness to staff and behavior is consistent with these values despite barriers.

Concern for Image--Shows concern for the image of the school via the impressions created by students and staff and manages these impressions and public information about the school.

TABLE 7

THE FLORIDA DIMENSIONS AND THE FCEM BASIC COMETENCIES

FCEM Basic Competencies	Florida Dimensions
Participatory Style: Involves internal staff and outside resource people to plan and problem solve; delegates responsibility to others who are capable of doing the job and keeps others informed about the actions he or she has taken.	1. Managing Interaction: Is able to stimulate others to interact; uses own and other's ideas to stimulate dialogue, problem solve, deal with conflict and move toward mutual understanding. 2. Delegation: Delegates authority and responsibility clearly and appropriately in the utilization of human resources.
Coaching Skills: Holds high expectations about others (students, staff), works with others to improve performance and provides positive feedback (e.g., praise) for specific accomplishments.	Developmental Orientation: Develops the skills of self and subordinates in order to improve performance; takes and encourages responsibility for development.
Firmness in Enforcing Quality Standands: Provides feedback about failure to meet standards in a timely manner (e.g., confronting someone failing to meet standards) and dismisses or transfers staff members who cannot meet those standards.	Management Control: Devises opportunities to receive adequate and timely feedback about the progress of work accomplishments of others.

Summary of the Validity of Florida Assessment Dimensions Based on the FCEM and Boyatzis Studies

The analysis shows that nine of the fourteen Florida Dimensions received validating support from either the FCEM or the Boyatzis Study. These dimensions are listed on Table 8 in columns 1 and 2. Three dimensions receive validating support from both studies: Concept Formation, Conceptual Flexibility and Proactive Orientation. Also three dimensions did not receive support from either study: Sensitivity, Stress Tolerance and Intrinsic Satisfaction With Job.

The Boyatzis and FCEM Study produced several competencies not listed by the three Florida assessment programs. Both studies found that Interpersonal Information Gathering or Search, Persuasiveness and Achievement Orientation differentiated significantly high-performing managers or principals from average performers. The use of socialized power was not identified as a differentiating competency in the FCEM Study of school principals.

Based on this evidence alone, we might propose the following dimensions be used:

Differentiating Dimensions--Information Gathering, Concept Formation, Conceptual Flexibility, Organizational Ability, Proactive Orientation, Decisiveness, Managing Interaction, Communication, Interpersonal Search, Persuasiveness, and Achievement Motivation.

Basic Dimensions--Delegation, Management Control, Tactical Ability, Commitment to School Mission, Concern for Image, and Developmental Orientation.

These proposed dimensions will now be examined in light of additional studies described in the introduction.

TABLE 8

SUPPORT FOR THE VALIDITY OF THE FLORIDA DIMENSIONS

Dimensions Validated by the FCEM Study	Dimensions Validated by the Boyatzis Study	Dimensions Validated By Basic Competencies in FCEM Study	Dimensions Not Receiving Support From Either Study
Information Gathering			
Concept Formation	Concept Formation		
Conceptual Flexibility	Conceptual Flexibility		
Organizational Ability			
Proactive Orientation	Proactive Orientation		
	Decisiveness		
		Developmental Orientation	
	Managing Interaction	Managing Interaction	
	Oral Communication		
		Delegation	
		Management Control	
			Sensitivity
			Stress Tolerance
			Intrinsic Satisfaction

Unique Dimensions Validated by FCEM Study	Unique Dimensions Validated by Boyatzis Study	Unique Dimensions Validated as Basic Competencies by FCEM Study
Interpersonal Search	Interpersonal Search	
Persuasiveness	Persuasiveness	
Achievement	Achievement	
	Socialized Power	
		Tactical Ability
		Commitment to School
		Concern for Image

SECTION C:

IMPLICATIONS OF THE NASSP AND MARTINKO STUDY FOR THE SELECTION OF HIGH-PERFORMANCE COMPETENCIES

A comprehensive research study on the content and criterion related validity of the NASSP Assessment Center dimensional ratings used in Lee County was conducted at Michigan State University under the direction of Neil Schmitt (Schmitt et al., 1980). The study was supported by the Rockefeller Family Fund and the Spencer Foundation. The study found satisfactory interrater reliabilities and observed that the relationship between Assessment Center ratings of principals, rating of "on-the-job" performance by the principals (self-ratings) and by students showed little, if any, relationship to Assessment Center ratings. They found that the Assessment Center ratings on Leadership, Organizational Ability, Oral Communication, Decisiveness, Judgment and Problem Analysis were significantly correlated with job performance ratings on specific job performance categories by supervisors and teachers. Assessment Center dimensions of Range of Interests, Personal Motivation and Educational Values were not related to any of the ratings on job performance.

School climate ratings by students, teachers and support staff were not significantly correlated, but the school climate ratings by students were found to be most highly related to Assessment Center ratings of principals. Significant correlations were found with Problem Analysis, Judgment, Decisiveness, Written Communication and Sensitivity.

This series of studies lends support to the general validity of Assessment Center ratings of Leadership, Organizational Ability, Judgment, Problem Analysis, Decisiveness, Sensitivity and Written and Oral Communication for certain ratings of principals' performance.

Despite the value of these research results, caution must be exercised in using the data for the identification of competencies which differentiate between average and excellent principals. The ratings of principals' performance used in this study do not necessarily measure the excellence of performance against a defined criteria.

However, if some validity can be assumed to be an independent objective criterion of excellence (which was not used for the purposes of the Michigan State Study), then the assessment dimensions of Organizational Ability, Judgment, Decisiveness, Leadership, Sensitivity and Written and Oral Communication as defined by NASSP should be taken into account in our task of identifying competencies which differentiate high-performing principals.

A detailed view of the relationship between these dimensions is presented on Table 9 by Schmitt et al. The correlations between assessment center ratings on these dimensions are all significantly related. (see Table 8) That is, to some extent the ratings are not independent. However, since some of the correlations are lower, we must also assume that the ratings on individual dimensions are somewhat independent.

The correlations on Table 9 are all significant and show a considerable degree of overlap between ratings on these dimensions. Significant and higher correlations between ratings of performance along several dimensions may be due to overlap in the definition of the dimensions or the influence of the "halo" effect. A good example of the overlap of definitions is found in the NASSP dimensions of Problem Analysis, Judgment and Organization. According to the earlier analysis the unidimensional attribute of Concept Formation is embedded in and common to all three dimensions. This may account for the very high intercorrelations between these dimensions: Problem Analysis and Judgment, .70; Problem Analysis and Organizational Ability, .65; Judgment and Organizational Ability, .66. In addition, the "halo effect" has a greater

TABLE 9

CORRELATIONS BETWEEN RATINGS ON NASSP ASSESSMENT CENTER DIMENSIONS FOUND TO RELATE SIGNIFICANTLY TO RATINGS OF JOB PERFORMANCE
(From Schmitt, Table 2, 1980)

	Problem Analysis	Judgment	Decisiveness	Leadership	Sensitivity	Written Communication	Organizational Ability
Problem Analysis	1.00						
Judgment	.70	1.00					
Decisiveness	.56	.52	1.00				
Leadership	.57	.52	.49	1.00			
Sensitivity	.42	.42	.33	.34	1.00		
Written Communication	.46	.51	.38	.38	.33	1.00	
Organizational Ability	.65	.66	.64	.54	.34	.48	1.00

possibility of intruding when definitions are general or quite multi-dimensional. The NASSP definition of Leadership, Organizational Ability and Sensitivity are all multi-dimensional; i.e., have more than one dimension embedded in the definitions.

The implications of this excellent study of Schmitt et al., (1980) would seem to be that we should consider the unidimensional dimensions embedded in the NASSP dimensions to receive some support. This would support the inclusion of the following: Information Gathering, Concept Formation, Sensitivity, Organizational Ability, Management Control, Managing Interaction, Pro-active Orientation, Coping with Information Load and being able to

Recognize the Need to Make A Decision. The last two dimensions do not receive any validity support from ither of the Boyatzis or the FCEM Studies. In addition, Recognizing the Need may easily overlap with Judgment and Concept Formation--in fact, the correlation between Decisiveness (defined as Recognizing the Need to Make A Decision) and Problem Analysis and Judgment was observed to be .56 and .52 respectively by Schmitt et al. Further, the Ability to Deal with a Volume of Paperwork (embedded in the definition of Organizational Ability) involves Coping with Information Load; but as indicated in Appendix A, p. 69 (under Control), it also involves the Ability to Form Concepts or Ideas and Set Priorities. Again the common attribute of Concept Formation may account for the observed relationships. On this basis we would delete the last two dimensions listed above and assume that the Michigan State NASSP Study provides "on-the-job" behavioral support for the following dimensions: Information Gathering, Concept Formation, Sensitivity, Organizational Ability, Management Control, Managing Interaction and Proactive Orientation.

