

**John Carroll University**  
**Department of Education and Allied Studies**  
**Syllabus**

**Course Number:** ED 561  
**Course Title:** Personnel Administration

**Knowledge base or rationale:**

AASA  
NASSP  
NAESP

Selected Documents dealing with issues in human resource management.

**Major Elements from the ELCC guidelines:**

- 2.1 Promote Positive School Culture
- 4.1 Collaborate with Families and Other Community Members
- 4.2 Respond to Community Interests and Needs
- 4.3 Mobilize Community Resources
- 5.1 Acts with Integrity
- 5.2 Acts fairly
- 6.1 Understand the larger context

**Course Objectives:**

Knowledge: The student will be able to:

1. Identify major roles of the school administrator in PA
2. Identify the importance and practices of data collection, based upon the needs of the organization, to determine the personnel needs of the school or district
3. Identify the importance and practices of data collection, based upon the needs of the organization, to increase the possibilities to achieving the goals of the organization
4. Identify important "input considerations" in the selection of new personnel
5. List general characteristics for various educational groups of employees as they enter into different stages of development within the organization
6. Design an operational plan meeting both the needs of the organization and the personal needs of individuals as they meet objective #5
7. Understand how to conduct interviews to determine the best applicant for any position within the building or district.
8. Outline major elements of a personnel evaluation procedure to evaluate personnel decision making.
9. Provide examples of ethical problems when dealing with both school personnel and students.

Skills: The student will be able to:

1. Demonstrate the selection, evaluation and utilization of both certificated and non-certificated personnel
2. Design a specific plan, meeting the needs of the organization, for recruitment of new personnel
3. Design and undertake an interview to evaluate: goal setting procedures and PA (Selecting new personnel)
4. Goal setting procedures and PA (Meeting the needs of experienced personnel)
5. Demonstrate interviewing procedures and techniques to select excellent professions

6. Evaluate the learning outcomes based upon the outcomes of a recruitment plan
7. Evaluate the legal ramifications of personnel practices within the educational environment
8. Demonstrate the skills needed to take part in collective bargaining and to interpret the written agreements which result from the collective bargaining process 4.6

Attitudes: The student will be able to:

1. Recognize the importance of correct personnel planning in the overall operation of the school district or school
2. Appreciate the importance of on-going evaluation of personnel to meet specific educational outcomes
3. Appreciate educators that have formed and continue to work with others to improve school administration practices
4. Recognize any personal belief systems that might influence how she/he works with personnel and creates goals within the organization
5. Value the importance of the school personnel director

**Desired Results:**

- ◆ Contributes to the school, district, and the broader professional community
- ◆ Seeks out opportunities for professional development and growth
- ◆ Actively participates in professional events and projects
- ◆ Assists fellow professional
- ◆ Demonstrates knowledge of content and pedagogy
- ◆ Demonstrate knowledge of resources
- ◆ Uses knowledge of communication techniques to foster collaboration and supportive interaction.
- ◆ Take initiative in assuming leadership roles
- ◆ Initiates activities that contribute to the profession
- ◆ Assumes responsibility in decision-making and helps to ensure that decisions are based on the highest professional standards.
- ◆ Challenges negative attitudes and practices; is proactive in serving clients/students/colleagues

**Course Outline:**

This course will include instruction on any of the following topics as they apply to PA:

- ✓ The importance of having a paradigm on which to better understand PA
- ✓ Ways of relating the school personnel administration to the overall goals of the organization
- ✓ What is needed to become a good interviewer administrator
- ✓ What is needed to become a good interviewee
- ✓ Orientation of staff members as reflected in the following considerations: morale, motivation, rights, rules, selection, recruiting, goal setting, incentives (rewards), grievances, job analysis, job enrichment, job evaluation, job satisfaction, job security, self discipline, turnover rate, layoff planning, employee participation, self and organizational planning

1. Motivation
2. Rights/Due Process
3. Hiring Procedures
4. Recruiting

5. Main Systems of Teacher Compensation, including Benefits
6. Grievances
7. Determining the Cost of Changing the Step-schedule Form of Compensation
8. Job Targets
9. Performance Evaluation vs. Coaching for Improved Performance
10. Assignment of Staff
11. Tenure
12. Layoff Procedures
13. Employee Participation/Decentralization and Teacher Empowerment
14. Professional Development of Staff
15. Collective Bargaining and Labor Agreements

**Critique Guidelines:** A maximum of four pages (written or typed) on a journal article related to a human resources issue. This critique should follow these guidelines:

Author and Title

Statement of Why You Chose It over Other Readings

Authors "Problem Statement"

What the Author Says about the Problem

What Evidence Does the Author Offer for Her/His Viewpoint

Your Considered Judgment about the Article and Its Conclusions, etc.

