

QUALITY

H u m a n
R e s o u r c e s

LEADERSHIP

a . . . p r i n c i p a l ' s . . . h a n d b o o k

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Quality Human Resources Leadership

A Principal's Handbook

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Quality Human Resources Leadership: A Principal's Handbook is a volume which fuses theory with practice and is designed to assist principals at all levels in their continuous efforts to maximize human potential, promote quality educational outcomes, and practice effective leadership skills. The contents of the volume were conceived out of the twin senses of need and urgency, both from students and colleagues, who called for a work that was practical in scope, was research based in nature, provided case studies, and addressed the more recent responsibilities and demands placed on principals in site-based managed schools.

The contents of this volume originated with our research on *total quality management* as a school reform and restructuring model to infuse shared governance, teacher empowerment, and continuous improvement into schools seeking quality educational outcomes. This research was augmented with our experience as school level and central office level administrators, and our work as consultants, both nationally and internationally, in assisting school principals restructure their schools into site-based managed entities. From these efforts, two overriding truths became evident. First, the substantial increase in site-based managed schools has yielded more authority to the principal to develop and devise mechanisms to produce more effective student results and provide higher-quality programs and levels of teacher performance. Second, many of the newly acquired responsibilities of these site-based school principals were once the prerogative of the director of personnel—a central office position meeting the traditional demands of personnel administration. With the shift in focus of control, principals are now responsible for many of the traditional duties of central office personnel, in general, and the director of personnel, in particular. With increased authority and responsibilities come the need for additional skills and knowledge in the area of human resource management.

Our preparation of this work focused on three questions: (1) What are the essential knowledge and skills necessary for principals to be effective leaders in site-based managed schools? (2) What are the essential knowledge and skills necessary to maximize human potential in site-based managed schools? and (3) What should a handbook contain to provide maximum assistance to principals as they seek to develop human potential to the fullest and strive to achieve quality educational results? This book, therefore, is designed to provide principals with the essential knowledge and skills required of effective human resource leaders. The work provides a new conceptual framework to apply many of the traditional practices of personnel administration, within the context of human resource leadership, in schools practicing shared governance models and seeking effective outcomes.

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This volume is designed to prepare school leaders to maximize human potential and to improve their own leadership abilities. The work is arranged to provide the reader with theory, research, and specific examples of how research and theory can be applied in daily practice. Theory and research, if devoid of examples (case studies) of practical application, are often viewed with suspicion by the practitioner. It is only when theory and research can be internalized and viewed as being beneficial to the practitioner that theory and research reap their intended rewards.

The contents and arrangement of this book are presented in three distinct sections with two overarching themes that serve as a template for the contents of the volume. The two themes are (1) the leadership of the principal is the key to establishing a *culture* in the school in which human potential can be maximized and (2) leadership skills and knowledge are necessary to *transform* the *culture* of the school in order to maximize human potential.

Each of the three sections of the book are grouped around these themes. *Section I* focuses on how leadership can transform the culture of the school and it contains two chapters, one on creating a culture to maximize human potential and one on the leadership skills necessary to maximize human potential. *Section II* focuses on methods used by effective principals to transform the culture of their schools and it contains four chapters, one on effective human relations and communication skills; another on effective team building and team work; one on promoting continuous improvement; and one on effective systems of rewards and recognitions. *Section III* presents the knowledge and skills necessary to foster and reinforce the development of human potential.

This section includes five chapters, one on conflict management; one on recruitment, selection, retention, dismissal, and turnover; one on promoting potential through performance appraisal; one on promoting the teacher as leader; and a chapter on maximizing beginning teacher potential. Case studies appear throughout the work to make this book a valuable source of information for the practitioner and to fuse theory and research with practice.

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TRANSFORMING THE CULTURE OF SCHOOLS THROUGH LEADERSHIP

Cultural Leadership: Promoting Human Potential

Cultural leadership provides a conceptual framework for understanding the transition from personnel administration (emphasizing worker effectiveness to meet organizational goals) to human resources management (maximizing human potential through more effective use of organizational resources and leadership knowledge and skills). The development of cultural leadership in schools is essential for achieving quality outcomes and maximizing human potential.

CULTURE AND HUMAN RESOURCE LEADERSHIP

The field of human resource management has gained status over the past two decades with its emphasis on maximizing human potential and expanding the traditional functions associated with personnel administration. Although it is not clearly defined in the literature, there is agreement that the nature and purpose of human resource management falls within the rubric of leadership and not of management. It is our contention that *human resource management* should be thought of as *human resource leadership*.

