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## EDLD 653.01: Personnel Administration

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**EDLD 694 (653): Personnel Administration**  
**Spring 2003**

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**EDUC 203**

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**Text:** [Rebore, R. \(2001\). \*Human resources administration in education: A management approach\*, 6<sup>th</sup> ed., Boston: Allyn & Bacon.](#)

**Background:** The quality of any organization lies in its people and in the ways it fosters their ongoing contributions to a dynamic, collective vision. Improved communication at an interpersonal level provides the foundation for large-scale restructuring efforts sweeping the country in a wide array of enterprises. Challenging leaders to become more responsive to these demands, Robert Hargrove (1998) asked, “What will the new human agenda of the year 2020 be? I believe it will represent lateral thinking, not just thinking down the lines of the same track. Perhaps a few proposals might serve as a good starting point: (1) seeing each person as a creator and author, one with the educational opportunities to allow them to fulfill one’s highest aspirations and provide for one’s basic human needs; (2) fostering enterprising organizations in every sector that have the vision, collaborative attitudes, and knowledge-creating skills needed to meet both social and economic needs; (3) finding better ways to deal with difficult conversations, disputes, and regional conflicts than coercion, compliance, or war; (4) creating a more decent, civil, and just society and a sustainable environment for the future” (p. xiii). These proposals—emerging as they do from studies in organizational behavior—apply to all five functions of personnel administration.

**Course Outcomes:** Through successful completion of this course, students will be able to:

1. formulate plans for all personnel administration functions (recruitment, selection, induction, retention, and evaluation) [OPI 10.58.704;fiii];
2. participate in the administration of selected functional elements cast in organizational development and mission [OPI 10.58.704;ai];
3. understand the context and principles of the negotiation process, including lobbying, collective bargaining, and policy development designed to assure successful educational programs [OPI 10.58.704;biv];
4. research a contemporary workplace issue, using system and staff evaluation data in personnel policy [OPI 10.58.704;eii]; and
5. refine their individual professional visions, experiencing relevant interview processes and negotiation.

**Grading:** Assessment of student performance will be based upon the Development of Personnel Plans (50% of grade), Topic Presentation (25%), and Fieldwork Project (25%).

**ISLLC Standards:** The knowledge, dispositions and performances articulated in the standards are included in this course in the following areas:

**Standard 1**

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision

of learning that is shared and supported by the school community.

[\[1K2,1K5,1D2,1D6,1D7,1P10,1P13\]](#)

#### **Standard 2**

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

[\[2K8,2D6,2P9\]](#)

#### **Standard 3**

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

[\[3K1,3K4,3D1,3P4,3P5,3P13,3P18,3P22\]](#)

#### **Standard 4**

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

[\[4K1,4K4,4K5,4P2,4P3,4P4,4P16\]](#)

#### **Standard 5**

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

[\[5K2,5D2,5D6,5P9,5P10,5P11,5P15,5P16\]](#)

#### **Standard 6**

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

[\[6K3,6K5,6K8,6D2,6D4,6P3,6P4,6P6\]](#)

**Course Context:** The study of education law is consistent with the following mission statements guiding this graduate program:

#### ***School of Education Mission Statement***

The School of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

#### ***Educational Leadership Mission Statement***

The mission of Educational Leadership at The University of Montana is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

**Professional Standards for Student Performance:** Graduate students in the Department of Educational Leadership at The University of Montana are expected to:

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career

- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

*It is the belief of the faculty that those entering educational administration should represent the most capable in our profession and that those who do not demonstrate the ability to perform the above list of qualities, should not be educational leaders. These standards have been adopted by the Educational Leadership faculty and are used both for admission to the program and to judge student progress. Failure to demonstrate the aforementioned qualities, on a consistent basis, may result in removal from classes and/or the educational leadership program.*

### **Course Outline**

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
January 31	Organizational Dimensions of Personnel Functions of Human Resources Administration Course Format Overview	
February 7	Planning in Personnel Administration	
February 14	Personnel Scenarios & Discussion	
February 21	Context of HR Management <ul style="list-style-type: none"> <li>• Organizational Vision and Mission</li> <li>• Multi-Tasking, TQM Philosophy</li> </ul>	Chapter 1
	Strategic Planning <ul style="list-style-type: none"> <li>• New Models</li> <li>• The Ebb and Flow of Organizations</li> </ul>	Chapter 2
February 28	Legal, Ethical, and Policy Issues	Chapter 10

