

## School principal's leadership competency in specific task fields\*

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### Abstract

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The purpose of this study is to find out school principal's leadership competency in each specific task fields. The first research question is that what are commonly and differently used principal's leadership competency in specific task fields. The second research question is that what affects the principals different usage of competencies. Spencer and Spencer(1993)'s competency dictionary is adopted to find out principal's leadership competency. School principal's task is categorized into general task, curriculum task, teacher supervision, student supervision, and school committee task. Three school principals are closely interviewed and analyzed by conducting Spencer and Spencer(1993)'s Behavioral Event Interview(BEI) method. The data were analyzed by the Spencer and Spencer's competency dictionary. The results were analyzed based on the weighted scores and relative importance. Achievement and action competency and Managerial competency are dominant leadership competency. However, in each task field, there are other competencies more frequently used than two dominant competencies. This result is caused by internal/external school conditions and principal's leadership style. Therefore, holistic approach of leadership competency for school outcomes must be considered from the stage of principal selection to principal leadership training program.

**[Key word]** principalship, leadership, competency

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### I. Introduction

Today's Schools are under increasing pressure to reform. Many countries set up national achievement standards focused on ambitious learning for all children. Pressure is being placed on actors at all levels of school, from students themselves to teachers, principals to produce successful performance or outcomes(Leithwood & Riehl, 2003). Changing demands on schools and schools' characteristics as professional work-places require that school leaders expand their views of educational leadership(Hart, 1995). Competency school leadership

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approach is a framework for expanding school leadership theory focusing on school outcomes.

Joo(2007), through the analysis of the excellent school principals' leadership competencies, concluded that Achievement and action competency is the most important for successful school outcomes. However, this result is not enough for providing school practitioners with sufficient implication. Therefore this research focuses on the competency in principal's specific task fields-general task, curriculum task, teacher supervision, student supervision, and school committee task.

The purpose of this study is to find out school principal's leadership competency in each specific task fields. Research questions are as follows:

First, What are commonly used principal's leadership competencies in specific task fields?

Second, What are differently used principal's leadership competencies in specific task fields?

Third, What affects on the principal's different usage of competencies?

However, there is limitation for generalization of the result because of the samples of interviewee. In order to overcome the limitation, the following studies must consider sample size.

## II. Literature reviews

### 1. Competency leadership approach

Pressure from environment is being placed on to school, principals began to pay attention to produce successful performance or outcomes(Leithwood & Riehl, 2003). The increased focus on outcomes has invigorated the quest for knowledge about the kinds of leadership that can help improve teaching and learning, under the assumption that the educational reform agenda depends for its success on the capacities of school leaders(Marsh, 2000, Murphy & Datnow, 2002). The importance of school outcomes draws attention to school leader's competency.

#### A. Definition of competency

The concept of competency originated from Industrial and organizational psychology. These two fields historically placed a great deal of emphasis on understanding work behavior by focusing on job duties and tasks(Harvey, 1991). Organizations tended to develop leaders by moving people through predictable job positions and career paths. It was essentially developed by job experience. In the 1970s, things began to change when the results of assessment center work at AT&T(Bray, Campbell, & Grant, 1974) began to influence the field. Initially, assessment centers were a state-of-the-art tool that focused on measuring people against underlying job performance dimensions in order to select people

into specific positions, but the emphasis soon switched to more person-centered variables, such as initiative and interpersonal skills, to select and develop leaders. This was the start of a more widespread focus on knowledge, skills, and abilities(KSA) dimensions and a diminishing interest in job dimensions(Hollenbeck, McCall, & Silzer, 2006).

Then in the 1980s, organizations and jobs started changing more rapidly and assessment centers evolved to select and develop people for a larger family of jobs such as management positions, and not just for a specific position. The dimensions became less job specific, more general, and more person centered. At the same time, Research focus on how personality and ability variables impact work performance emerged(Hollenbeck, McCall, & Silzer, 2006). Given the rapidly changing business environment and the globalization of business, at the time it made sense to try to develop people independently of specific jobs since those jobs were often likely to be eliminated or drastically redesigned.

In the 1990s there was a rush to design person-centered models initially referred to as "management models" of performance. Later this evolved to the more useful "leadership competency models." The intent was to look for fundamental KSAs that would identify fungible individuals who could be effective in a range of leadership positions.

In this context, full of researches and studies were performed to identify the characteristics that what is important to effectiveness. Studies about attributes(Office of Strategic Services, 1948), executive dimensions(Dunnette, 1971; Hemphill, 1959), management dimensions(Bray et al.,1974), assessment dimensions(Thornton & Byham, 1982), competencies(McClelland, 1975), and global executive competencies(Kets de Vries, 1999; McCall & Hollenbeck, 2002) are typical examples. Through many studies, they were looking for finding "underlying characteristic of an individual that is causally related to criterion-referred effective and/or superior performance in a job(Spencer & Spencer, 1993. p.9)." Taking all these definitions of competency into consideration, competency can be defined as underlying measurable characteristics of people and indicates measurable actual behaviors of behaving or thinking in specific situations.