Before leaving the analysis of the NASSP Study, two issues should be noted:

1. That the NASSP Study finds strong support for the validity of the dimensions of Oral and Written Communication. Written Communication was not included in our earlier analysis because it is not readily measured in most (Assessment Center) settings and is probably better measured in a testing format (unless an Assessment Center exercise were specifically designed to measure this dimension). The implication is that Oral and Written Communication may be relevant; and in addition, Oral Communication was identified as a differentiating competency in the Boyatzis Studies.

2. That the NASSP Study did not find any support for the validity of the dimensions of Personal Motivation, Range of Interests or Educational Values.

IMPLICATIONS OF THE MARTINKO STUDY

The Martinko Study was sponsored by the Florida Council on Educational Management. Its purpose was to use trained observers in a time-sampling method to observe "on-the-job" behaviors of principals. The sample was determined by a study which identified high-performing and moderate-performing principals on the basis of a set of objective criteria of "success"; e.g., the verbal and numerical abilities of the students, recommendations by the superintendent, and at least three-year's tenure in the school. The sample of principals was drawn from the same population used in the FCEM Study conducted by McBer (Huff). The generic behaviors which formed the framework for observations in this study are presented on Table 10.

TABLE 10

INTERACTIVE AND GENERIC BEHAVIORS USED IN MARTINKO STUDY

Interactive Behaviors

Description	Duration	Frequency
Principal Interacting With		
Secretary	10%	21%
Faculty	15%	17%
Mixed Group	24%	8%
Location		
Inner Office	47%	49%
Multiple Location	12%	4%
Grounds	10%	13%
Outer Office	8%	18%
Number of People Present		
One	10%	19%
Two	36%	60%
Three or More	28%	27%
Medium of Communication		
Verbal Face-to-Face	79%	78%
Telephone	10%	14%
Written	4%	5%

TABLE 10, Continued

Description	Duration	Frequency
Form of Initiation		
Principal	45%	54%
Opposite Party	26%	36%
Clock	20%	5%
Generic Behaviors		
Nature and Functions of Principal Behavior		
Mintzberg Events		
Unscheduled Meetings	28%	42%
Deskwork	22%	47%
Tours	15%	6%
Purpose of Contact		
Giving Information	23%	26%
Receiving Information	23%	27%
Tours	17%	12%
Managerial Roles		
Monitor	26%	31%
Leader	24%	28%
Disseminator	13%	14%
Leader Observation System		
Exchanging Information	26%	37%
Planning/Coordinating	14%	14%
Monitoring/Controlling	11%	8%
Functional Areas of Responsibility		
Staff/Personnel	34%	45%
Pupil/Personnel	23%	24%
School/Community Interface	14%	12%
Leadership Style		
Task	78%	78%
Human Relations	18%	18%
McBer		
Firmness & Enforcing Quality Standards	29%	37%
Monitoring	17%	19%
Persuasiveness	10%	10%
Observer Generated Categories		
Monitoring/Disseminating	44%	47%
Initiating Structure	13%	20%
External Entities	9%	6%

Observers reported the number of times a principal would engage a particular generic behavior; e.g., Monitoring and the amount of duration of time spent on that activity. In line with other psychological research studies, this study finds that changes in the school situation are associated with changes in the acitvities and the amount of time principals spend on these activities. The study finds differences in principal behavior across different schools (elementary vs. high schools) across different regions and across schools located in areas differing in socio-economic status of students' families.

Observations of the behavior of high-performing principals in general did not differ significantly from observations of the behavior of average-performing principals. The study focused on the "what" and "how long" questions--on the activities of principals; and as such, it records and describes what principals do under varying conditions. Such measures do not appear to differentiate between different levels of excellence of performance. For example, measures of the number of times people engage in "Gathering Information" or of the time they spend on gathering information does not necessarily relate to the breadth or depth of information gathering in a given area. Experimental and field studies show that it is the breadth of search--the number of sources or different areas searched which differentiates between different performance levels. The same would appear to hold for other behaviors such as planning, leading, making decisions, persuading and so on.

That is, while the behaviors of principals do vary across different school situations, competencies which differentiate between high- and medium-performing principals may not vary in the same manner. A number of studies conducted across widely differing managerial situations (manufacturing, retail, service, schools, and the like) identify a surprisingly similar list of differentiating or high-performing competencies (see Boyatzis, 1982).

It is more probable that high-performing competencies transfer or generalize across managerial situations in which the same competencies are engaged. The degree to which competencies are used may vary across some managerial environments; e.g., across elementary and high schools. The Martinko Study represents a very right source of information about the degree to which behaviors are used in varying school environments. These data can now be used to weight the high-performing competencies in each school environment. For example, if Organizing is an activity which principals use more in high schools than in elementary schools, it can be weighted more for high school principals.

One significant finding of the Martinko Study which is directly relevant to the task of this report is that high-performing principals engage in fewer embedded or tangential activities while undertaking a major activity. This finding would fit in with a great many studies which show that performance is more effective in complex environments when behavior is more proactive. "Putting out fires" or reacting to the immediate demand of the environment is a pattern which develops out of ineffective or insufficient planning, lack of effective information gathering and concept formation, poor communication, ineffective delegation and management development. One of the functions of managing is to keep the environment at an optimal level of stress or information load. Effective information processing (information gathering, concept formation), planning, organizing, prioritizing and controlling can reduce environmental stress and information overload. When managerial environments are optimal, managers (principals) can exercise their proactive competencies to a greater degree (Schroder, Driver and Streufert, 1967).

Summary

This latter Martinko finding regarding embedded events highlights the significance of two sets of competencies in current school environments:

1. Competencies required to control the demands of the environment (the job) (see Rosemary Stewart, 1976, in Martinko's report). These competencies such as Information Search, Concept Formation, (and Prioritizing) Planning, Organizing, Delegating and Managing Interaction, are used by managers "to structure or control the demands of the environment" so as to improve the potential for proactive and achievement skills to be engaged which in turn improve productivity.

2. The need to select principals on the basis of the competencies of Proactive Orientation, Achievement, Motivation and Cognitive Skills. Organizational effectiveness depends to a considerable degree on the ability of managers to deal with multiple concepts or perspectives, to take broad internal responsibility--and to aspire to high standards of excellence. Such competencies interact with environmental load and stress and can only achieve their potential effects in an optimal environment.

SECTION D:

THE IDENTIFICATION OF THE HIGH-PERFORMING AND BASIC COMPETENCIES

The dimensions used for assessing principals in three Florida Assessment Centers were selected on the basis of job analyses. A job analysis study describes the behaviors and skills which managers are required to enact in order to perform their particular job. It does not identify specific behaviors or competencies which are associated with superior performance on the job.

In studying the behaviors and skills emerging out of job analyses of the principal's job in the three Florida Assessment Centers, it was found that some dimensions were multidimensional. A multidimensional definition is one in which two behaviors or skills are included which are not perfectly or highly correlated with each other. For example, if Leadership is defined as

"directing and coordinating the activities of others, delegating authority and responsibility and providing a means for follow-up" then Coordination, Delegation and Management Control are all involved. However, measures or ratings of these three attributes may not be significantly or highly correlated. Indeed we often observe high ratings for Coordination and low ratings for Delegation or follow-up.

The first step in the identification of the high-performing competencies was to list the unidimensional competencies embedded in the dimensions used in three major Florida school district Assessment Centers. This list is based on job analyses. The list appears at the top of Tables 1 and 2 and is reproduced on Table 11.

TABLE 11

Unidimensional Competencies Embedded in the Broward, Dade and Lee County Dimensions

Information Gathering	Organizational Ability	Confidence
Concept Formation	Management Control	Professionalism
Conceptual Flexibility	Managing Interaction	Persuasion
Decisiveness	Oral Communication	Performance Appraisal
Sensitivity	Nonverbal Communication	Intrinsic Satisfaction (with work)
Developmental Orientation	Vocabulary and Grammar	Behavioral Effectiveness
	Stress Tolerance	Recognize Need for A Decision
	Coping with Load	Use appropriate Leader Skills

The second step was to investigate the degree to which these unidimensional competencies were validated by two major sets of experimental studies (Boyatzis, 1982 and the FCEM Study by Huff, Lake and Schaalman, 1982). These studies identified competencies which significantly differentiated between managers performing at high and average levels of performance,

measured against objective criteria of performance. These will be referred to as high-performance competencies.

The unidimensional competencies which received validating support from the above studies are presented on Table 8, p. 27. Competencies not supported by either study are also listed on Table 8.

