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**A model job description for the personnel administrator position
in North Carolina public school systems**

Everett, Barbara Blanks, Ed.D.

The University of North Carolina at Greensboro, 1991

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**A MODEL JOB DESCRIPTION FOR THE PERSONNEL
ADMINISTRATOR POSITION IN NORTH CAROLINA
PUBLIC SCHOOL SYSTEMS**

by

Barbara Blanks Everett

**A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education**

**Greensboro
1991**

Approved by



Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Dissertation Advisor Walter R. Proctor

Committee Members James Runkel
Joseph E. Baxton
Harold E. Snyder

March 20, 1991
Date of Acceptance by Committee

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Date of Final Oral Examination

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Equal Employment Opportunity Commission requirements and recent court decisions mandate that all selection, promotion, and compensation decisions be based on job-related criteria, not on subjective standards. This means that organizations must be able to verify the job-relatedness of all personnel methods. Thus, organizations need accurate job descriptions to legally defend their actions in a variety of areas. Even though all school systems face personnel problems, the designated position that has responsibilities for these concerns varies among the individual school systems.

The purpose of this study was twofold: 1) to describe and assess the status of North Carolina public school personnel administration and 2) to prescribe a model job description for the personnel administrator position in North Carolina public schools. The model was based on a review of business and school personnel administration literature as well as survey information from three groups: 1) 27 North Carolina school personnel administrators; 2) 27 North Carolina hospital personnel administrators; and 3) 50 state educational agencies.

Based upon the study, the following conclusions were drawn.

1. School personnel administration is still a developing profession which lags behind personnel administration in similar settings.

2. Even though school personnel administrators have a high level of education, they are academically unprepared in personnel administration, requiring them to acquire the necessary skills on-the-job and through continuing education experiences.
3. School personnel administration needs a higher priority in terms of funding and in allocating positions.
4. Based on the business model of personnel administration, a model job description for school personnel administrators can be developed and is recommended.

The model job description suggested that the personnel administrator hold the title of assistant superintendent for personnel and report directly to the superintendent. In terms of staff size, one personnel administrator and one clerical person per 200 employees were recommended. Functions for which the administrator should be responsible included: personnel planning, compensation, recruitment, selection of personnel, introduction to the job, appraisal of personnel, personnel development, and security of personnel. In terms of qualifications, a superintendent's certification and a sixth year or doctoral degree in education administration were suggested.

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Four practicing personnel administrators reviewed the surveys: David Whitfield, Region IV Personnel Services Consultant; Billy Revels, Region I Personnel Services Consultant; Pat Enoch, Personnel Manager with Alamance County Hospital; and Anne Smith, Compensation Analyst with Moses H. Cone Memorial Hospital.

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CHAPTER I

Introduction

Equal Employment Opportunity Commission (EEOC) requirements and recent court decisions mandate that all selection, promotion, and compensation decisions be based on job-related criteria, not on vague or subjective standards. This means that organizations must be able to verify the job-relatedness of all personnel methods such as job requirements, application blanks, interviews, tests, and performance appraisals. Thus, organizations need accurate job descriptions to legally defend their actions in a variety of areas (French, 1986).

The state of North Carolina has certification or job requirements for teachers, principals, finance officers, and superintendents, but not for school personnel administrators. In 1957 the Charlotte Public Schools employed North Carolina's first school personnel administrator (Shearouse, 1962). North Carolina had approximately 35 full-time personnel administrators as late as 1974 (Foil, 1974). Even today, not every school system has one. Little research exists on the school personnel administrator; school systems are hiring personnel administrators without concrete guidance from the state of North Carolina. Out of 134 school systems listed in the *North Carolina Education Directory, 1989-90* (North Carolina Department of Public Instruction, 1989), there are 82 school systems which list

at least one individual who has personnel as part of his job title. There is a critical need to develop a model job description for the persons who handle personnel decisions for North Carolina school systems.

Statement of the Purpose

All school systems face personnel problems. Yet, the designated position that has responsibilities for these concerns varies among the individual school systems (Gibson, 1969). The purpose of this study is twofold: 1) to describe and assess the status of North Carolina public school personnel administration and 2) to prescribe a model job description for the personnel administrator position in North Carolina public schools.

In order to develop a model, the investigator studied the personnel administrator in the school and in a similar setting. Because hospitals, like schools, employ certified and non-certified employees and have a service orientation rather than a production orientation, hospitals were used for comparison purposes. The researcher specifically sought to answer the following questions:

1. What employment requirements and job descriptions for school personnel administrators exist in other states?
 - certification standards for the position of school personnel administrators
 - requirement by states for school systems to employ a school personnel administrator
 - state job description for the position

2. How is personnel administration organized in the North Carolina public schools?
 - job title
 - supervisor
 - other personnel involved
 - district size
 - responsibilities
 - job description
3. How is personnel administration organized in North Carolina hospitals?
 - job title
 - supervisor
 - other personnel involved
 - hospital size
 - responsibilities
 - job description

Definition of Terms

For clarification of terminology used in this study, the following terms are defined:

1. Job description. The description, sometimes called position description, is a written summary which describes the basic tasks associated with a particular job and reflects the actual job content (French, 1986).
2. Model job description for the personnel administrator position. Model includes suggested job title, recommended supervisor, other

personnel involved in the personnel office, implications of school district size, responsibilities of the position, job description, and other pertinent information needed in developing the school personnel administrator position in the North Carolina public schools.

3. Personnel. The term includes those who teach (instructional personnel), those who provide services that help teachers teach (supporting personnel), and those who organize the school and see that the instructional process goes ahead (administrative personnel) (Gibson & Hunt, 1965, p. 2).

4. Personnel functions. The dimensions of the personnel functions include human resource planning, recruitment of personnel, selection of personnel, placement and induction of personnel, staff development, appraisal of personnel, compensation of personnel, and collective negotiations (Rebore, 1987). "These eight dimensions of the personnel function are not discrete, isolated entities, but rather, integral aspects of the same function" (Rebore, 1987, p. 13).

5. School personnel administration. The term is interpreted "as those processes that are planned and implemented to establish an effective system of human resources and to foster an organizational climate that enhances the accomplishment of educational goals" (Webb, Greer, Montello, & Norton, 1987, p. 25).

6. School personnel administrator. The central office administrator whose primary responsibility is the personnel functions of the school system is considered to be the personnel administrator. The specific title of the individual may vary among school systems

(Gibson, 1964). This term excludes those who are superintendents and/or administrative assistants who may assume some personnel functions but whose primary responsibilities fall in other areas (Norton, 1983).

Basic Assumptions

To conduct this study, the following assumptions were made:

1. The responses made by the personnel administrators on the survey forms accurately reflect their personal information.
2. Hospital and school personnel administrators are similar in that they both work with certified or licensed personnel and non-certificated personnel. Both types of personnel administrators work in service fields rather than in production. Therefore, working with both groups strengthens the proposed job description because what is true for one group will likely have implications for the other group.

Limitations

The results of this study may be limited by:

1. the degree to which the personnel administrators who participated in this study completed the procedures accurately.
2. the fact that information from those who responded may not reflect the information from those who did not respond.
3. the limited sample size.
4. extraneous factors not investigated in this study.
5. the lack of experimental control over the variables.

Significance of the Study

As a result of this research, a clearer concept of the North Carolina school personnel administrator emerges through the development of a model job description. The developed model of the personnel administrator position can be used in the following ways:

- by school systems (1) to assist in the recruitment and selection of a personnel administrator; (2) to orient and train a new personnel administrator; (3) to develop performance standards for the personnel administrator; (4) to provide basic information for job evaluation; and (5) to facilitate job dialogue between the personnel administrator and supervisor.

- by institutions of higher education in planning for the training and placement of school personnel administrators;

- by the State Department of Public Instruction for the purposes of determining (1) the need for specialized training in personnel and (2) the need for specific personnel administrator certification; and

- by individuals who are current or aspiring personnel administrators for the purpose of determining school personnel administrator qualifications.

The remainder of the study is divided into the following sections: Chapter II, Review of Related Literature; Chapter III, Methodology; Chapter IV, Analysis of Data; Chapter V, A Model Job Description for the Personnel Administrator Position in North Carolina Public School Systems; and Chapter VI, Summary, Findings, Conclusions, Discussion, Implications, and Recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a four section review of selected literature: the school personnel administrator position, the personnel administrator position outside of education, the certification and job descriptions of school personnel administrators in other states, and certification of personnel administrators outside of education.

The School Personnel Administrator Position

Background. Unlike the positions of superintendent, assistant/associate superintendent, or principal, there is little information available on the school personnel administrator. A review of the literature on school personnel administrators reveals a lack of research and materials on the position. A research monograph, *The Public-School Personnel Administrator*, based on a research project by Eleanor Donald and published by the National Education Association in 1962, remains the most significant and thorough literature on the topic (National Education Association, 1962). However, one can find more information on specific personnel functions as opposed to information on the individual who carries them out. Specialization in personnel administration, particularly in education personnel administration, is a relatively

recent concept (Gibson, 1985).

The process of personnel administration has always been present in the public school system. Whether directly performed by the board of education, as was the case in our early history when the board of education was the direct hiring, firing, and supervisory agent, or by principal or superintendent along with numerous other duties, or by a highly specialized officer, the function has been present. As school districts have grown in size and complexity, and as professional education has obtained stature and specialization, personnel administration as a specialized function has taken an important place in the administrative process. (Moore, 1966, p. 5)

The development of the school personnel administrator position followed the successful implementation of the personnel administrator position in the private sector. Private businesses and government saw the emergence of personnel administrators in the late nineteenth and early twentieth centuries. This evolved because of the growth of unions and the establishment of the Civil Service Commission through the Pendleton Act of 1883. Many companies between 1900 and 1920 began hiring specialists to oversee employment, safety, and training (French, 1986). The first formal personnel department was created in 1902 when the National Cash Register Company established a labor department (Miles & Snow, 1984). The modern personnel department was first established in 1911 when U. S. Steel designated a Bureau of Safety, Sanitation, and Welfare. With many significant laws and other governmental influences on labor relations between 1806-1959, the need for and

growth of personnel administration flourished (French, 1986).

Professional personnel administration in the public school setting did not emerge as rapidly as it did in industry and government. The year 1919 marked the employment of the first school personnel administrator in the public school setting. The Dallas (Texas) School District appointed a district-wide position of assistant superintendent of personnel (Harris, McIntyre, Littleton, & Long, 1985). This administrator was responsible for teachers, selecting and recommending teacher candidates to the board of education, allotment and assignment to individual schools, providing an adequate number of substitute teachers, resolving controversies among the instructional staff concerning duties and authority, and reassigning teachers as necessary (National Education Association, 1962). During the 1920s, three other urban school districts--Pittsburgh, St. Louis, and Cleveland--added the personnel administrator position (Harris, McIntyre, Littleton, & Long, 1985). During the 1930s depression years, little expansion was experienced (Gibson & Hunt, 1965). The National Education Association (1962) reports that "between 1919 and 1939 eight school districts established the position [school personnel administrator]; by 1944 there were 18; by 1949, 35...; by 1954, 67... Fifty-nine have been instituted within the past five years" [i.e., between 1957-1962] (National Education Association, 1962, p. 23).

Expansion of the personnel administrator positions was slow to spread to school districts until after World War II. The school

personnel administrator position expanded most rapidly, particularly to smaller school districts, during the late 1960s and the early 1970s primarily due to teacher shortages created after the baby boom of the 1950s increased the demand for many more teachers in most states (Harris, McIntyre, Littleton, & Long, 1985). In addition to the critical shortage of teachers, several other personnel events arose between 1960-1979 which increased the need for personnel administrators in the public school setting:

- Collective bargaining for teachers and other school employees, an almost universal phenomenon. [By 1974, nearly seventy percent of all states had collective negotiations (American Association of School Administrators, 1974.)]
- Demands of the public for accountability, lately much increased in number and intensity.
- Growth in size and complexity of school districts everywhere.
- Repeated demands for changes in curriculum, organization, and cooperative relations with other community institutions.
- The need for programs endorsed by the federal and state governments for integration, affirmative action, equal compensation, and equal personnel treatment. (Fawcett, 1979, p. 4)

As the number of school personnel administrator positions grew, the administrators banded together to pursue common goals and formed what is today known as the American Association of School Personnel Administrators (AASPA). The evolution of the organization parallels the need for and the growth of the personnel administrator position. Better selection techniques of teachers were the major concern of the first personnel administrators who were located primarily in the urban areas.

In May, 1940, a small group of examiners [i.e., personnel administrators] from the larger cities in the East and representatives from the American Council on Education, the

Cooperative Testing Service, and Teachers College, Columbia University, held a two-day meeting in Washington, D. C., to discuss the selection process, especially the examining procedures. This meeting marked the beginning of the national body concerned with employment of school personnel. Its earliest name was the National Conference of Teacher Examiners. In 1945, the name was changed to the American Conference of Teacher Examiners, due to the participation of representatives from Montreal.

For the first ten years, the American Conference of Teacher Examiners was chiefly concerned with the testing aspect of teacher selection. At a meeting in Cincinnati in 1950, the name of the organization was changed to the American Association of Examiners and Administrators of Educational Personnel, reflecting the broadening of the interests of the organization to include nontesting procedures in the selection of teachers. With the advent of the fifties, more school systems were forming personnel departments, but they tended to use selection techniques that relied primarily upon careful analysis of transcripts of credits, student teaching records, professional references, and oral interviews. The addition of personnel directors to the Association, many of whom were not convinced of the necessity of establishing eligibility for selection by means of scores on tests, generated many heated discussions in the early 1950s regarding the pros and cons of selection by means of examining procedures. In Dallas in 1959, the name of the Association was changed once again, becoming the American Association of School Personnel Administrators. Membership in AASPA has grown from 16 in 1940, to over 700 in 1970, with representatives from 46 states, the District of Columbia, and Canada. This growth attests to the expansion of school personnel administration as a recognized component of general school management during the last quarter century (Harris, McIntyre, Littleton, & Long, 1985, pp. 52-53).

The first public school personnel administrator position in North Carolina was added to the Charlotte school district in 1957 (National Education Association, 1962). The position (Director of Personnel) was developed in response to a recommendation by a

1956 consulting firm study of the Charlotte school district (Foil, 1974). In 1962, this remained the sole school personnel administrator position in North Carolina (National Education Association, 1962). Foil (1974) reported that the 1971-1972 *North Carolina Education Directory* identified 17 school systems out of 152 that listed individuals who had personnel administration duties. "The same publication listed approximately 190 associate and assistant superintendents whose duties were not always specified, but may have included primary personnel administrative duties (thirteen of those were identified and listed in the seventeen above)" (Foil, 1974, p. 17). The State Department of Public Instruction (1988) in its publication *North Carolina Education Directory 1988-1989* indicates that 82 school systems out of 134 in North Carolina designate personnel responsibilities to one or more staff members. These figures indicate the tremendous recent growth of personnel administration in the North Carolina public school setting. While the growth of school personnel administrative positions demonstrates the increasing awareness of the importance of the position, rapid expansion is not without its own problems. Foil (1974) wrote that "Dr. Eleanor Donald [researcher of the National Education Association's 1962 Research Division publication *The Public-School Personnel Administrator*] observed on the appointment of intermediary central office administrators that for the most part these were established to meet a particular local need of the local situation and 'grew like Topsy' with little or no advance planning" (p. 17).

Functions. One can find more information on specific personnel functions as opposed to information on the individual who carries them out. Experts in school personnel administration tend to define personnel administration via the functions or responsibilities designated to the role. Greene (1971) recognized the difficulty of identifying specific job functions of the school personnel administrator:

Since the profession of school personnel administration is a relatively new one that has developed to meet the varying needs of different school districts, no specific duties have been uniformly prescribed for the person who fills the position. There is a growing consensus about the functions and the status of the school personnel administrator, but there are considerable variations, depending on the size of the school system, the wishes of the school superintendent and the board of education, and the traditions of the district. (p. 1)

Greene's perspective clarifies why there is so much variation among the authorities regarding the functions and responsibilities of the personnel administrator. Nevertheless, all school systems strive "to hire, retain, develop, and motivate personnel in order to achieve the objectives of the school district, to assist individual members of the staff to reach the highest levels of achievement, and to maximize the career development of personnel" (Rebore, 1987, p. 130).

Another view of personnel administration is proposed by Gibson (1985) who perceives personnel administration as a specialty area within overall education administration which focuses on the human components and thus is separated from nonhuman aspects of business, namely facilities, finances, and equipment. Gibson's view

of personnel functions is separated into three broad, uncomplicated categories: (a) select personnel; (b) coordinate personnel performance within the organization (rights and duties); and (c) arrange for leaving. These correlate with his three designated phases of (a) entry (which includes responsibilities of requisition, recruitment, selection, and appointment), (b) service (which includes responsibilities of placement, career development, promotion and transfer, personnel relations, services, rewards, and conditions of work), and (c) departure (which includes responsibilities of separation, benefits, exit interview, and position evaluation) (Gibson & Hunt, 1965).

In 1971, Greene grouped the functions of the personnel administrator into four categories: (a) staffing schools (which includes recruitment, selection, assignment, promotion, and service termination and retirement); (b) developing personnel policies; (c) stimulating and developing morale; and (d) providing services for staff (which involves personal counseling, insurance, and retirement considerations, and in-service).

Harris, McIntyre, Littleton, and Long (1985) recognize that personnel services have changed over the years. Originally, and fundamental to any list of personnel responsibilities, have been recruitment and employment of personnel. Orientation emerged as a responsibility through time and growth of school systems. Placement and assignment of personnel is one function that the authors identify as having been assumed, but overlooked in the literature. Personnel operations, policy and procedure development,

evaluation, administration of regulations, and provision of substitute teachers are also responsibilities of personnel administration. Two more recent additions to the functions of personnel administration are employee relations and team-management responsibility.

Rebore (1987) refines the comprehensiveness of the personnel administrator's functions. He identifies eight dimensions of the personnel function which he views as interrelated rather than separate parts:

- Human Resource Planning** Establishing a master plan of long- and short-range personnel requirements is a necessary ingredient in the school district's curricular and fiscal planning processes.
- Recruitment of Personnel** Quality personnel, of course, are essential for the delivery of effective educational services to children, youth, and adults.
- Selection of Personnel** The long- and short-range human resource requirements are implemented through selection techniques and processes.
- Placement and Induction of Personnel** Through appropriate planning, new personnel and the school district accommodate each other's goals.
- Staff Development** Development programs help personnel meet new district objectives and also provide individuals with the opportunity for personal and professional growth.
- Appraisal of Personnel** Processes and techniques for appraisal help the individual grow professionally and help the school district attain its objectives.
- Compensation of Personnel** Establishing programs that reward quality performance and help motivate personnel.
- Collective Negotiations** The negotiating process gives personnel an opportunity to participate in matters that affect their professional and personal welfare. (p. 13)

Webb, Greer, Montello, and Norton (1987) see the personnel functions as comprehensive as well as complex. These authors (1987) define personnel administration as

those processes that are planned and implemented to establish an effective system of human resources and to foster an organizational climate that enhances the accomplishment of educational goals...The primary elements of the personnel process, implied in this definition, are recruitment, selecting and developing staff, as well as the need for establishing a harmonious working relationship among personnel. While this definition emphasizes the significance of the human element, it also states that personnel administration's purpose is focused on achieving the goals and objectives of the school system. (p. 25)

Based on their definition of personnel administration, Webb, Greer, Montello, and Norton (1987) organize their view of the personnel functions into three major human resource (HR) categories with 12 personnel processes in subsets:

HR Utilization	HR Development	HR Environment
Resource Planning	Staff Development	Organizational Climate
Recruitment	Evaluation	Protection Process
Selection		
Utilization		
Collective Negotiations		
Orientation		
Compensation and Welfare		
Stability		

Castetter (1986) divides the personnel function into 11 areas: planning, bargaining, recruitment, selection, induction, appraisal, development, compensation, continuity, security, and information.

To make these functions more operable, Castetter uses task analysis to break these functions into activities which need to be effectively planned and conducted. Below is the conceptualization of the personnel function by Castetter (1986).

PLANNING	BARGAINING	RECRUITMENT
Personnel Policy	Agreement Planning	Legislative
Forecasts,	Agreement	Guidelines,
Organizational	Negotiation	Sources
Structure	Agreement	Internal Search
Personnel Inventory,	Administration	External Search
Position Design	Review-Recycle	Information
Staff Quality,		Review-Recycle
Quantity,		
Deployment,		
Representation		
Integration		
Balance		
Review-Recycle		
SELECTION	INDUCTION	APPRAISAL
Selection Policy	Community	Appraisal Policy
Situational Factors	Adjustments	Definition of
Candidate Information	System Adjustment	Performance
Screening	Position Adjustment	Effectiveness for
Background Evaluation	Personnel Adjustment	Various System
Offer	Review-Recycle	groups
Eligibility List		Appraisal Process
Review-Recycle		Review-Recycle
DEVELOPMENT	COMPENSATION	SECURITY
Goals-Needs	Compensation Policy	Tenure
Task Analysis	Compensable Factors	Retirement
Tasks Allocation	Financial Rewards	Academic Freedom
Operation	Nonfinancial Rewards	Grievance Process
Review-Recycle	External and Internal	Review-Recycle
	Influences	
	Review-Recycle	
CONTINUITY	INFORMATION	
Leaves of Absences	Acquisition	
Substitute Services	Storage	
Health	Retrieval	

Safety
Review-Recycle

Utilization
Review-Recycle (p. 48)

Castetter uses task analysis on the personnel function so that it becomes clear which activities are sequential and which depend on other areas. This approach also is of great value to differentiate among those functions which should be kept centralized and which should be decentralized. It also helps to identify and facilitate relationships with other parts of the organization.

The most comprehensive and recent view of the personnel administrative functions is held by the American Association of School Personnel Administrators (AASPA) (1988) which has officially recognized the need for professionalism of the school system personnel administrator:

Among professional educators engaged in the delivery of educational services, the role of the personnel administrator is unique. The day has long since passed when employers can ignore the personal and professional needs of the employee. The rise of unionism in the public schools in virtually three-fourths of the states over the past two decades has brought about greater demands of the employer and a standard of working conditions that is acceptable to all employees. In meeting these demands it is essential that the personnel policies and practices of the district must be uniformly administered. While all of management is responsible for carrying out the policies of the board, or managing a bilateral contract agreed upon by the board and the employee union, someone must be responsible in the monitoring the policies and/or contract. In smaller school districts the responsibility rests solely with the superintendent while in larger districts the responsibility should be assigned to a personnel officer.

It is probably accurate to assume that many school districts in the medium range do not have a central office department charged exclusively with staff personnel functions. Where personnel departments exist, the responsibilities for discharging

the personnel functions must still be shared with administrators of the various units of the system. In the absence of a separate personnel department, those functions must be carried out in their entirety by administrators in the district who also possess other important administrative responsibilities. In such instances, it is incumbent upon the superintendent to insure that the full range of personnel administration functions have been identified and delegated to the appropriate administrators in the school system. It is believed that the *Standards for School Personnel Administration* will be useful to school boards and superintendents in evaluating the need to establish departments of personnel administration staffed with one or more full-time professionally prepared personnel administrators (p. iii).