## **B. Components of competency**

Covey (1989) has also defined seven habits of highly effective people in his bestseller book the subtitle of which is powerful lessons in personal change. The seven habits are ① be proactive, ② begin with the end in mind, ③ put first things first, ④ think win/win, ⑤ seek first to understand, then to be understood, ⑥ synergize, and ⑦ sharpen the saw.

Covey has very concretely defined and explained these habits. Covey (1989) defines a habit as the intersection of knowledge, skill and desire: "Knowledge is the theoretical paradigm, the what to do and the why. Skill is the how to do. And desire is the motivation, the want to do. In order to make something a habit in our lives, we have to have all three." Effective leaders need good habits. Aristotle has said: "We are what we repeatedly do. Excellence, then, is not an act, but a habit(Sydanmaanlakka, 2003. p.110)."

Peter Senge (1990) has defined the five disciplines for a learning organization: ① system

thinking, ⑥ personal mastery, ⑦ mental models, ⑧ building shared vision and ⑨ team learning. Senge states that these five disciplines of the learning organization "might just as well be called the leadership disciplines as the learning disciplines." He has written in his book *The Fifth Discipline*: "These disciplines span the range of conceptual, interpersonal and creative capacities vital to leadership. But most of all, they underscore the deeply personal nature of leadership. It is impossible to reduce natural leadership to a set of skills or competencies. Ultimately, people follow people who believe in something and have abilities to achieve results in the service of those beliefs(Sydanmaanlakka, 2003. p.111)."

Spencer and Spencer(1993) have defined an list of competencies in their classic book "Competence at work: models for superior performance". They have defined 20 different sub-competencies, which belong to six main competencies:

- ① ACHIEVEMENT AND ACTION : achievement orientation competency, concern for order competency, quality and accuracy competency, initiative competency, information seeking competency
- ② HELPING AND HUMAN SERVICE : interpersonal understanding competency, customer service orientation competency
- ③ IMPACT AND INFLUENCE : impact and influence competency, organizational awareness competency, relationship building competency
- ④ MANAGERIAL : developing others competency, directiveness: assertiveness competency, teamwork and cooperation competency, team lead competency
- ⑤ COGNITIVE : analytical thinking competency, conceptual thinking competency, technical/professional/managerial expertise competency
- ⑥ PERSONAL EFFECTIVENESS : self-control competency, self-confidence competency, flexibility competency, organizational commitment competency

Each main competency contains two to five sub-competencies. Each competency has a narrative definition plus three to six behavioral indicators, or specific behavioral ways of demonstrating the competency in the job.

### **C. Environmental/Organizational contexts and specific task field of school principal**

Leadership competency is the product of not only personal attributes and situational variables, but also the interaction between them(Hollenbeck, McCall, & Silzer, 2006), in that specific situations can provide the opportunity to express leadership competency. Fulkerson(2003) describes "delivering first time results in first time situations(Hollenbeck et al., 2006. p.402)." The same reasoning holds for the interaction of competencies and leadership situations. To be effective, many leaders not only need to have some learning abilities but they also need to be put in situations where they can learn new things.

Organizational scholars(Daft, 1992; Perrow, 1986) enumerate many ways in which environments can impinge on the technical accomplishment of organizational goals and thus

require attention from leaders. In for school services, Funding availability, governmental policies and regulations, and the broader socio-cultural conditions that surround education all matter(Leithwood & Duke, 1999). With school's internal and external environments, principal's specific task fields are also considered as situation. For example, principal's competency which is used in teacher supervision is different from the competency which is used in managing school committee or school curriculum management because the specific goal of each task fields are different. The character of follower and task performing style is the caused of differently used competency. As another case, in teacher supervision field, the goal is to make teachers professionals. In school committee task field, the goal is to make committee members to approve school policy and to strengthen support of local community and local economy. Therefore, with in-school and out of-school environment, principal's task field should be considered to find out principal's key competencies.

Handbook for Principals on School Management(Seoul National University, 2002) specified school principal's task fields.

First, in school curriculum task field, school principal sets up educational goal and specific curriculum programs including regular and extra curriculum, implements school curriculum policy, manages school curriculum including communication with followers in charge.

Second, in teacher supervision field, school principals enhance teacher's professionalism and motivation. For this, principal sets up supervision programs such as teacher's self-supervision or peer supervision. Principal's evaluation about teaching classes of teachers and class management are also categorized to teacher supervision field.

Third, in student supervision, principal guides students for better performance. Through direct communication or guidance, principal effects student to enhance motivation for school life.

Fourth, in school committee task field, principal connects local community and school. Through democratic management, principal makes parent, local community, and local economy cooperate with school.

Finally, General task field is composed of two categories: in-school tasks and out of-school tasks. General personnel management, financial management, office management, and school equipment management are tasks of in-school tasks. Funding from outside school, meeting influential personnel, role as a middle manager who links school and district office of education belongs to the out of-school tasks.

### **III. Research methods**

This study has taken four research steps. First, the concept of principal's leadership was defined through research and study review. Second, the criteria for interviewee selection was set up. With this criteria, three best principals were selected. Third, data were collected

through BEI(Behavioral Event Interview) procedure. Finally, data were analyzed by using Mcber's competency dictionary.