As we discussed earlier, the FCEM study is the most relevant to the competencies of school principals; and since it is also a sound methodological study, it will be given the highest weighting in identifying high-performance competencies for the selection and development of school principals in the state of Florida.

The FCEM study validates five of the Florida competencies. These are:

* **INFORMATION GATHERING**
* **CONCEPT FORMATION**
* **CONCEPTUAL FLEXIBILITY**
* **ORGANIZATIONAL ABILITY**
* **PROACTIVE ORIENTATION**

The same study also validates three additional competencies not used in the Florida Assessment Centers. These are:

* **INTERPERSONAL SEARCH**
* **ACHIEVEMENT MOTIVATION**
* **PERSUASIVENESS**

Turning to the Boyatzis Studies which are also weighted highly in selecting our high-performance competencies, we found that this work cross-validated six of the above competencies--all except Information Gathering and Organizational Ability. The Boyatzis Studies also validated three additional Florida unidimensional competencies. These are:

* **DECISIVENESS**
* **ORAL COMMUNICATION**
* **MANAGING INTERACTION**

One additional competency was also validated in these studies using managers in non-school environments, namely Socialized Power. Socialized Power is defined as the ability to build alliances, networks, coalitions or

teams. In order to accomplish tasks, they build political coalitions or networks that did not exist previously. This competency would be difficult to assess in standard assessment center simulations and would be more appropriately assessed using critical incident interviews or performance appraisal. The fact that it was not identified in the FCEM Study is puzzling. Perhaps principals do not engage in these processes, processes which may be very effective in school management. The Martinko Study does not observe this behavior directly in the schools. However, it was found that high-performing principals estimated that they have a greater percentage of funds raised from outside sources than do moderate-performing principals. Clearly, there may be indirect support that high-performing principals do, in fact, know how to use Socialized Power in order to attract additional funds for their schools. The significance of this competency for selecting and developing principals, however, must await further research.

In Phase III of this study, the implications of the findings of the NASSP Michigan Study (Schmitt, et al, 1980) and the FCEM sponsored study by Martinko (1983) were also investigated. The NASSP Study lends cross-validating support to the high-performing competencies of:

* **INFORMATION GATHERING**
* **CONCEPT FORMATION**
* **ORGANIZATIONAL ABILITY**
* **ORAL COMMUNICATION**
* **MANAGEMENT CONTROL**
* **MANAGING INTERACTION**
* **PROACTIVE ORIENTATION**

The Martinko Study offers indirect support for the inclusion of competencies which reduce the potential for "reactive management" such as improved planning via information gathering, concept formation, conceptual flexibility, better communication, more effective delegation and management development. The study also offers school districts data which can be used to weight the significance of the high-performing competencies in varying school environments.

PROPOSED HIGH-PEPFORMING COMPETENCIES

On the basis of all the evidence reviewed and other relevant considerations, the following list of High-Performing Competencies are proposed. All appear to differentiate between average- and high-performing principals.

* PROACTIVE ORIENTATION
* DECISIVENESS
* INTERPERSONAL SEARCH
* INFORMATION SEARCH
* CONCEPT FORMATION
* CONCEPTUAL FLEXIBILITY
* MANAGING INTERACTION
* PERSUASIVENESS
* ACHIEVEMENT MOTIVATION
* MANAGEMENT CONTROL
* ORGANIZATIONAL ABILITY
* SELF-PRESENTATION

PROPOSED LIST OF BASIC COMPETENCIES

Since the FCEM sponsored study focused on the competencies of school principals, it will be used as the primary source for the identification of the basic competencies--that is competencies which are required to perform the role of principal adequately. The evidence indicates that these competencies are important to perform well as a principal, but they do not differentiate between excellent- and average-performing principals. This study identified the following basic competencies: Developmental Orientation, Delegation, Tactical Ability, Commitment to School Mission, and Concern for Image. Other studies provide support for the following additional basic competencies; Organizational Sensitivity, Written Communication and adequacy of Technical Knowledge.

The following list of basic competencies are proposed.

* COMMITMENT TO SCHOOL MISSION
* CONCERN FOR IMAGE
* TACTICAL ADAPTABILITY
* DEVELOPMENTAL ORIENTATION
* DELEGATION
* WRITTEN COMMUNICATION
* ORGANIZATIONAL SENSITIVITY

SECTION E:

DEFINITIONS AND BEHAVIORAL INDICATORS OF HIGH-PERFORMING AND BASIC COMPETENCIES

The high-performing competencies identified will now be defined and each will be illustrated by a few behavioral indicators. These competencies have been defined for use in assessment center methods, targeted and critical incident interview methods and in performance appraisal. Each definition was constructed with the following criteria in mind: (1) unidimensionality; (2) direct relationships to validated competency; (3) feasibility of measuring in standard assessment methods. The definitions draw heavily on the work carried out in the school districts of Broward, Dade, Lee and Palm Beach counties; the FCEM and Boyatzis Studies, and recent experience in the measurement of similar competencies. The work carried out in Palm Beach County on behavioral indicators is well conceived, highly relevant and is used extensively in this work.

The clusters and competencies are presented on Table 12. The clusters are similar to those proposed in the FCEM Study--the clusters of Organization and Communication were added to include the proposed competencies of Delegation and Organizational Skills and the competencies of Oral Presentation and Written Communication respectively.

TABLE 12

THE PROPOSED HIGH PERFORMING AND BASIC COMPETENCIES

Cluster	High-Performing Competencies	Basic Competencies
Purpose and Direction	1. Proactive Orientation 2. Decisiveness	3. Commitment to School Mission
Cognitive Skills	4. Interpersonal Search 5. Information Search 6. Concept Formation 7. Conceptual Flexibility	
Consensus Management	8. Managing Interaction 9. Persuasiveness	10. Concern for Image 11. Tactical Adaptability
Quality Enhancement	12. Achievement Motivation 13. Management Control	14. Developmental Orientation
Organization	15. Organizational Ability	16. Delegation
Communication	17. Self Presentation	18. Written Communication 19. Organizational Sensitivity

DEFINITIONS AND BEHAVIORAL INDICATORS FOR THE HIGH-PERFORMING COMPETENCIES

Purpose and Direction Cluster

1. **Proactive Orientation**

Takes the role of being fully "in charge" and responsible for all that happens in a situation or a job; reflects an "internal control" orientation in which the person behaves with the full assumption that they can be the "cause" and can move events, create change and achieve goals; initiates action and readily takes responsibility for all aspects of the situation--even beyond ordinary boundaries--and for success and failure in task accomplishment; initiates actions of self and others to learn about the organization and to achieve goals.

Behavioral Indicators:

1.1 Takes overall responsibility for progress of a group or a task or for obtaining and using resources.

1.2 Initiates actions, proposals or plans for self and others to accomplish tasks.

1.3 Accepts and portrays personal responsibility for failures/barriers and learns from experiences to overcome potential or real barriers.

1.4 Accepts ultimate responsibility for staff, students and teachers.

2. **Decisiveness**

Expresses forcefulness and confidence when a decision is made. A readiness to make decisions, render judgments, take actions and commit oneself and others regardless of the quality of the decision.

Behavioral Indicators:

2.1 Expresses little ambivalence about decisions that have been made (but may recognize alternatives).

2.2 Is forceful and self confident in making decisions.

Cognitive Skill Cluster

4. **Interpersonal Search**

Is able to discover, understand and verbalize the concepts, thoughts, ideas held by others; is not only sensitive to the ideas and opinions of others but behaves to ensure an understanding of the feelings and verbalizations of others.

Behavioral Indicators:

4.1 Uses probing repetition to have others describe their own perspectives, ideas and feelings.

4.2 Is able to discover and understand the ideas and concepts of others--from their point of view.

4.3 Uses summary, clarification and paraphrasing to test the accuracy of one's conception of another's perspective; e.g., of a teacher, a student.

5. **Information Search**

Searches for and gathers many different kinds of information before arriving at an understanding of an event or a problem; uses formal and informal observation, search and interaction to gather information about the environment; is aware of the breadth (number of sources) and depth (what is learned from each relevant source) of information search.

Behavioral Indicators:

5.1 Gathers information about problems from a variety of sources or events before making a decision or committing resources.

5.2 Is aware of breadth (or the number of different sources) of information search.

5.3 Gathers sufficient information in each essential area searched (both inside and outside the organization) in order to arrive at relevant ideas or concepts. Strives to be well informed.

6. **Concept Formation**

Is able to form concepts, hypotheses, ideas on the basis of information; can reorder information into ideas, see relationships between patterns of information from different sources, and can link information separated spacially or over time; uses a logical process of forming ideas based on information from different sources.

Behavioral Indicators:

6.1 Develops a concept in order to make sense out of an array of information separated in space or time.

6.2 Finds meaning themes or patterns in a sequence of events or inputs.

6.3 Uses insight that emerges after examining an issue or a problem which is usually labeled and used for diagnostic purposes and for stating cause and-effect relationships.

