

The
Principal's Guide
to
**MANAGING
SCHOOL
PERSONNEL**

Richard D.
SORENSEN

Lloyd M.
GOLDSMITH

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Preface

A school's principal and personnel determine its success. High expectations, accountability standards, legislative dictates for highly qualified personnel, as well as a changing and demanding workforce have increased pressure on principals. Rapidly evolving technology is influencing how schools recruit, select, and retain personnel. Principals must shape their schools' culture to inspire and motivate personnel to provide the best service possible for the students served.

Building on the concepts introduced in *The Principal's Guide to School Budgeting* (2006), *The Principal's Guide to Managing School Personnel* further assists public and private school administrators who desire to enhance their personnel management expertise. Policies, procedures, and techniques needed to manage personnel as they create effective learning environments are examined throughout the book.

Educational leaders who desire to strengthen their personnel management skills will value this book. The book's usefulness extends beyond that of a desk resource. Not only have effective human resource/personnel management techniques been described, application and management strategies have also been included. The book contains numerous practical scenarios, examples, and case studies to better assist principals in understanding the leader's role from a personnel perspective. Principals have a variety of experiences when managing personnel. *The Principal's Guide to Managing School Personnel* provides real examples to illustrate issues associated with the supervision of personnel.

To enhance the book's usefulness, it has been purposely organized into brief, single-topic-focused chapters. Each chapter begins with an appropriate quote and general overview and includes numerous visuals, tables, figures, and relevant activities.

Chapter 1, *Personnel and the National Standards*, contains an examination of the Interstate School Leaders Licensure Consortium Standards, the national standards for school leaders. The personnel dimension of the standards is explored.

Chapter 2, *Personnel and School Culture*, investigates the relationship between culture and personnel. The authors created the Personnel Success Model to demonstrate how culture and personnel factors can be aligned to create success for campus personnel. Strategies to shape school culture are also explored.

Chapter 3, *Personnel and the Principal*, examines the concept of quality principal leadership as related to effective interaction with school personnel. The Principled Personnel Model is introduced in this chapter, examining six personnel principles: respect, trust, honesty, responsibility, rights, and expectations.

Chapter 4, *Personnel and Communication*, considers the importance of communication relative to managing school personnel. Factors of communication such as richness and media are reviewed. The Personnel Success Model, introduced in Chapter 2, is expanded to include communication.

Chapter 5, *Personnel and Conflict Resolution*, presents an examination of effective school leadership in the midst of personnel conflict. This chapter introduces The Principal's Peace Primer, which identifies eight platforms essential to managing and resolving personnel conflict: preserve purpose, protect process, practice patience, promote people, prize perceptions, praise progress, produce a plan, and perfect peace.

Chapter 6, *Personnel and Recruitment and Selection*, acknowledges that effective principals seek the right personnel for the right positions by incorporating recruitment and selection procedures such as conducting a position analysis, utilizing résumés, interviewing potential candidates, conducting reference checks, and by developing strong faculty-administrator relationships through collaborative leadership.

Chapter 7, *Personnel and Induction and Mentoring Programs*, recognizes that the appropriate implementation of induction and mentoring programs serves as an important step in the maximization of school personnel. Beginning teachers need assistance, and this chapter examines important induction and mentoring issues that help a principal create a school environment that ensures everyone matters.

Chapter 8, *Personnel and Adverse Situations*, permits the reader to understand that no other aspect of public school administration is subject to the plethora of policies, regulations, and legal mandates as is the management of school personnel. Nevertheless, this chapter reveals how court rulings, district policies, and school regulations have appropriately eased the administrative burden and associated principal worries relative to the handling of personnel and personnel issues.

Special features of the book include the following:

- Discussion questions
- Case study applications and problems
- Experiential activities and exercises
- References and resources

Working with school personnel can be a difficult prospect for principals who neither anticipate nor prepare for the numerous challenges, persistent individual needs, and unremitting situations that evolve when confronted with the leadership role of maintaining and improving the capabilities of a campus workforce. Therefore, *The Principal's Guide to Managing School Personnel* was written to provide the school leader with the necessary information and basic skills essential to the successful principal-personnel relationship. As a result, readers will note that while the book is not an exhaustive study of the human resource subject, it does incorporate practical and relevant information, strategies and techniques for principals and prospective school leaders to assiduously incorporate into their own school settings. Principals who successfully partner with campus personnel serve as the front line of defense between student achievement and failure, between programmatic quality and mediocrity, and between educational reform and stagnation.

We commend you to the rich and descriptive methods of effectively leading school personnel that come from the reading and analysis of the contents within this book. We also welcome your ideas and suggestions for making the next edition of the book more relevant and informative. To share your comments, please write or e-mail us through the Corwin Press offices, 2455 Teller Road, Thousand Oaks, California 91320-2218 (CorwinPress.com).

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—RDS & LMG

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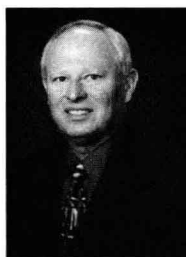
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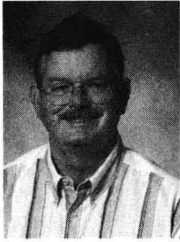
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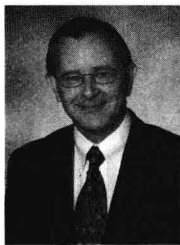
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for 29 years as an elementary science teacher, middle school assistant principal, and elementary school principal. He and a fellow chemistry professor, Dr. Kim Pamplin, codirect a program to facilitate high school chemistry teachers in effective instructional strategies. Dr. Goldsmith has served on several state committees for the Texas Education Agency. He currently serves as a consultant on a project to migrate mandated state principal training to an online format. He is president of the Texas Council of Professors of Educational Administration. Dr. Goldsmith has presented at numerous state, national, and international conferences. He is active in Kiwanis International and Boy Scouts of America. He is active in his local church, where he teaches Sunday school to lively fourth graders, works with the Boy Scouts, and leads a life group. Dr. Goldsmith has been married to his wife, Mary, a high school science teacher, for 22 years. They have three children: Abigail, who is majoring in elementary education; Ellie, a serious violinist studying to be a music teacher; and Nelson, a high school student interested in sports and hunting.

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