Assignment:

1. Interview a District Director of Human Resources. Inquire about planned efforts to enhance multicultural awareness, gender sensitivities and racial and ethnic appreciation. Gather agendas and if possible, all materials used in these efforts. In a reflective paper, consider the following areas: (1) to what extent does the data, and topic, illustrate how the broader context of a school affects student learning, and (2) do the activities reflect an effective approach? Outline what additional steps or procedures are needed. (25pts.) Due Oct. 17<sup>th</sup>
2. Each student will visit local service agencies associated with a school district such as Board of Mental Retardation and Developmental Disabilities, Board of Vocational Rehabilitation or Juvenile Court. The purpose of the visit is to become familiar with the purposes and activities of such agencies. Write a summary of services. (25 pts.) Due Oct. 3<sup>rd</sup>
3. Write an article critique addressing a human resources issue (see above guidelines). (30 pts.) Due Sept. 19<sup>th</sup>
4. Develop a wellness campaign to launch at the beginning of the school year that promotes creating and/or maintaining healthy habits to combat stress. (25 pts.) Due Nov. 7<sup>th</sup>
5. Students will learn and practice conflict management techniques (listening, clarifying, responding; peer mediation, for example) in role playing simulations with contract negotiations. Performance will be critiqued and evaluated by peers and instructor. (15 pts.) Due Nov. 21<sup>st</sup>

**Clinical/Field Experience:**

1. Experiences will include interviews of principals or central office staff about her/his hiring practices and interviewing of prospective teachers; determining enrollment changes and their influence on staffing; the desegregation of test data for determining staff development needs. Students will work in pairs and be required to investigate and write about how much their district spends on

- professional development and recruiting of new staff. They will explore what strategies the district uses, how it is organized, and how the district insures employment of a highly qualified and diverse staff. Students will further develop a comprehensive staff development program that focuses on the needs of the district. The paper should relate to class readings and discussions as well as include reflections about your district's practices. This project will form a major piece of the clinical work and will be presented to the class, which will act as a school board that is hearing your recommendation for adopting the program you designed. (70 pts.) Due Dec. 5<sup>th</sup>
2. Attend a school board meeting and write a three page paper describing the procedures for working with internal political groups such as: school board, unions, parent groups, booster clubs, and student groups. Attach examples of information pieces, agendas, meeting notes, membership lists and bylaws. Describe the roles of the principals and central office staff. Make a special note where the sunshine law applies. (25 pts.) Due Nov. 14<sup>th</sup>
  3. Interview a building principal or central office staff member and write a three page paper describing the avenues which are used for communicating with external political systems such as: local government (mayor and council) and school, business, community alliances. Describe the role of building principals and central office staff. (25 pts.) Due Nov. 28<sup>th</sup>

**Evaluation:**

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| 1. Attendance and Participation                    | 15% |
| 2. Assignments                                     | 40% |
| 3. Clinical Experiences                            | 20% |
| 4. Professional Development and Recruiting Project | 25% |

**Instructional Strategies:**

1. Attendance is expected at all scheduled classes. More than two missed classes will result in a 10% reduction of your attendance grade.
2. Students are expected to model professional behavior.

**Representative Works Consulted:**

Blanchard, K., Hybels, B., & Hodges, P. (1999). Leadership by the book. New York: William Morrow and Company, Inc.

Burns, J.M. (1978). Leadership. New York: Harper.

Goodlad, J.I. (1984). A place called school: Prospects for the future. New York: McGraw-Hill.

Heifetz, R.A. (1994). Leadership without easy answers. Cambridge, Massachusetts: Harvard University Press.

Hersey, P. & Blanchard, K.H. (1993). Management of organizational behavior: Utilizing human resources. Englewood Cliffs, NJ: Prentice Hall.

Johnson, S.M. (1996). Leading to change. San Francisco: Jossey-Bass Publishers.

Kotter, J.P. (1996). Leading change. Boston, Massachusetts: Harvard Business School Press.

Kouzes, J.M. & Posner, B.Z. (1995). The leadership challenge. San Francisco: Jossey-Bass Publishers.

Senge, P. (1990). The fifth discipline. New York: Doubleday/Currency.

Sergiovanni, T.J. (1996). Leadership for the schoolhouse. San Francisco: Jossey-Bass Publishers.

**Journals consulted on a regular basis:**

*Educational Leadership*

*The Administrator*

*School Personnel Journal*

**Additional Readings for Critiques:**

McClelland, D.C. & Burnham, D.H. *Power is the Great Motivator*

Zalezik, A. *Managers and Leaders: Are They Different?*

**Writing Style:**

The APA Style manual should be consulted for written work.

**SPECIAL NOTE:**

**John Carroll University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University policy, if you have a documented disability, you may be eligible to request accommodations from the office of Services for Students with Disabilities. Students with disabilities are entitled to reasonable accommodations and should have equal access to learning. Please contact the office of Services for Students with Disabilities at (216) 397-4967 if you have any questions or to set up an appointment to meet with the coordinator, Allison West. After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you. Please keep in mind that accommodations are not retroactive so it is best to register with Student Disability Services at your earliest convenience.**