March 7	Recruitment & Selection Presentation on Resume Preparation <ul style="list-style-type: none"> <li>• <i>NOTE: Individual assistance with resumes and cover letters will be available anytime after this presentation—we'll set up appointments during class.</i></li> </ul> Groupwork: Develop Plans Tonight	Chapters 3&4
March 28	Induction & Retention/Staff Development Evaluation & Rewards Groupwork: Develop Plans Tonight	Chapters 5&6 Chapters 7&8
April 4	Topic Presentations: <ul style="list-style-type: none"> <li>• Teacher Shortage</li> <li>• Teacher Pay/Merit Pay/Cincinnati Model</li> </ul>	
April 11	Negotiations & Collective Bargaining Practices Bargaining Exercise Class Held (Meetings/Conversations/Reflections)	
April 18	Topic Presentation: <ul style="list-style-type: none"> <li>• Mitigating Workplace Violence</li> </ul> Resume/Vita Follow-Up (individual mtgs. w/prof.)	
April 25	Topic Presentations: <ul style="list-style-type: none"> <li>• Working with the Board/Superintendents</li> <li>• Evaluating Classified Employees</li> </ul>	
May 2	Collective Negotiations Research & Trends <ul style="list-style-type: none"> <li>• Conflict: Prisoner's Dilemma</li> <li>• Approaches/Activities</li> </ul>	Chapter 9
May 9	Collective Negotiations: Lessons Learned <ul style="list-style-type: none"> <li>• Panel Presentation (Superintendents &amp; Board Members)</li> </ul>	
May 16	Fieldwork Presentations Question Review (Oral Exam)	

### **Assignments**

#### **Topic Presentations: Due April 4.**

Each student will identify a contemporary workplace issue to investigate and present to the class. This is an opportunity to pursue something of interest in an in-depth manner best suited to your learning style. Such topics as collective bargaining, workplace violence prevention, glass ceilings, and teacher strikes would be appropriate. Choose creatively and give special attention to issues that generalize across multiple settings. You will have approximately 30 minutes to present information regarding your topic and field some questions from the class. In terms of format, you have many options when it comes to “delivering the goods.” That is, you may write a paper and read it, show a

video, invite a guest speaker, hold a panel discussion, or conduct an interview. Please clear topics and formats with the instructor.

#### Personnel Plans: Completed Together in Class.

We will create an organization (typically either a K-12 school or a post-secondary institution) envisioning a position opening related to the needs of the administrators in this class. Next, we will use the school district's mission statement, then craft a series of objectives which will influence the hiring of personnel. Next, the teams will design plans outlining their procedures for each of the following personnel functions *as they relate to one particular position within the organization*:

- ❑ recruitment (includes position description)
- ❑ selection (includes development of criteria and interviews of people from this class)
- ❑ induction
- ❑ retention/staff development (includes both on- and off-site professional development)
- ❑ evaluation (specific to the position advertised, linked to organizational vision/mission)

Successful plans will be highly specific in nature as well as creative in their approach to resources. Each function will be outlined in no more than two to three pages, and we will prepare a complete packet for everyone in the class.

NOTE: Each student in the class will be afforded one-on-one consultation in the revision of his/her resume and cover letter in pursuit of positions related to career aspirations.

#### Fieldwork Project: Due May 16.

Each student will prepare a brief reflection paper (approximately 3 pages in length) reporting on some conversations with school superintendents or other administrators dealing with at least one of the personnel functions examined in this class. The intent of this exercise is to accomplish one of the following goals: to seek advice from someone active in the field, chronicle an anecdote typifying that administrator's experience, foster your professional network for mentoring purposes, examine how this function is carried out away from your current workplace, or explore other means of operating. The brief reflection paper is not meant to exhaustively chronicle your experience (which may be a site visit or conducted via telephone), but instead will help you organize what you learned from it. . .to consider how it might improve your personnel administrative abilities.

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