

The University of Georgia  
Gwinnett County Public Schools Leadership Cohort  
Spring 2006

Personnel Administration and Staff Development

Course Syllabus

This course acquaints students with the major human resources functions in school districts and local schools. Information covered in the course will include the principles, policies and procedures for employer-employee relationships in school systems, to include comprehensive planning and implementation of staff development programs in schools. Class discussions, case studies, readings, oral presentations and individual research projects based on student interest are the major activities of the course.

The course syllabus is a general plan for the course. The instructor will announce to the class any changes to the schedule that must be made.

Instructor:

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Text: Rebore, Ronald W. (2004). *Human resources administration in education (7<sup>th</sup> ed.)*. Allyn and Bacon. [www.ablongman.com](http://www.ablongman.com) (Book to be ordered by student directly.)

Meetings: Thursdays, January 12 – May 4, 2006, 4:45 p.m. – 8:45 p.m.  
Lawrenceville East Offices, Gwinnett County Public Schools

Cell phones or pagers are not permitted during class meetings except in case of pending emergencies. Attendance and class participation are significant parts of the course. Absences from class will negatively affect the class participation score which may also affect the final grade.

### Course Objectives:

The knowledge and skills emphasized in this course are based on the ELCC standards reported on Attachment 3. Students will be expected to attain knowledge in objectives 2.1, 2.4, 3.1, 3.2, 3.3, 4.2, 5.1, 5.2, 5.3, and 6.3. Knowledge acquisition will be the primary objective, followed by dispositions and skills.

Specifically, students will be expected to:

- Obtain knowledge and skills in the role of human resource management processes in providing an effective instructional program.
- Develop staff improvement plans that are based on the requirements of a quality instructional program.
- Indicate knowledge of effective resource management concepts and practices such as selection, compensation, evaluation, promotion, retention, and separation.
- Demonstrate knowledge of the complexity of the employment and staff development processes required in complex organizations such as schools and school districts.
- Consider community interests and needs in identifying, employing, and developing a highly qualified staff.
- Acquire knowledge of significant legal and ethical expectations for school district employees to model ethical behavior and to identify that behavior in others.
- Base employment goals and staff characteristics on community expectations and emerging trends in the wider context of community needs and plans.

### A Culture of Honesty

All academic work must meet the standards contained in *A Culture of Honesty*, which states, “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” *A Culture of Honesty*, the University of Georgia’s policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi). All students are responsible for informing themselves about those standards before performing any academic work.

### Assignments:

1. Read carefully the text and other materials identified during the course to become familiar with the field of human resource management.
2. Read eight articles or book chapters on components and issues relative to the human resource function. Prepare a one-page abstract of each article/chapter summarizing the major points and identifying specifically the relevance, or lack thereof, of the article/chapter for current human resource thought. (See Attachments 1 and 2.)
3. Prepare a research paper addressing an issue in human resource management (selected by you), including a proposal for resolving the problem, or pointing out new ideas or a new focus on that issue. The paper should be approximately 8-10 pages in length. Demonstrate scholarly work by (1) using correct APA form; (2) including several references from books,

journals and other related works; (3) interviewing someone who is knowledgeable about your subject to obtain an “expert opinion.”

4. Make a formal presentation of your research to the class, following the instructions provided in Attachment 4.
5. Active class participation: Each student is expected to attend and participate in all class meetings. The active participant in discussion who is considerate of the time and the concern of others is the preferred model.

#### Assessments:

1. Abstracts will be assessed on four factors:
  - a) accuracy and completeness of data, and conciseness of the summary section
  - b) personal evaluation of the article
  - c) relevance to human resource management and ELCC standards
  - d) general grammatical and spelling usage and correctness
2. Papers will be reviewed for the items described in the assignment section above
3. Oral reports will be assessed on five factors:
  - a) identification of the major points/issues
  - b) clarity of the presentation
  - c) length of the presentation
  - d) solution and/or ideas proposed
  - e) questions raised by the presentation
4. Attendance and participation  
Attendance is of the highest importance. Stating the obvious, if you are not present, you cannot participate. Absences from class will negatively impact this score.

The final grade will be determined by an accumulation of points from each of the significant products and activities required by the course.

| <u>Component</u>    | <u>Maximum Points</u> |
|---------------------|-----------------------|
| Abstracts           | 80                    |
| Research paper      | 120                   |
| Oral presentation   | 100                   |
| Class participation | 100                   |

|   |           |
|---|-----------|
| A | 360-400   |
| B | 320-359   |
| C | 280-319   |
| D | 240-279   |
| F | Below 240 |