## 1. Interviewee Selection

Three elementary school principals were selected for the interview. Criteria for selection included the principal's reputation from the Ministry of Education, the principal's reputation from the Committee of Principals of Korea, and evidence of success in terms of school outcomes. These outcomes were measured in a variety of ways, including principal's prizes, teacher's satisfaction and trust, student outcomes. A success also includes the attendance in local/national recognition of successful school programs. Principals were also selected to represent diversity in terms of gender, local community's socioeconomic status. The characteristics of three principals and schools are as follows.

- Principal Ryu (Female, Age : 55. Anyang S. elementary school)

This public elementary school is a big suburban elementary school of 35 classes and 42 teachers, located in a mid-low socioeconomic status. The lack of mass transportation made the school located outlying. The resource of local community is very insufficient. She was in her third year at the school and in her first principalship. She is a passionate leader for building school trust and outcomes. Because of the lack of local community's resource and support, she always focused both on managing school economically and efficiently. During her management, the trust of teachers, students, and parents toward her grew up. Based on trust, this school has various regular and extra curriculums for student outcomes. With these school outcomes, she got many prizes from local and national office of education.

- Principal Kim (Male, Age : 55. Ansan S. elementary school)

This public elementary school, with 46 classes and 52 teachers, is located in a higher than average SES suburb in the city. The abundance of resources of local community made the board of school committee work energetically. His leadership made this school full of resources from outside school. he is a symbol of both high-task and high-human relation oriented leaders. Beside his high task-high human relationship oriented leadership style, he always gathers information for resource. He always monitors local community, local and national office of education to get resources or funds. With these resources, he enriched the regular and extra curriculums for student outcomes. At the Committee of Principals of Korea, He is very famous for his school outcomes. He got many prizes from local and national office of education.

- Principal Lee (Male, Age : 54. Chungnam H. elementary school)

This public elementary school is located in the suburb of a local city. Composed of 47 classes and 50 teachers, SES of the local suburb is average. Population density of this city is rather low. Therefore there is close relation between the school and local community. He

mainly focuses on the relationship between school and local community. For example, school library is always opened to local citizen everyday. Moreover, school fence is removed for close contact with local citizen. These efforts made school more chances to get resource from local community, the county office, and local economic firms. He delegated the some of managerial authority to two vice-principals. With delegation to vice presidents, he managed the school flexibly and efficiently. As a result, this school even equipped classes for the disabled students. He got many prizes from the local community, the office of education, and the country office.

## 2. Data collection

Data was collected with the procedure of BEI. The objective of the BEI is to get very detailed behavioral descriptions of how a person goes about doing his or her work (Spencer & Spencer, 1993). BEI method is by far the most valuable for validating competency hypotheses generated by other methods and for discovering new competencies. This method refers not only to the "use of influence (Spencer & Spencer, 1993. p.98)" but to how influence is used to deal with specific situation in a specific organization's political climate. Moreover, it can show exactly how superior performers handle specific job tasks or problems because the criteria is composed of very specific descriptions of effective and ineffective job behaviors that can show and teach others what to do-and what not to do-on the job. A significant by-product of this interview method is a wealth of lively short stories about job situations and problems that can be used to develop relevant case studies, simulations, and role plays for training.

The process of BEI method is that the interviewer asks other questions, but these are either designed to set the stage or to lead people to provide critical-incident "short stories." The interviewer's job is to keep pushing for complete stories that describe the specific behaviors, thoughts, and actions the interviewee has shown in actual situations.

Following BEI's five steps, data collection steps are as follows.

- Step 1. *Introduction and Explanation.* Introducing the interviewer and explaining the purpose and format of this research.
- Step 2. *Job Responsibilities.* Getting the principals to describe his or her most important job tasks and responsibilities.
- Step 3. *Behavioral Events.* Asking the principal to describe, in detail, the five or six most important situations he or she has experienced in the job-two or three "high points" or major success for schooling, and two or three "low points" or key failures.
- Step 4. *Characteristics Needed to Do the Job.* Asking the principal to describe what he or she thinks it takes for someone to do the job effectively.
- Step 5. *Conclusion and Summary.* Thanking the principal for his or her time and summarizing key incidents and findings from the interview.

During the each steps of interview, making principal free of responsibility for interview is concerned. With the five steps, the followings were interviewed.

- *Personal traits and career* : age, career path, period of service as a teacher, period of service as a administrator(supervisor/principal), period of service as a principal in this school
- *School condition* : location(suburb/rural), teacher traits, student/parents traits, the SES of local community, abundance of local economy.
- *Successful result of school policy implementation and leadership* : the motivation of the policy, the problems before beginning the policy, principal's understanding of the problems, teacher group's understanding of the problems, related teachers/groups with the policy implementation, principal's relation with related teachers/groups, leadership of the principal with teachers/groups, detailed leadership procedure to related teachers/groups, details or procedure of action to solve the problem during policy implementation, principal's assessment of the policy.