The American Association of School Personnel Administrators has developed the *Standards for School Personnel Administration* to encourage professional and efficient personnel administration nationwide regardless of whether the school district has an established personnel administrator or department. AASPA published its first *Standards* in 1960. Based on research, the *Standards* were revised in 1972, 1978, and 1988. These revisions reflect the changing focus of the personnel administrator's functions as influenced by government rules, regulations, laws, and the increasing complexity of today's society. The 27 personnel functions (or the "standards" as the AASPA refers to them) developed in 1988 are organized into five primary sections: organizational structure, staff procurement, staff selection, staff development, and conditions of service. These criterion-based standards are broad goals by which school systems can evaluate the district's personnel administration. Operating policies and procedures also are defined for each standard (American Association

of School Personnel Administrators, 1988). The following are the American Association of School Personnel Administrators 1988 Standards, or personnel functions, for school personnel administration:

1. The basic function of the board of education is policy-making and review of the total educational program of the school district.
2. The superintendent of the school district provides the professional leadership necessary for the continuous development of the personnel program to meet the objectives of the school district.
3. The personnel administrator has a clear understanding of the goals, objectives and processes of the school system and the role which the personnel administration function has in accomplishing those ends.
4. Decision-making is regarded as the search for the most effective operational alternatives of action that can be implemented. Decision-making is recognized as a most significant activity within the educational organization.
5. Written personnel policies furnish guidelines for administrative procedures relating to personnel matters.
6. The personnel department is that specific section of the administrative structure established to carry out the personnel activities of the school system.
7. Personnel operations are conducted in a manner that provides for effective and friendly employee relationships and contribute to individual motivation and morale.
8. To enhance the team effort and to facilitate efficient work performance, the personnel administrator ensures the systematic dissemination of information to the staff and public while protecting the privacy of individuals and identifiable groups.
9. A well-developed system of personnel accounting and research helps predict staff needs and enables the administration to make sound projections for current and future employment needs.
10. The recruitment process provides present as well as potential employees with information available on positions and provides them the opportunity to compete for vacancies.

11. The application form requests information necessary to facilitate screening; contributes to sound decision-making on recommendations for appointment, and is in conformity with local, state, and federal laws and regulations.
12. Decisions involving staff selection are based upon a carefully planned program of investigation, screening, appointment and follow-up support.
13. Placement, assignment, and transfer of personnel is a basic administrative responsibility through which attempts are made to meet the needs of the educational program, implement affirmative action plans, provide balanced staffing, and meet the desires of individual employees.
14. Orientation of teachers is a continuing process based upon a planned program designed to acquaint the teacher with his/her responsibilities toward the student, school, and community, and to acquaint the teacher with the resources in the school system and the community.
15. There is a commitment by the board of education and administration to a planned, comprehensive program dedicated to the continuing professional development of personnel.
16. Appraisal of teaching performance is a cooperative process designed primarily to improve the quality of teaching.
17. The personnel evaluation system, while directed toward helping employees improve the quality of their performance, provides information which enables evaluators to make objective and fair decisions concerning termination, retention, or discipline when the employee's performance or conduct is marginal or clearly unsatisfactory, and rewards excellent performance.
18. The administrator appraisal process is designed to yield information which will enable the evaluators to make objective, fair decisions which relate to the improvement of administrative capabilities and/or retention/dismissal in cases of marginal performance.
19. In the interest of promoting high morale and leadership effectiveness, the personnel department will use its influence to assure that individuals on the professional staff are recognized for excellence and promoted on the basis of competency, performance, qualifications, fitness for the job, and probability of future growth and development regardless

- of age, sex, religion, natural origin, ethnic heritage, marital status, or handicap.
20. Collective bargaining, as a personnel function, will conclude in an equitable agreement which preserves the board's responsibility to make policy and the administrator's right to manage the school district for the citizens and children and at the same time provide adequate wages, hours and working conditions for its employees.
 21. A fringe benefits program that meets the particular needs of the staff should be established or negotiated within the constraints of local and state laws and school district resources.
 22. Regulations or agreements covering the various types of leaves, with or without pay, are established or negotiated and are fairly administered by the personnel department.
 23. Compensation plans that place the school board in a favorable, competitive position and salary policies that encourage professional growth and personal improvement in service are essential elements of personnel administration.
 24. A difference in procedures is made between grievances and complaints. A grievance is defined as an alleged violation, misrepresentation or misapplication of any of the specific provisions of the negotiated agreement which may end in binding arbitration, while a complaint is described as an alleged violation, misrepresentation or misapplication of any rule, order, regulation or policy of the board outside the negotiated contract which should not be subject to binding arbitration.
 25. Job descriptions and classifications include the duties to be performed, the immediate supervisor, educational preparation required, and personal qualifications needed for the position.
 26. Regulations governing resignations should provide an orderly termination of service with a minimum of disruption to the school system and inconvenience to the employees.
 27. The school district has written and publicized policies for the reduction of staff when needed. (pp. 5-6)

To assist personnel administrators in understanding and carrying out their functions and to promote professionalism of the position,

many states (and even some urban areas) have established state and regional personnel associations. These groups provide a forum in which personnel administrators can "discuss methods of handling personnel problems, exchange information about personnel policies, interpret new laws affecting employees, and consider other practical problems of school personnel administration" (Greene, 1971, p. 3).

Regardless of the currently identified functions, the personnel administrator's functions continue to evolve and to reflect current human problems. For example, Hunt (1984) points out that even in the early 1980s the functions of the personnel administrator have vacillated from emphasis on recruiting, training, and developing personnel to concentrating on the other end of the employment spectrum--assessing, excluding, exiting, and retiring personnel. Webb, Greer, Montello, and Norton (1987) identify six personnel administrator issues which will continue to realign the functions of the personnel administrator: (a) personal relationships and cooperation; (b) effective human performance; (c) compensation of educational personnel; (d) demands upon professional personnel in education; (e) external mandates and legal impacts; and (f) developments in automation and technology.

Structure in the Organization. Since the district-wide personnel administrator position has been added to many school systems in recent years, school districts have had to determine the point at which a central personnel administrator is needed. Rebore (1987) points out the necessity of the personnel administration

position because:

not only does the personnel function have an impact on the continual staffing of positions, which in turn affects the quality of educational programs, but it also has a significant effect on the budget. Approximately 80 percent of all school district expenditures are for salaries and benefits. Inefficiency in the personnel function can--potentially--cost the taxpayer unnecessarily large sums of money. (p. 14)

Castetter's (1986) research reveals that "personnel departments are often formed only when organizations contain 200 or more employees" (p. 55). Castetter (1986) presents a common-sense approach in determining the need for a central personnel unit:

One way of examining the problem of whether or not to include a central position for personnel in a school system is through the staff adequacy assumption. Simply stated, this assumes for 1,000 pupils enrolled there should be a minimum of 50 professional personnel. Thus, a hypothetical school district with an enrollment of 4,000 pupils should have at least 200 professional employees. When classified employees are taken into consideration, this district would have close to 300 members. If one considers the ramifications of performing, without proper organization, all the personnel processes listed in Figure 3.2 [see Castetter's functions listed in the section on functions] for the number of school employees, the conclusion is inescapable that the [personnel] function will be inefficiently handled. (p. 55)

Castetter (1986) shies away from a specific ratio of personnel workers to employees because

the number of people assigned to the personnel unit depends, in addition to organizational size, on the kinds of activities for which the unit is responsible. Growth of the system, extraordinary time and effort involving in negotiating and administering union contracts, expansion of recruitment and development programs, and multiplication of functions allocated to personnel departments are other factors that determine the size of the personnel staff. (pp. 56-57)

Rebore (1897) agrees with Castetter's suggested approach.

Rebore (1987) urges that

all but the very smallest school districts should delegate the personnel function to an assistant superintendent. The complexity of this function in our schools and the great impact it has on our total school operations necessitates the hiring of this personnel specialist. (p. 21)

Using a 1951 business based survey of the National Foremen's Institute, Fawcett (1964) determined that business and industry on the average follow a ratio of approximately one personnel worker to 150 employees. Based on these findings, Fawcett (1964) suggests the following formula of school personnel workers to the number of school system employees (includes certified and non-certificated):

Number of Employees	Suggested Personnel Staff
Up to 100 employees	superintendent with personnel clerk
100-300	one personnel administrator plus clerk
300-399	one personnel administrator plus 2 clerks
400-599	two personnel administrators plus 2 clerks
600-699	two personnel administrators plus 3 clerks
700-899	three personnel administrators plus 3 clerks
900-999	three personnel administrators plus 4 clerks

Using this system of progression, it is possible to calculate the personnel needs for any size organization. At 1,200 employees the personnel department would be composed of four personnel administrators and four clerks. The ratio at that time would be 1-150. In the process of growth the ratio would fluctuate from 1-100 to 1-150, which should certainly be a reasonable range of responsibility for a normal personnel department. (Fawcett, 1964, pp. 143-144)

In addition to determining when a school systems needs to employ a personnel administrator, school districts have been confronted with where in the organizational hierarchy the personnel position fits. Castetter (1986) points out that "the purpose of the organizational structure...is to develop an orderly arrangement of functions to achieve the goals of the system" (p 62). Castetter (1986) also presents a variety of options for handling the personnel function in a school district:

- *Type A.* Responsibility for the personnel function is shared among all administrators in the system. This plan includes a staff unit for personnel in the central administration that renders advice and service to the central administration as well as to all attendance units within the system. In addition, all administrators share certain responsibilities in implementing systemwide personnel plans.
- *Type B.* Total responsibility for the personnel function is delegated to a line officer, such as the assistant superintendent for instruction.
- *Type C.* Responsibility is delegated to a staff unit in the central administration headed by an assistant superintendent for personnel whose unit renders advice and service to other system units.
- *Type D.* Responsibility is delegated to a committee of central office personnel, each of whom is responsible for performing certain aspects of the personnel function.
- *Type E.* Responsibility for the personnel function is divided between the superintendent (for professional personnel) and the assistant superintendent for logistics (for support personnel).
- *Type F.* Personnel operating processes are assigned to an administrative assistant to the chief executive.
- *Type G.* Responsibility for the personnel function rests primarily with the superintendent. (pp. 49-50)

Placement in the organizational hierarchy is often determined by how the school system views the role of the personnel

administrator. Fawcett (1964) writes that

personnel administrators are identified organizationally as staff people. They are individuals with specialized knowledge and skills whose primary duty is to assist others in doing a better job. It is their responsibility to apply intellectual and scientific techniques to a study of the utilization of individuals in the organization and to assist line administrators in their normal activities in working with personnel. This definition of personnel administrators provides guidance not only in determining responsibilities to be assigned to them, but in defining their organizational place in the administrative structure. (p. 144)

Harris, McIntyre, Littleton, and Long (1985) promote the use of the American Association of School Administrators' 1971 guidelines for school personnel administration:

1. The head of personnel administration should have status, title, rank, and salary commensurate with other administrators whose responsibilities are comparable in scope and significance.
2. The chief personnel administrator should report directly to the superintendent of schools, if at all possible. In large city school systems this may not be feasible, but intervening layers of administrative structure complicate personnel operation.
3. Personnel administration should be regarded as a service function, its mission being to employ, deploy, develop, and nurture, the manpower resources required to produce quality educational services. Personnel administration should not be considered a line function.
4. If...on the same organizational level as other top-echelon department heads, [the chief personnel administrator] should hold cabinet rank and be regarded as a key member of the superintendent's leadership team.
5. All personnel functions should be consolidated in the department. Both certificated and classified personnel should be under the jurisdiction of this department.
6. Every effort should be made to avoid assigning collateral duties to the personnel administrator if they

require...shortchanging...primary personnel responsibilities.

7. If certain operational personnel functions (e.g., inservice training and professional growth) are carried out in cooperation with other departments, the personnel administrator should be able to offer expert knowledge and skill in carrying out these shared responsibilities. (p. 71)

As school systems have grown and been faced with increasing pressures in handling the human issues, they have removed the personnel functions from the superintendent to a specialized district-wide personnel administrator. Typically, the personnel administrator (with the job title of "assistant superintendent" or personnel director) oversees the personnel functions and actively pursues personnel issues and problems on behalf of the superintendent. The personnel administrator serves in an advisory capacity to assist line administrators with the personnel situations among their staff members (Rebore, 1987).

Norton's (1983) study of 35 out of 40 Arizona school personnel directors revealed that there was no common title for the personnel administrator. Twenty-two different titles were listed by the 35 respondents. The most frequent title given was director of personnel, closely followed by assistant superintendent for personnel services. Regardless of the personnel administrator's title, the superintendent served as the chief evaluator for the position.

Foil's 1974 study concluded that North Carolina public school superintendents still handled the majority of the personnel functions. When the personnel functions were delegated to another staff member, the individual held the titles (in order of frequency)

of assistant superintendent, associate superintendent, personnel director, administrative assistant, and business manager. All but one reported directly to the superintendent, while the remaining one reported to an associate superintendent (Foil, 1974).

The Personnel Administrator Position Outside Education

Background. One of the noticeable differences between the literature on personnel administration from the school system perspective and from the business perspective is the terminology. Education literature uses the terms personnel administration, personnel, and modifications of these. Business literature uses predominately the terms human resources management (HRM) and human resources administration (HRA). Other business references include personnel function, manpower management, industrial relations, employee relations, personnel and human resources administration, personnel and industrial relations (PAIR), and personnel management (Meggison, 1985). The business terms human resources management (HRM), human resources administration (HRA), and variations of these terms are not used in the education literature.

Regardless of the personnel terms used, there have always been structures through which people have been hired to work for other people in the United States. In the early days of business, owner-managers acted as their own personnel managers: they hired, fired, trained, developed, and rewarded those who worked for them. If the business grew, then owner-managers employed "first-line"

supervisors who had autonomy over their own work teams. Thus, there was no need for a personnel administrator. Personnel administrator positions evolved as a result of the specialization of labor with attention to how labor was being performed. With the specialization of labor, unionization followed in the 1880s (Miles & Snow, 1984). Personnel administration can be traced via six stages from these beginnings to today's concept: (a) the scientific movement; (b) the industrial welfare movement; (c) early industrial psychology; (d) the human relations movement; (e) the labor movement and free collective bargaining; and (f) personnel management as a profession (French, 1986).

The scientific management movement occurred in the late 1800s and early 1900s. Personnel administration focused on job design, selection, and compensation. Frederick W. Taylor, the key figure of the scientific management movement, promoted the belief that the techniques that the scientists used in their research labs could be applied to the work setting to increase efficiency in the work place. During this period, personnel administrators used experimentation, testing hypotheses, and development of work theories based on research (French, 1986).

The early 1900s saw the industrial welfare movement, which was characterized by "voluntary efforts on the part of employers to improve, with the existing industrial system, the conditions in their own factories" (French, 1986, p. 32). The employers not only looked at the workplace but also began looking at the quality of life of employees outside of the work setting. Social or welfare

secretaries were employed to assist workers with personal matters, such as housing, education, money concerns, health issues, and related items (Harris & Bethke, 1989).

Early industrial psychology rose also in the early 1900s. This period emphasized the proper design of tasks, selecting and training workers, and individual incentives. This work was conducted by industrial psychologists who focused on tests to predict the best employment prospects. Personnel techniques of comparing test scores of successful employees with applicants, checking references, and using rating sheets for interviews were implemented during this period (French, 1986).

The human relations movement, which has had the most impact on today's personnel administration, occurred around World War I. The emphasis was on group behavior as well as employee feelings as they relate to productivity and morale. The movement gained momentum with the 1924 Hawthorne studies at the Western Electric Company. This research revealed that human interaction made a difference in motivation and morale which ultimately affected productivity. This led the way for employers to focus on group behavior and employee attitudes (French, 1986).

The labor movement is marked by the the development of labor unions, collective bargaining, and the involvement of the United States government to influence labor relations. Significant to this period was one law, the 1914 Clayton Act. This act limited the use of court orders against workers and the union who were in labor disputes with the employer. It also legalized related union

activities, including the legalization of picketing (French, 1986).

The final major stage of influence on personnel administration development is the behavioral science and systems theory, which surfaced in the late 1940s and has been a major influence most notably in the 1970s and 1980s. Personnel administration took its foundations from the social and biological sciences for use in job design, employee selection, orientation, promotion, and related areas. Utilization of the systems theory helps personnel administrators see the importance of relationships within the organization and how change in one facet of the total organization has an impact on other parts of the whole (French, 1986).

Functions. Personnel functions have suffered from a lack of respect from the other parts of a business organization. Jim Ware, 1983 chairman of the American Society for Personnel Administration, stated that "as late as the 1950s, personnel wasn't even considered a career field" (Megginson, 1985, p. 9).

But today, both the work force and the work itself have entered a period of rapid and profound change. New employee work attitudes, new government regulations, the growing concern for individual rights, and the complexity and costs of employee benefits have made the human resources function of prime importance. The management of human resources is finally taking its place alongside of finance, purchasing, quality control, and information management. (Muessen, 1986, pp. 5-3 & 5-4)

This notion changed the scope of personnel administration, primarily in the mid-1970s through the 1980s.

Briscoe (1982) agrees that the personnel department has been a "...dumping ground for executives who could not succeed in running

the operational divisions" (p. 75).

The human resource office generally performs housekeeping chores such as recordkeeping, the cafeteria, vending machines, fire brigades, duplication, credit unions, company picnics and recreational councils alongside its traditional roles of employee acquisition, development and maintenance. The attitude toward human resource management often resulted in neglect of the function and its activities. Personnel managers often act more as servants of the employees than of management and the organization and, thus, often frustrate management in the pursuit of their operational objectives by exercising control over employee-related decisions. As line managers give up accountability for making personnel programs and policies work, they begin to downplay, ignore, and circumvent the function. This reduces the status of the department. (Briscoe, 1982. p. 75)

Fortunately, this negative status is now changing. Small companies tend to employ generalists who can handle all aspects of personnel administration. Larger organizations are seeing increased needs for personnel specialists. Because of the increased need for these specialists and the shortage of talented, knowledgeable personnel specialists, the most rapidly expanding facet of human resources is the area of consultation (Arthur, 1987).

There are five reasons for the increase in power and status of the human resources administrator.

- There has been a recognition by corporate management of the importance of their employees.
- There has been a simultaneous growth in the professionalism of the human resource practitioner at all levels.
- Human resource issues have become mainstream business issues.
- The population mix is changing. Fewer people will be entering the work force in the coming years and the competition for these people will increase.
- Seventy percent of the future jobs will be in the service sector, as opposed to the manufacturing sector. (Finney, 1988, p. 46)

Regardless of the personnel department or administrator status, Megginson (1985) stresses that employees (i.e., human resources) must be the focus of any organization. In addition, management of this area is critical to the organization's overall success.

When Art Linkletter, owner of over 75 companies, was asked the secret of his success, his answer was, "I bet on people." And...Andrew Carnegie, the great industrialist, indicated, an organization consists of people, or human resources, not its physical and financial resources. When top management forgets this basic truth, it gets into trouble. (Megginson, 1985, p. 6)

Human resource management

as it is practiced today is in process-system terminology. The significance of the process-systems view is that it (1) takes into account the interdependence of all aspects of human resources management and (2) recognizes the relationship between human resources activities and organizational goals. (French, 1986, p. 8)

Thus, personnel administration activities now focus on enhancing the achievement of the organization's business objectives.

Ross (1981) writes that the personnel function is a reflection of how the organization views personnel administration. Many organizations are confusing the terms personnel administration, industrial relations, employment development, training, employee relations, and related terms with the concept of human resource management.

When an organization views its present and future employees as resources rather than purchased services, then it has begun a process of human resource development. Employees are thus considered investments--investments which yield varying results depending on how the investment is treated. Human resources management represents a change in attitude on the part of management toward the workforce, a move away from seeing employees as a necessary expense of doing business to a critical investment in the organization's current performance

and future growth. This philosophy underlies human resources management programs and reflects management's attitude toward the management of people at work. (Ross, 1981, pp. 781-782)

Ross (1981) believes that human resources management still has its roots in the traditional personnel management approach, but the role has blossomed from a supplier of workers to an overall human resource planning, development, and utilization approach. This approach makes the personnel administrator more critical to the overall management of the organization. Instead of the organization making decisions based on economic reasons alone, the social and political environments outside the work place are essential considerations. Based on this approach, the human resources (or personnel) department should include these four functions: (a) human resources planning and forecasting (identifying future needs and developing ways to meet these needs); (b) individual motivation and organizational analysis (designing jobs to meet the employee's needs as well as the organization's requirements); (c) personnel development (training, career development, flexible schedules); and (d) personnel utilization (traditional personnel functions of recruiting, selection, evaluation, rewards, and collective bargaining) (Ross, 1981).

Ross (1981) illustrates that the idea of human resources management is not a revolutionary idea when she points out that

perhaps we in personnel should have been listening more closely to Peter Drucker, who, in 1954, noted that it is no longer a question of whether we want to develop our human resources or even whether we should. It is now a matter of survival for society. We're pushing our physical resources to the limits. It is

now the human area that shows the greatest potential for growth and organizational effectiveness. Twenty-six years later, Peter Drucker's words are being heard and understood. (p. 783)

According to Tsui and Milkovich (1987), there are three basic views of the personnel department's activities: (a) structural functionalism; (b) strategic contingency; and (c) strategic human resource management. By looking at personnel departments through these categories, one can better identify the activities which are conducted by each personnel administration approach. Structural functionalism is based on the internal structure such as organizational size and specialization. Those factors outside of the organization's structure are not part of the decision-making process. This type of personnel department arises because of organizational growth and the need for specialization of activities from other parts of the organization. Strategic contingency is just the opposite: the personnel activities respond directly to the organization's external environment. There is not a solid boundary which separates the organization from its environment. This type of personnel department emerges out of the response to external forces, such as law, regulations, and unionization. Such a department addresses union issues, equal employment, and health and safety issues. The final approach of strategic human resource management focuses on a combination of the external environment and the organization's business objectives through its business strategies. With this perspective, the other influences of the organization (such as political pressures) are not considered. This type of personnel department exists when the focus is on human resource activities

fitting the organization's business strategies.

Dessler (1984) identifies 10 personnel functions:

1. *Placing* the right person on the right job
2. Starting new employees in the organization (*orientation*)
3. *Training* employees for the jobs that are new to them
4. *Improving job performance* of each person
5. *Gaining creative cooperation* and developing smooth working relationships
6. *Interpreting* the company policies and procedures
7. *Controlling labor costs*
8. *Developing* potential abilities of each person
9. Creating and maintaining a high level of *morale*
10. *Protecting* health and physical condition of the employees (p. 8)

Dessler (1984) points out that often in small organizations, the line managers are expected to carry out these duties. Only when the company grows does the organization need the specialization of a personnel department. When the personnel department exists, it carries out its duties in three ways: (a) line function; (b) a coordinative function; and (c) a staff or service function. The line function occurs when the personnel administrator directs the activities in the department. It also exists when the personnel administrator works with other line managers in directing how they should handle matters such as affirmative action, hiring practices, and dismissal procedures. The coordinative function occurs when the personnel administrator works on issues which affect the entire organization. This includes safety practices and other company policies and procedures. The final and most encompassing duty of the personnel administrator is the staff or service function, in which the personnel administrator assists other line managers in

conducting their tasks. The personnel administrator assists line managers in hiring, firing, training, compensating, evaluating, and counseling employees. Personnel administrators also keep track of trends (and implement as needed), which improve the quality of life of employees and assist in career development of employees. Examples of such trends include wellness programs, on-site day-care centers, and employee assistance programs (Dessler, 1984).

Briscoe (1982) suggests that for a personnel department to be effective, it must be proactive. The human resources management function is finally beginning to be accepted by management as essential to the strategic success of the organization. To accomplish this, Briscoe suggests the following personnel functions:

- Frequent contact with the top management for corporate planning
- Central involvement in overall organizational decisions
- Career planning
- Enforced policies for sexual harassment and employee confidentiality
- Computerized information retrieval system
- Implementation of a variety of systems to solicit employee opinions, feedback
- Structure labor contracts for "win-win" situations
- Control costs of employee salaries and benefits with organizational-control and funding
- Implement a researched evaluation procedure for all employees
- Validate all employee selection procedures

- Structure selection process as a job preview
- Conduct job analysis for all jobs
- Employ a diverse workforce (age, sex, race, etc.)
- Implement a performance-based salary system
- Implement an employee assistance program
- Conduct a comprehensive employee communication program
- Retrain employees for new technological changes
- Use a mentor style program for the supervisory level positions
- Have personnel employees keep abreast of personnel changes through membership in professional organizations
- Demonstrate in quantifiable terms the bottom line effects of the personnel department on the organization.