6.4 Perceives relationship between important events or links related events into broader meanings (e.g., in In-Basket).

7. **Conceptual Flexibility**

Is able to use alternative or multiple concepts or perspectives when discussing problem solving or making a decision; can view a person or an event from different perspectives; can devise alternative plans or courses of action and can visualize the pros and cons of each; considers information from different points of view in arriving at a decision; is able to view an event from multiple perspectives simultaneously.

Behavioral Indicators:

7.1 Views events from different (multiple) perspectives simultaneously.

7.2 In group situations, keeps different group members' perspectives "on the table" for discussion.

7.3 Discovers and uses these conflicting or different views of events in problem solving and dialogue.

7.4 Takes into account the perspective of subordinates, managers in the person's own unit (e.g., department, school) and significant "others" outside the person's unit and organization in planning and problem solving.

7.5 Forms and uses multiple concepts in problem solving and interpersonal and group interaction.

7.6 Includes people from groups with different perspectives in planning groups (e.g., students and parents in a school setting and citizens of the school community).

Consensus Management Cluster

8. **Managing Interaction**

Is able to get others to interact, to stimulate others to work together, to understand each other, to resolve conflict or agree to its presence, to encourage others to reach mutual agreement; uses own and others' ideas to initiate and stimulate dialogue between others; demonstrates good group process and facilitator skills.

Behavioral Indicators:

8.1 Stimulates others to interact in a group situation. s able to get another to present and stimulate others to respond.

8.2 Is able to get others to state their perspectives and then discuss relationships and can motivate the group to move toward mutual agreement.

8.3 Is able to get people from different groups or conflicting groups to engage in dialogue.

8.4 Facilitates an integrating role in interpersonal and group situations.

9. **Persuasiveness**

The ability to persuade or influence others through a number of possible means: gaining and sustaining their attention and interest in a group situation; using information or arguments, modeling the behaviors expected; or being direct in specifying what others will do.

Behavioral Indicators:

9.1 Demonstrates ability to influence or persuade others to support one's ideas or goals.

9.2 Uses a variety of techniques; e.g., modeling expected behavior, using information, and expertise or authority, by being directive. Whichever technique is used the operation here is "success in influencing."

Quality Enhancement Cluster

12. **Achievement Motivation**

States high internal work standards; verbalizes personal and group goals as a desire to do something better--better feedback on measures of how well self or group is doing; shows frustration in meeting barriers or in response to own or others' mistakes or failures.

Behavioral Indicators:

12.1 Expresses a desire to do the task better, better than it was done previously, better than others do it, or better according to some objective or subjective standard.

12.2 Makes expectations of high performance, excellence or high productivity known to others.

12.3 Expresses frustration with barriers to reaching standards of excellence.

12.4 Wants measures of own productivity and performance in order to plot or assess progress.

13. **Management Control**

Devises opportunities to receive adequate and timely feedback about the progress of work accomplishments of others; follows up on delegated activities or provides plans for or taking action on feedback of information to others about meeting standards of productivity.

Behavioral Indicators:

13.1 Plans and schedules follow-up for all delegated and assigned activities.

13.2 Monitors the performance of managers and subordinates and schedules reviews.

13.3 Plans and initiates activities which help in observing the work and progress of others--both of individuals and department or grade level.

13.4 Informs others when tneir work is not meeting standards.

Organizational Cluster

15. **Organizational Ability**

Sets plans and promotes to accomplish goals; schedules activities and the use of human and other resources for accomplishing goals; focuses on time, deadlines, flow of activities or resources on ways to get the job done.

Behavioral Indicators:

15.1 Makes schedules, budgets own time; shows a concern for time and schedule.

15.2 Reviews a task and then plans; e.g., reviews all items on desk and then proceeds with a plan and schedule. Uses this style in work or simulation situations.

15.3 Establishes priorities handling important issues first, allocating more time to high-priority issues.

15.4 Organizes the activities of a group in order to develop a logical plan--what will be done first, second, and so forth, meetings and points of communication.

Communication Cluster

17. **Self-Presentation**

Is able to clearly present ones own ideas, others' ideas and information in an open and genuine way; is able to share ideas with others in an open informative, non-evaluative manner; effectively uses technical, symbolic, non-verbal and visual aids or graphics in order to get the message across.

Behavioral Indicators:

17.1 Is able to communicate own ideas to others in one-on-one or group situations in a clear informative manner. The criterion is not persuasion but the degree to which the presentation was understood.

17.2 Can stimulate others to ask questions about own issues.

17.3 Is able to present in a way which is not interpreted as "demanding conformity" or control.

DEFINITIONS AND OPERATIONS FOR THE

PROPOSED BASIC COMPETENCIES

Purpose and Direction Cluster

3. **Commitment to School Mission**

Holds a set of values about the school; e.g., welfare of the students, fairness to staff; exhibits consistent behavior with values despite barriers.

Behavioral Indicators:

3.1 Promotes the welfare of the students.

3.2 Displays a humane concern for the feelings of teachers, parents and students.

3.3 Takes difficult actions, which may be unpopular, when the welfare of students seem to be at stake.

3.4 Emphasizes the importance of fairness in providing opportunities, distributing priorities, administering scipline and distributing funds.

Consensus Management Cluster

10. **Concern for Image**

Shows concern for the image of the school via the impressions created by the students and staff and manages these impressions and public information about the school.

Behavioral Indicators:

10.1 Advertises successes.

10.2 Controls the flow of negative information.

11. **Tactical Adaptability**

States the rationale for using particular strategies; e.g., to influence certain groups, tailors style of interaction to fit the situation and changes style if it does not succeed.

Behavioral Indicators:

11.1 Indicates that an activity will be challenging.

11.2 Tailors one's style of interaction to the audience one wishes to influence.

11.3 Adjusts strategy or adopts a different strategy when one is unsuccessful.

Quality Enhancement Cluster

14. **Developmental Orientation**

Holds high and positive expectations about others' potential, views developing others as a property of the principal's job; works with others as a coach, discussing performance problems, providing feedback about performance and giving reassurance for development while allowing the person to take individual responsibility.

Behavioral Indicators:

14.1 Holds high expectations about the potential of other people to develop.

14.2 Works to help others do their job better and uses follow-up in order to develop others.

14.3 Gives support, approval or recognition for developmental activities of others.

14.4 Instills a value of "developing others" in own staff members.

Organization Cluster

16. **Delegation**

Delegates authority and responsibility clearly and appropriately in accomplishing organizational goals; this must be differentiated from organization, that is, from the normal assignment of tasks which people routinely do; delegates a project not currently a routine part of the person's job; e.g., gathering information, developing a proposal or a plan, implementing a project.

Behavioral Indicators:

16.1 Clearly delegates an activity which is not a routine task. Delegation should specify the authority; e.g., "complete the task and then let us discuss your decision." "Do the initial phase and then check with me before you make a decision."

16.2 Delegates defined activities; e.g., information gathering, planning, implementing.

Communication Cluster

18. **Written Communication**

Clear, concise and properly structured written communication.

Behavioral Indicators:

18.1 Expresses meanings clearly in memos and letter..

18.2 Uses adequate vocabulary.

18.3 Uses correct spelling and punctuation.

18.4 Uses appropriate and correct sentence and paragraph construction.

19. **Organizational Sensitivity**

The awareness of the effects of one's behavior and decisions on other people and other groups in and outside the organization.

Behavioral Indicators:

19.1 Responds tactfully in both written and oral communication to others in and out of the organization.

19.2 Keeps persons in the organization informed when information received is relevant or could be relevant to them.

19.3 Considers the position, feelings and perspectives of others when planning, making decisions and organizing.

The above competencies, their definitions, and behavioral indicators are presented in table form in Appendix B.

A Word About the Competencies

In identifying the competencies, the terms "high-performing" (HP) and "basic" (B) were used. It should be noted that moderate-performing and high-performing principals both practiced the so-called basic competencies. In a sense, those competencies were essential in order for the schools to be considered at least "average." The high-performing competencies were those generic areas that differentiated the high-performing principals from their moderate-performing counterparts.

The identified competencies are generic and not specific skills that may be unique to a certain situation. This is important since it enables local districts to apply these broader competencies to specific situations. It may be possible, for example, to prioritize the competencies on a local basis so they fit the unique demands of a school or district. Obviously, this decision should be based on local research in order that the competencies will be valid.

PART III: INTERVENTION STRATEGIES

This report has reviewed the factors that led up to an intensive, statewide effort to improve the quality of the principalship. The research studies on the principalship were briefly described as well as the process used to synthesize the competencies. What remains to be discussed in this part of the report are recommendations on how and where to intervene in order to improve the principalship. Although these strategies may vary from state to state, it is felt that approaches described may be helpful.