Prior to conducting interviews, documents and articles about the principals and schools were reviewed. All interviews were recorded on a voice recorder and later transcribed. After interviews, full transcripts were sent to each school's teacher to check the reliability of collected data. Verified transcripts were used as final data for BEI analysis

### **3. Data analysis**

To discover principal's leadership competencies, BEI analysis methods are used to identify leadership competencies: coding interview transcripts for known competencies, with the criteria of the Spencer and Spencer's Competency Dictionary. The results were analyzed based on the weighted scores and relative importance. Reliability validation was confirmed through expert panel members.

Principal's leadership is analyzed in five task fields to find out to which leadership competency is applied: general task, curriculum, teacher supervision, student supervision, and school committee task.

## **IV. Findings**

Research results by conducting the BEI method were found through three step analysis. First, each principal's overall leadership competency score in five task fields were analyzed. Second, each Principal's frequently used leadership competencies were analyzed. Finally, Details of leadership competency in five specific task fields were analyzed respectively.

## 1. Principal's general leadership competency

Table 1 shows each principal's overall leadership competency score in each task fields.

<Table 1> Principal's overall leadership competencies in specific task fields

Classification	Ryu	Kim	Lee	SUM
General task	428	272	352	1,052 (42.5%)
Curriculum task	323	492	252	1,067 (43.1%)
Teacher supervision	53	142	13	208 (8.4%)
Student supervision	31	0	0	31 (1.3%)
School committee task	7	78	33	118 (4.7%)
<b>SUM</b>	<b>842</b>	<b>984</b>	<b>650</b>	<b>2,476 (100%)</b>

Principal Ryu scored 842. Principal Kim and Lee's score is 984 and 650 respectively. According to Table 1, three principal's leadership competencies are mainly concentrated on general task field and curriculum task field. Leadership competency scores on Teacher supervision are very different. Kim is the only one principal who scored more than 100 points. Student supervision is the least frequent task field for all principals. Principal Ryu got 31 points. However, the other two principals scored 0. School committee is the task which ranked fourth. Analysis results are as follows.

First, principal's leadership competencies are mainly concentrated on general task and curriculum. These two tasks take 85.6% of whole leadership competency behaviors. General task is tasks not belonged to curriculum, supervision, school committee. It is composed of two categories: in-school tasks and out of-school tasks. General personnel management, financial management, office management, and school equipment management are tasks of in-school tasks. Funding from outside school, meeting influential personnel, role as a middle manager who links school and district office of education belongs to the out of-school tasks. It is daily tasks which principals perform. However, general task has an direct or indirect effect on curriculum, teacher/student supervision, school committee directly and indirectly because all the tasks are not completely isolated.

Principal Lee put an importance on funding.

*Funds from local economic firms are invested to remodeling school library, laboratory and purchasing science instruments. funding is very important for strengthen curriculum because annual finance is not enough.*

This case is the definite evidence on general task's influence on curriculum task. The fact that general tasks and curriculum tasks take more than 85% means that principals concentrate on enhancing and strengthening school curriculum.

Second, principals' each scores are different. Principal Ryu, Kim, and Lee scored 842, 984, and 650 respectively. This, in other word, means that each principal's leadership behavior frequencies are different. It may be understood that each principal's concentration

on school management is different. Managing style can affect the score. For example, Principal Lee prefers delegation for detailed school policy implementation. There are two vice principals who serve at the school. Two vice principals perform school policy implementation with related teachers in a form of team. Principal Lee mainly communicates with vice presidents about each policy implementations and check results. His Managing style makes less communication with teachers. The fact that his general task score is highest than any other tasks represent his managing style. This can be translated as such: he mainly delegates in-school tasks such as curriculum, teacher/student supervision to vice principals and then he checks and monitors the process. Therefore Principal Lee's low score on curriculum task and teacher supervision originate from his managing style.

Third, student supervision is the lowest scored task on every three principals. This means that principal's leadership has directly an influence on vice principals or teachers. Rather principal's direct communication or influence on students, they prefer strengthening educational curriculum. With this curriculum, student supervision is delegated to teachers. Principal Kim's interview supports this understanding.

*Rather through with direct student communication, I prefer enhancing school curriculum system. With enhanced educational system, students can have more educational experience. This is what I focus on for student supervision*

Principal Lee also prefers delegation to teacher about student supervision task. This is also because of school condition. Interview with Principal Lee provide this.

*I'm always busy with full of tasks. Checking and monitoring many school policies, monitoring local community and district office of education, Funding from outside school, meeting with influential personnel, and so on. Among these tasks, I concentrate on drawing resources from outside school.*

Local community and economy are very important for the quality of school because they provide various resources including funds. Therefore Principal Lee and Kim always monitor local community and economy. Because of principal's strenuous exertion in outside school activity, the chance of direct communication with students decreases. However, Principal Ryu continuously concerned with student supervision.

*Many parents are dual income families. They are always tired with their own job and don't want to concern with school affairs. Also, Local economy is not invigorated. Therefore, I don't have many chances to meet parents or local personnel.*

Such a local community condition made Principal Ryu more concentrate on in-school tasks. Student supervision is one of the typical case of her concentration on in-school management. Her BEI score of 428 in general task and curriculum task is rather high. In

case of school committee, she got the lowest score of 7. This means that her communication and chance with outside school affairs is lower than other principals.