Giblin (1984) also urges the personnel functions to be more proactive in our society, because of the many social, political, and economic changes in the past few years. These changes affect human resources, which should in turn affect personnel administration. Giblin points out that human resources departments need to help not only employees but top management to adapt to the outside impacts. There are six topics that personnel administrators should consider. First, motivating employees in a more restrictive environment is a consideration. Many companies are not experiencing great growth, which means a slowdown in promotions, cutting to the basics (influencing job security), and job stagnation due to fewer opportunities for promotion. Personnel administrators need to deal with these issues because of the impact on morale, motivation, and performance (Giblin, 1984).

A second area of recent concern is the increased internationalization of domestic labor relations, which increases the need for an international view of personnel administration. Many businesses are seeking joint ventures with foreign companies, which can increase tension between management and labor (Giblin, 1984).

Changes in the social-political climate is the third challenge to the personnel function. There is the growing influence from the demands and needs of the older workers, minorities, women, and the handicapped (Giblin, 1984).

Adapting the workforce to rapid changes in technology is a fourth concern. Managers, office workers, and even blue-collar workers are requiring technological skills and are subject to job obsolescence (Giblin, 1984).

The fifth area of concern is increasing the productivity of nonmanufacturing jobs. The country is shifting from a manufacturing sector to more of a service sector economy. The result has been a decrease in manufacturing productivity and rising prices for services. Increasing productivity in nonmanufacturing jobs will be a challenge for personnel administrators (Giblin, 1984).

A sixth and final concern is increasing the effectiveness of the human resource function. With all of the changes being presented in our rapidly transforming society and international influences, personnel administrators will need to creatively address the personnel function. Giblin suggests that the personnel function operate with more of a consultative approach in helping line management cope with the rapidly changing people problems. More

personnel administration efforts should be concentrated on the organization's business strategy as well as shaping the corporate culture. By addressing these six areas, the personnel administrator can move from a reactive stance to a more proactive one and ultimately be a significant contributor to the organization's overall success (Giblin, 1984).

The focus of the 1989 national conference of the American Society for Personnel Administration (ASPA) reflected the philosophy of Giblin. The theme of the meeting, attended by more than 3,600 personnel administrators, dealt with the "work-force revolution" and the accompanying problems. Skrzycki (1989) reported that the conference was focusing on this topic because "American business has truly become a microcosm of society, where problems such as drugs, smoking, escalating health care costs, family crisis, illiteracy, and behavioral quirks have become the problems of business" (p. D5). Ronald C. Pilenzo, 1989 president of the American Society for Personnel Administration, indicated that years ago the personnel administration philosophy was to leave these personal problems at home. This philosophy now has changed to addressing these problems as performance issues. The conference presentations reflected this change in philosophy with inclusion of topics from how to conduct a sexual harassment investigation, to meeting the challenges of flexible work schedules, to the employment of older workers.

The tenor and content of the conference also illustrates how much the work place has changed in the last decade as the

effects of government regulation, demographics and down-sizing are felt.

What used to be a [personnel administration] job that essentially involved hiring and firing people has grown into one that calls for the human resource professional to be a specialist in work and family issues, employee rights, productivity, complex compensation systems and education and training. (Skrzycki, 1989, p. D5)

Hutton (1987) suggests that "if the personnel function exists only to run newspaper ads, keep files, and write policies, perhaps companies would be better off without it" (p. 70). Hutton argues that the concept of the personnel department should be changed to a "management resources" perspective. This approach will foster the business objective of generating the optimum output through the most efficient utilization of people. For the personnel functions (or management resources functions) to be effective, Hutton (1987) offers several suggestions.

- Focus on ways to make employees more productive; increase individual motivation, skills, and satisfaction
- Have the top personnel position report directly to the CEO
- Keep functions unrelated to personnel out of the personnel department
- Place all people related functions under personnel (such as payroll and people related aspects of industrial engineers)
- Select personnel executives who are business people first and who have stature and professional status
- Strive to become a resource for organizations to manage better by providing information that can make a difference (such as not just reporting personnel figures, but giving front line managers insights

to the why of people problems)

Andrews (1986) argues that the problem of identifying the functions of personnel administration for many organizations is that there are often six differing perspectives of what personnel administration encompasses (or how the department delivers its services). These six models of service reflect the approaches, experiences, and education of those who provide personnel services: (a) the clerical model; (b) the counseling model; (c) the industrial relations model; (d) the control model; (e) the in-house consulting model; and (f) the strategic planning model. These models, or frameworks, provide insight into the possible roles and functions of personnel departments (Andrews, 1986).

The clerical model emerges when an organization first establishes a personnel department. When managers feel overwhelmed with the personnel aspects, they want someone who can assist them by taking over those items which are "the least important, uncomfortable, frustrating or a nuisance" (Andrews, 1986, p. 88). The typical persons to take over these tasks are well-liked clerical people. Other than efficient record keeping, the model does not contribute much to the overall organization. Even though much data may be collected, there is no analysis or decision-making in the position (Andrews, 1986).

The counseling model is most frequently found in organizations in which the major expenses of the operating budget go into the employee salaries and benefits and where the dominating

perspective is that each employee is important, such as in service organizations. This style can be implemented as a union prevention strategy. The model is perceived as effective in helping both employees and managers deal with people problems. This approach can be one that is more reactive to situations rather than one to anticipate or plan for preventing people problems; thus, this model is frequently left out of the decision-making and long-range planning (Andrews, 1986).

The third model is the industrial relations model. This personnel approach is found with organizations in which unions, collective bargaining, grievances, and arbitrations are a central focus, such as in a manufacturing setting. Personnel administration is conducted in light of how it interacts with union agreements. Frequently, the personnel administrator is one who has a legal background. Even though the personnel administrator may have organizational power, every activity is built around planning, negotiating, and carrying out union contracts, leaving little time for strategic planning or other long-range decision-making (Andrews, 1986).

The control model may be an extension of the industrial relations model or may appear in settings without unions. This style of personnel administration emerges when the department has acquired considerable power. Every activity which involves people has to be approved by the personnel department. There is strict control over financial matters, such as compensation and benefits. Managers receive strict guidance in handling discipline matters and monitoring any safety violation. Every decision tends to be based on

detailed documentation. Personnel management is often viewed as rigid and overdemanding. Programs that increase employee morale or address the quality of life issues receive little attention (Andrews, 1986).

The fifth personnel administration approach is the in-house consulting model. Personnel efforts and resources reflect the demands within the organization for the particular services, regardless of potential contributions to the total organization. If training is in demand, the best and the brightest people staff these positions, and their economic resources are greater than of other personnel divisions. The model is reactionary and often neglects certain personnel matters until trouble demands attention. Thus, the model operates as a supplemental part of the total organization, removing personnel from power (Andrews, 1986).

The sixth and final model is the strategic planning model. This proposed model by Andrews (1986) "is an orientation that aims to provide *all* the necessary services [of the previous models], each in proportion to the need and resources available, without any aspect overwhelming or dominating any of the others" (p. 92). The approach is a proactive one, always searching for ways to assist the overall strategic planning for the organization. Frequent discussions with other parts of the organization are crucial to the success of this style of the personnel function. If one part of the organization has to be overlooked by the personnel department for a time period, management understands that the move is done with the best

interests of the total organization in mind. The personnel department is sensitive to the external environment and how it and the organization impacts on the employee. The department takes the initiative to find better ways of dealing with the people issues. With this approach, the personnel department will fulfill its ideal role within the organization (Andrews, 1986).

McLagan (1989) identifies 11 areas of human resource practice for the 1990s:

- **Training and Development**

Focus: Identifying, ensuring, and--through planned learning--helping develop the key competencies that enable individuals to perform current or future jobs.

- **Organization Development**

Focus: ensuring health inter- and intra-unit relationships and helping groups initiate and manage change.

- **Career Development**

Focus: ensuring an alignment of individual career planning and organization career management processes to achieve an optimal match of individual and organizational needs.

- **Organization/Job Design**

Focus: defining how tasks, authority, and systems will be organized and integrated across organizational units and in individual jobs.

- **Human Resource Planning**

Focus: determining the organization's major human resource needs, strategies, and philosophies.

- **Performance Management Systems**

Focus: ensuring individual and organizational goals are linked and that what individuals do every day supports the organizational goals.

- **Selection and Staffing**

Focus: matching people and their career needs and capabilities with jobs and career paths.

- **Compensation/Benefits**

Focus: ensuring compensation and benefits fairness and consistency.

- Employee Assistance**

Focus: providing personal problem solving counseling to individual employees.

- Union/Labor Relations**

Focus: ensuring healthy union organization relationships.

- HR Research and Information Systems**

Focus: ensuring an HR information base. (p. 53)

These 11 components of the human resource division lead to the department being responsible for productivity, quality, innovation, HR fulfillment, and readiness for change. In order to accomplish these tasks, McLagan (1989) stresses the need for competencies in three areas: (a) technical aspects of the knowledge and skills for human resource practice; (b) business aspects of management, economics, and administration; and (c) interpersonal skills for clear, effective communication. The author also stresses the need to be sensitive to ever increasing ethical issues (e.g., confidentiality, appropriate use of power, balance between the organization's needs and the individual's needs, etc.) (McLagan, 1989).

Ulrich, Brockbank, and Yeung (1989) have developed a three-part framework for visualizing the human resources competencies (or functions) for the 1990s: (a) knowledge of the business (focus on financial, strategic, and technological aspects); (b) delivery of human resources function (focus on staffing, development, appraisal, rewards, organizational planning, communication); and (c) management of the change process (focus on diagnosis, influence, contracting, intervention, problem solving, relationships, and communication). The authors point out that business conditions in our country are changing rapidly. For the human resources personnel

to be effective, contributing members of the organization,

they must demonstrate the ability to:

- Enhance organizational capability.
- Be active members of the management team.
- Demonstrate staff leadership. (Ulrich, Brockbank, & Yeung, 1989, p. 91)

Human resources professionals' knowledge and actions are judged by their business associates which, in turn, affect the perception of the organization's human resource functions and ultimate capabilities (Ulrich, Brockbank, & Yeung, 1989).

Odiorne (1986) cautions against copying models of other companies.

Yet, the model which calls for imitating the best is not without dangers. We may imitate the wrong things. We might copy some irrelevancies rather than the fundamental germ of the idea. We may copy something which was designed to meet a specific local problem within the model firm but which does not suit the needs of our own firm and its problems...Learning from another's experience is valuable if you can learn all the details of that experience. Short of that, constructing new programs based on copycat thinking might mean borrowing someone's troubles along with that person's gain. (p. 9-2)

Borgeson (1986) writes that

while scope and approach will vary from one company to another, the mission of the human resources function should include at least the following responsibilities:

1. Undertake staff planning and related personnel recruitment, placement, and development activities to meet the needs of the organization for human resources now and in the future.
2. Establish plans and programs which motivate individual and group performance, including compensation, benefits, training and promotion opportunities, position enrichment, attitude development, and employee communication.
3. Develop, apply, and monitor human resources policies and practices which are conducive to constructive relationships between the individual employee and the organization.

4. Establish and maintain productive relationships with recognized employee groups where necessary.
5. Provide various personnel services, such as recruitment, selection, placement, counseling, training, compensation and benefits administration and safety. (p. 7-3)

Flamholtz, Randle, and Sackmann (1987) view human resources management as being "evolutionary."

Because of that, practitioners often find themselves dealing with issues only after they have become problems, and problems after they have become crises. Tomorrow's crises are already taking shape, but they can be minimized--and possibly avoided--if human resources executives take the time to observe the evolutionary path of today's work-related issues" (p. 43).

Finney (1988) concurs that human resources personnel must have their eyes to the future.

Change--not a fad, but real meaningful change that determines all future developments--evolves so gradually and delicately that only a handful of the very astute see it coming. Like sailors with a seasoned weather eye, they can spot signs before anyone else. And they can adjust their course so they are perfectly positioned to take the best advantage of its energy.

More than ever before, employee issues, such as health care cost containment, recruitment and retention, child care and multinational staffing, are having a direct impact on corporate profitability. And the HR professional is increasingly called upon to make a difference on the company's bottom line. (Finney, 1988, p. 42)

Flamholtz, Randle, and Sackmann (1987) believe that in order for human resources managers to be effective, the managers must be able

to recognize the increasing diversity of workers, provide opportunities for worker participation in decision making, design jobs to meet worker needs for personal growth, match worker skills with job requirements, and design and allocate work to better match changes in the business environment with changes in the work force composition. (p. 43)

Ropp (1987) echoes these concepts when he quotes Lance Berger, executive vice president of national compensation for the Hay Group:

The human resource managers who become most valued to their companies are those who can understand how to manage the human resource function as it relates to the bottom line; how to manage human resources through this culture change, when businesses aren't growing as rapidly and not everyone can be promoted. They have to see it qualitatively and quantitatively, and have to be proactive in bringing those together into one picture. (p. 38)

A 1987 study of 251 companies by Walker and Moorhead identified two new major functions for the human resources staff.

Implementation of organizational restructuring and associated staffing changes were mentioned as new or expanded activities with line management during the past five years. Work in handling staff down sizing frequently resulted from organizational changes. Many indicated that more assistance was requested from line managers in effecting changes. Human resource functions are widely involved in organizational planning, including combining units, creating units, creating new units and relocating organizational units. (p. 52)

Structure in the Organization. *The Encyclopedia of Careers and Vocational Guidance* (1987) points out that often a small company will have only one person who handles the personnel work. However, in a large organization, the personnel department may contain many personnel specialists including recruiters, interviewers, job analysts, occupational analysts, and specialists for benefits, compensation, training, labor relations, employer relations, as well as personnel assistants who keep up with various types of paperwork and assist the specialists.

Hutton (1987) argues that the personnel department should report directly to the CEO because of the need for personnel policies

to be viewed as corporate policy "coming from the top" rather than as a necessary evil. Hutton reports that, in practice,

in fact, in only half of all companies does the senior personnel executive report to the chief executive officer. (Even then the personnel executive may have had non-personnel activities added to his job description to justify the top-level reporting relationship.) Other common reporting relationships are to the chief financial officer, the vice president for administration or the executive vice president. No other major function in a corporation has such a variety of reporting relationships. (p. 66)

When the personnel administrator reports to someone other than the CEO, the position is perceived as a bureaucratic one rather than one that contributes to the overall success of the organization (Hutton, 1987).

In a typical company of 300 employees, the personnel department might be comprised of a human resources director with an assistant human resources director, administrative assistant, and personnel assistant (French, 1986). In an organization of several thousand employees, the personnel division would be headed by a vice president of human resources. Reporting to the vice president would be five directors: recruitment and employment, compensation and benefits, labor relations, training and development, and employee relations. French gives no indication of how to determine the size of the personnel staff except through these two previous examples (French, 1986).

A survey was conducted in 1983 among the members of the American Society of Personnel Administrators. The survey revealed that "the ratio of total personnel staff to every 100 employees on the firm's payroll had risen in six years from 1.0 to 1.1" (Megginson,

1985, p. 10).

Middlemist, Hitt, and Greer (1983) report that the studies they have reviewed suggest a ratio of 100 employees per .75 personnel employees. They imply that an organization should have at least 133 employees to hire one full-time personnel administrator. For companies smaller than 133, personnel functions can be shared among line managers (or by the owner-manager for organizations less than 20). The authors recognize that the ratio is an average figure and that there may be much size variation between personnel departments even of similarly sized organizations (Middlemist, Hitt, and Greer, 1983).

The position of the personnel administrator has improved over the decades. The personnel administrator from the 1900s-1930s was typically known as an employment manager. In the 1940s-1960s, the title changed to personnel manager. Starting in the 1970s, and in current use, is the title of vice president of human resources (Megginson, 1985).

Megginson (1985) identifies five influences on the organizational structure for the personnel department.

1. the size of the organization
2. the type of industry involved
3. the complexity of operations
4. the importance assigned to efficiency
5. management's belief in the importance of the personnel function (p. 47)

Walker (1988) conducted a study of seven major corporations to determine the size of the human resources staff.

A recognized rule of thumb has been that 100 employees for each HR staff employee is an optimal ratio. A widely used, more

refined ratio is the number of company employees compared with the number of professional or managerial (exempt) employees in human resources. (Walker, 1988, p. 36)

Prior to Walker's study, he discovered that the American Management Association's (AMA) 1982 study found a mean ratio of 135 employees for each personnel professional in industrial companies. Other studies reviewed by Walker found that labor intensive organizations (such as education, government, health services, merchandising) tend to have the highest ratios of employees to personnel professionals (Walker, 1988).

Walker (1988) identified nine key factors for determining the size of the personnel staff.

- A need for attention to professional and managerial employees
- A need for attention to union avoidance
- The complexity and diversity of business
- Extensive change requiring HR staff involvement
- A corporatewide emphasis on HR management and practice
- High management expectations of the HR function
- A tendency to avoid using outside vendors, consultants, and services
- A comprehensive scope for the function, with few HR services provided by other staff functions
- Minimal use of information technology (p. 37)

Walker (1988) concludes that there is not a simple ratio formula to determine the size of the personnel department. Organizations should not focus on how large or small their personnel department is compared to other organizations. Instead, the organizations should determine how well the personnel functions are being handled (Walker, 1988).

Armstrong (1984) suggests that the organization of the personnel department will depend on two concepts: the

organization's hierarchical placement of personnel and the functions assigned to it.

There are two basic principles of organization, however, that should apply within any company. First, the head of the personnel function should be a member of the top policy-forming body of the enterprise--the board or the executive committee--and should be directly responsible to the chief executive. Only thus can he make his proper contribution to the formulation of personnel policies and strategies which are clearly within the context of and supportive to the overall objectives, policies and strategies of the firm. Without taking a full part in policy deliberations and without having ease of access to the chief executive, the personnel function too easily becomes a peripheral body.

Second, the personnel organization should ensure that the day-to-day services required by management in the different divisions and departments can readily be available. In a large divisional organization this may require the appointment of divisional managers or factory personnel officers who may directly report to divisional or company line management. They would have a functional relationship with the chief personnel executive on the implementation of corporate policies and the handling of issues such as union negotiations which may have corporate implications. (Armstrong, 1984, p. 57)

Dye (1990) writes that often the human resources managers lose sight of the direction which the human resources department must follow. If human resources managers are asked what their functions are, they frequently cannot describe them. To avoid confusion of unarticulated directions, Dye suggests that human resources managers operate by a set of ten principles which can facilitate decision-making. To use the ten principles, human resources managers should consider:

- Why does human resources exist (other than to provide the functional support areas)
- What should human resources do for an organization

•How might human resources best achieve an appropriate balance between organizational and individual needs?

Ultimately, this balance becomes the key variable that guides all decisions relating to setting human resources principles. (Dye, 1990, p. 84)

The ten principles include (a) principle of fairness (e.g., equity, justice, impartiality, lack of passion, and objectivity); (b) respect; (c) unified perspective of the organization (looking at the impact on the entire organization rather than just a division; sharing a common mindset); (d) service (work to help others to do their jobs); (e) advocacy (coupled with fairness and support of line management); (f) authority from influence rather than orders; (g) reason-based policies, procedures, and purposes; (h) role of human resources based on the organization's strategic plan (ranging from secretarial duties to top management participation); and (i) conflict resolution of mediation, not arbitration. With these principles in mind, Dye (1990) suggests that personnel administrators can better identify the mission, role, and reason of their particular human resources department upon which to clearly base their operations.

Baird and Meshoulam (1984) stress the need for revising the preparation for human resources managers since their personnel functions no longer consist of simply hiring and firing. Changing technology (use of computers, robots, information), demographics (two-career families, single parents, women, minorities, value changes), and economy (slow economic growth, inflation, underemployment) are placing increasing demands on the personnel functions for which professionals have not been educated. The

human resources manager needs five types of management skills: (a) managing information, (b) managing strategy, (c) managing integration, (d) managing planning, and (e) managing change and development. Thus, the human resources professional needs a background in not only the personnel functions, but also in the strategic and business needs of the organization (Baird and Meshoulam, 1984).

The Certification and Job Descriptions of School Personnel Administrators In Other States

Since the review of the literature did not reveal the certification and job descriptions of school personnel administrators in other states, a mailed request for the information was sent to each state's department of public instruction. Specifically requested were the following:

- Statewide certification requirements for a school district personnel administrator;
- State job description for the position of school personnel administrator; and
- State recommendations for staffing a school district's personnel office (e.g., ratio of number of school district employees to number of persons employed in a school district personnel office; recommended positions in the school district's personnel office).

A follow-up phone call was made to the nine states which did not respond initially within four weeks. The follow-up phone contact verbally obtained the needed information and no additional mail contact was made.

In reference to the statewide certification requirements for a school district personnel administrator, 98 percent (or 49 out of 50) of the states did not have specific personnel administrator requirements. Only Delaware has specialized school personnel administrator requirements: a Master's Degree plus thirty graduate hours that include 18-21 semester hours of personnel course work plus 18-21 semester hours of administration courses. Five states (Arizona, California, New York, North Dakota, and Utah) which did require certification required a general administrative certificate rather than one specific for personnel. These states require certification for those who hold district-wide positions regardless of area of employment. For example, Arizona does not have a specific certification for "school district personnel." This position is normally covered by a superintendent's certificate. This certificate is required for district executive officers regardless of title, superintendents, assistant or associate superintendents, and others with similar district level administrative duties. However, in Massachusetts and New Hampshire, a school business administrator certificate is required. The certificate is not exclusive for personnel, but rather for those areas related to finance, personnel, business management, and data processing. In Connecticut, a school business administrator certificate is required only when a person employed by a board of education is responsible for six or more areas of school business administration. Georgia pointed out that while it does not require a specific certification

for the school personnel administrator position, it does require administrative certification if the position title is assistant or associate superintendent.

Washington offers only three types of administrative certification: principal, program administrator, and superintendent. Only the principal's certificate is required by the state in order for an individual to serve in that role. The program administrator and superintendent certificates are optional; however, an employing school district may require certification for those positions. The personnel administrator would fall in the category of program administrator.

In terms of the state job description for the position of school personnel administrator, only the state of Hawaii has such a job description. Hawaii does not have school personnel administrators in the Department of Education. All personnel specialists are located in other state or district offices. There are seven school districts in Hawaii, and each has three district personnel specialists assigned to different responsibilities in order for schools to operate effectively and efficiently. The number of personnel responsible to these specialists varies from school district to school district. The State personnel specialists have individual program responsibilities and appropriate staff to carry out these functions. There are 23 personnel specialists.

North Carolina has no state adopted job description, but a "sample" job description to illustrate the multiplicity of personnel administrator duties was forwarded.

In terms of the state recommendations for staffing a school district's personnel office, only North Carolina identified any state suggestions.

Table 1

NC Recommendations for Staffing the Personnel Function

Number of Employees	Professional Staff	Support Staff
Up to 500 Employees	1	1
500- 750	1	2
750-1000	2	2
1000-1500	2	3
1500-2500	3	3
2500-4000	3	4
4000-6000	4	4

Certification of Personnel Administrators Outside of Education

In 1976, the American Society for Personnel Administration established an accreditation program for human resource personnel, the Personnel Accreditation Institute (PAI). The voluntary program was established to foster an increase in professionalism in the field of personnel administration. The PAI is known for its nationally recognized codified body of knowledge for the human resource field. To earn accreditation, a person has to demonstrate achievement of these national standards. This is accomplished through verified full-time professional human resource management work experience

(as either a practitioner, educator, researcher, or consultant) and passing a comprehensive written examination covering technical operational knowledge of contemporary management theory and practice (Personnel Accreditation Institute).