The field of human resource management gradually emerged from federal and state laws, sociopolitical events, court decisions, trends, and theories and research. Current practices include those of traditional personnel administration such as recruiting and hiring, training, compensating, record keeping, and evaluating. But human resource management includes much more. It is leadership, not management, which creates a harmonious community (a culture) where common values, attitudes, and norms are nested within a people-first philosophy, a culture which is dedicated to achieving organizational goals by maximizing the personal and professional development of each employee.

Human resource leadership is people positive, people centered, and people valued.

Personnel administration is a more impersonal process, more attuned to effectively and efficiently meeting the goals of the organization, and more consumed by the traditional management duties of record keeping, implementing policy and procedure, organizing, and controlling. Although many of the functions of personnel administration and human resource management overlap, the people-first distinction of human resource management signals a change in philosophy. With this change has dawned an understanding that managing people requires different skills and knowledge than managing policy, procedure, and records. It requires an understanding of human behavior, psychology, and motivation. More importantly, it requires the ability to put this understanding into action through leadership, and the leader who is successful does this through the building and sustaining of culture.

A generic definition containing the essential elements subscribed to by anthropologists, sociologists, and historians is that *culture* is a pattern of meanings derived from traditions, values, norms, beliefs, attitudes, and myths which are held and acted out by a common group of people. Culture becomes the "glue" that holds the community together and represents its true beliefs and convictions. Culture is a reflection of the leader.

Human resource leadership is an interrelated function focusing on serving, caring, facilitating, cooperating, and coordinating. Knezevich (1984) defines educational administration as a "helping profession," one which has "secular ministers" who oversee organizational goals while serving and caring for its employees. Within the context of Knezevich's definition of educational administration, a multidimensional and complex set of tasks, is the leadership function which focuses on caring for and serving employees. It is the leadership aspect which is concerned with maximizing human potential within a culture which stresses the human dimension, the importance of working conditions and relationships, and the motivation and satisfaction of employees.

HISTORICAL OVERVIEW OF PERSONNEL ADMINISTRATION AND HUMAN RESOURCE MANAGEMENT

Personnel administration, defined by Van Zwoll (1964), is "the complex of specific activities directly engaged in by the employing agency . . . to make a pointed effort to secure the greatest possible worker effectiveness consistent with the agency's objectives" (p. 3). Rebore (1982) lists the goals of personnel administration as hiring, retaining, developing, and motivating the staff whereas Webb, Montello, and Norton (1994) relate that personnel administration has been historically and traditionally concerned with performing clerical

tasks or jobs someone other than top management or the shop foreman “had to do.” Three time periods capture the emergence of personnel administration into human relations management. These are as follows:

- (1) The Emergence Period (1890–1930) evidenced the rise of bureaucratic business models and classical organizational theories which stressed coordination, control, production, and organizational efficiency. The rise of labor unions and laws concerning employee rights and benefits contributed greatly to defining the role and responsibilities of personnel administrators.
- (2) The Employee Rights and Benefits Period (1930–1970) witnessed the proliferation of social and political pressures for the individual’s rights, concern over employee morale and job satisfaction, and the improvement of working conditions. Expansion of federal and state laws regulating management–labor relationships regarding health, fringe, and retirement benefits were coupled with the application of organizational development and leadership theories, with job functions focusing on record keeping, preparing salary schedules, making rating or evaluation reports, keeping personnel and company files, and other assigned clerical duties.
- (3) The Human Resource Management Period (1970–present) evidenced the expansion of the importance of cooperative management–labor relations, the role and importance of leadership theory and research, teamwork, communication, consideration for employee personal growth and development, vision and goal setting, and shared governance. Sharing responsibilities, cultivating healthy and productive relationships, emphasizing the importance of organizational culture, and focusing on the importance of the human element are coupled with the concern to achieve organizational efficiency and effectiveness.

Personnel administration’s foundation lies in the early theories of organizational development and business management. Sloane (1983) relates that scientific management theories and bureaucratic models dominated organizational structure and management thinking until the early 1950s when a plethora of federal laws and codes significantly affected labor–management relations. Laws ranging from collective bargaining to antidiscrimination to employee retirement packages caused organizations to rewrite policies and change their mental model of employees as a labor force. This change was not a voluntary paradigm shift for management, but a mandated effort, and it enforced new ways of treating and interacting with employees. As a result, personnel administration was designated as the area to frame, implement, and monitor policy designed to meet the requirements set forth by federal legislation.