In summary, all the principals mainly concentrate on general tasks and school curriculum. And each principal showed different leadership styles with their personal traits and in/outside school condition. Student supervision is done rather indirect methods like strengthening school curriculum than direct guidance.

## 2. Principal's frequently used leadership competency

Table 2 shows each principal's detailed leadership competencies applied. The result of BEI score analysis is as follows.

<Table 2> Principal's frequently used leadership competency

Case	<i>Achievement &amp; action</i>	<i>Human service</i>	<i>Influence</i>	<i>Managerial</i>	<i>Cognitive</i>	<i>Personal effectiveness</i>	SUM
Ryu	274 (32.5%)	81 (9.6%)	128 (15.2%)	180 (21.4%)	98 (11.7%)	81 (9.6%)	842 (100%)
Kim	321 (32.6%)	172 (17.5%)	144 (14.6%)	201 (20.4%)	104 (10.6%)	42 (4.3%)	984 (100%)
Lee	232 (35.7%)	81 (12.5%)	95 (14.6%)	152 (23.4%)	50 (7.7%)	40 (6.1%)	650 (100%)
<b>Mean</b>	33.4%	13.5%	14.8%	21.5%	10.2%	6.6%	2,476(100%)

First, three principals used all competencies. Although each competency scores are not equal, there aren't any competency which principal didn't use. For example, Principal Ryu's lowest score is 81 in the Personal effectiveness and Human service competency respectively. The portions of the two competencies are 9.6% and 9.6% respectively. Her highest score is 274 of Achievement and action competency and it's portion is 32.5%. The other two principal also used all the leadership competencies. Principal Kim used from Personal effectiveness competency of 4.3% to Achievement and action competency of 32.6%. Principal Lee used the from Personal effectiveness competency of 6.1% to Achievement and action competency of 35.7%. This means that for desirable school outcomes, all the competency should be applied.

Second, Achievement and action and Managerial competency are mainly used leadership competencies by all three principals. The most frequently used leadership competency is Achievement and action competency. Principal Ryu used 32.5%, Kim used 32.6%, and Lee used 35.7% of Achievement and action competency. Second most frequently used leadership competency is Managerial competency. Principal Ryu, Kim, and Lee used Managerial competency 21.4%, 20.4%, and 23.4% respectively. Total sum of these two leadership portions are Principal Ryu's 53.9%, Kim's 53%, and Lee's 59.1% respectively. This means that for school outcome, principal frequently uses Achievement and action competency and Managerial competency. Interview with Principal Kim supports this result.

*For better school outcomes, challenging goals need to be set up. Of course, these are not easy to me and also to teachers. All the school policy implementations are aimed to school outcomes. I urge teachers to do better job for student outcomes. After school policy is set up, I check and monitor the process and result of each policy. That's what I do as a leader.*

However, the third most frequently used leadership competency is different according to principals. Principal Ryu and Lee used Influence competency third most frequently. But, Principal Kim used Human service competency third most frequently. This means that except Achievement and action competency and Managerial competency, using the other competencies are different according to principal's leadership style and school condition.

Third, Cognitive competency and Personal effectiveness competency are the least frequently used competencies. Principal Ryu used these two competencies total of 21.3%, Kim of 14.9%, and Lee of 13.8% respectively. Cognitive competency is composed of analytical thinking competency, conceptual thinking competency, and technical/professional/managerial expertise competency. In case of Personal effectiveness competency, it is composed of self-control competency, self-confidence competency, flexibility competency, and organizational commitment competency. It may be understood that in school organization, Achievement and action competency and Managerial competency is more important than Cognitive competency and Personal effectiveness competency.

### 3. Details of leadership competency in specific task fields

#### A. Principals' Competency in general task field

Table 3 displays each principal's competency in general task field.

<Table 3> Principal's leadership competency in general task field

Case	Achievement & action	Human service	Influence	Managerial	Cognitive	Personal effectiveness	SUM
Ryu	105 (24.5%)	67 (15.7%)	95 (22.2%)	69 (16.1%)	47 (11.0%)	45 (10.5%)	428 (100%)
Kim	58 (21.3%)	83 (30.5%)	51 (18.8%)	46 (16.9%)	32 (11.8%)	2 (0.7%)	272 (100%)
Lee	116 (33.0%)	37 (10.5%)	65 (18.5%)	80 (22.7%)	26 (7.5%)	28 (8.0%)	352 (100%)
<b>Mean</b>	26.5%	17.8%	20.1%	18.5%	10%	7.1%	1,052(100%)

In general task field, three principals used Achievement and action competency and Influence competency commonly. Principal Ryu used Achievement and action competency of 24.5%, Influence competency of 22.2%, and Managerial competency of 16.1%. Principal Kim used 30.5% of Human service competency, Achievement and action competency of 21.3%, Influence competency of 18.8%. Principal Lee used Achievement and action

competency of 33%, Managerial competency of 22.7%, and Influence competency of 18.5%. In summary, Principal Ryu and Lee used Achievement and action competency, Managerial competency, and Influence competency in general task field. In case of Kim, like the other principals, he used Achievement and action competency and Influence competency. But Human service competency is the competency he frequently used. Generally, the most frequently used competencies as for a principal in general task field are Achievement and action competency and Managerial competency. However In daily general task, Human service competency and Influence competency are important competencies also. This means that in daily task, aside from putting an importance on achievement and action or being a managerial person, understanding followers and being influential leader to them is also important for school outcomes. Principal Kim always puts an importance on understanding teachers.