From 1975-1984, the PAI awarded four types of designations: a) generalist-basic; b) generalist-advanced; c) specialist-basic; and d) specialist-advanced. In 1984, the accreditation dropped from four to three: a) professional in human resources management; b) senior professional in human resources-specialist; and c) senior professional in human resources-generalist (Bayley, Jackson, & Johnston, 1984). Currently, there are two types of accreditation available. First, there is a basic generalist designation called Professional in Human Resources (PHR). To earn this designation, the applicant must pass the comprehensive examination plus have appropriate work experience (four years of professional human resource management (HRM) exempt experience *or* two years of professional human resource management exempt experience and a bachelor's degree *or* one year of professional human resource management exempt experience and a graduate degree) (Personnel Accreditation Institute).

The second type of accreditation available is a senior generalist entitled Senior Professional in Human Resources (SPHR). To qualify for this designation, the applicant must pass a written comprehensive examination and have additional work experience beyond the basic generalist requirements (eight years of professional HRM exempt experience *or* six years of professional

human resource management exempt experience and a bachelor's degree *or* five years of professional human resource management exempt experience and a graduate degree) (Personnel Accreditation Institute).

Reaccreditation is required. Individuals who have earned the basic PHR must be reaccredited every three years through retesting, taking or teaching seminars, publishing, or other professional development activities. Individuals who have earned the senior SPHR designation are required to be reaccredited only twice. Certification information for personnel administrators outside of education is available from the Personnel Accreditation Institute, 606 North Washington Street, Alexandria, Virginia 22314 (703/548-3440) (Personnel Accreditation Institute).

After seven years of the PAI certification program, only 1.3% of the human resources professionals had been certified. To determine the reason for the low response to the certification program, Bayley, Jackson, and Johnston (1984) conducted a survey among the members of the American Society for Personnel Administration. The study found that most of the members were aware of the certification program. Those unaware of the program tended to be beginning personnel administrators, particularly those without a personnel degree or graduate degree. Professionals who were accredited tended to be older males with experience and high salaries who were employed in large organizations. Those interested in taking the exam tended to be entry-level professionals with less than five

years experience (Bayley, Jackson, and Johnston, 1984).

The weaknesses of the accreditation program (or why people were not pursuing accreditation) were identified as three public relations problems: (a) low profile among CEOs and other upper level management; (b) lack of promoting the concept among personnel circles; and (c) lack of recognition at the academic level. Those who had received accreditation commented that expected benefits from the program (i.e., raising the level of professionalism among personnel administrators) had not been realized. Salaries and promotions were not linked to accreditation because of the lack of recognition by upper-level management. Respondents also indicated that the passing rate of 80%-85% was too high (Bayley, Jackson, and Johnston, 1984).

A 1989 study by Harris and Bethke determined that for the most part, employed personnel professionals still were not accredited. At that point in time, the American Society for Personnel Administration estimated that 10 percent of its membership held certification. When professional personnel administrators were asked if they would consider it necessary for a future personnel subordinate to have accreditation, the most frequent responses indicated that accreditation is "...not essential, but it is advantageous. Experience is more important. Application of knowledge is more important than test results" (Harris & Bethke, 1989, p. 71). But Harris and Bethke (1989) encouraged the accreditation program citing the Personnel Accreditation Institute "accreditation could be one of the most accurate measures of

preparation since mastery of a specific body of knowledge is required for it" (p. 69).

Summary

This chapter has been divided into four sections: the school personnel administrator position; the personnel administrator position outside of education; the certification and job descriptions of school personnel administrators in other states; and certification of personnel administrators outside of education.

The literature indicates that the position of school personnel administrator is still in its infancy. The first official school personnel administrator was employed in 1919. The positions that followed were primarily in large, urban school districts. Specialization of the school personnel administrator did not flourish until after World War II, primarily in response to a widespread teacher shortage. Still, many small school districts do not employ a personnel administrator. In these situations, the role is divided among staff members who hold major responsibilities in other areas.

The functions, or role, of the school personnel administrator may vary according to the various researchers. However, there are a minimum of three basic concepts which are covered in all school systems: (a) employing personnel and getting them started in their position; (b) taking care of employment concerns on the job; and (c) releasing the individual from employment within the organization. The school district's and superintendent's perception of personnel administration shape the functions of school personnel

administration.

While some researchers have attempted to determine the ratio of employees to personnel staff members, they admit that it is difficult to determine a "rule of thumb" for the number of personnel staff members. The common sense approach to employing an adequate number of personnel employees is to determine the functions of the personnel department and to determine whether the personnel staff is adequately covering the functions.

Personnel administration outside of the school system setting is frequently referred to as human resources management or human resources administration. The personnel administrator position evolved from the 1880s focus of job selection, job design, and compensation to the the current status of personnel management as a profession which takes into account the organization's internal and external environment.

While the functions of the personnel administrator were once looked upon as glorified clerical work, a necessary evil, and a burden, the current concept is emerging as a top management position which is vital to the operation of the entire organization. No longer are organizations using the position to warehouse inept managers. The changing business world is being molded by international business, a multi-cultural and aging workforce, a decline of manufacturing orientations coupled with the increase of service orientations, and societal changes of two career families, single parents, and drugs in the workplace. To meet the demands of

the evolving role of the personnel administrator, the individual must be knowledgeable of the personnel functions and skills; knowledgeable of the organization from a holistic view; able to communicate; and a proactive top-level manager with long range, strategic management skills.

Delaware is the only state which requires the school personnel administrator to meet specific requirements related to personnel. Five states require administrative certification for those who hold district wide positions, including the school personnel administrator. Massachusetts requires a school business administrator certificate for the school personnel administrator. If the position holds the title of assistant or associate personnel administrator, then Georgia requires an administrative certificate. Other states may have similar requirements to Georgia's, but the survey was not structured to determine this aspect.

Hawaii is the only state which has state job descriptions for the school personnel administrator position. North Carolina is the only state with any state recommendations for staffing the personnel administration needs of a school district.

In 1976, the American Society for Personnel Administration established a voluntary accreditation program for human resource personnel, the Personnel Accreditation Institute (PAI). Since its inception, the accreditation program has undergone two major revisions. Approximately 10% of the ASPA members hold accreditation. The program suffers from lack of recognition from CEOs and upper level management; thus, compensations and benefits

are not tied to accreditation. However, the accreditation is an important process for evaluating the personnel administrators' basic knowledge of the function. The program continues as an effort to professionalize the emerging concept of today's professional human resources specialist.

CHAPTER III

METHODOLOGY

Chapter III describes the methodology used in the investigation from which a model job description of the North Carolina school personnel administrator was developed. The methodology is divided into four areas: subjects, instrument, design and procedure, and data analysis.

Subjects

A 20 percent random sample of personnel administrators was selected from the *Education Directory of North Carolina 1989-1990* and from a listing of general hospitals (i.e., offering at least basic medical and surgical services) from the *Hospital Blue Book*. The North Carolina public school system has one hundred county units and thirty-four city units (see Appendix A). The names of the school units were alphabetized and numbered from one to 134. The list of hospitals was examined to eliminate specialty hospitals (such as psychiatric, rehabilitation, substance abuse). The general hospitals were alphabetized by each hospital's town location (see Appendix B). The 135 hospitals were numbered from one to 135. Using a chart of random numbers, 20 percent of the school systems (N=27) and hospitals (N=27) were selected for the study. When 27 responses were not obtained from school personnel administrators, additional

respondents continued to be randomly selected until 27 responses were received. The same process was followed until 27 responses were obtained from hospital personnel administrators.

Instrument

Standard business practices include the process of job analysis in order to write an accurate job description. A job analysis can be conducted through interviewing, diary writing, answering a questionnaire, or shadowing. For the purpose of this study, a job analysis questionnaire was used for the data collection instrument. The researcher modified an instrument used in the McCoy (1983) study and followed the standard format for typical job analysis. McCoy's instrument was reviewed not only by his doctoral committee, but also by selected advisory members of the American Association of School Personnel Administrators. Based on the suggestions from the doctoral committee and the practicing school personnel administrators, the instrument was finalized. Once the instrument was drafted for the current study, it was shared with the doctoral committee and an assistant professor of research. Finally, the survey was reviewed in draft form by two currently practicing hospital administrators and two currently practicing education personnel administrators who were not in the random sample in order to establish content validity of the survey. Before the form was finalized, two personnel administrators also checked on the clarity of instruction and ease of response.

Design and Procedures

The design of the study is survey research involving two different groups (personnel administrators from North Carolina general hospitals and from North Carolina public schools) which were compared. A separate survey was conducted among the 50 states to determine current practices related to school personnel administration. The procedures included the following:

1. A review of the literature was made to locate previous studies of the school and other personnel administrator positions.
2. A current address and phone number list of the State Educational Agencies which handle certification in each state was obtained (Appendix C).
3. A mailed request for the certification requirements and job descriptions for the position of the school personnel administrator was sent to each state's department of public instruction (Appendix D).
4. A follow-up phone call was made to those states which did not respond within four weeks. The results were compiled by the researcher (Appendix E). Since only one state had a state job description for the personnel administrator, no content analysis comparison of job descriptions could be made.
5. A questionnaire for personnel administrators was designed based on standard job analysis questionnaires (Appendix F).
6. The doctoral committee had an opportunity for questionnaire input. Dr. Rita O'Sullivan, assistant professor in the department

- of Educational Administration, Higher Education, and Research, reviewed the instrument and offered suggestions.
7. After the revisions were made, the questionnaire was validated by submission of the instrument to a small group of the target population (two hospital and two school personnel administrators) for criticism of design and for content validity.
 8. The instrument was revised and refined.
 9. A 20 percent random sample of personnel administrators was selected from the *Education Directory of North Carolina 1988-1989* and from a listing of general (i.e., offering at least basic medical and surgical services) hospitals from the *Hospital Blue Book*. The North Carolina public school system has 100 county units and 34 city units (see Appendix A). The names of the school units were alphabetized and numbered from one to 134. The list of hospitals was examined to eliminate specialty hospitals (such as psychiatric, rehabilitation, substance abuse). The general hospitals were alphabetized by the hospital's town location (see Appendix B). The 135 hospitals were numbered from one to 135. Using a chart of random numbers, 20 percent of the school systems (N=27) and hospitals (N=27) were selected for the study.
 10. A copy of the questionnaire (Appendix F), a letter of transmittal (Appendix G), and a return envelope were mailed to the personnel administrators in the selected school systems. A copy of the questionnaire (Appendix F), a letter of transmittal (Appendix H), and a return envelope were mailed to the personnel

administrators in the selected hospitals.

11. After a four-week time period, another 20 percent random sample from each of the two groups was selected. This practice continued until 27 responses were obtained from schools and hospitals. A total of 62 school surveys (two mailings of 27 plus one mailing of eight) and 105 hospital surveys (three mailings of 27 and one of 24) were mailed to obtain 27 responses from each group.
12. Descriptive data were collected from the hospital and school personnel administrators. Data were grouped into hospital and school responses. Responses were tallied for each question and then compared. To control for errors, the researcher tallied the responses on two separate occasions spaced two weeks apart. An unpaid volunteer also tallied the responses. When any differences in the tallies were discovered, the researcher recounted the replies. Appendix I contains the raw data from the school personnel administrators while Appendix J has the raw data from hospital personnel administrators.
13. Conclusions were drawn to answer the research questions. Using the review of the literature along with other findings of the study, a model job description for the position of North Carolina school personnel administrator was developed.
14. The model job description was submitted to two practicing school personnel administrators for critiquing.

Data Analysis

Since the data was used to describe the current status of North Carolina personnel administrators in public school systems and hospital settings, descriptive data from the hospital and school personnel administrators were tallied by hand and analyzed by the researcher. Data were grouped into hospital and school responses and reported in number of responses for each question. To control for errors, the researcher tallied the responses on two separate occasions spaced two weeks apart. An unpaid volunteer also tallied the responses. When any differences in the tallies were discovered, the researcher recounted the replies. Responses were tallied for each question and then compared. Appendix I contains the raw data from the 27 school personnel administrators while Appendix J has the raw data from 27 hospital personnel administrators.

CHAPTER IV

ANALYSIS OF DATA

This chapter presents analysis of the data which were collected to develop a model job description of the school personnel administrator. Chapter IV is divided into three parts: each of the three research questions will be addressed with pertinent data.

Inquiry Into Research Questions

Data pertinent to each of the three research questions are presented.

Question 1: What employment requirements and job descriptions for school personnel administrators exist in other states?

There are seven states out of 50 which require certification for school personnel administrators: California, Delaware, Massachusetts, New Hampshire, New York, North Dakota, and Utah. Of these seven, only Delaware's certification actually has special personnel requirements. (Delaware requires a Master's Degree plus 30 graduate hours that include 18-21 semester hours of personnel course work plus 18-21 semester hours of administration courses.) The six others have a general administration or business certification. In California, certification is required to serve as a superintendent, associate superintendent, deputy superintendent,

principal, supervisor, coordinator, or any equivalent or intermediate level administration position. Massachusetts requires that the personnel administrator have a school business administrator certificate. New Hampshire has similar requirements: a business administrator certificate is required for one who provides support to the superintendent in areas such as business management, accounting, and data processing. New York requires that any person having responsibilities involving general district-wide administration shall hold the certificate for administrative and supervisory service. North Dakota's certification requires that a staff member (assistant, administrative assistant, or deputy superintendent) granted substantial autonomy in performing specifically delegated functions in assistance of the chief executive officer of the administrative unit must hold an administrative credential. Utah requires that unless only non-certificated employees are supervised, district positions (assistant superintendent, administrative assistant, director, specialist, subject matter supervisor, curriculum coordinator) require a person to hold an administrative/supervisory certificate.

There were six other states with circumstances that affect general certification requirements: Arizona, Connecticut, Georgia, Indiana, Washington, and Wisconsin. For example, Arizona does not have a specific certification for "school district personnel." This position is normally covered by a superintendent's certificate. This certificate is required for district executive officers regardless of title, superintendents, assistant or associate superintendents, and

others with similar district level administrative duties. In Connecticut, a school business administrator certificate is required for each person employed by a board of education who is responsible for six or more areas of school business administration. In Georgia, no certification is required for the personnel administrator unless the district position is called an associate or assistant superintendent; then the individual must hold a certificate in the field of administration and supervision. Indiana does not require a specific certification for personnel administrators, but these positions are usually filled by persons who have an education background and an administrative license. North Dakota requires that a staff member (assistant, administrative assistant, or deputy superintendent) granted substantial autonomy in performing specifically delegated functions in assistance of the chief executive officer of the administrative unit must hold an administrative credential. Washington offers three types of administrative certification: principal, program administrator, and superintendent. Only the principal's certificate is required by the state in order for an individual to serve in that role. The program administrator and superintendent certificates are optional; however, an employing school district may require certification for those positions. The personnel administrator would fall in the category of program administrator. In Wisconsin, all public school administrators must hold the appropriate administrative license.

Hawaii was the only state that had a state job description for the school personnel administrator. Thus, no comparison of state job descriptions could be made. Hawaii does not have school personnel administrators in the Department of Education. All personnel specialists are located in state or district offices. There are seven school districts in Hawaii, and each has three district personnel specialists assigned to different responsibilities in order for schools to operate effectively and efficiently. The number of personnel responsible to these specialists varies from school district to school district. The state personnel specialists have individual program responsibilities and appropriate staff to carry out these functions. There are 23 personnel specialists.

No state had required staffing ratios for the number of personnel administrators per number of employees. North Carolina was the only state which even had state recommendations for staffing the personnel functions (see Table 1, page 57).

Question 2: How is personnel administration organized in the North Carolina public schools?

Seventeen of the respondents (63%) were assistant or associate superintendents. Eight (30%) were directors, and the remaining two (7%) were a coordinator and an administrator. Thus, the majority who responded were on the top level of the organization hierarchy, and their job title reflected it. Fourteen (52%) believed that the title ought to be assistant or associate superintendent. Four (15%) suggested the title of personnel director, while an additional four

(15%) selected either personnel director or assistant superintendent. One person (3%) wrote that he liked what business used, manager of human resources. The remaining four (15%) expressed no preference. Figure 1 compares the actual titles of the personnel administrators with the titles they suggest for the position.

Twenty-two of the respondents (81%) reported directly to the superintendent. The remaining five (19%) reported to an assistant superintendent. Thus, the majority of personnel administrators have direct access to the superintendent. This also reflected the opinion of the personnel administrators in that 18 (67%) thought they should report to the superintendent and five (19%) thought they should report to the superintendent or the assistant/associate superintendent. The remaining four (14%) were not specific (no preference or that it depended upon the school system size or structure). Figure 2 compares the actual supervisors of the personnel administrators with the supervisors the administrators suggest.

The typical degree required for the job (14 responses or 52%) was a master's degree. Five respondents (19%) required a sixth-year or a doctoral degree. Two respondents (7%) said that only a four-year degree was required. Four respondents (15%) indicated that a principal or superintendent certificate was required without a specific degree. Two respondents (7%) said none or left it blank. In looking at the actual educational levels of the respondents, 12 (44%) had a master's degree; nine (33%) had a sixth-year degree; five (19%)

Figure 1

Titles of the School Personnel Administrator

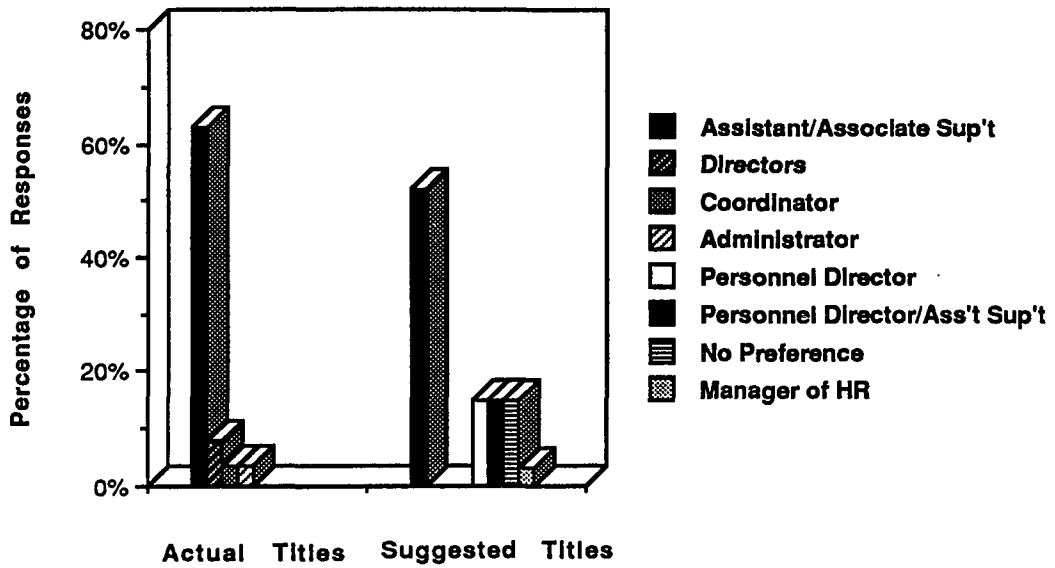
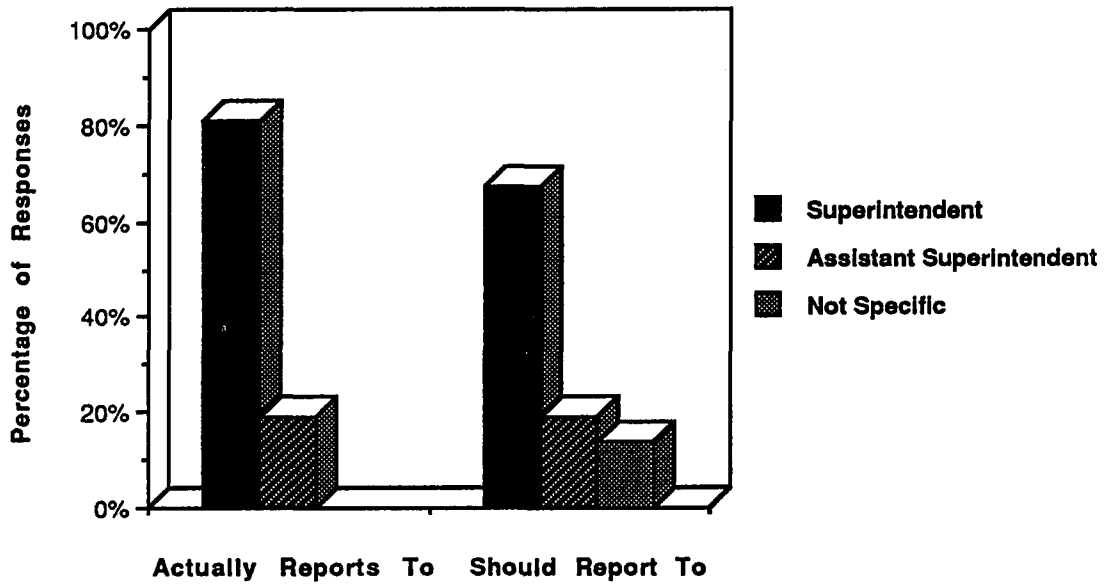


Figure 2

Supervisor of the School Personnel Administrator



had a doctoral degree; one (4%) had an undergraduate degree. When respondents were asked about the degree which should be required for the position, 18 respondents (66%) replied that a master's level degree was needed. The next highest response (four or 15%) was for the sixth-year degree. One (4%) replied "don't know." Another (4%) response was for an undergraduate or master's degree. Only three (11%) indicated an undergraduate degree. Only three of the respondents (11%) did not attend at least one North Carolina institution. Figure 3 compares the actual educational degrees of the personnel administrators with the degrees that were required for their position as well as the degree they suggest for the position.

When asked about the view toward the position of personnel director, 25 respondents (93%) indicated that the position of the personnel director is one that is increasing in importance and influence. One person (3.5%) left the question blank. The final person (3.5%) indicated that the position remains about the same in importance and influence as five to 10 years ago.

Seventeen respondents (63%) had only one professional person in the personnel department. Seven (26%) had two, two (7%) had three or more, and one (4%) had none in the personnel department. Figure 4 shows the number of professional staff members in the personnel department.