The recommendations below are spread along a continuum which ranges from points which are quite remote from the actual work setting of the principal to points of intervention closely associated with the principal's day-to-day activities.

Three major types of intervention have been characterized in Bennis, Benne, and Chin (The Planning of Change, 1971). They are: the (1) rational/empirical (for example, any attempt to bring about change through an appeal to reason), (2) normative/re-educative (for example, any attempt to bring about change through a change in beliefs, values or group norms), and (3) power/coercive (for example, any change attempt which directly manipulates the systems, structures, or processes of an environment in order to produce compliance to a change.) It is recognized that any given intervention is almost always a mixture of intervention types and motivation sources, but such concepts are extremely useful as the potential interventions and their respective likelihood of payoff are considered.

Professional Associations

While remote from the day-to-day setting of the principal, professional associations do impact many principals. Such associations serve as sensors (and censors) for the principal by identifying new approaches to finance, compensation, certification, selection, career problems (that is, stress, burn out, professional development) and labor relations. Endorsement by such associations does not guarantee acceptance by principals, but negative press from the associations may stifle a proposed change or innovation. Such organizations do search for new studies and new approaches to improvement, so an opportunity for intervention is to review findings from the empirical research on the principalship with such associations and, if possible, carry it a step further by offering a national seminar in their executive education programs. This intervention activity combines the rational/empirical approach (for example, providing new study results) with the normative/re-educative in the form of experiential workshop learning. Such interventions set the conditions for principals and in-service directors to get exposure to new approaches. It may also tap into a natural network of other professionals.

Intervening into national associations (as described above) is probably not a very effective or powerful intervention as compared with an intervention into a school district, but it does represent one source of new ideas and activities for principals and more importantly may give credibility to proposed changes into the role of the principal.

Still another type of association intervention used by the Council has been to focus on associations of individuals who make decisions about principals. The Council has presented at the National Association of State Boards of Education, the Educational Commission of the States, and The Chief State School Officers Association (CSSO). In such presentations the intervention is designed to (1) describe high-performing principals as

revealed in the Council's research, and to (2) directly identify policies which constrain such high performers. Finally, detailed recommendations are given for supporting high performance in principals (certification, compensation, reward systems).

Stepping closer to the focal principal, the state associations seem to play a more important influence role in the professional life of principals than do the national associations. The regular face-to-face contacts, the telephone networks, and newsletters all serve as direct sounding boards for principals. In Florida, the state associations are all very active during the legislative session as lobbyists and as vehicles for communication for and to the principal. A favorable response by the state association helps to achieve entry to the practicing principal. The Council on Educational Management in Florida experienced initial resistance from the state associations until the principals on the Council took the initiative to prepare a slide/tape for the associations and then met with the leadership of the associations. The important thrust of the interventions with the state associations was the point that, "Yes, the Council is working on matters of direct concern for principals, but they are doing it by first conducting the research necessary to provide a sound foundation and then will seek consensus as they approach policies." Also, the associations were informed as to how they might influence the Council. As these interventions took place resistance was reduced, until the state associations themselves became the Council's advocates. Of no minor significance in this intervention is the direct contact with the association's legislative lobbyists whose opinions often shape the attitudes of constituents to be either positively or negatively predisposed toward change. Related very closely to such lobbyists are the staff of legislators who can help to swing support toward or away from a desired goal. In the Council, frequent status reports were given to such staff.

Once again all of the above interventions into associations and legislative staffs are not likely to lead directly to changes in the behaviors of principals. However, such interventions are likely to lead to more favorable opinions by principals and this establishes part of the conditions necessary to change.

Government

The role of the federal government as a source of funds to support basic research and development (R & D) has been greatly reduced in the last decade. However, there are still small pockets of support for research and dissemination. In this project the Council has used the federal capacity to (1) convene scholars interested in research on the principalship and to (2) support planning for further work (that is, this current project). Our intervention at the national level was successful in getting NIE to sponsor a conference on the principal. At the conference the research findings of the Council were disseminated. Similarly, the regional division of the CSSO association sponsored a conference and now the Southeastern Regional Council for Educational Improvement (SERC) is supporting this effort. All such efforts open new avenues for dissemination.

At the state level, the current chairman of the Council intervened in several ways with the state legislature. First, he used studies they had sponsored to point out how ineffective previous legislation (the so-called school-based legislation) had been. He then challenged them to write a law to improve the principalship which would support the work of a state council as a change agent. Not only did they accept the challenge but put together legislation which would support all the necessary functions that support systematic improvement; namely, research, development, training, certification, and compensation. This legislation backed up by a council

charged with the responsibility to bring about the desired improvements was, of course, the major intervention. Without such facilitative legislation, no opportunity to add to the scope of the other rational/empirical and normative/re-educative change efforts with the power/coercive strategy entailed in the legislation would have been possible.

The use of power as an intervention by the Council could be the subject of a study all by itself. Suffice it to say that the Council has used the mandate of the law itself, the funds it could allocate, the training it could sponsor, and the implied threat of certification and compensation as tools to directly intervene with districts in the way they select, assess, train, compensate, and certify principals.

Even though the Council has a legal mandate, its most important strategic move was to invest in original research which would substantiate its later policies in selection, training, and the like. Without such a research base, it would have been just one more voice clamoring for change. Also, the nature of the research was strong empirically because it studied how high performers were different from moderate performers. Such studies had a certain face validity to the action-oriented principal and at the same time increased the status of the principalship by showing that principals could make a difference in the education of children even under rather severe conditions. The competencies identified in the studies can be readily transformed into skill training packages which could also be used by others to generate criteria for assessment.

School Districts

As the Council considered school districts, it recalled its targets of improvement: selection, training, performance appraisal, certification and compensation. Next, it identified the "gatekeepers" for each function. For

example, in the areas of selection and intern programs most districts either had an assistant superintendent or director of human resources who orchestrated these two vital arenas. The intervention tactic of the Council, then, was to develop useful tools for assisting these gatekeepers; for example, targeted selection, assessment centers, and intern grants. At the same time the superintendents on the Council began making presentations to their colleagues which alerted them to the fact that the time was coming when the state would mandate new ways of selecting, training, and the like. As these presentations occurred, superintendents typically went back to their districts and encouraged their staff people to find out what the Council was developing. Thus, over time the audience for Council meetings grew and grew with people who would carry the message back to their districts. When the Council was ready to improve performance appraisals, it solicited the help of the state association of personnel directors to develop a set of guidelines for school boards on the design and use of appraisals. As gatekeepers for training, district inservice directors became involved in preparing RFP's for training grants. Similarly, for each of the Council's targets, key gatekeeper groups were identified and interventions were designed and implemented. While no one intervention was sufficient, the combined effect of all the interventions is producing change.

Chronologically, once its research was well underway the Council began a multi-faceted intervention program into districts. First, it used its funds to set up demonstration projects on how to select principals more systematically. It supported two of the more prominent methods in use today; namely, assessment centers and targeted selection. Both strategies use job analytic techniques which could be related to the Council's competency research. Next, it supported intern programs which also had to meet analytic criteria developed by the Council. Further, it supported training development

grants to translate competencies into training programs. In each case when developmental or demonstration funds were granted, a clause was written into the grant mandating the receiving district to train other professionals from other districts in the new technology, this helped to ensure dissemination. To assist with dissemination, the Council developed a slide/tape presentation which Council members used frequently in districts. Several districts even took the slide/tape presentation and adapted it for their own district's use.

Universities

The combined impact of the Council's interventions into districts was to render some of the curriculum being taught at the universities irrelevant. The Council's work also changed the requirements for the basic Administration and Supervision certificate. Initially, administration and supervision departments at the universities resisted such change; but, in a series of face-to-face meetings between a representative group of university professors and the university professors on the Council, the professors decided to support the Council's directions. Once again, the systematic base formed in the Council's research plus the Council's direct link to funding through the legislature constituted an intervention based on power for the Council. Today the state association of university professors who teach educational administration are translating the competencies in the Council's research into a paper and pencil exam which will be required of all applying for the first level of principal certification.

Networks

The next change effort used by the Council was not so much an intervention into existing organizations as it was the creation of a new force. The Council created regional networks to help disseminate its programs and to act as information links on programs and projects related to the

improvement of the principalship. The networks are being established in each of five pre-existing state regions. The composition of the networks is by design a diagonal slice of education with representatives from higher education, the state department of education, district management personnel and principals.