*I always check all teachers' history and condition. It is very time consuming. But it is very essential as a leader. It is the beginning of understanding teachers and principalship.*

## B. Principals' Competency in curriculum task field

Table 4 displays each principal's competency in curriculum task field.

<Table 4> Principal's leadership competency in curriculum task field

Case	Achievement & action	Human service	Influence	Managerial	Cognitive	Personal effectiveness	SUM
Ryu	131 (40.6%)	0 (0%)	24 (7.4%)	94 (29.1%)	44 (13.6%)	30 (9.3%)	323 (100%)
Kim	194 (39.4%)	63 (12.8%)	56 (11.4%)	109 (22.2%)	54 (10.9%)	16 (3.3%)	492 (100%)
Lee	104 (41.3%)	35 (13.9%)	18 (7.1%)	59 (23.4%)	24 (9.5%)	12 (4.8%)	252 (100%)
<b>Mean</b>	40.2%	9.2%	9.2%	24.6%	11.4%	5.4%	1,067(100%)

In curriculum task field, Achievement and action competency is the most frequent competency all three principals used. The portion of this competency of Principal Ryu, Kim, and Lee is 40.6%, 39.4%, and 41.3% respectively. All three principals used this competency very frequently of 40.2%. All three principals made it clear that all school policies are aimed to enhance student performance. To achieve this educational goal, They vigorously set up various school curriculum policies. For example, regular curriculum is designed for students whose performances are less than average. For this, after each class, student performance appraisal or assessment is performed. Aside from strengthening regular curriculum, extra curriculum through after-school class is also set up. Foreign language class such as Chinese and Japanese, PC software classes such as word processing, graphic tools, web-searching are examples of after-school classes. This regular or extra curriculum policy is

initially set up by principal. Principal Kim's interview shows Achievement and action competency.

*I always think what I can do for student's better performance. After monitoring, communication with vice principal is followed. With this communication, many policies for student outcomes are brain stormed. Finally, some policies for strengthening curriculum are set up. Once such policy is implemented, I always check and monitor to urge vice principals and teachers concentrate on the curriculum policies.*

Principal Kim shows result orientation, concern for standards, focusing on improvement of student performance. These traits are the essential components of Achievement and action competency.

Managerial competency is the second most frequently used competency. Principal Ryu, Kim, and Lee used this competency 29.1%, 22.2%, and 23.4% respectively. To achieve successful educational curriculum policy, all the principals used Managerial competency. Expressing positive expectations of followers even in difficult cases, giving directions or demonstration with reasons, giving negative feedback in behavioral rather than personal terms are components of Managerial competency. Principal Ryu's action to teacher shows Managerial competency.

*Just making good relationship with teachers is not the ideal behavior of principal. When a teacher makes some mistakes or falls short of my expectation, I rapidly warn him(her) to make things correct.*

The other two principals also used Managerial competency. They always expressed positive expectations of vice principals and teachers and cheered to maximize teacher's motivation. Even expressing positive expectation, they didn't compromised follower's fallacy. They continuously and energetically tried to correct teacher's fault, finally to follow and pursue school's final goal: student performance.

### C. Principals' Competency in teacher supervision field

Table 5 displays each principal's competency in teacher supervision field.

<Table 5> Principal's leadership competency in teacher supervision field

Case	Achievement & action	Human service	Influence	Managerial	Cognitive	Personal effectiveness	SUM
Ryu	22 (41.5%)	0 (0%)	3 (5.7%)	16 (30.2%)	7 (13.2%)	5 (9.4%)	53 (100%)
Kim	39 (27.5%)	22 (15.5%)	17 (11.9%)	35 (24.6%)	13 (9.2%)	16 (11.3%)	142 (100%)
Lee	0 (0%)	0 (0%)	0 (0%)	13 (100%)	0 (0%)	0 (0%)	13 (100%)
Mean	29.3%	10.6%	9.6%	30.8%	9.6%	10.1%	208(100%)

In teacher supervision field, three principal's applied competencies were very different. Although Managerial competency is commonly used, accomplishment and action competency is more frequent than Managerial competency for Principal Ryu and Kim. This originate from principal's leadership style, in-school and out of-school condition.

In teacher supervision field, competency which is used by principal is very different. In case of Principal Ryu and Kim, they used Achievement and action competency mostly of 41.5% and 27.5% respectively. However, Principal Lee just used Managerial competency. This difference comes from each principal's concern about teacher supervision. She has tried to find out the best teacher supervision method. As a result, she created new teacher supervision method, namely mentoring supervision. Her opinion about mentoring supervision is as follows.