COURSE SCHEDULE

| <u>CLASS MEETING</u> | <u>TOPICS</u>  | <u>ASSIGNMENTS DUE</u>       |
|----------------------|--|------------------------------|
| January 12           | Introductions, syllabus, instructor and student expectations                 | X                            |
| January 19           | Research topic selection, ethical issues, and strategic planning (Chapter 2) | Two abstracts<br>Ch. 2       |
| January 26           | Laws that impact human resource management (Chapter 10)                      | Ch. 10                       |
| February 02          | Laws (cont'd.), the employment process (Chapter 10)                          | Two abstracts<br>Ch. 10      |
| February 09          | Staff recruitment (Chapter 3), interviewing                                  | Two abstracts<br>Ch. 3       |
| February 16          | Interviewing, selecting, and assigning staff                                 | Ch. 4                        |
| February 23          | Interviewing (cont'd.)   | Ch. 4                        |
| March 02             | Mentoring & developing staff   | Two abstracts<br>Ch. 5-6     |
| March 09             | Evaluation, tenure and promotion   | Ch. 7-8                      |
| March 16             | Compensation of staff (Chapter 8)  | Ch. 8<br>Oral presentations  |
| March 23             | Separation/termination (Chapter 7)   | Ch. 7<br>Oral presentations  |
| March 30             | Oral presentations   | Oral presentations           |
| April 6              | Holiday  | N/A                          |
| April 13             | Employee organizations<br>HR management of support staff                     | Ch. 1<br>Oral presentations  |
| April 20             | HR policy development  | Ch. 10<br>Oral presentations |
| April 27             | TBA  | X                            |
| May 4                | Course summary, emerging issues  | X                            |

**Attachment 1**  
Abstract Report Form  
*(Submit in typewritten form only)*

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|      |      |       |
|------|------|-------|
| Name | Date | Topic |
|------|------|-------|

Abstract # \_\_\_\_\_

I. Bibliographic Entry (APA Style Manual, Fifth edition)

II. Summary Description of Article/Chapter

III. Implication(s) of the ideas presented in the article

**Attachment 2**  
Selected Research Journals

**Research Oriented Journals**

Administration and Society  
 Administrative Science Quarterly  
 Administrator's Notebook  
 American Journal of Education  
 Anthropology and Education Quarterly  
 British Educational Research Journal  
 Compensation and Benefits Review  
 Educational Administration Quarterly  
 Educational Forum  
 Educational Leadership  
 Educational Policy  
 Employee Benefits Journal  
 Employee Relations Law Journal  
 Employment and Earnings; Washington  
 Group and Organization Studies  
 Harvard Business Review  
 Harvard Educational Review  
 HR Focus  
 Journal of Education  
 Journal of Educational Research  
 The Phi Delta Kappan  
 NASSP Bulletin  
 Peabody Journal of Education  
 Planning and Changing  
 Social Science Quarterly  
 Social Service Review  
 Sociology of Education  
 Urban Education  
 Work and Occupations

**Publications Not Approved for Abstracts**

Education Digest  
 Education Today  
 Education Week  
 Daily newspapers

### Attachment 3 ELCC Standards

#### STANDARD 1

Candidates who complete the program are educational leaders who have the knowledge and ability to promote 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.

- 1.1 Develop a vision
- 1.2 Articulate a vision
- 1.3 Implement a vision
- 1.4 Steward a vision
- 1.5 Promote community involvement

#### STANDARD 2

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- 2.1 Promote positive school culture**
- 2.2 Provide an effective instructional program
- 2.3 Apply best practice to student learning
- 2.4 Design comprehensive growth plans**

#### STANDARD 3

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- 3.1 Manage the organization**
- 3.2 Manage operations**
- 3.3 Manage resources**

#### STANDARD 4

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 Collaborate with families and other community members
- 4.2 Respond to community interests and needs**
- 4.3 Mobilize community resources

STANDARD 5

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

**5.1 Act with integrity**

**5.2 Act fairly**

**5.3 Act ethically**

STANDARD 6

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the larger context

6.2 Respond to the larger context

**6.3 Influence the larger context**

Standards listed in bold will be emphasized in the course.

**Attachment 4**  
Suggested Outline for Oral Presentation

1. Statement of the issue in human resource management you researched
2. Review of external readings for the paper
  - a) Identification of sources of information
  - b) Analysis of information, considering current thought on the topic
  - c) Synthesis of key points from research sources
3. Specific implications of the topic for human resource management
4. Questions from the class
5. Summary

**Attachment 5**  
Idea starters for research papers

1. The most effective ways to recruit teachers
2. Recent changes in strategic planning that affect human resource management
3. Significant differences between staff orientation and mentoring
4. Determining staff promotions
5. Factors that lead teachers to become complacent in their work
6. What does research reveal about improving employee performance?
7. How can the performance of non-certificated staff be improved?
8. How would the initiation of merit pay for staff affect schools?
9. Important considerations when selecting health care plans
10. Are fringe benefits important when trying to retain employees?
11. How does the human resources department help schools become more successful?
12. What criteria are best when evaluating principals?
13. Should administrators be paid on the basis of their performance?
14. Current issues or problems with teacher evaluation
15. Recent research about leadership
16. How can leaders be developed within schools?
17. What has been the impact of collective bargaining on public schools?
18. How is technology used in human resource management?
19. What makes staff development programs effective?
20. What skills do principals most need to be effective administrators?
21. What are the major functions of a human resources department?