There was a range of personnel department clerical members was from none to 14 full-time clerical members. The greatest number of respondents, 14 (52%), had only one full-time clerical

Figure 3

Degrees Related to the School Personnel Administrator Position

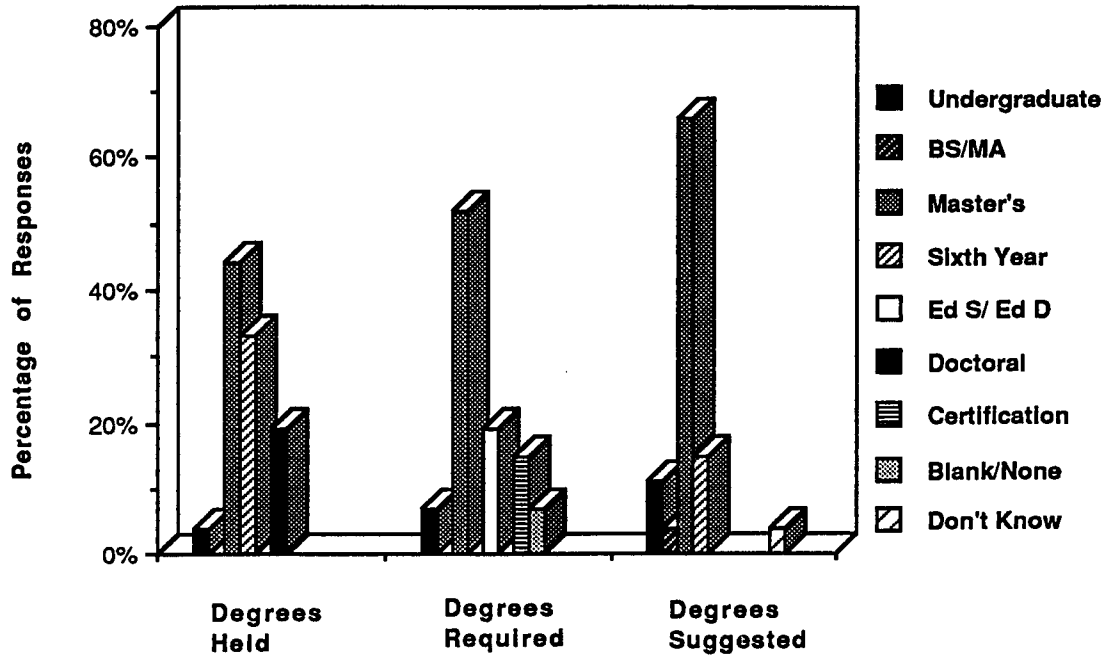
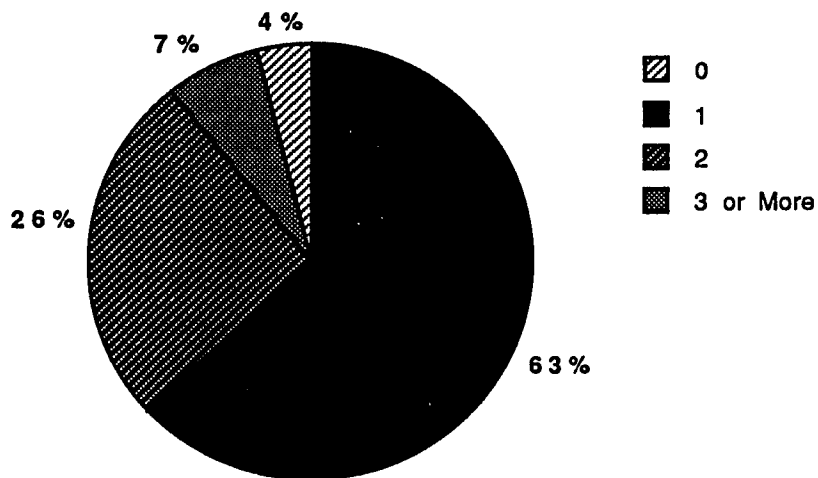


Figure 4

Number of Professionals in the School Personnel Department



person. Of the remaining 13 respondents, four (15%) had fewer than one full-time clerical person, and nine (33%) more than one. Figure 5 shows the number of clerical members in the personnel department.

Nine of the respondents (33%) indicated that the personnel department handled only personnel matters. Eighteen respondents (67%) had additional responsibilities beyond personnel. The most frequently added responsibility was staff development. Some added responsibilities were unrelated to the personnel function, e.g., student services, student transfers, facilities, transportation, child nutrition, maintenance, and athletics. The titles of the professional personnel staff members were examined to determine other important roles beyond the main personnel administrator. Only a few other titles in the personnel department emerged: Senate Bill 2 director, personnel analyst, personnel technician, personnel administrator, certification/benefits technician, and employer/employee relations specialist. When asked whether personnel administrators ought to have major responsibilities outside of the personnel area, 21 (78%) responded no; five (19%) indicated no preference, but said that it depended on the system; and one (3%) said yes. Twenty-three (85%) indicated that size does influence whether the personnel administrator takes on additional responsibilities. The major influence was that small systems require more "hats." Figure 6 compares the responsibilities of personnel administrators in actual practice with the responsibilities suggested.

Figure 5

Number of Clerical Staff in the School Personnel Department

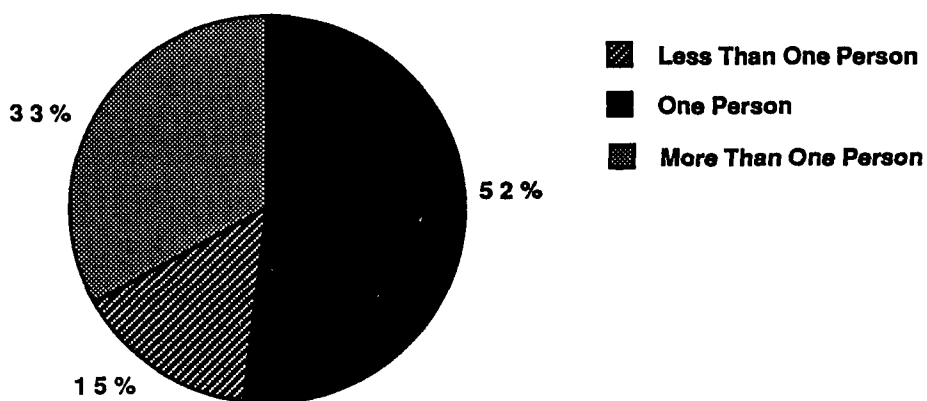
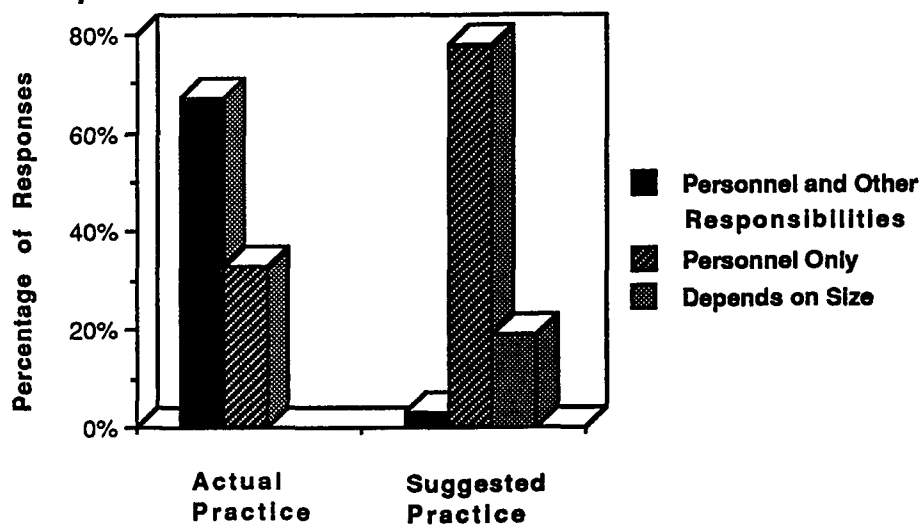


Figure 6

Responsibilities of School Personnel Administrators



In terms of the number of hours per week spent on personnel matters, the majority (59%) spent more than 40 hours per week. Six respondents (22%) spent between 20 to 40 hours per week while the remaining five (19%) spent fewer than 20 hours per week. Figure 7 illustrates the number of hours that personnel administrators work.

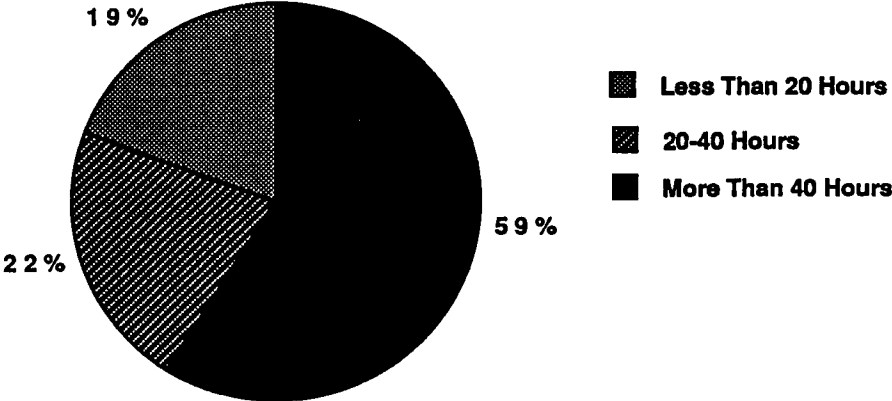
In terms of the district size, 208 employees was the smallest district and 8500 employees was the largest. The median number of employees was 608. The average number of non-exempt was 611; and the average number of exempt was 636 employees for an average total of 1247 employees. When discussing the size of the personnel department, 26 (96%) indicated that organizational size influences the number of personnel members found in the department. The remaining one (4%) said no. The cited influences reflected the idea that the more employees in the organization, the greater the volume of work.

In trying to determine a "rule of thumb" for the size of the personnel department, no respondent cited a guideline. Two (7%) left the question blank or said that they had no idea. Three (11%) others gave incomplete responses. The remaining 22 (82%) averaged approximately .2 personnel person per 100 employees.

Prior to their personnel position, 16 (59%) indicated they had been teachers at some point in their career. Thirteen (48%) had been principals. Only one person (3%) came from a business route rather than from an educational route. (Since some had been both teacher and principal previously, the percentages do not equal 100%.)

Figure 7

Number of Hours Per Week School Personnel Administrators Work



In terms of level of preparedness for the position of personnel director, 17 (63%) felt fairly well-prepared; seven (26%) felt not well-prepared; two (7%) felt very well-prepared; and only one (4%) could not make the judgment. Figure 8 indicates the level of preparedness for personnel administration.

An overwhelming 96% (26) respondents did not have personnel work as a goal in their educational preparation. Only one respondent (4%) did.

When asked which three graduate courses had been of greatest value, 15 (31%) out of 48 total responses replied school law. The next greatest number mentioned, six (13%), indicated a course in finance. A course in politics of educational decision-making was mentioned by three (6%) respondents. Three courses were mentioned twice each: leadership (4%), social psychology courses (4%), and personnel evaluation (4%). Eighteen (38%) other individual courses were mentioned only once. On five occasions, no response was given. Figure 9 indicates the courses of greatest value for personnel administration.

When asked about the three most valuable professional experiences, PANC (Personnel Administrators of North Carolina) conferences were mentioned most frequently (11 times). Seven respondents left the question blank or said none. Three responses were for the orientation of new personnel directors. Six other responses were mentioned twice: Outward Bound, PEP, on-the-job training, staff development, principalship, and visiting other

Figure 8

Level of Preparedness for School Personnel Administration

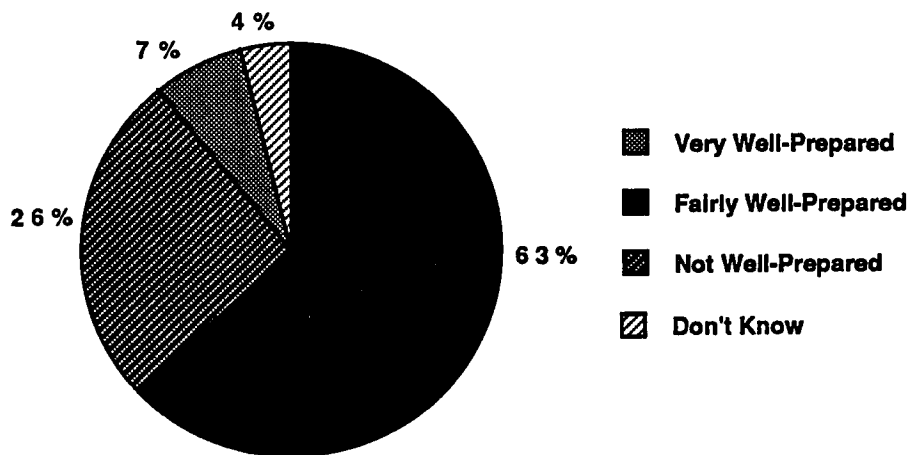
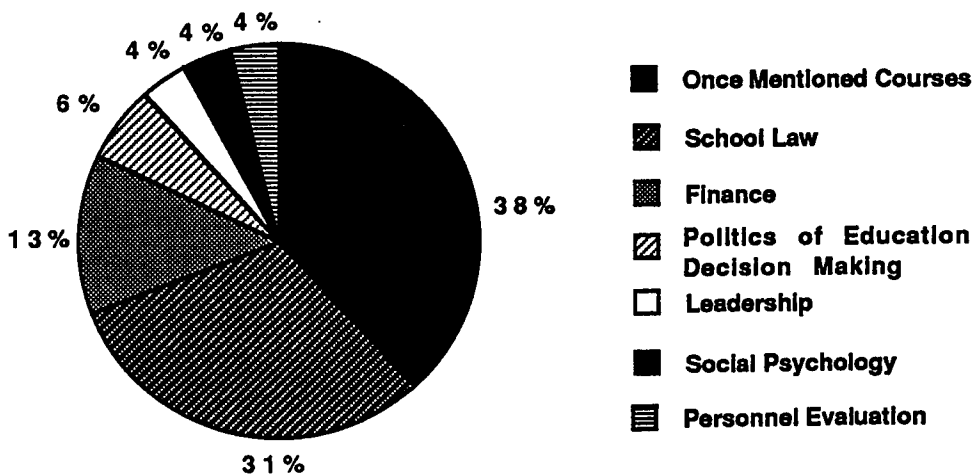


Figure 9

Courses of Most Value to School Personnel Administrators



systems. Mentioned only once were 17 other courses.

In answering the question about the major to be required of a personnel administrator, six people (22%) left the question blank. The top major cited was a tie with four responses each (15% each) for the major of business administration and education administration. Three others (11%) indicated personnel management. Ten (37%) other majors were mentioned only once.

When asked about credentials or certification for the personnel administrator position, five (19%) left the question blank or said don't know. Three credentials were cited three times each (12% each): teacher, education administration, principal or superintendent certificate. Twelve (45%) credentials each were mentioned once.

Respondents also were asked about three courses or experiences that someone should have prior to becoming a personnel administrator. The most frequently mentioned course (nine times) was finance/salary administration. In second place with seven responses was school law. School administration experience was mentioned six times. Supervision was mentioned on three occasions. Cited two times each were teacher, general psychology, basic principles of organization and administration, principal, PEP, management courses and computer courses. Other courses were listed only once.

The final part of the survey addressed job functions in order to understand job responsibilities and the types of preparation for

performing the functions. Respondents were asked to give one answer among three choices which best indicated their training for the task. However, some respondents gave two answers, making the total number of responses greater than the 27 replies. Of the personnel functions listed, five were cited with one response each of no activity: labor market assessment, formal evaluation, in-service training, internship program, and employee counseling.

In terms of training to conduct the personnel functions, the majority cited workshops and/or job experience. There was a four-way tie for the most frequently mentioned function (eight responses each) involving college preparation: job analysis/description, personnel policy development, in-service training, and employee counseling. Three functions involving college preparation tied for the second most frequently cited answer with six responses each: printed ad development and dissemination, long-term support program for new staff, and dismissals. College training was cited at least twice with every function.

Question 3: How is personnel administration organized in North Carolina hospitals?

Twenty-one of the respondents (78%) were a type of director. Four (15%) were vice presidents, and the remaining two (7%) were an officer and an assistant. Nine (33%) believed that the title ought to be director of human resources. Eight (30%) believed that the title ought to be vice president of human resources. Four (15%) suggested the title of director of personnel or human resources while an additional three (11%) selected personnel director. Two (7%)

responded with human resources/human resources manager. One person (4%) wrote that it depended upon the organization. Of the 26 titles given, 20 (77%) used the term human resources as opposed to personnel (23%). Figure 10 compares the actual titles of the personnel administrators with the titles they suggest for the position.

Eighteen of the respondents (67%) reported directly to the CEO/president/chief operating officer/director. Four (15%) reported to a higher level human resource person. Three (11%) reported to the chief financial officer. The remaining two (7%) reported to an associate vice president of administration and to a deputy secretary. In the opinion of hospital personnel administrators, 22 (81%) thought they should report to the top or the second level executive, and the remaining five (19%) voiced no opinion. Figure 11 compares the actual supervisors of the personnel administrators with the supervisors they suggest for the position.

The typical degree required for the job (22 responses or 82%) was an undergraduate degree. (Of these, three respondents indicated that a master's degree was preferred.) Two (7%) indicated a master's degree. Another two respondents (7%) said that only a high school degree was required. One (4%) said that a two-year degree was required. In looking at the actual educational levels of the respondents, 15 (56%) had an undergraduate degree; seven (26%) had a master's degree; two (8%) left the question blank; and of the remaining three (4% each), one had completed business courses,

Figure 10

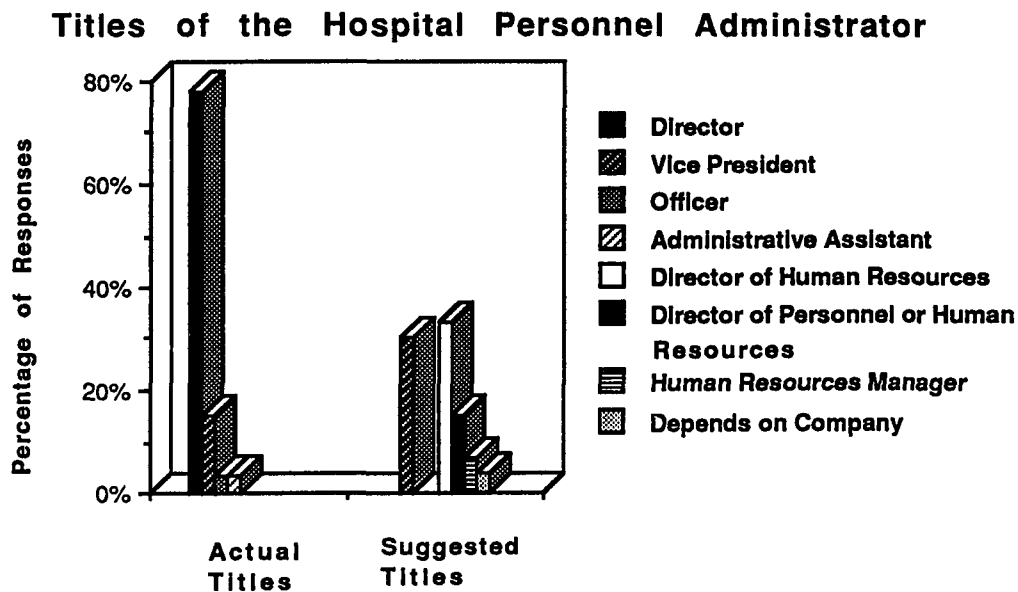
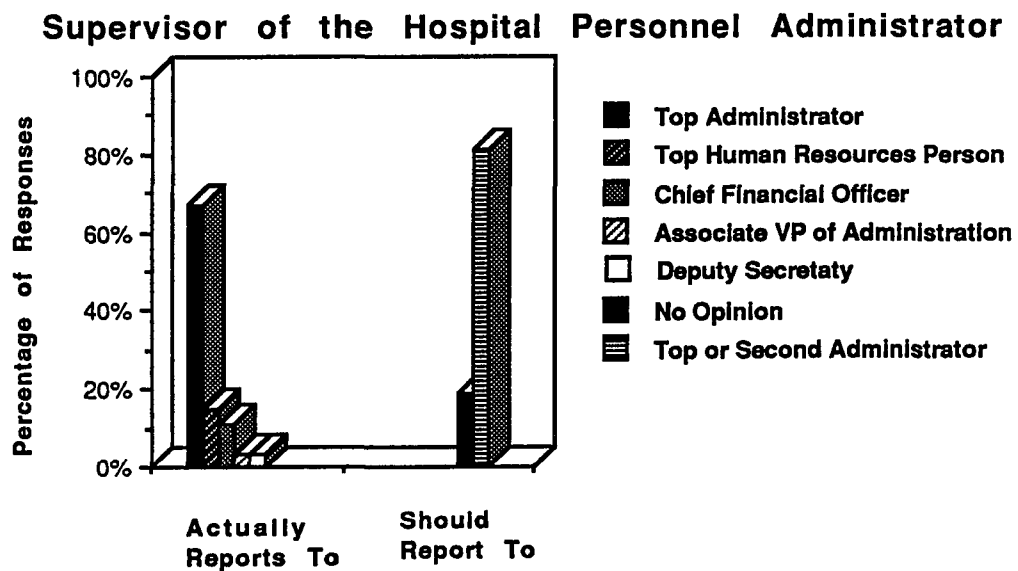


Figure 11



another had a two-year degree, and the final one had a doctorate. When respondents were asked about the degree which should be required for the position, 21 respondents (78%) replied that an undergraduate degree was needed. The next highest response (four or 15%) was for a master's degree. Two (7%) left the question blank. Figure 12 compares the actual educational degrees of the personnel administrators with the degrees that were required for their position as well as the degree they suggest for the position.

Sixteen of the respondents (59%) attended at least one North Carolina institution. Nine (34%) attended out-of-state schools, and the remaining two (7%) did not indicate schools attended.

Nine respondents (33%) had two professional persons in the personnel department. Eight (29%) had four to 66 personnel professionals. Five (19%) had three professionals, and the remaining five others (19%) had only one professional. Figure 13 shows the number of professional staff members in the personnel department.

There was a range of clerical members from none in the personnel department to 22 full-time and one part-time clerical members. Nineteen respondents (70%) had one full-time clerical person or more. Four (15%) indicated only a part-time clerical person, and four others (15%) said none or left the question blank. Figure 14 shows the number of clerical members in the personnel department.