*Until now, the most prevalent teacher supervision method is peer supervision. Peer supervision assumes superior-inferior relationship between teachers. However, teachers' ages in this school are mostly from thirties to forties. Every teacher is, in some ways, are expert in their major. Therefore, after the conclusion that peer supervision is not fit for these school teachers, I finally chose mentoring supervision.*

After her bringing in mentoring supervision to school, she tried to make this supervision settle down systemically. This may be possible because the local community doesn't frequently participate in school affairs and local economy is not supportive to this school. This, in other words, made Principal Ryu more concentrate on and more time on in-school managing.

In Principal Kim's case, he tried to change inefficient teacher supervision system. He attended every teacher's classes with other teachers and watched class teacher's instruction. After the class, he and the other teachers graded the teacher's class. This grade directly has an effect on teacher promotion. His special concern about teacher supervision originates from his trying to understand teachers. As previously described, he checks all teachers' history and condition.

*I always check all teachers' history and condition for their maximum performance and motivation. With my continuous checking, I know all teachers' strong and weak point. To make teachers' strong point stronger and to make up for the weak points are the job which I must do.*

His leadership style-both task oriented and human relation-may be the starting point of peculiar teacher supervision system.

However, Principal Lee delegated teacher supervision to vice principal. He focuses on the Managerial competency by checking vice principal's teacher supervision. This delegation of teacher supervision is possible because of school condition. There are two vice principals in this school. One of them performs detailed tasks of teacher supervision.

#### D. Principals' Competency in student supervision field

Table 6 displays each principal's competency in student supervision field.

<Table 6> Principal's leadership competency in student supervision field

Case	<i>Achievement &amp; action</i>	<i>Human service</i>	<i>Influence</i>	<i>Managerial</i>	<i>Cognitive</i>	<i>Personal effectiveness</i>	SUM
Ryu	16 (51.6%)	11 (35.5%)	4 (12.9%)	0 (0%)	0 (0%)	0 (0%)	31 (100%)
Kim	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (100%)
Lee	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (100%)
<b>Mean</b>	51.6%	35.5%	12.9%	0%	0%	0%	31(100%)

Student supervision field is the task to which principals didn't pay attention. Principal Ryu is the only one person who scored 31points in the student supervision field. This originates from school condition. That is, the more local community and economy's participation in school affairs, the less opportunity for principal's direct student supervision. And rather than direct student supervision, Principal Kim and Lee delegated direct student supervision to teachers. They thought better school curriculum is the best way for student supervision. As for Principal Ryu, her main competencies for student supervision are Achievement and action competency and Human service competency. She opened her mind and tried to make a frank conversation with students. Opened relationship between students and principal is the beginning of direct student supervision. She checked the related students regularly.

However, the fact that two other principals didn't use any leadership competency in student supervision draw some attention. Although principals mainly prefer delegation of student supervision to teacher, according to table 1, the portion of leadership competency in student supervision is just 1.3%. It may be significant to note that this small portion of leadership competency in student supervision may play a critical role in the school outcomes because the final school outcomes are not from teachers but from students.

#### E. Principals' Competency in school committee task field

Table 7 displays each principal's competency in school committee task field.

<Table 7> Principal's leadership competency in school committee task field

Case	<i>Achievement &amp; action</i>	<i>Human service</i>	<i>Influence</i>	<i>Managerial</i>	<i>Cognitive</i>	<i>Personal effectiveness</i>	SUM
Ryu	0 (0%)	3 (42.8%)	2 (28.6%)	1 (14.3%)	0 (0%)	1 (14.3%)	7 (100%)
Kim	30 (38.5%)	4 (5.1%)	20 (25.6%)	11 (14.1%)	5 (6.4%)	8 (10.3%)	78 (100%)
Lee	12 (36.4%)	9 (27.2%)	12 (36.4%)	0 (%)	0 (%)	0 (%)	33 (100%)
<b>Mean</b>	35.6%	13.6%	28.8%	10.2%	4.2%	7.6%	118(100%)

Each principal's leadership competency in school committee task field completely depend on out of-school condition. Principal wasn't able to pay attention to school committee because of low participation in school affairs. However, in Principal Kim and Lee's case, Achievement and action competency and Influence competency is most frequently used. School committee plays an important role as a bridge between school and local community/local economy because the chairperson of school committee is chosen among the influential local person. Principal Kim's relation with the chairperson is as such.

*Whenever I had any time, I always try to communicate with chairperson. He is a person who can link teacher and parent, gives me very important out of-school resource information, and cooperate with me for school improvement.*

In concord with chairperson, Principal Kim set up school improvement plan and try to make fund from local community and local economy. The resources from local community and economy are planed to be used best.

## V. Summary and conclusion

The purpose of this research is to find out school principal's leadership competencies which maximize school outcomes.

With BEI analysis, Achievement and action competency and Managerial competency is the dominant principal's leadership competency. This result exactly corresponds to Joo(2007)'s result. However, when principal's task field is divided into general task, curriculum, teacher supervision, student supervision, and school committee task, the two competencies are not the generally used competencies.

In general task field, although Achievement and action competency and Influence competencies were commonly used, Human service competency and Managerial competency were also frequently used according to principal's leadership style.