Principals

Most of the activities designed to influence the principal directly have been of the rational/empirical and normative/re-educative type. Special workshops have been added to the front and back of state association meetings and have been designed to familiarize principals with the research and actions of the Council. In addition, the state training vehicle known as the Florida Academy for School Leaders (FASL) offers quarterly workshops on the research of the Council and on Effective Principals. Such workshops have been uniformly well attended. Increasingly, the Academy's workshops have reflected the works of the Council. They also have altered their design by moving from information-giving workshops to those which emphasize skill development.

Human Resources

In order to maintain the various intervention activities described above an ever increasing human resource base is needed. The Council is resolving this problem by offering career enrichment for existing professionals. It has made training available for university faculty, state department staff, and school district staff to become master trainers in such areas as assessment centers, targeted selection, interaction management, compensation, and intern development. So far, the number of persons volunteering for such additional training has kept abreast of the need.

Conclusions

This section has reviewed the various means that the Council has used to intervene into the natural processes of education in order to improve the principalship. It should be obvious that no single intervention was sufficient. Rather, it was the vision that the principal may be seen as a nodal point in the center of a set of circles of influence (e.g., district, state, region) that was the source of success for the Council. Each circle of influence has gatekeepers (for example, in the legislature it was the Speaker of the House, in the state department of education it was a department head, in the district it depended on the target, and so on). The Council's genius as an intervener was to develop its own empirical research base and then to systematically leverage change in each of the circles that influence the principal by collaborating with the natural gatekeepers in each influence arena.

Cecil Golden's feelings were captured by Manasse when she concluded:

> "By involving all affected groups, by working to change the basic system rather than imposing a new bureaucratic structure on top of the existing one, by proceeding in a carefully planned, rational manner, and by creating the necessary incentives and providing the necessary information and support for change, the Council has made real progress in its goal of improving conditions for principals' effectiveness." (Manassee, p.40)

The experience of Florida in attempting to modify and refine the principalship should provide states within the region with an example. What intervention elements or strategies other states choose to implement should take into consideration the unique conditions that exist in each state. The single most characteristic ingredient of the process described was the ability to involve all the affected groups to change the basic system into one moving not just toward improvement but toward excellence.

REFERENCES

Bennis, W. Benne, K., and Chin, R. (EdS.) The Planning of Change. New York: Holt, Rinehart & Winston, Inc., 1971.

Boyatzis, Richard E. The Competent Manager. New York: John Wiley and Sons, 1982.

Ellett, Chad D. "Teacher Assessment of Principal Performances: Their Validity and Independence of School Size and other Characteristics," CCBC Notebook. 1977, 7, i, 4-21 (ERIC Document Reproduction Service, No. ED 146-703).

Golden, Wm. Cecil. "Strategy for Supporting Excellence in Principals and Educational Managers," The Florida School Administrator. Vol.6, No.2, December 1982.

Huff, Sheila, et.al., Lake, D., and Schaalman, M.L. Principal Differences: Excellence in School Leadership and Management. Boston: McBer and Co 1982.

Lake, Dale G. High Performing Principals: A Synthesis. In Review of Literature and Resources on High-Performing Principals. Report presented to the Florida Council on Educational Management, 1981.

Manasse, A. Lorri. A Policymaker's Guide to Improving Conditions for Principals' Effectiveness. Alexandria, Virginia: National Association of State Boards of Education, 1984.

Martinko, Mark J. and Gardiner, William L. An Executive Summary of: The Behavior of High Performing Educational Managers: An Observational Study. Tallahassee, FL: The Florida State University, 1983.

Meyer, Herbert; Best, Bethia; and Thomas, James. Salary Administration Programs and Practices for School Management Personnel in the State of Florida. Tampa, FL: University of South Florida, September, 1983.

Orange County Performance Management System. Chicago, IL: Peat, Marwick and Company, March 16, 1984.

Schmitt, N., Noe, R., Meritt, R., Fitzgerald, M. and Jorgensen, C. Criterion-Related and Content Validity of the NASSP Assessment Center. East Lansing, Michigan State University, 1980.

Schroder, H., Driver, M. J., and Streufert, S. Human Information Processing. New York: Holt, Rinehart & Winston, Inc., 1967.

Stewart, Rosemary. Contrasts in Management: A Study of the Different Types of Managers' Jobs, Their Demands and Choices. London: McGraw-Hill, 1976.

APPENDIX A

THE IDENTIFICATION OF UNIDIMENSIONAL ATTRIBUTES IN DIMENSIONAL DEFINITIONS

Note: The dimensional definitions used are from the Assessment Programs in Broward County, Dade County and Lee County (Lee uses the NASSP Dimensions).

ANALYSIS

Source/Definitions	Unidimensional Attributes
Broward County Analysis: Relating and comparing data from different sources, securing relevant information and data, evaluating situations and visualizing potential problems.	1. Information Gathering or Search: (Securing relevant information from different sources). 2. Forming ideas or concepts from patterns: (Relating and comparing data from different sources. 3. Forming and using alternative perspectives or concepts: Evaluating situations and visualizing potential problems: (i.e., generating alternative perspectives.
Dade County Perception: To identify, assimilate and comprehend the critical elements of a situation, to interpret implications of alternative courses of action and define solutions to problems.	1. Information Gathering or Search: To identify the critical elements of a situation; i.e., to identify the most relevant data). 2. Concept Formation: To assimilate and comprehend the critical elements of a situation. 3. Forming and using alternative perspectives or concepts.
NASSP Problem Analysis: Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.	1. Information gathering or search: (To seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.) 2. Concept Formation: (To determine the important elements).

JUDGMENT

Source/Definitions	Unidimensional Attributes
Broward County Decisiveness/Judgment: Developing alternative courses of action, making decisions which are based on factual information and logical assumptions, readiness to make decisions and commit oneself.	1. Forming Ideas and Concepts from Patterns of Information: (Ma!ing decisions which are based on factual information and assumptions.) 2. Forming or using alternative perspectives or concepts: (developing alternative courses of action). 3. Decisiveness: (Readiness to make decisions and commit oneself.
Dade County Decision Making: To use logical and sound judgment in use of resources, determining courses of action and defining solutions to problems.	1. To Use Logical and Sound Judgment.
NASSP Judgment: Skill in identifying educational needs and setting priorities; ability to reach logical conclusions and make high quality decisions based on available information; ability to critically evaluate written communications.	1. Forming ideas or concepts from Patterns of Information: Identifying educational needs. . . the ability to reach logical conclusions and make high-quality decisions based on available information.

DECISIVENESS

Source/Definitions	Unidimensional Attributes
Broward County See under Judgment. Broward separated Judgment and Decisiveness for the purposes of assessing middle and high school principals.	1. Decisiveness: Readiness to make a decision and commit oneself.
Dade County Decisiveness: To make decisions, render judgments, take actions independent of quality, and defend decisions, judgments and actions when challenged by others.	1. Decisiveness: Ability to make decisions and take actions. 2. Ability to defend decisions.
NASSP Decisiveness: Ability to recognize when a decision is required (disregarding the quality of the decision) and to act quickly.	1. To be able to recognize when a decision is required.

SENSITIVITY

Source/Definitions	Unidimensional Attributes
Broward County Sensitivity: Actions that indicate a consideration of the needs and feelings of others.	1. Sensitivity: (A consideration of the needs and feelings of others).

SENSITIVITY, Continued

Source/Definitions	Unidimensional Attributes
Dade County Interpersonal: To be sensitive and behave in ways which reflect the needs and feelings and capabilities of others; to deal effectively with others regardless of status or position, to accept interpersonal differences and develop rapport with others.	1. Sensitivity: To be sensitive to the needs, feelings, and abilities of others-regardless of status. 2. To develop rapport with others.
NASSP Sensitivity: Ability to perceive the needs, concerns and personal problems of others, skill in resolving conflicts, tact in dealing with persons from different backgrounds; ability to deal with people concerning emotional issues; knowing what information to communicate and to whom.	1. Sensitivity: The ability to perceive the needs and problems of others. 2. Managing Interaction: Skill in resolving conflicts and tact in dealing with persons with different backgrounds, and the like.

ADAPTABILITY

Source/Definitions	Unidimensional Attributes
Broward County Adaptability: Maintaining effectiveness in varying environments, tasks, responsibilities or people. (Used as a relevant dimension only for high school principals.)	1. Forming and using different perspectives and concepts as a basis for behavior: (Changing concepts and behavior across different people or situations). 2. Ability to behave effectively in different situations.