The titles of the professional personnel staff members were examined to determine other important roles beyond the main role of

Figure 12

Degrees Related to the Hospital Personnel Administrator Position

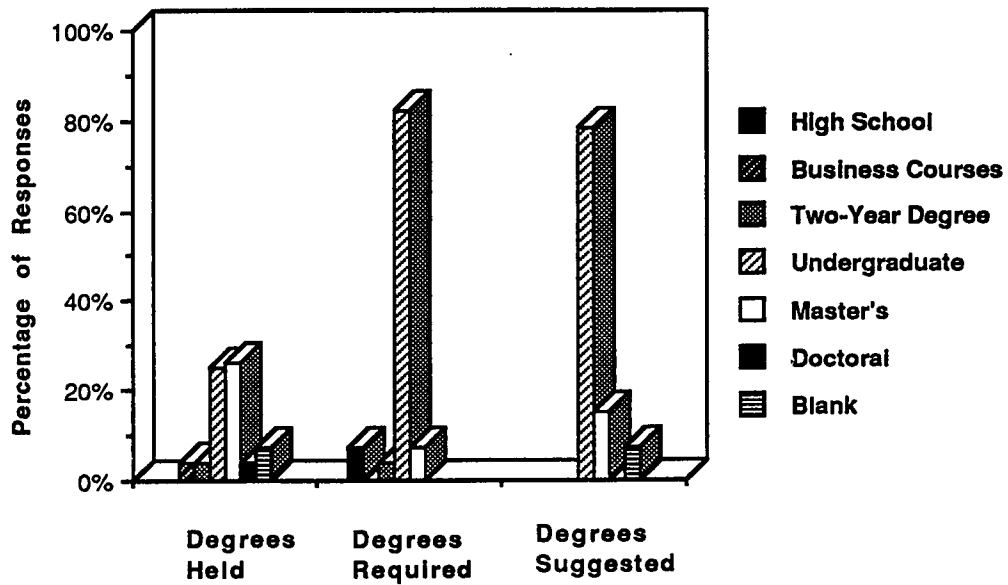


Figure 13

Number of Professionals in the Hospital Personnel Department

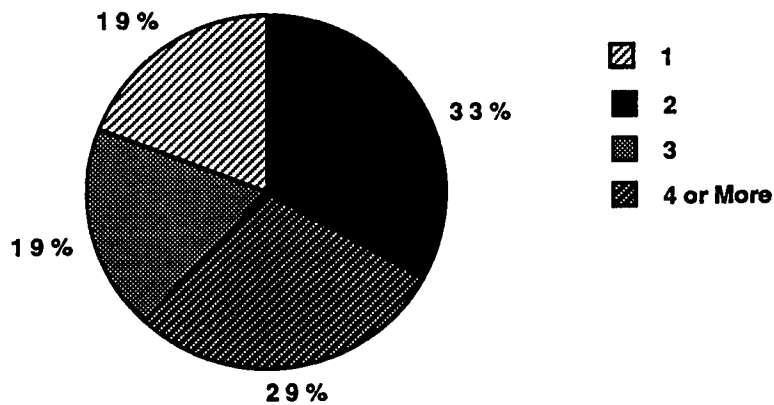
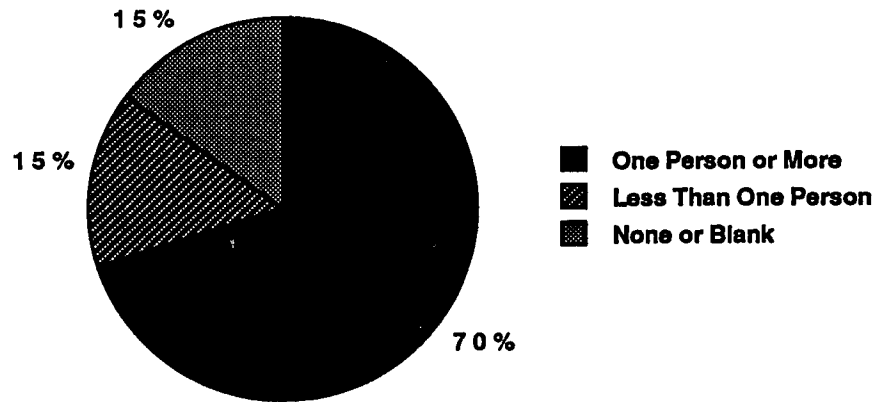


Figure 14

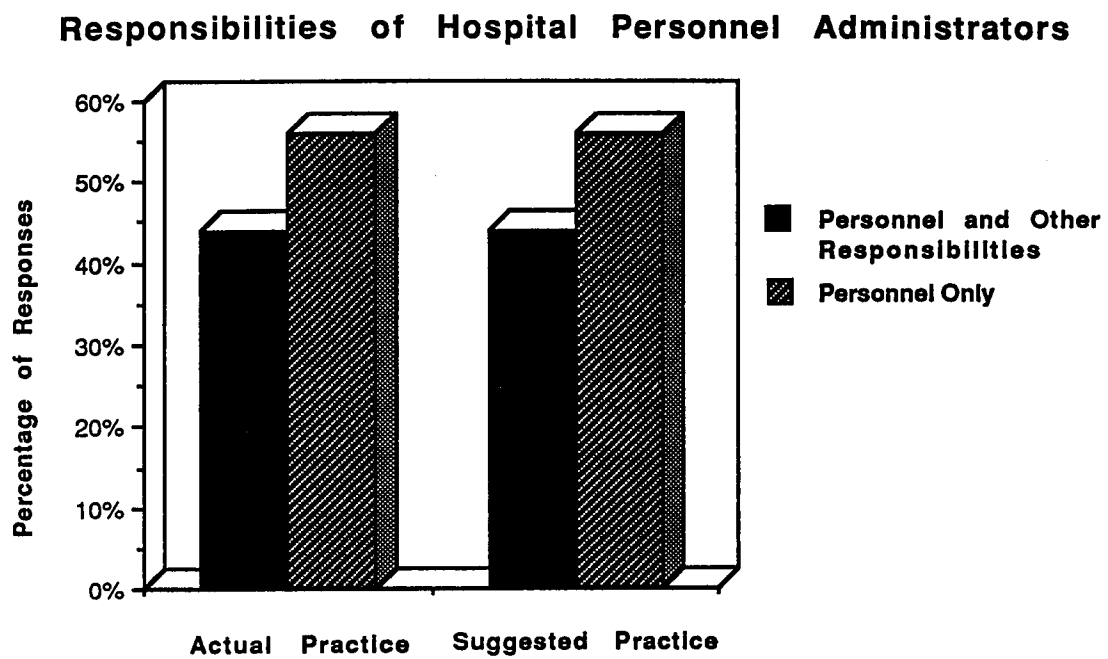
Number of Clerical Staff in the Hospital Personnel Department



the personnel administrator. Many other titles in the personnel department emerged: compensation and benefit coordinator, employment manager, recruiter, human resources representative, compensation analyst employee health coordinator, employee health nurse, associate director, personnel manager, interviewer, employee relations specialist, director of education, affirmative action officer, EAP (employees' assistance program) coordinator, personnel analyst, personnel technician, and safety officer.

Fifteen of the respondents (56%) indicated that the personnel department handled only personnel matters. Twelve respondents (44%) had additional responsibilities beyond personnel. The most frequently added responsibility was payroll. Only two responsibilities were unrelated to the personnel function (chaplaincy and maintenance). When asked whether hospital personnel administrators ought to handle major responsibilities outside of the personnel area, 15 (56%) responded no and 12 (44%) indicated yes. Twenty-three (85%) indicated that size does influence whether the personnel administrator takes on additional responsibilities. The major influence was that small systems require a broader range of responsibilities. The one item that all 27 respondents (100%) agreed upon was that the position of the personnel director is one that is increasing in importance and influence. Figure 15 compares the responsibilities of personnel administrators in actual practice with the responsibilities suggested.

Figure 15



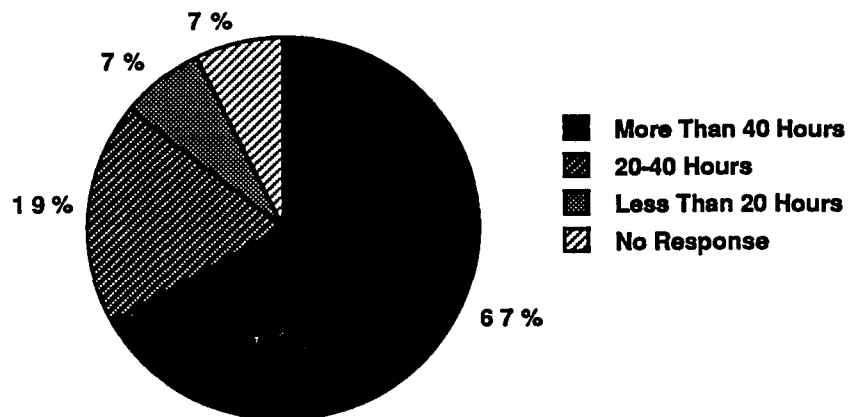
In terms of the number of hours per week spent on personnel matters, the majority (18 or 67%) spent more than 40 hours per week. Five respondents (19%) spent between 20 to 40 hours per week, while two (7%) spent fewer than 20 hours per week. Two (7%) did not respond to the question. Figure 16 illustrates the number of hours that personnel administrators work.

When discussing the size of the personnel department, 24 (89%) indicated that organizational size influences the number of personnel members found in the department. The remaining three responses (11%) were left blank. The cited influences reflected the idea that the more employees in the organization, the more human resources staff are needed.

In trying to determine a "rule of thumb" for the size of the personnel department, four (15%) respondents cited a guideline (1 to 1.4 personnel person per 100-150 employees). Three others (11%) wrote numbers which reflected the concept of approximately one personnel administrator per 100 employees. Four (15%) left the question blank or said that they had no idea. Five (19%) others gave incomplete responses. Three (11%) said it varies or depends on the organization. The final eight (29%) responses averaged approximately half a personnel person per 100 employees.

In terms of the organization size, nine employees was the smallest and 7000 was the largest. The median number of employees was 425. The average number of non-exempt was 772; and the average number of exempt was 398 employees for an average

Figure 16

Number of Hours Per Week Hospital Personnel Administrators Work

total of 1166 employees.

Prior to their current personnel position, 15 (56%) indicated that they had not been in personnel work. The remaining 12 (44%) had prior personnel experience.

In terms of level of preparedness for the position of personnel director, 15 (56%) felt fairly well-prepared; seven (26%) felt very well-prepared; and five (18%) felt not well-prepared. Figure 17 indicates the level of preparedness for personnel administration.

Twenty-one respondents (78%) did not have personnel work as a goal in their educational preparation. Six respondents (22%) did. When asked which three graduate courses had been of greatest value, 15 (56%) replied none or left the question blank. A total of 29 courses were identified. The greatest number mentioned, seven (24%), indicated a course in organizational behavior or dynamics. On five (17%) occasions, a course in general personnel/human resources administration/human resources management was listed. A course in labor law was mentioned by three (10%) respondents. A general management course was indicated by two (7%) respondents. Twelve (42%) other individual courses were mentioned only once. Figure 18 indicates the courses of greatest value for personnel administration.

When asked about the three most valuable professional experiences, annual professional conferences were mentioned most frequently (11 times). The next most common response (six) was on-the-job training or internships. Three respondents left the question unanswered. Two other responses were both mentioned

Figure 17

Levels of Preparedness for Hospital Personnel Administration

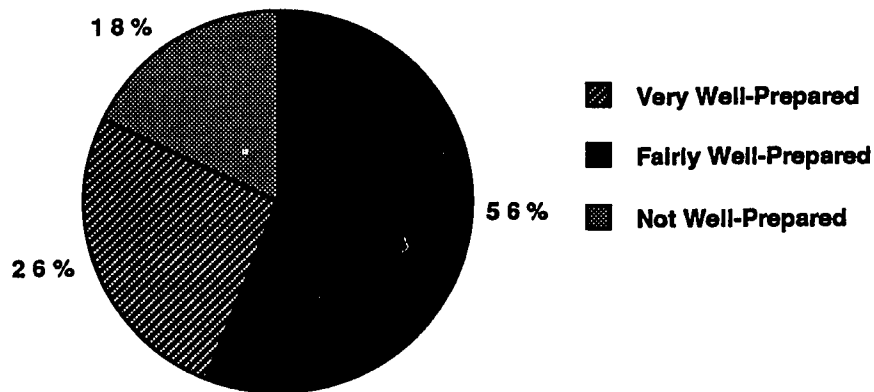
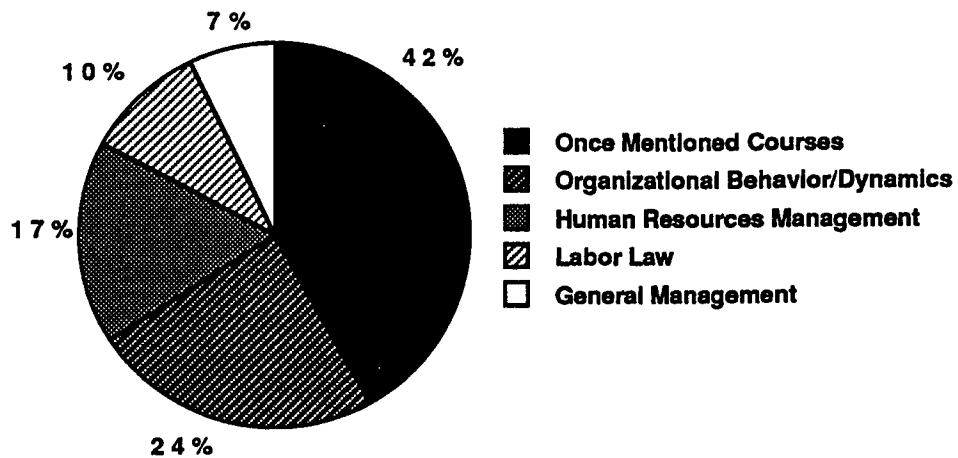


Figure 18

Courses of Most Value to Hospital Personnel Administrators



twice: a human management course and management practice/training. Mentioned only once were 23 other courses.

Eight people (30%) cited business/business administration or management as the major to be required of a personnel administrator. Another seven (26%) felt that a specific major did not matter. Six respondents (22%) left the question blank. Two other responses that were cited included personnel (four or 15%) and personnel or business (two or 7%). When asked about credentials or certification for the personnel administrator position, 20 (74%) left the question blank or said none. Of the remaining seven responses, three (11%) said it depended on the situation; three (11%) mentioned experience; and one (4%) listed CPE.

Respondents also were asked about three courses or experiences that someone should have prior to becoming a personnel administrator. The most frequently mentioned course (seven times) was legal aspects of personnel. Tied in second place with five responses each were personnel management/administration and psychology. Communication skills were mentioned on four occasions. Cited three times each were statistics, wage and hour, finance, and organizational dynamics. Twice mentioned were management courses and computer courses. Other courses were listed only once.

The final part of the survey addressed job functions in order to understand job responsibilities and the types of preparation for performing the functions. Respondents were asked to give one

answer among three choices which best indicated their training for the task. However, some respondents gave two answers, making the total number of responses greater than the 27 replying. Of the personnel functions listed, the one cited most frequently (12 times) with "no activity" was the substitute program. This item also was left blank by six respondents. The remaining functions for which "no activity" was indicated included tenure decisions (8); internship program (6); long-term support program for new staff (3); job/campus job fairs (2); liability protection (2); layoffs/RIF (2); labor market assessments (1); in-service training (1); and grievance (1).

The final part of the survey addressed job functions in order to understand job responsibilities and the types of preparation for performing the functions. Respondents were asked to give one answer among three choices which best indicated their training for the task. However, some respondents gave two answers, making the total number of responses greater than the 27 replies. In terms of training to conduct the personnel functions, the majority cited workshops and/or job experience. The most frequently mentioned function (nine responses) involving college preparation was personnel policy development. Two other functions involving college preparation tied for the second most frequent answer with eight responses each: labor market assessment and employee counseling. Functions for which no one cited college training were orientation, transfers, dismissals, and promotions.

Summary

This chapter presented the analysis of collected data. The analysis of the employment requirements and job descriptions for school personnel administrators in other states showed that only Delaware required the school personnel administrator to have certification directly related to personnel administration. Six other states had certification requirements for the personnel administrator, typically a type of general school administrator certificate. An additional six states had circumstances that affected general school administration certification requirements for the school personnel administrator.

Only one state, Hawaii, had a state job description. Other states allowed the local employing school district to have its own independent job description.

No state had any personnel staffing ratios; however, North Carolina had a recommended ratio.

The analysis of the school personnel administrator survey revealed that

1. The most frequently (63%) cited job title actually held was assistant or associate superintendent followed by director (30%). In terms of their opinion on what should be the personnel administrator's title, the majority (52%) believed that the title should be assistant or associate superintendent. A three-way tie of 15% each was for the second choice among personnel director; personnel director

or assistant superintendent; and no preference.

2. The supervisor for 81% of the respondents was the superintendent. The remaining 19% indicated the assistant superintendent level. This also reflected the opinion of the personnel administrators in that 67% thought they should report to the superintendent, and 19% said they should report to the superintendent or to the assistant/associate superintendent. The remaining 14% were not specific.
3. Besides the main personnel administrator, few other professional personnel were involved in personnel matters. Other titles in the department included Senate Bill 2 director, personnel analyst, personnel technician, personnel administrator, certification/benefits technician, and employer/employee relations specialist.
4. The district size ranged from 208 employees to 8500 employees. The median number was 611. The majority (63%) said that there was only one person in the personnel department. When discussing the size of the personnel department, 96% said that the size of the organization does influence the number of personnel staff, but few had any idea about a "rule of thumb" ratio.
5. In terms of responsibilities, 67% of the respondents had responsibilities outside of personnel. The most frequent responsibility was staff development; however, some had responsibilities totally unrelated to personnel (such as student services, child nutrition, etc.).

6. Only one respondent (4%) had personnel work as his educational goal.
7. Ninety-three percent of the respondents stated that a master's degree or higher was required for the position.
8. Only one (4%) person had an undergraduate degree as the final degree; 44% had a master's degree, 33% had a sixth-year degree, and 19% had a doctorate degree. When asked for their opinion on the degree required, 66% stated a master's degree, 15% a sixth year degree, and 11% an undergraduate degree; the remaining 8% were split evenly between don't know and BS/MA.
9. The personnel administrators' training to conduct personnel job functions primarily consisted of workshops and on-the-job training. Of the personnel functions listed, five were cited with one response each of no activity: labor market assessment, formal evaluation, in-service training, internship program, and employee counseling.

The analysis of the hospital personnel administrator survey revealed that

1. The most frequently (78%) cited job title actually held was some type of director followed by vice president (15%). In terms of their opinion on what should be the personnel administrator's title, 33% indicated director of human resources, and 30% indicated vice president of human resources. Of the 26 titles listed, 89% used the term human

resources as opposed to personnel (11%).

2. In terms of supervisor, 67% reported to the top executive, 15% reported to a higher level human resource person, and 11% reported to the chief financial officer. The remaining 7% reported equally to an associate vice president of administration and to a deputy secretary.
3. In addition to the top personnel administrator, there were other professional staff involved in the personnel office including the titles of compensation and benefits coordinator, employment manager, recruiter, human resources representative, compensation analyst, employee health coordinator, employee health nurse, associate director, personnel manager, interviewer, employee relations specialist, director of education, affirmative action officer, EAP coordinator, personnel analyst, personnel technician, and safety officer.
4. The hospital size ranged from nine employees to 7000 employees. The median number was 425. Only 19% said that there was one person in the personnel department. When discussing the size of the personnel department, 89% said that the size of the organization does influence the number of personnel staff, and four had a "rule of thumb" ratio.
5. In terms of responsibilities, 56% of the respondents had no responsibilities outside of personnel. For the remaining 44% who had other responsibilities, the most frequent responsibility was payroll. Only two responsibilities were

totally unrelated to personnel (chaplaincy and maintenance).

6. Six respondents (22%) had personnel work as their educational goal. Eighty-two percent of the respondents stated that an undergraduate degree was required for the position. The majority (55%) had an undergraduate degree as their final degree. When asked for their opinion on the degree required, 78% stated an undergraduate degree.
7. The personnel administrators' training to conduct personnel job functions consisted primarily of workshops and on-the-job training. Of the personnel functions listed, the one cited most frequently (12 times and left blank six times) with "no activity" was a substitute program. The remaining functions in which there was "no activity" indicated included tenure decisions (8); internship program (6); long-term support program for new staff (3); job/campus job fairs (2); liability protection (2); layoffs/RIF (2); labor market assessments (1); in-service training (1); and grievance (1).

CHAPTER V

A MODEL JOB DESCRIPTION FOR THE PERSONNEL ADMINISTRATOR POSITION IN NORTH CAROLINA PUBLIC SCHOOL SYSTEMS

This chapter presents a model job description for the personnel administrator position in North Carolina public school systems. The model is based on the findings of the review of related literature on personnel administrators and survey information from a random sample of practicing school personnel administrators in North Carolina public schools and of practicing hospital personnel administrators in North Carolina general hospitals. Certification data from the state education agencies across the country also were used in developing the model. The information is presented in four parts: Introduction, Five Dimensions In School Personnel Administration, Organizational Considerations, and a Model Job Description for the Personnel Administrator.

Introduction

The difficulty in developing a model job description for the school personnel administrator is that there is a wide difference of opinion concerning the role of the position, and there have been many changes in the demands placed upon the personnel administrator by changing technology, state regulations, laws, and procedures. If 10

people were asked what a school personnel administrator does, 10 differing responses would likely be received. This situation is compounded by the fact that the same inquiry made to school personnel administrators also would result in differing responses because of their lack of uniform academic preparation. If the personnel administrators cannot agree upon their own role, then it is impossible for others to understand the concept of the school personnel administrator role. However, business personnel do not share this confusion. In the business setting, the function of the personnel administrator is much more clearly defined. Thus, school personnel administrators can benefit from studying the established role of the personnel administrator in business settings.

Regardless of the size of the school district or the focus of the personnel administration, personnel administration leadership can benefit by having a "mind set" or philosophical perspective that serves to facilitate decision-making and daily operation. Personnel administrators should consider and keep in the forefront these three questions:

- Why does human resources [the personnel department] exist (other than to provide the functional support areas)
- What should human resources do for an organization
- How might human resources best achieve an appropriate balance between organizational and individual needs?

Ultimately, this balance becomes the key variable that guides all decisions relating to setting human resources principles. (Dye, 1990, p. 84)

Ten principles suggested by Dye (1990) to define the role of human resources in business are paramount to successful school personnel administration. These principles apply regardless of how the

personnel department is structured or the number of people carrying out the personnel functions. The ten principles include (a) principle of fairness (e.g., equity, justice, impartiality, lack of passion, and objectivity); (b) respect; (c) unified perspective of the organization (looking at the impact on the entire organization rather than just a division; sharing a common mindset); (d) service (work to help others to do their jobs); (e) advocacy (coupled with fairness and support of line management); (f) authority from influence rather than orders; (g) reason-based policies, procedures, and purposes; (h) role of human resources based on the organization's strategic plan (ranging from secretarial duties to top management participation); and (i) conflict resolution of mediation, not arbitration. With these principles in mind, personnel administrators can base their operations and decisions upon a more clearly identified mission, role, and reason for their particular personnel department.

It is important to keep in mind that the focus of the school personnel administrator's role, just as in most other positions, may change from time to time to reflect the needs of the organization. For example, if the basic record keeping process is well-defined and functioning satisfactorily, then time may be expended on other needs, such as better policies and procedures on various issues. The superintendent or board of education also may set priorities in personnel that need to be addressed. Thus, the focus of the role may change based upon the school system's current needs.

Five Dimensions In School Personnel Administration

Five dimensions, or ways in which school personnel administration is presented, emerge to set the stage for the practice of school personnel administration. The five dimensions include record keeping, counseling/ employee relations, legal aspects, gatekeeping, and strategic planning. Strong personnel administration will include elements from each of these dimensions; however, the focus of personnel administration will tend to vacillate depending on the demands of the school system and the beliefs of the personnel administrator.

The first dimension, record keeping, is fundamental to any personnel administration operation. This includes the documentation and processing of paperwork for payroll purposes and the administration of benefits. At this level, personnel administration focuses on collecting and saving information, such as years of service, evaluation dates and forms, vacation, leave, and absenteeism. While record keeping is basic, this dimension offers little prestige or leadership opportunities which have a genuine impact on the school district. If the personnel administration operates primarily at this level, then a clerical/bookkeeper person with accounting and budgeting skills can adequately handle the operation.

The next dimension is counseling/employee relations, which focuses on solving human problems. Personnel administration tries to be aware of and to help resolve human conflicts. The approach is

two-fold: 1) dealing directly with an individual employee who has a work-related or personal problem that interferes with job performance; or 2) dealing with supervisors to provide assistance in handling a particular employee or situation. Personnel administration has to balance advocating for employees with supporting line management, which can be accomplished with the principle of fairness. While this dimension tends to be reactive and crisis-oriented, it is a vital part of keeping in touch with the needs of employees in order to retain staff. Staff development to improve job performance and personal aspects is included. As personnel administrators address the social problems that are reflected in the workplace (such as AIDS and substance abuse), this dimension becomes increasingly important. Communication and counseling skills, an understanding of organizational dynamics, training skills, and recognition and respect for individual differences are needed by personnel administrators focusing on this dimension.

A third dimension of personnel administration is the legal aspect. The focus of this dimension is attention to due process and achieving justice. State and local mandates drive the presentation of the dimension. A background that includes school law, personnel law, due process hearings, grievances, and mediation/arbitration is needed.

The fourth dimension is gatekeeping, which focuses on controlling all decisions related to human resources. All decisions related to personnel are decided or cleared by the personnel administration. For example, the allocation of personnel is a

decision made by personnel administration, after which they involve line managers or principals in the hiring process. This is a result of the use of knowledge and, ultimately, power. Line supervisors are carefully guided through any procedures so that no loopholes develop. Writing system-wide policies and exercising control also are part of this dimension. For this dimension, personnel administrators need skills in organizational dynamics, leadership, information management, policy development, and negotiation.

The final dimension is strategic planning which has the responsibility of being a proactive, integral part of management and strategic planning. Long- and short-range personnel projections are developed through contacts with other departments. This approach tries to meet all of the necessary personnel needs in proportion to the available resources without dominating or neglecting other dimensions. The focus is keeping in touch with other departments about their needs and concerns. Personnel administration serves as a facilitator among the departments to identify circumstances which affect employment needs, staff development, and performance appraisal. Also, problems arising from policy decisions, the application of discipline, or persistent problems that may erupt into potential crisis are discussed with department heads. In addition to seeking input from the line managers, input from employees is sought. For this dimension, personnel administrators need skills in organizational dynamics, leadership, information management, policy development, and negotiation/facilitation.

