

(2) v principals
interpret the
information received



**ASSIGN
BUSTER**

(2) Knowledge of People: This plays an important part in developing and maintaining interpersonal relationships and the decisions taken in initiating changes and responding to colleagues. (3) Knowledge of Process: This is also known as 'know-how'. It is, to some extent, a matter of knowing all the things one has to do and making sensible plans for doing them; and to some extent, a matter of possessing and using practical, routinized skills. (4) Knowledge of Situation: This is concerned with how principals interpret the information received by them about institutional life, how they assess its status and importance and how they respond to it and communicate it.

(5) Conceptual Knowledge: Eraut (1988) defines this as that set of concepts, theories and ideas that a person has consciously stored in memory and that helps in 'analyzing issues or problems, or debating policies and practices'.

(6) Control Knowledge: According to Eraut (1988), this includes self-awareness, sensitivity, self-knowledge about one's strengths and weaknesses, gap between what one says and what one does, and what one knows and does not know, self-management in such matters as use of time, prioritization and delegation, self-development in its broadest: sense and generalized intellectual skills like strategic thinking and policy analysis.