ADAPTABILITY, Continued

Source/Definitions	Unidimensional Attributes
Dade County Adaptability: To modify behavior and approaches in dealing with different situations and different persons.	1. Forming and using different perspectives and concepts as a basis for behavior: (Modifies behavior across different situations and people).
NASSP Sensitivity: Defined broadly to include aspects of adaptability (see under Sensitivity).	1. Sensitivity

DELEGATION

Source/Definitions	Unidimensional Attributes
Broward County Delegation: Not assessed in elementary principals. Delegation--Middle School: Assigning tasks to subordinates to utilizetheir skills effectively in the execution of responsibilities of the school administrator. Providing for the development of the subordinates' skills. Delegation--High School: Assigning tasks to subordinates to utilize their skills effectively in the execution of responsibilities as a high-school principal.	1. Delegation: (Assigning duties, responsibilities and authority to subordinates. 2. Developmental orientation: Providing for the development of subordinate skills.)

DELEGATION, Continued

Source/Definitions	Unidimensional Attributes
Dade County Leadership: To direct and coordinate the activities of others, to delegate authority and responsibility and to provide means of follow-up.	1. Delegation: (To delegate authority and responsibility) 2. Organization Skills: (To direct and coordinate the activities of others). 3. Control: (To provide means for follow-up.
NASSP Not Assessed.	

CONTROL

Source/Definitions	Unidimensional Attributes
Broward County Control--Elementary Principals: Establishing and using procedures to monitor and/or regulate processes, tasks or activities. Taking action to monitor delegated activities. Control/Monitor--Middle School: Establishing and using procedures to monitor and/or regulate processes, tasks or activities. Orientation to and skill in accurately evaluating the performance of subordinates' job activities and responsibilities. (Not included in High School dimensions.)	1. Control: (To establish procedures, opportunities to monitor and receive adequate and timely feedback about the progress of work accomplishment of others. 2. Performance Appraisal Skills: (The ability to accurately evaluate the performance of subordinates.)

CONTROL, Continued

Source/Definitions	Unidimensional Attributes
Dade County Leadership: To direct and coordinate the activities of others; to delegate authority and responsibility and to provide means of follow-up.	1. Control: (To provide a means of follow-up.) 2. Organization: (To direct and coordinate the activities of others.) 3. Delegation: (To delegate authority and responsibility.
NASSP Organizational Ability: Ability to plan, schedule and control the work of others; skill in using resources in an optional fashion; ability to deal with a volume of paperwork and heavy demands on one's time.	1. Control: (The ability to control the work of others.) 2. Organization Skills: (Ability to use resources in an optional manner--e.g., scheduling, ordering, etc.) 3. Ability to cope with information load. (Related to tolerance for stress.) and ability to form concepts and set priorities.

ORGANIZATIONAL ABILITY

Source/Definitions	Unidimensional Attributes
Broward County Planning and Organizing: Defining the course of action for the accomplishment of specific goals including the appropriate allocation and use of school resources, effective utilization of personnel and establishing appropriate activities.	1. Organizational Skills: (Readiness to plan courses of action, schedule activities and allocate resources and set priorities to pursue goals.)

ORGANIZATIONAL ABILITY, Continued

Source/Definitions	Unidimensional Attributes
Dade County Organization and Planning: To establish strategies for self and others to accomplsih specific results. To establish objectives, schedules and priorities.	1. Organizational Ability: (as above)
NASSP Organizational Ability: Ability to plan schedule and control the work of others; skill in using resources in an optimal fashion,ability to dealwith a volume of paperwork and heavy demands on one's time.	1. Control: The ability to control the work of others. 2. Organization Skills: Ability to resources in an optimal manner; e.g., scheduling. 3. Coping with information load. (stress or concept formation)

LEADERSHIP

Source/Definitions	Unidimensional Attributes
Broward County Leadership: Utilization and application of the appropriate styles and methods in guiding individuals and groups toward task accomplishment.	1. Proactive Orientation: Takes responsibility for interacting with and guiding individuals and groups for accomplishing tasks. 2. Uses appropriate styles and methods in proactive behavior.

LEADERSHIP, Continued

Source/Definitions	Unidimensional Attributes
Dade County Leadership: To direct and coordinate the activities of others, to delegate authority and responsibility and to provide means of follow-up.	1. Organizational Skills: (To direct and coordinate the activities of others.) 2. Delegation: (To delegate authority and responsibility.) 3. Control: To control via follow-up activities.
NASSP Leadership: Ability to get others involved in solving problems;ability to recognize when a group requires direction, to effectively interact with a group to guide them to accomplish a task.	1. Interaction Skills: Ability to get others involved in dialogue--problem solving or moving toward mutual agreement. 2. Proactive Orientation: Seizes opportunity to give direction; interacts with others taking broad responsibility for task accomplishment.

INITIATIVE

Source/Definitions	Unidimensional Attributes
Broward County Initiative: Active attempts to influence others to achieve goals; self starting rather than passive acceptance. Taking action to achieve goals beyond what is necessarily called for.	1. Proactive Orientation: Initiates actions of self and others to achieve goals; goes beyond the givers in taking responsibility for task accomplishment.

INITIATIVE, Continued

Source/Definitions	Unidimensional Attributes
Dade County Not assessed.	
NASSP Leadership: Ability to get others involved in solving problems, ability to recognize when a group requires direction, to effectively interact with a group to guide them to accomplish a task.	1. Interaction Skills: Ability to get others involved in dialogue--problem solving--or moving toward mutual agreement. 2. Proactive orientation: Seizes opportunity to give direction; takes responsibility for task accomplishment for self and others.

JOB MOTIVATION

Source/Definitions	Unidimensional Attributes
Broward County Job Motivation: Experiencing a sense of personal satisfaction from the activities and responsibilities of the principalship.	1. Intrinsic satisfaction with job.
Dade County Not Assessed.	

JOB MOTIVATION, Continued

Source/Definitions	Unidimensional Attributes
NASSP Personal Motivation: Need to achieve in all activities attempted; evidence that work is important in personal satisfaction. Ability to be self-policing.	1. Intrinsic Satisfaction with job. 2. Need to achieve. 3. Self-Policing.

TOLERANCE FOR STRESS

Source/Definitions	Unidimensional Attributes
Broward County Tolerance for Stress: Stability of performance under pressure or opposition.	1. Stress Tolerance: The ability to continue to perform well under pressure.
Dade County Not Assessed.	
NASSP Stress Tolerance: Ability to perform under pressure and during opposition; ability to think on one's feet.	1. Stress Tolerance: (as above.)

IMPACT

Source/Definitions	Unidimensional Attributes
Broward County Impact: Creating good first impressions with individuals and groups; projecting confidence and security, exhibiting professional demeanor.	1. Creating good first impressions. 2. Projecting confidence. 3. Exhibiting professional demeanor.
Dade County Not Assessed.	
NASSP Not Assessed.	

ORAL COMMUNICATION

Source/Definitions	Unidimensional Attributes
Broward County Oral Communication: Effective verbal expression in individual or group situations including gestures and non-verbal communication.	1. Oral Communication. 2. Non-Verbal Communication.
Dade County Oral Communication: To effectively present and express information orally; to properly use technical factors such as voice reflection, grammar, vocabulary and eye contact.	1. Oral Communication. 2. Vocabulary and grammar. 3. Non-Verbal Communication.
NASSP Oral Communication: Ability to make a clear oral presentation of facts and ideas.	1. Oral Communications.

APPENDIX B

FLORIDA PRINCIPAL COMPETENCIES: BASIC AND HIGH PERFORMING

CLUSTER		COMPETENCY	BEHAVIORAL INDICATORS
PURPOSE AND DIRECTION	HP	1. PROACTIVE ORIENTATION - Takes the role of being fully "in charge" and responsible for all that happens in a situation or a job. An "internal control" orientation [illegible] behave with the full assumption that they can be the "cause" and can move events, create change and achieve goals. Initiates action and readily takes responsibility for all aspects of the situation--even beyond ordinary boundaries--and for success and failure in task accomplishment. Initiates actions of self and others to learn about the organization and to achieve goals.	1.1 Takes overall responsibility for progress of a group or a task or for obtaining and using resources. 1.2 Initiates actions, proposals or plans for self and others to accomplish tasks. 1.3 Accepts and portrays personal responsibility for failures/barriers and learns from experiences to overcome potential or real barriers. 1.4 Accepts ultimate responsibility for staff, students and teachers.
	HP	2. DECISIVENESS - Expresses forcefulness and confidence when a decision is made. A readiness to make decisions, render judgments, take actions and commit oneself and others regardless of the quality of the decision.	2.1 Expresses little ambivalence about decisions that have been made (but may recognize alternatives). 2.2 Forceful and self confident in making decisions.
	B	3. COMMITMENT TO SCHOOL MISSION - Holds a set of values about the school; e.g., welfare of the students, fairness to staff; behavior is consistent with values despite barriers.	3.1 Promotes the welfare of the students. 3.2 Displays a humane concern for the feelings of teachers, parents, and students. 3.3 Takes difficult actions, which may be unpopular, when the welfare of students seems to be at stake. 3.4 Emphasizes the importance of fairness in providing opportunities, distributing priorities, administering discipline and distributing funds.