These five dimensions of personnel management (record keeping, legal aspects, gatekeeping, counseling/employee relations, and strategic planning) are five ways in which personnel administration can be presented or perceived by others. Each dimension offers certain advantages and requires differing skills. Personnel administration will emphasize different aspects at different times depending upon the school system's needs. The decision to emphasize a particular dimension should reflect the answers to the original three questions:

- Why does human resources exist (other than to provide the functional support areas)
- What should human resources do for an organization
- How might human resources best achieve an appropriate balance between organizational and individual needs? (Dye, 1990, p. 84)

Organizational Considerations

With the ever increasing responsibilities in school personnel administration, school districts need to delegate the majority of personnel duties to a central office staff member whose sole duties are restricted to personnel functions. The central office personnel administrator would be the individual responsible for ensuring that personnel functions are carried out appropriately in cooperation with principals and other line supervisors.

The title of the individual in charge of managing the school district's personnel functions should reflect an assistant superintendent's level. If the school system follows the lead of other school systems, the title should be the assistant superintendent for personnel. If the school system follows the lead of business, the title should be the assistant superintendent for

human resources.

More important than the individual's title is the person to whom the personnel administrator reports. The school personnel administrator should report directly to the superintendent to ensure that personnel policies are interpreted as school system policies. Since the majority of school funds are spent for salaries and benefits, the personnel administrator needs to have a cooperative relationship with the individual responsible for financial matters.

In determining the size of the personnel department, one has to consider how well the department needs to cover the personnel functions (i.e., operating at a record keeping level versus at a strategic planning level) and how centralized the school system wishes to keep the personnel function. Because the personnel area is becoming more technical and challenging and more involved with legal issues, it is advantageous for the personnel department to keep its operations centralized to better ensure uniformity across a school system. A general "rule of thumb" for the number of employees should be the ratio of one professional personnel administrator for every 200 employees. Table 2 indicates the recommended staffing levels which can satisfactorily cover the personnel functions. When additional staff is employed, the positions should handle specific functions. Additional staff could specialize in the initially certified program, staff development, compensation and benefits, employee relations, employee assistance counseling, and other areas.

Table 2

Recommendations for Staffing the Personnel Function

Number of Employees	Professional Staff	Support Staff
Up to 200 Employees	1	1
200-300	1	2
300-400	2	2
400-500	2	3
500-600	3	3
600-700	3	4
700-800	4	4

There are eight personnel functions for which the personnel administrator should have responsibility. The following is a listing of these functions.

Eight Personnel Functions

1) Personnel Planning

- job analysis and job description

- labor market assessment

- personnel projections

- personnel policy development

- personnel reassignments

2) Compensation

- wage and salary administration

- benefits administration

- salary increases

- 3) Recruitment
 - printed advertisement and dissemination
 - informal candidate search
 - campus and job fairs
- 4) Selection of personnel
 - interview
 - EEOC and affirmative action
 - personnel assignment
 - application screening
 - personnel selection decisions
- 5) Introduction to job
 - orientation
 - long term support program for staff
- 6) Appraisal
 - formal evaluation
 - consultation with evaluators
- 7) Personnel development
 - staff development program
 - internship program
- 8) Security of personnel
 - substitute teacher program
 - health, safety, OSHA regulations
 - employee counseling
 - grievance procedures
 - transfers

dismissals
retirement procedures
tenure decisions
liability protection
layoffs and reduction in force
promotions and succession planning
employee discipline
record keeping

Until a state certification program exists for personnel administration, the assistant superintendent for personnel should possess the following credentials:

- superintendent certification;
- a sixth year or doctoral degree in education administration;
- formal course work in school law, personnel/labor law and administration, finance and salary/benefits administration, organizational dynamics and behavior, and politics of educational decision-making (at least 18 semester hours in personnel work and 21 semester hours in education administration);
- computer, personnel, and administrative experience; and
- membership in Personnel Administrators of North Carolina.

Since the majority of personnel functions are learned on-the-job or in workshops, it is critical for school systems to prepare for the succession of the personnel administrator. There always should be individuals who are being developed for this particular role so that the school system is never caught unprepared in a sudden, unanticipated vacancy. The ideal circumstances should permit a

qualified undergraduate person to work in the area of personnel, perhaps handling routine parts of personnel administration. As this person pursues advanced degrees or certification, the individual can select appropriate courses which would enable the person to become a knowledgeable, competent personnel administrator at the assistant superintendent level.

Model Job Description for the Personnel Administrator

- Title

Assistant Superintendent for Personnel

- Supervisor

Superintendent

- Staff Size

One professional personnel administrator per 200 employees

One clerical person per 200 employees

- Responsibilities

The assistant superintendent for personnel is directly responsible for the technical operation of the school system's personnel program for both certificated and classified employees. Duties include responsibilities of specialized personnel program areas, such as personnel planning, compensation, recruitment, selection of personnel, introduction to the job, appraisal of personnel, personnel development, and security of personnel.

- Examples of Duties

Personnel Planning

Gathers and analyzes data to forecast future professional staffing

needs

Conducts studies to determine the availability of qualified personnel for anticipated vacancies

Develops personnel policies in accordance with federal, state, and local guidelines

Compensation

Maintains a classification and compensation program for employees

Administers a comprehensive employee benefits program

Informs and counsels employees on benefits, such as health and life insurance, tax-sheltered annuity, sick leave, leaves of absence, and disability insurance

Administers the Worker's Compensation Act for the school system and represents the system at hearings

Provides personal counseling for employees on pre- and post-retirement plans and for families regarding death benefits of an employee

Recruitment

Participates in career and job fairs

Conducts public relations and promotional recruitment activities to attract qualified personnel

Prepares and disseminates vacancy announcements

Selection of Personnel

Screens applications and interviews, evaluates, and recommends candidates

Develops selection criteria and evaluation techniques

Examines and certifies that applicants meet certification

requirements

Introduction to the Job

Conducts an orientation program for new employees

Provides long-term support activities for success on the job (such as the initially certified program)

Appraisal of Personnel

Oversees the evaluation process for employees by setting time frames, determining the evaluation process, and providing appropriate instruments

Develops evaluation tools for positions not assigned a state-developed instrument

Provides training for and interaction with evaluators to ensure evaluation reliability throughout the school district

Personnel Development

Coordinates in-service education for personnel

Provides management training and developmental services

Keeps personnel informed about their certification requirements

Provides individual direction for personal growth and career development

Security of Personnel

Maintains a computerized master file and position accounting program

Develops and maintains a substitute teacher program

Assists in the processing of employee disciplinary actions, non-renewal of employee contracts, and termination of employment

Prepares and maintains position descriptions for each position and class of positions

Maintains a communication program to provide employees with information on personnel policies, practices, and programs

Counsels employees with personal problems and makes appropriate referrals

Checks all employment practices to ensure compliance with governing laws and regulations

Evaluates the effectiveness of the personnel program

•Qualifications

Training and Experience

Superintendent certification; a sixth year or doctoral degree in education administration which includes formal course work in school law, personnel/labor law and administration, finance and salary/benefits administration, organizational dynamics and behavior, and politics of educational decision-making (at least 18 semester hours in personnel work and 21 semester hours in education administration); computer, personnel, and administrative experience; and membership in PANC (Personnel Administrators of North Carolina).

Knowledge of principles and practices of personnel administration; federal, state, and local laws; regulations and policies governing school personnel administration; organization and management practices; and budget preparation.

Ability to plan and develop programs related to the personnel functions; to conduct research, prepare reports, and make appropriate recommendations; to deal tactfully and effectively with others; to communicate effectively orally and in writing; and to present and explain programs and budgets to public officials.

CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was twofold: 1) to describe and assess the status of North Carolina public school personnel administration and 2) to prescribe a model job description for the personnel administrator position in North Carolina public schools. The three specific research questions were:

1. What employment requirements and job descriptions for school personnel administrators exist in other states?
 - certification standards for the position of school personnel administrators
 - requirement by states for school systems to employ a school personnel administrator
 - state job description for the position
2. How is personnel administration organized in the North Carolina public schools?
 - job title
 - supervisor
 - other personnel involved
 - district size

- responsibilities
 - job description
3. How is personnel administration organized in North Carolina hospitals?
- job title
 - supervisor
 - other personnel involved
 - hospital size
 - responsibilities
 - job description

Findings

The data analysis provided the following results.

1. Only one state, Delaware, requires specific personnel preparation for the school personnel administrator position.
2. Only one state, Hawaii, has a state job description for the school personnel administrator. Other states allow the local education agencies to develop their own.
3. No state has a formula or ratio for staffing the school personnel department at the local school system level. North Carolina has a recommended, but not required, level of staffing.
4. Approximately 96% of the school personnel administrators did not have personnel administration in mind when obtaining their professional degrees or certifications.
5. Approximately 63% of the school personnel administrators had other responsibilities outside of personnel as opposed to

44% of the hospital personnel administrators.

6. Approximately 63% of the school personnel administrators had no other professional staff members in the personnel department as opposed to 19% of the hospital personnel administrators.
7. The majority (96%) of the school personnel administrators had degrees above the undergraduate level, whereas the minority (30%) of the hospital personnel administrators had degrees above the undergraduate level.

Conclusions

Based upon the findings of this study and in consideration of the limitations, the following conclusions are drawn.

1. School personnel administration is still a developing profession which lags behind personnel administration in similar settings, such as hospitals.
2. Even though school personnel administrators have a high level of education, they are academically unprepared in personnel administration, requiring them to acquire the necessary skills on-the-job and through continuing education experiences. North Carolina schools of higher education need to do a better job of preparing educational leaders in the field of personnel administration.
3. School personnel administration needs a higher priority in terms of funding and in allocating positions.

4. Based on the business model of personnel administration, a model job description for school personnel administrators can be developed and is recommended.

Discussion and Implications

As stated in Chapter II, little research has been conducted on the school personnel administrator. The majority of research has been conducted on individual personnel functions as opposed to examining the whole school personnel department or the person who is in charge of personnel administration. The problems in school personnel administration does not lie in identification of its functions, but in preparing personnel administrators and hiring an adequate number of persons to carry out the functions.

The current study revealed that all but one of the school personnel administrators surveyed had goals other than personnel administration as their educational goal. Thus, the majority of school personnel administrators acquired their personnel skills on-the-job or through workshops. The study also revealed that hospitals have more staff members in their personnel departments than schools even when the number of total personnel is taken into consideration. Thus, with the increasing responsibilities in the area of school personnel administration, the current study suggests implications for restructuring the manner in which school systems conduct personnel services and for preparing individuals for the positions. The results indicate the need for school administrators who desire a position in personnel administration and who can

prepare themselves in advanced studies. This study also demonstrates the need for school personnel administrator positions to have as much thought to their preparation, staffing, and organization as other leadership roles in the school system and as in similar business settings.

Recommendations

Based on this study, the following recommendations are presented:

1. If the school personnel administrator position is to reach its potential (i. e., go beyond a record keeping model), a school system needs to determine its focus and priorities for the personnel position. Functions unrelated to the personnel function, such as athletics and child nutrition, should be handled by more appropriate staff members. The position should be filled by someone with leadership qualities who reports to the superintendent so that personnel policies will be perceived as system policies. Since there is not a certification program for personnel administration and the majority of preparation for the personnel functions is obtained in workshops and on-the-job, provisions should be made in local systems to develop individuals specifically to fulfill personnel administration positions.
2. In order to promote professionalism in the area of personnel administration, the State Department of Public Instruction (SDPI) can take a proactive role. Funding to support the school system position of personnel administrator(s) needs

to be provided so that systems can have adequate staff who can concentrate on personnel issues without the distraction of competing, unrelated job responsibilities. Part of the process should include educating superintendents, boards of education, and other administrators on the possibilities to enhance the overall organizational goals through the appropriate use of the personnel administrator.

3. Because of growing responsibilities and the complexities of the personnel administrator role, SDPI should develop a personnel administration certification that would better identify the professional preparation needed for a competent personnel administrator. This also might elevate the negative image that typically surrounds personnel administration and would in turn encourage qualified persons to seek personnel administration as an academic and vocational goal.
4. The state educational institutions must provide courses to enhance the understanding of the personnel function for general education administrators. Schools of education also need to offer specialized personnel administration preparation to fulfill a leadership role in education. Absolutely essential are theory-based personnel courses (such as organizational dynamics, personnel law, and personnel administration and practice) coupled with pragmatic content with the focus on decision-making and

leadership development (such as direct or simulated experiences in areas such as evaluation, tenure decisions, dismissal procedures, policy development and implementation, educational politics). Practicing personnel administrators should have input in the course development and the actual teaching. An opportunity for personnel internships (preferably a full-time semester) should be part of the program. Specialized personnel tracks should be offered, at a minimum, in the three sections of the state, particularly in schools of education with doctoral degrees. Students also should be introduced to the professional personnel organization to bridge the gap between educational courses and actual personnel practice. Graduates of the personnel administration tracks should be contacted after working in the field to determine the relevance of their preparation in an effort to further modify the educational programs.

5. Areas for additional study might include:
 - a. identifying personnel function differences and the degree to which the functions are performed among small, medium, and large school systems.
 - b. determining the personnel functions administered by other school administrators and the underlying reasons for the fragmentation.
 - c. developing a graduate level curriculum program for the preparation of the school personnel administrator.

- d. documenting the perception of the school personnel administrator position as held by other school administrators and boards of education.

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APPENDIX A

NORTH CAROLINA PUBLIC SCHOOLS

North Carolina Public Schools

North Carolina has 100 county units and 34 city units. The city and county units are listed below in alphabetical order.

Alamance	Currituck	Jackson
Albemarle City*	Dare	Johnston
Alexander*	Davidson	Jones*
Alleghany*	Davie	Kannapolis City
Anson*	Duplin	Kings Mountain City*
Ashe	Durham*	Kinston City
Asheboro City*	Durham City*	Lenoir*
Asheville City	Eden City*	Lexington City
Avery*	Edgecombe*	Lincoln
Beaufort*	Elkin City	McDowell
Bertie	Winston-Salem/Forsyth	Macon
Bladen	Franklin	Madison*
Brunswick	Franklinton City*	Martin
Buncombe*	Gaston	Charlotte/Mecklenburg*
Burke*	Gates*	Mitchell
Burlington City	Goldsboro City	Monroe City*
Cabarrus*	Graham*	Montgomery*
Caldwell	Granville*	Moore
Camden*	Greene	Mooresville City
Carteret	Greensboro City	Mount Airy City
Caswell*	Guilford	Nash
Catawba	Halifax	New Hanover
Chapel Hill/Carrboro	Harnett*	Newton-Conover City
Chatham	Haywood	Northampton*
Cherokee*	Henderson	Onslow
Edenton/Chowan*	Hendersonville City	Orange*
Clay	Hertford*	Pamlico
Cleveland*	Hickory City	Elizabeth City/Pasquotank
Clinton City	High Point City	Pender*
Columbus*	Hoke*	Perquimans
Craven*	Hyde	Person
Cumberland	Iredell*	Pitt

*School system selected for random sample survey

North Carolina School Systems Continued

Polk	Wilson*
Randolph*	Yadkin
Reidsville City	Yancey*
Richmond*	
Roanoke Rapids City*	
Robeson	
Rockingham	
Rocky Mount City*	
Rowan*	
Rutherford*	
Sampson*	
Scotland*	
Shelby City	
Stanly*	
Statesville City	
Stokes	
Surry	
Swain	
Tarboro City*	
Thomasville City	
Transylvania*	
Tyrrell*	
Union	
Vance*	
Wake*	
Warren	
Washington*	
Washington City	
Watauga*	
Wayne*	
Weldon City*	
Western Rockingham City	
Whiteville City*	
Wilkes*	

*School system selected for random sample survey

APPENDIX B

NORTH CAROLINA GENERAL HOSPITALS

North Carolina General Hospitals (N=135)
Alphabetized By City

AHOSKIE	BURLINGTON
Roanoke-Cowan Hospital*	Alamance County Hospital
ALBEMARLE	Alamance Memorial Hospital*
Stanley Memorial Hospital*	BURNSVILLE
ANDREWS	Burnsville Hospital & HCF*
Mountain Park Medical Center*	CHAPEL HILL
APEX	NC Memorial Hospital*
Western Wake Hospital*	CHARLOTTE
ASHEBORO	Charlotte Mecklenburg Hospital Authority*
Randolph Hospital*	Mercy Hospital*
ASHEVILLE	Presbyterian Hospital*
Memorial Mission Hospital of WNC*	CLINTON
VA Medical Center*	Sampson County Memorial Hospital*
BANNER ELK	CLYDE
Charles Cannon Memorial Hospital	Haywood County Hospital*
BELHAVEN	COLUMBUS
Pungo District Hospital*	St. Luke's Hospital, Inc*
BLOWING ROCK	CONCORD
Blowing Rock Hospital & ECF*	Cabarrus Memorial Hospital*
BOILING SPRINGS	CROSSNORE
Crawley Memorial Hospital	Sloop Memorial Hospital
BOONE	DANBURY
Watauga County Hospital*	Stokes-Reynolds Memorial Hospital*
BREVARD	DUNN
Transylvania Community Hospital*	Betsy Johnson Memorial Hospital
BRYSON CITY	DURHAM
Swain County Hospital*	Duke University Hospital*
BURGAW	Durham County General Hospital*
Pender Memorial Hospital*	McPherson Hospital
	VA Medical Center*

*Hospital selected for random sample survey

North Carolina General Hospitals Continued

EDEN	HENDERSON
Morehead Memorial Hospital	Maria Parham Hospital*
EDENTON	HENDERSONVILLE
Chowan Hospital, Inc.*	Margaret Pardee Memorial
ELIZABETH CITY	Hospital*
Albemarle Hospital*	HICKORY
ELIZABETHTOWN	Catawba Memorial Hospital
Bladen County Hospital*	Frye Regional Medical Center*
ELKIN	HIGH POINT
Hugh Chatham Memorial Hospital*	High Point Regional Hospital*
ERWIN	HIGHLANDS
Good Hope Hospital, Inc.*	Highlands-Cashiers Hospital
FAYETTEVILLE	JACKSONVILLE
Cape Fear Valley Hospital*	Onslow Memorial Hospital*
Highsmith-Rainey Memorial	JEFFERSON
Hospital*	Ashe Memorial Hospital*
VA Medical Center	KENANSVILLE
FRANKLIN	Duplin General Hospital, Inc.
Angel Community Hospital*	KINGS MOUNTAIN
FUQUAY-VARINA	Kings Mountain Hospital, Inc.*
Southern Wake Hospital	KINSTON
GASTONIA	Casewell Center
Gastonia Memorial Hospital*	Lenoir Memorial Hospital, Inc.*
GOLDSBORO	LAURINBURG
Wayne County Memorial Hospital*	Scotland Memorial Hospital*
GREENSBORO	LENOIR
Cone Memorial Hospital	Blackwelder Hospital, Inc.
Humana Hospital of Greensboro*	Caldwell Memorial Hospital, Inc.*
L Richardson Memorial Hospital	LEXINGTON
Wesley Long Community Hospital*	Lexington Memorial Hospital, Inc.*
GREENVILLE	LINCOLNTON
Pitt County Memorial Hospital*	Lincoln County Hospital, Inc.*
HAMLET	LOUISBURG
Hamlet Hospital	Franklin Memorial Hospital*

*Hospital selected for random sample survey

North Carolina General Hospitals Continued

LUMBERTON	RALEIGH CONTINUED
Southeastern General Hospital*	Charter North Ridge
MARION	Dorothea Dix Hospital
McDowell Hospital*	Raleigh Community Hospital*
MCCAIN	Rex Hospital
McCain Hospital	Wake Medical Center*
MOCKSVILLE	REIDSVILLE
Davie County Hospital*	Annie Penn Memorial Hospital*
MONROE	ROANOKE RAPIDS
Union Memorial Hospital*	Halifax Memorial Hospital*
MOORESVILLE	ROCKINGHAM
Lowrance Hospital, Inc.*	Richmond Memorial Hospital, Inc.*
MOREHEAD CITY	ROCKY MOUNT
Carteret General Hospital*	Community Hosp'l of Rocky Mount*
MORGANTON	Nash General Hospital*
Grace Hospital, Inc.	ROXBORO
Western Carolina Center Hosp'l*	Person County Memorial Hospital*
MOUNT AIRY	RUTHERFORDTON
Northern Hospital of Surry	Rutherford Hospital, Inc.*
County*	SALISBURY
MURPHY	Rowan Memorial Hospital, Inc.*
Murphy Medical Center*	VA Medical Center
NEW BERN	SANFORD
Craven County Hospital, Corp*	Central Carolina Hospital*
NORTH WILKESBORO	SCOTLAND NECK
Wilkes General Hospital*	Our Community Hospital, Inc*
OXFORD	SEA LEVEL
Granville Hospital*	Sea Level Hospital*
PINEHURST	SHELBY
Moore Regional Hospital*	Cleveland Memorial Hospital, Inc.*
PLYMOUTH	SILER CITY
Washington County Hospital, Inc.*	Chatham Hospital, Inc.*
RALEIGH	SMITHFIELD
Central Prison Hospital*	Johnston Memorial Hospital*

*Hospital selected for random sample survey

North Carolina General Hospitals Continued

SOUTHERN PINES	WHITEVILLE
St. Joseph of the Pines Hospital*	Columbus County Hospital, Inc.*
SOUTHPORT	WILLIAMSTON
J. Arthur Doshier Memorial Hospital	Martin General Hospital*
SPARTA	WILMINGTON
Alleghany County Memorial Hospital*	Cape Fear Memorial Hospital, Inc.*
SPRUCE PINE	New Hanover Memorial Hospital*
Spruce Pine Community Hospital	WILSON
STATESVILLE	Wilson Memorial Hospital, Inc.*
Davis Community Hospital*	WINDSOR
Iredell Memorial Hospital*	Bertie County Memorial Hospital*
SUPPLY	WINSTON-SALEM
Brunswick Hospital	Forsyth County Hosp'l Authority*
SYLVA	Medical Park Hospital*
CJ Harris Community Hospital*	NC Baptist Hospital, Inc.*
TARBORO	YADKINVILLE
HCA Heritage Hospital*	Hoots Memorial Hospital
TAYLORSVILLE	ZEBULON
Alexander County Hospital*	East Wake Hospital*
THOMASVILLE	
Thomasville Community General Hospital*	
TROY	
Montgomery Memorial Hospital	
VALDESE	
Valdese General Hospital*	
WADESBORO	
Anson County Hospital*	
WAKE FOREST	
Northern Wake Hospital*	
WASHINGTON	
Beaufort County Hospital*	

*Hospital selected for random sample survey

APPENDIX C

STATE EDUCATIONAL AGENCIES

(Burkes, 1988)

State Educational Agencies

Alabama
 Certification Officer
 State Department of Education
 Montgomery, Alabama 36130
 205-832-3133

Alaska
 Certification Analyst
 Office of Commissioner of
 Education
 Alaska Office Building, Pouch F
 Juneau, Alaska 99811
 907-465-2810

Arizona
 Teacher Certification Unit
 PO Box 25609
 1535 West Jefferson
 Phoenix, Arizona 85002
 602-255-4367

Arkansas
 Teacher Education & Certification
 State Department of Education
 4 State Capital Mall
 Little Rock, Arkansas 72201
 501-371-1461

California
 Teacher Credentialing
 1812 Ninth Street
 Sacramento, California 94244
 916-323-4714

Colorado
 Teacher Education & Certification
 201 East Colfax Avenue
 Denver, Colorado 80203
 303-534-8871

Connecticut
 Chief of Teacher Certification
 State Department of Education
 165 Capital Avenue, Box 2219
 Hartford, Connecticut 06145
 203-566-4561

Delaware
 Teacher Certification
 Department of Public Instruction
 PO Box 1402
 Dover, Delaware 19903
 302-736-4688

Florida
 Teacher Certification Section
 State Department of Public
 Instruction
 Tallahassee, Florida 32304
 904-488-2317