In curriculum task field, all principals frequently used Achievement and action competency and Managerial competency. Because enhancing curriculum was the core of school outcomes, curriculum task field was the most important task field which principals focused on. And enhancing school curriculum mostly took form of policy, school principals always checked curriculum enhancing policies using Achievement and action competency and Managerial competency.

In teacher supervision field, two principals used Achievement competency and Managerial competency frequently. However, the other principal used only Managerial competency. This result comes from principal's leadership style. Two principals preferred direct control on teacher supervision. the other principal delegated teacher supervision to vice-principal.

Student supervision field was the field to which principal didn't pay attention. Only one

principal used achievement and action competency and Human service competency frequently. This result came from out of-school condition. The more local community and economy's participation in school affairs, the less opportunity for principal's direct student supervision. Principal's leadership style that they delegated student supervision to teacher was another reason for less concentration on this field than any other task fields.

In school committee task field, if out of-school condition is favorable, Achievement and action competency and Influence competency were frequently used competencies. However, out of-school condition is unfavorable, the frequency of using competency diminished. Achievement and action competency was no more important competency in case of unfavorable out of-school condition. Instead, school principal used Human service competency and Influence competency frequently for better outcomes in school committee task field.

In summary, although Achievement and action competency and Managerial competency was the two main competencies, in each specific task fields, principal's frequently used competency was different according to principal's leadership style and school condition.

With these results, implications are as follows.

First, Achievement and action competency and Managerial competency are the most important leadership competencies for school principal. Therefore, when teachers are to be promoted to administrator or manager, these two competencies should be checked thoroughly. Systemic promotion structure should be amended for best selection.

Second, school principals should use the best fit competencies for better outcome in each task field. In each task field, principal should consider in-school and out of-school condition. Achievement and action competency and Managerial competency are not the whole competencies principals need. The other competencies such as Human service competency and Influence competency are competencies principals should use.

Third, concerning the fact that the final school outcomes are mainly from students, insightful research on principal's leadership competency in student supervision needs to be performed to clarify the relation between school principal's student supervision and school outcomes. For example, research on school principal's direct or indirect leadership competency effects on school outcomes in student supervision can clarify the best practice for student supervision.

Finally, holistic leadership competency development program need to be set up. Aside from the result that Achievement and action is the most important leadership competencies, principal's effective leadership competencies should be differently applied in specific task revision, in-school and out of-school condition. This means that principal's leadership competency is not static but evolving through his or her life. Therefore total support system for principal's leadership competency should be set up. This support system should include both competency based leadership training program and leadership competency appraisal system.

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## 국문초록

### 학교장의 직무영역별 리더십 역량 분석

이 정 열(서울대학교, 박사과정)

본 연구의 목적은 학교장이 세부 직무영역에 따라 어떤 리더십 역량을 활용하는가를 밝히는데 있다. 이러한 연구목적에 의해 본 연구는 첫째 세부 직무영역에 따라 학교장이 공통적으로 또는 다르게 활용하는 리더십 역량의 규명, 둘째, 학교장의 리더십 역량의 활용에 영향을 미치는 변인의 규명을 연구문제로 선정하였다. 학교장의 리더십 역량은 Spencer와 Spencer(1993)의 리더십 역량사전에 제시된 역량을 준거로 선정하였다. 한편 학교장의 직무영역은 ①일반 직무, ②교육과정 관련 직무, ③교사장학, ④학생장학, 그리고 ⑤학교운영위원회 관련 직무의 다섯가지 영역으로 분류하였다. 본 연구를 수행하기 위해 선정 기준에 의해 세 명의 우수한 초등학교학교장을 인터뷰 대상으로 선정하였다. Spencer와 Spencer의 행동사건면접법(Behavioral Event Interview: BEI)에 의해 면접 및 분석이 이루어졌으며, 분석결과는 다음과 같다. 첫째, 학교장은 일반적으로 성취지향 및 행동 리더십 역량과 관리 역량을 주로 활용하였다. 둘째, 학교장은 각 직무영역에서 전문한 두 가지 역량 이외에 대인지향리더십 역량, 영향력 역량을 사용하거나 또는 리더십 역량을 활용하지 않았다. 이와 같은 학교장 리더십 역량 발휘의 차이는 첫째, 학교장의 리더십 성향과 둘째, 학교 내·외부의 환경특성에 의한 것이다. 이러한 연구결과에 의한 제언은 다음과 같다. 첫째, 학교장은 학교성과의 극대화를 위해 학교 내·외부의 환경을 고려해야 한다. 둘째, 학교행정가의 선발에 있어서 성취지향 및 행동 역량과 관리역량을 최우선적으로 고려한 체계적인 승진 체계가 구축되어야 한다. 셋째, 학생장학 영역에서의 학교장의 리더십 역량에 대한 심도 있는 연구가 이루어져야 한다. 넷째, 학교성과의 극대화를 위한 총체적 학교장 리더십 역량 개발 프로그램이 개발되어야 한다. 리더십 역량 개발 프로그램은 지원체계, 개발체계, 그리고 평가체계를 포함하는 장기적·총체적인 관점에서 제작되어야 한다.

[주제어] 학교장, 리더십, 지도성, 역량, 직무영역