HP - HIGH PERFORMING
B - BASIC

BEST COPY AVAILABLE

CLUSTER		COMPETENCY	BEHAVIORAL INDICATORS
COGNITIVE SKILLS	HP	4. **INTERPERSONAL SEARCH** - Is able to discover, understand and verbalize the concepts thoughts, ideas held by others. Is not only sensitive to the ideas and opinions of others but behaves to ensure an understanding of the feelings and verbalizations of others.	4.1 Uses probing, repetition to have others describe their own perspectives, ideas and feelings. 4.2 Is able to discover and understand the ideas and concepts of others--from their point of view. 4.3 Uses summary clarification and paraphrasing to test the accuracy of one's conception of another's perspective; e.g., of a teacher, a student.
	HP	5. **INFORMATION SEARCH** - Searches for and gathers many different kinds of information before arriving at an understanding of an event or a problem. Uses formal and informal observation, search and interaction to gather information about the environment. The breadth (number of sources) and depth (what is learned from each relevant source) of information search.	5.1 Gathers information about problems from a variety of sources or events before making a decision or committing resources. 5.2 Breadth (or the number of different sources) of information search. 5.3 Gathers sufficient information in each essential area searched (both inside and outside the organization) in order to arrive at relevant ideas or concepts. Strives to be well informed.
	HP	6. **CONCEPT FORMATION** - The ability to form concepts, hypotheses, ideas on the basis of information. Can reorder information into ideas, see relationships between patterns of information from different sources, and can link information separate spacially or over time. A logical process of forming ideas based on information from different sources.	6.1 Develops a concept in order to make sense out of an array of information separated in space or time. 6.2 Finds meaning themes or patterns in a sequence of events or inputs. 6.3 After examining an issue or a problem insight emerges which is usually labeled and used for diagnostic purposes and for stating cause and effect relationships. 6.4 Perceives relationship between important events or links related events into broader meanings (e.g., in In-Basket).
	HP	7. **CONCEPTUAL FLEXIBILITY** - The ability to use alternative or multiple concepts or perspectives when discussing problem solving or making a decision. Can view a person or an event from different perspectives; can devise alternative plans or courses of action and can visualize the pros and cons of each. Considers information from different points of view in arriving at a decision. The ability to view an event from multiple perspectives simultaneously.	7.1 Views events from different (multiple) perspectives simultaneously. 7.2 In group situations keeps different group members perspectives "on the table" for discussion. 7.3 Conflicting or different views of events are discovered and used in problem solving and dialogue. 7.4 Perspective of subordinates, managers in the person's own unit (e.g., department, school) and significant "others" outside the person's unit and organization are taken into account in planning and problem solving. 7.5 Forms and uses multiple concepts in problem solving and interpersonal and group interaction.

CLUSTER		COMPETENCY	BEHAVIORAL INDICATORS
CONSENSUS MANAGEMENT	HP	8. MANAGING INTERACTION - The ability to get others to interact, to stimulate others to work together, to understand each other, to resolve conflict or agree to its presence, to encourage others to reach mutual agreement. Uses own and others' ideas to initiate and stimulate dialogue between others. To demonstrate good group process and facilitator skills.	8.1 Stimulates others to interact in a group situation. Is able to get another to present and stimulate others to respond. 8.2 Is able to get others to state their perspectives and then discuss relationships and can motivate the group to move toward mutual agreement. 8.3 Is able to get people from different groups or conflicting groups to engage in dialogue. 8.4 An integrating facilitating role in interpersonal and group situations.
	HP	9. PERSUASIVENESS - The ability to persuade or influence others through a number of possible means: gaining and sustaining their attention and interest in a group situation; using information or arguments, modeling the behaviors expected; or being direct in specifying what others will do.	9.1 Demonstrates ability to influence or persuade others to support one's ideas or goals. 9.2 May use a variety of techniques; e.g., modeling expected behavior, using information, and expertise or authority, by being directive. Whichever technique is used the operation here is "success in influencing."
	B	10. CONCERN FOR IMAGE - Shows concern for the image of the school via the impressions created by the students and staff and manages these impressions and public information about the school.	10.1 Advertises successes. 10.2 Controls the flow of negative information.
	B	11. TACTICAL ADAPTABILITY - States the rationale for using particular strategies; e.g. to influence certain groups, tailors style of interaction to fit the situation and changes style if it does not succeed.	11.1 Indicates that an activity will be challenging 11.2 Tailors one's style of interaction to the audience one wishes to influence. 11.3 Adjusts strategy or adopts a different strategy when one is unsuccessful.
QUALITY ENHANCEMENT	HP	12. ACHIEVEMENT MOTIVATION - States high internal work standards. Verbalizes personal and group goals as a desire to do something better--better feedback or measures of how well self or group is doing; shows frustration in meeting barriers or in response to own or others' mistakes or failures.	12.1 Expresses a desire to do the task better, better than it was done previously, better than others do it, or better according to some objective or subjective standard. 12.2 Makes expectations of high performance, excellence or high productivity known to others. 12.3 Expresses frustration with barriers to reaching standards of excellence. 12.4 Wants measures of own productivity and performance in order to plot or assess progress
	HP	13. MANAGEMENT CONTROL - Devises opportunities to receive adequate and timely feedback about the progress of work accomplishments of others. Follow-up on delegated activities or providing plans for or taking action on feedback of information to others about meeting standards of productivity.	13.1 Plans and schedules follow-up for all delegated and assigned activities 13.2 Monitors the performance of managers and subordinates and schedules reviews 13.3 Plans and initiates activities which help in observing the work and progress of others--both of individuals and department or grade level 13.4 Informs others when their work is not meeting standards.
	B	14. DEVELOPMENTAL ORIENTATION - Holds high and positive expectations about others' potential, views developing others as a property of the principal's job. It involves working with others as a coach, discussing performance problems, providing feedback about performance and giving reassurance for development while allowing the person to take individual responsibility.	14.1 Holds high expectations about the potential of other people to develop. 14.2 Works to help others do their job better and uses follow-up in order to develop others 14.3 Gives support, approval or recognition for developmental activities of others. 14.4 Instills a value of "developing others" in own staff members.

CLUSTER		COMPETENCY	BEHAVIORAL INDICATORS
ORGANIZATION	HP	15. ORGANIZATIONAL ABILITY - Sets plans and promotes to accomplish goals. Schedules activities and the use of human and other resources for accomplishing goals. Focuses on time, deadlines, flow of activities or resources on ways to get the job done.	15.1 Makes schedules, budgets own time; shows a concern for time and schedule in exercises and in the simulated role. 15.2 Reviews a task and then plans; e.g., reviews all items on desk or in In-Basket and then proceeds with a plan and schedule. Uses this style in work or simulation situations. 15.3 Establishes priorities handling important issues first; allocating more time to high-priority issues. 15.4 Organizes the activities of a group in order to develop a logical plan--what will be done first, second, and so forth, meetings and points of communication.
	B	16. DELEGATION - Delegates authority and responsibility clearly and appropriately in accomplishing organizational goals. This must be differentiated from organization, that is from the normal assignment of tasks which people routinely do. It is the delegation of a project not currently a routine part of the person's job; e.g., gathering information, developing a proposal or a plan, implementing a project.	16.1 Clearly delegates an activity which is not a routine task. Delegation should specify the authority, e.g., "complete the task and then let us discuss your decision." "Do the initial phase and then check with me before you make a decision." 16.2 Delegates defined activities; e.g., information gathering, planning, implementing.
COMMUNICATION	HP	17. SELF PRESENTATION - The ability to clearly present ones own ideas, others' ideas and information in an open and genuine way. Is able to share ideas with others in an open informative, non-evaluative manner. Effectively uses technical, symbolic, non-verbal and visual aids or graphics in order to get the message across.	17.1 Is able to communicate own ideas to others in one-on-one or group situations in a clear informative manner. The criteria is not persuasion but the degree to which the presentation was understood. 17.2 Can stimulate others to ask questions about own issues. 17.3 Is able to present in a way which is not interpreted as "demanding conformity" or control.
	B	18. WRITTEN COMMUNICATION - Clear, concise and properly structured written communication.	18.1 Meaning clearly expressed in memos and letters. 18.2 Adequate vocabulary. 18.3 Correct spelling and punctuation. 18.4 Sentence and paragraph construction appropriate and correct
	B	19. ORGANIZATIONAL SENSITIVITY - The awareness of the effects of one's behavior and decisions on other people and other groups in and outside the organization	19.1 Tactful written and oral responses to others in and out of the organization. 19.2 Keeps persons in the organization informed when information received is relevant or could be relevant to them. 19.3 Considers the position, feelings and perspectives of others when planning making decisions and organizing.