Georgia
 Teacher Certification
 State Department of Public
 Instruction
 1452 Twin Towers East
 Atlanta, Georgia 30334
 404-656-2406

State Educational Agencies Continued

Hawaii
Certification Branch
State Department of Education
PO Box 2360
Honolulu, Hawaii 96804
808-548-5803

Idaho
Certification Analyst
State Department of Education
L. B. Jordan Office Building
Boise, Idaho 83720
208-334-4713

Illinois
Certification & Placement Section
100 North First Street
Springfield, Illinois 62777
217-782-4321

Indiana
Teacher Education & Certification
State Dept. of Public Instruction
231 State House
Indianapolis, Indiana 46204
317-232-6636

Iowa
Supervisor of Certification
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
515-281-3245

Kansas
Certification Specialist
State Dept. of Public Instruction
120 East 10th Street
Topeka, Kansas 66612
913-296-2288

Kentucky
Teacher Education & Certification
State Department of Education
Frankfort, Kentucky 40601
502-564-4606

Louisiana
Director of Teacher Certification
Box 44064
Baton Rouge, Louisiana 70804
504-342-3490

Maine
Teacher Certification &
Placement
State Department of Education
Augusta, Maine 04333
207-289-2441

State Educational Agencies Continued

Maryland

Department of Certification 18100
 State Department of Education
 200 West Baltimore Street
 Baltimore, Maryland 21201
 301-659-2142

Massachusetts

Massachusetts Dept. of Education
 1385 Hancock Street
 Quincy, Massachusetts 02169
 617-770-7517

Michigan

Teacher Education & Certification
 State Department of Education
 Box 30008
 Lansing, Michigan 48909
 517-373-1924

Minnesota

Teacher Licensing & Placement
 State Department of Education
 612 State Capitol Square
 St. Paul, Minnesota 55101
 612-296-2046

Mississippi

Teacher Certification
 State Department of Education
 Box 771
 Jackson, Mississippi 39205
 601-359-3483

Missouri

Teacher Education & Certification
 State Department of Education
 Division of Public Schools
 Box 480
 Jefferson Building
 Jefferson City, Missouri 65102
 314-751-3486

Montana

Teacher Certification
 Office of Public Instruction
 Helena, Montana 59620
 406-444-3095

Nebraska

Teacher Certification
 State Department of Education
 301 Centennial Mall
 South Box 94987
 Lincoln, Nebraska 68509
 402-471-2496

Nevada

Certification Officer
 State Department of Education
 215 East Bonanza
 Las Vegas, Nevada 89158
 702-386-5401

State Educational Agencies Continued

New Hampshire
Office Teacher Education
State Department of Education
101 Pleasant Street
Concord, New Hampshire 03301
603-271-2407

New Jersey
Department of Education
CN 503
Trenton, New Jersey 08625
609-292-8276

New Mexico
Certification Officer
Teacher Education & Certification
Education Building
Santa Fe, New Mexico 87503
505-827-6582

New York
Supervisor in Teacher Education
University of the State of New York
State Education Department
Room 5-A-11, Cultural Center
Albany, New York 12230
518-474-6440

North Carolina
Divisions of Standards &
Certification
State Dept. of Public Instruction
Raleigh, North Carolina 27611
919-733-4125

North Dakota
Director of Certification
State Dept. of Public Instruction
Bismarck, North Dakota 58505
701-224-2264

Ohio
Teacher Education & Certification
State Department of Education
65 South Front Street
Columbus, Ohio 43266-0308
405-521-3337

Oregon
Supervisor of Certification
730 12th Street, SE
Salem, Oregon 97310
503-378-3586

Pennsylvania
Bureau of Certification
Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126
717-787-2967

Rhode Island
Teacher Education and
Certification
State Department of Education
Roger Williams Blvd.
22 Hayes Street
Providence, Rhode Island 02908
401-277-2675

State Educational Agencies Continued

<p>South Carolina Teacher Education & Certification State Department of Education Columbia, South Carolina 29201 803-758-5081</p>	<p>Vermont Teacher Certification State Department of Education Montpelier, Vermont 05602 802-828-2445</p>
<p>South Dakota Teacher Education & Certification State Department of Education 700 North Illinois Street Pierre, South Dakota 57501 605-773-3553</p>	<p>Virginia Senior Certification Specialist State Board of Education PO Box 6Q Richmond, Virginia 23216 804-225-2740</p>
<p>Tennessee Teacher Education & Certification State Department of Education 125 Cordell Hull Building Nashville, Tennessee 37219 615-741-1644</p>	<p>Washington Certification/Licensing Old Capitol Building FG-11 Olympia, Washington 98504 206-753-2751</p>
<p>Texas Texas Education Agency 201 East 11th Street Austin, Texas 78701 512-834-4122</p>	<p>West Virginia State Department of Education Certification Unit Charleston, West Virginia 25305 304-348-2696</p>
<p>Utah Division of Teacher Personnel State Board of Education 250 East Fifth South Street Salt Lake City, Utah 84111 801-533-5065</p>	<p>Wisconsin Teacher Education and Certification Box 7841 Madison, Wisconsin 53707 608-266-1633</p>

State Educational Agencies Continued

Wyoming
Certification & Accreditation
State Department of Education
Cheyenne, Wyoming 82002
307-777-7291

APPENDIX D

TRANSMITTAL LETTER TO STATE EDUCATIONAL AGENCIES

200 Forest Drive
Graham, NC 27253
18 June 1990

Certification Officer
State Department of Education
Montgomery, Alabama 36130

Dear State Personnel Administrator:

The role of the personnel administrator in the public school setting is an extremely important one. Yet, there is little information available on the persons who assume this role in the North Carolina public schools. As a doctoral student at the University of North Carolina at Greensboro, I am conducting a study of the certification requirements for school personnel administrator in an effort to develop a model job description for the position. The information that you provide will be reported as part of the group data with reference to each state.

Please send me the following information:

- Statewide certification requirements for a school district personnel administrator
- State job description for the position of school personnel administrator
- State recommendations for staffing the school districts' personnel office (e.g., ratio of number of school district employees to number of persons employed in a school district personnel office; recommended positions in the school districts personnel office).

I genuinely appreciate your cooperation and assistance. Enclosed is a self-addressed, stamped envelope for your convenience. I look forward to hearing from you soon.

Sincerely,

Barbara B. Everett
UNCG Doctoral Student

Enclosure

APPENDIX E

RESULTS OF STATE EDUCATIONAL AGENCIES SURVEY

Results of State Educational Agencies Survey

State	Certification Requirements	Job Description	Staffing Ratio
Alabama	None	None	None
Alaska	None	None	None
Arizona	None ¹	None	None
Arkansas	None	None	None
California	Yes ²	None	None
Colorado	None	None	None
Connecticut	None ³	None	None
Delaware	Yes ⁴	None	None
Florida	None	None	None
Georgia	None ⁵	None	None

¹Arizona does not have a specific certification for "school district personnel." This position is normally covered by a superintendent's certificate. This certificate is required for district executive officers regardless of title, superintendents, assistant or associate superintendents and others with similar district level administrative duties.

²To serve as a superintendent, associate superintendent, deputy superintendent, principal, supervisor, coordinator, or in the equivalent or intermediate level administration position

³A school business administrator certificate is required for each person employed by a board of education who is responsible for six or more areas of school business administration

⁴A Master's Degree plus 30 graduate hours that include 18-21 semester hours of personnel course work plus 18-21 semester hours of administration courses

⁵No certification is required for the personnel administrator unless the district position is called an associate or assistant superintendent, then the individual must hold a certificate in the field of administration and supervision

Results of State Educational Agencies Survey

State	Certification Requirements	Job Description	Staffing Ratio
Hawaii	None	Yes ⁶	None
Idaho	None	None	None
Illinois	None	None	None
Indiana	None ⁷	None	None
Iowa	None	None	None
Kansas	None	None	None
Kentucky	None	None	None
Louisiana	None	None	None
Maine	None	None	None
Maryland	None	None	None
Massachusetts	Yes ⁸	None	None
Michigan	None	None	None
Minnesota	None	None	None
Mississippi	None	None	None
Missouri	None	None	None
Montana	None	None	None
Nebraska	None	None	None
Nevada	None	None	None

⁶Hawaii does not have school personnel administrators in the Department of Education. All personnel specialists are located in State or District Offices. There are seven school districts in Hawaii and each has three district personnel specialists assigned to different responsibilities in order for schools to operate effectively and efficiently. The number of personnel responsible to these specialists vary from school district to school district. The State personnel specialists have individual program responsibilities and appropriate staff to carry out these functions. There are 23 personnel specialists.

⁷Indiana does not require a specific certification for personnel administrators, but these positions are usually filled by persons that have an education background and an administrative license

⁸A school business administrator certificate is required

Results of State Educational Agencies Survey

State	Certification Requirements	Job Description	Staffing Ratio
New Hampshire	Yes ⁹	None	None
New Jersey	None	None	None
New Mexico	None	None	None
New York	Yes ¹⁰	None	None
North Carolina	None	None ¹¹	Yes ¹²
North Dakota	Yes ¹³	None	None
Ohio	None	None	None
Oklahoma	None	None	None
Oregon	None	None	None
Pennsylvania	None	None	None
Rhode Island	None	None	None
South Carolina	None	None	None
South Dakota	None	None	None

⁹A business administrator certificate is required for one who provides support to the superintendent in areas such as business management, accounting and data processing

¹⁰Any person having responsibilities involving general district-wide administration shall hold the certificate for administrative and supervisory service

¹¹There is no state adopted job description, but a sample job description to illustrate the multiplicity of personnel administrator duties was forwarded.

¹²State Recommendations for Staffing the Personnel Function

Number of Employees	Professional Staff	Support Staff
Up to 500 Employees	1	1
500- 750	1	2
750-1000	2	2
1000-1500	2	3
1500-2500	3	3
2500-4000	3	4
4000-6000	4	4

¹³A staff member (assistant, administrative assistant, or deputy superintendent) granted substantial autonomy in performing specifically delegated functions in assistance of the chief executive officer of the administrative unit must hold an administrative credential

Results of State Educational Agencies Survey

State	Certification Requirements	Job Description	Staffing Ratio
Tennessee	None	None	None
Texas	None	None	None
Utah	Yes ¹⁴	None	None
Vermont	None	None	None
Virginia	None	None	None
Washington	Local Option ¹⁵	None	None
West Virginia	None	None	None
Wisconsin	None ¹⁶	None	None
Wyoming	None	None	None

¹⁴Unless only non-certificated employees are supervised, district positions (assistant superintendent, administrative assistant, director, specialist, subject matter supervisor, curriculum coordinator) require a person to hold an administrative/supervisory certificate

¹⁵Washington offers three types of administrative certification: principal, program administrator, and superintendent. Only the principal's certificate is required by the state in order for an individual to serve in that role. The program administrator and superintendent certificates are optional; however, an employing school district may require certification for those positions. The personnel administrator would fall in the category of program administrator.

¹⁶All public school administrators must hold the appropriate administrative license

APPENDIX F

SURVEY

BACKGROUND INFORMATION

DIRECTIONS: The following survey is designed to document the current status and perceptions of personnel directors. **THIS INFORMATION WILL BE CONFIDENTIAL AND REPORTED AS GROUP DATA.** Please answer each question to the best of your knowledge. Your assistance is greatly appreciated.

1. Degree and/or certification required for your position: _____

2. How many employees are in your organization?
 _____ non-exempt (or non-certificated)
 _____ exempt (or certificated)

3. What is the title of your immediate supervisor?

4. What is your official job title?

5. Please list the degrees that you hold, the major for each degree, and the institution which granted the degree.

Degree	Major	Institution
--------	-------	-------------

_____	_____	_____
_____	_____	_____
_____	_____	_____

6. What professional positions did you hold prior to becoming a personnel administrator?

7. In general, how well prepared were you for the position of personnel director at the time you first assumed the role?

- very well prepared
- fairly well prepared
- not well prepared
- can't make the judgment

8. Overall, was your educational preparation designed with personnel work as a specific goal?
 yes
 no

9. Which three graduate courses have been of greatest value to you as a personnel director?
 Please list.

a. _____
 b. _____
 c. _____

10. Which three professional experiences (workshops, internships, staff development) have been of greatest value to you as a personnel director?
 Please list.

a. _____
 b. _____
 c. _____

11. If you do not devote 100% of your professional time to personnel administration, list your other areas of responsibility and approximate percentage of time spent on these.

Responsibility	Percentage of Time
----------------	--------------------

_____	_____
_____	_____

12. Number of clerical members of the personnel department:

Full-time _____
 Part-time _____

13. List the titles and number of professional staff members of the personnel department.

Title	Number
-------	--------

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

14. I normally devote the following number of hours to the job of personnel director on a weekly basis (include evenings and weekends):

_____ hours per week

THOUGHTS ON PERSONNEL

15. What degree (e.g., B.S., M.Ed.) should be required for the position of personnel administrator?

16. What major (e.g., business administration) should be required for the position of personnel administrator?

17. What certification or credentials, if any, should be required for the position of personnel administrator?

18. What three specific college courses or professional experiences should someone have before becoming a personnel administrator?

- a. _____
- b. _____
- c. _____

19. What job title should the immediate supervisor of the personnel administrator have?

20. What should be the job title of the personnel administrator?

21. How do you view the position of personnel director presently?

- as a position which is increasing in importance and influence
- as a position which is decreasing in importance and influence
- as a position which remains about the same in importance and influence as 5-10 years ago
- don't know

22. Should the personnel administrator have major areas of responsibility outside of personnel?

no

yes

If yes, list other areas of responsibility:

23. Does the organization size influence whether the personnel director has other major areas of responsibility outside of personnel?

no

yes

If yes, how? _____

24. Besides the personnel administrator, what other personnel staff members should ideally be found in the personnel department?

Title	Number
_____	_____
_____	_____
_____	_____

25. Does the organization size influence the number of personnel staff members found in the personnel department?

no

yes

If yes, how? _____

26. If the organization has 500 employees, how many professional personnel positions are needed? _____

- With 750 employees _____
- With 1000 employees _____
- With 1250 employees _____
- With 1500 employees _____
- With 1750 employees _____
- With 2000 employees _____
- With 2500 employees _____
- With 3000 employees _____

PERSONNEL FUNCTIONS

There are eight categories of personnel functions on the next two pages. Each category has been broken down into a number of primary tasks. For each task, you are asked about the "Extent of Personnel Department's Responsibility for Task" and the "Training for the Task." Below is an explanation of the possible responses.

EXTENT OF PERSONNEL DEPARTMENT'S RESPONSIBILITY FOR TASK

All-Personnel department does the entire task.

Some-Personnel department works with another department to perform the task.

None-Personnel department is not responsible.

No Activity-No such activity conducted by any department of the the organization. (Go to the next task.)

TRAINING FOR THE TASK

The primary source of your competence to perform or supervise the task

College/University

Workshop

On-the-job experience or self-taught

PERSONNEL FUNCTIONS	RESPONSIBILITY FOR TASK				TRAINING FOR TASK		
	All	Some	None	No Activity	College	Workshop	Job Experience
PERSONNEL PLANNING							
job analysis/description	All	Some	None	No Activity	College	Wkshp	Job Exp
labor market assessment	All	Some	None	No Activity	College	Wkshp	Job Exp
personnel projections	All	Some	None	No Activity	College	Wkshp	Job Exp
personnel policy develop	All	Some	None	No Activity	College	Wkshp	Job Exp
personnel (re)assignment	All	Some	None	No Activity	College	Wkshp	Job Exp
COMPENSATION							
wage/salary administra- tion	All	Some	None	No Activity	College	Wkshp	Job Exp
benefits administration	All	Some	None	No Activity	College	Wkshp	Job Exp
salary increases	All	Some	None	No Activity	College	Wkshp	Job Exp
RECRUITMENT							
printed ad development and dissemination	All	Some	None	No Activity	College	Wkshp	Job Exp
informal candidate search	All	Some	None	No Activity	College	Wkshp	Job Exp
Campus/Job Fairs	All	Some	None	No Activity	College	Wkshp	Job Exp
SELECTION OF PERSONNEL							
interview	All	Some	None	No Activity	College	Wkshp	Job Exp
affirmative action/EEOC	All	Some	None	No Activity	College	Wkshp	Job Exp
personnel assignment	All	Some	None	No Activity	College	Wkshp	Job Exp
application screening	All	Some	None	No Activity	College	Wkshp	Job Exp
selection decision	All	Some	None	No Activity	College	Wkshp	Job Exp

PERSONNEL FUNCTIONS	RESPONSIBILITY FOR TASK				TRAINING FOR TASK		
	All	Some	None	No Activity	College	Workshop	Job Experience
INTRODUCTION TO JOB							
orientation	All	Some	None	No Activity	College	Wkshp	Job Exp
long term support program for new staff	All	Some	None	No Activity	College	Wkshp	Job Exp
APPRAISAL OF PERSONNEL							
formal evaluation	All	Some	None	No Activity	College	Wkshp	Job Exp
consult with evaluators	All	Some	None	No Activity	College	Wkshp	Job Exp
PERSONNEL DEVELOPMENT							
in-service training	All	Some	None	No Activity	College	Wkshp	Job Exp
internship program	All	Some	None	No Activity	College	Wkshp	Job Exp
SECURITY OF PERSONNEL							
substitute program	All	Some	None	No Activity	College	Wkshp	Job Exp
health/safety/OSHA	All	Some	None	No Activity	College	Wkshp	Job Exp
employee counseling	All	Some	None	No Activity	College	Wkshp	Job Exp
grievance	All	Some	None	No Activity	College	Wkshp	Job Exp
transfers	All	Some	None	No Activity	College	Wkshp	Job Exp
dismissals	All	Some	None	No Activity	College	Wkshp	Job Exp
benefits/retirement	All	Some	None	No Activity	College	Wkshp	Job Exp
tenure decisions	All	Some	None	No Activity	College	Wkshp	Job Exp
liability protection	All	Some	None	No Activity	College	Wkshp	Job Exp
layoffs/RIF	All	Some	None	No Activity	College	Wkshp	Job Exp
promotions	All	Some	None	No Activity	College	Wkshp	Job Exp
employee discipline	All	Some	None	No Activity	College	Wkshp	Job Exp
record keeping	All	Some	None	No Activity	College	Wkshp	Job Exp

Any comments about the functions or organization of the personnel department

APPENDIX G

TRANSMITTAL LETTER TO SELECTED SCHOOL SYSTEMS

200 Forest Drive
Graham, NC 27253
1 September 1990

Mr. Gary Jarrett
Director of Personnel
Asheboro City Schools
PO Box 1103
Asheboro, North Carolina 27204

Dear Mr. Jarrett:

The role of the personnel administrator in the public school setting is extremely important. Yet, there is little information available about the people who assume this role in the North Carolina public schools. As a doctoral student at the University of North Carolina at Greensboro, I am conducting a study of the status of personnel administrators in our state through the use of the enclosed questionnaire. My goal is to design a model job description for the personnel administrator. You were selected for participation through a random sample selection process.

While the questionnaire will take twenty minutes of your valuable time, your participation is paramount for an accurate profile of the school personnel administrator. **Your answers will be considered strictly confidential.** The responses that you provide will be reported as part of group data without reference to any specific individual or school system.

For my research to reflect the status of school personnel administrators, I need to hear from you. Enclosed is a self-addressed, stamped envelope for your convenience. I genuinely appreciate your cooperation and assistance. I look forward to hearing from you soon. I will share a brief summary of the study's results, if you let me know of your interest. If you have any questions, feel free to call me collect (919-227-8343) at home after 5:30pm.

Sincerely,

Barbara B. Everett
UNCG Doctoral Student

Enclosures

APPENDIX H

TRANSMITTAL LETTER TO SELECTED HOSPITALS

200 Forest Drive
Graham, NC 27253
30 July 1990

Ms. Deborah Hill
Director of Human Resources
Roanoke-Chowan Hospital
PO Box 1385
Ahoskie, North Carolina 27910

Dear Ms. Hill:

The role of the personnel administrator is extremely important. Yet, there is little information available about the people who assume this role in service-oriented businesses. As a doctoral student at the University of North Carolina at Greensboro, I am conducting a random sample study through the enclosed questionnaire of personnel administrators in North Carolina hospital settings in order to develop a model for the personnel administrator in another service-oriented business--North Carolina public schools.

While the questionnaire will take twenty minutes of your valuable time, your participation is paramount for an accurate profile of the hospital personnel administrator. **Your answers will be considered strictly confidential.** The responses that you provide will be reported as part of group data without reference to any specific individual or hospital.

For my research to reflect the status of personnel administrators, I need to hear from you. Enclosed is a self-addressed, stamped envelope for your convenience. I genuinely appreciate your cooperation and assistance. I look forward to hearing from you soon. I will share a brief summary of the study's results, if you let me know of your interest. If you have any questions, feel free to call me collect (919-227-8343) after 5:30pm.

Sincerely,

Barbara B. Everett
UNCG Doctoral Student

Enclosures

APPENDIX I

RAW DATA FROM SCHOOL PERSONNEL ADMINISTRATORS

DIRECTIONS: The following survey is designed to document the current status and perceptions of personnel directors. THIS INFORMATION WILL BE CONFIDENTIAL AND REPORTED AS GROUP DATA. Please answer each question to the best of your knowledge. Your assistance is greatly appreciated.

1. Degree and/or certification required for your position:

Blank-1;	None-1;	Ed S plus school adm cert
Masters in Ed Adm-2;		undergraduate degree, no certificate-2;
MA and adm certificate;		Ed S or doctorate;
sup't certificate; Masters-8;		MS and school adm cert-3;
EdS-1		Principal's cer't and experience
Degree in adm and sup't certificate		Ed S and sup't certificate-2;
none for personnel, but for my position a sup't certificate;		

2. How many employees are in your organization?

non-exempt (or non-certificated)/exempt (or certificated)

250/200; 1000/700; 225/250; 125/175; 208 total; 600/800; 225/260;
 133/124; 400/350; 700/500; 500/600; 4000/4500; 142/184; 100/245;
 700/750; 250/350; 200/250; 1300/1200; 565/635; 600/8; 305/432;
 1400/1500; 350/550; 150/150; 450/550; blank-2

3. What is the title of your immediate supervisor?

Superintendent-22
 Assistant Superintendent-2
 Ass't Sup't for Personnel and Support Services
 Ass't Sup't for Personnel-1
 Ass't Sup't for Instruction

4. What is your official job title?

Ass't Sup't for for Instruction/Personnel	Ass't Sup't for Personnel-4
Ass't Sup't for for Personnel and Staff Developm't	Associate Superintendent-5
Ass't Sup't for Personnel and Support Services	Assistant Superintendent-4
Director of Personnel/Career Developm't	Differential Pay Plan Coordinator
Director of Personnel/Personnel Director-3	Director of Personnel Services
Director of Administrative Services	Associate Superintendent of Personnel
Executive Director of Personnel	Personnel Administrator
Career Development Coordinator/Director of Personnel	

5. Please list the degrees that you hold, the major for each degree, and the institution which granted the degree.

Degree	Major	Institution
BS,SS,ASU/MA,Ad,ASU/EdS,Ad,ASU/EdD,Adm Poli Sci,UNCG		
BS,Business,Elon		
BS,Math,NC A&T/MA,Adm,NC A&T		
BS,PE,Erskine/MEd,Ed,USC		
AB,Social Studies,WCU/MA,Special Ed,WCU/EdS,Adm & Sup ASU/EdD,Ed Ad,UNCG		
AB,English,Atlantic Christian College/MA,Adm,ECU		
BS,Music,Virginia State U/Masters in Music,ECU/MA,Adm,ECU		
BS,Science,WCU/MS,Chemistry,UNC-CH/MS,Ed Ad,WCU		
AB,Business,ECU/M,Ed,ECU/6TH YEAR Ed,UNC-CH		
BS,Driver Education,ASU/MA,Ad,WCU/EdS,Ad,WCU		
BS Ed,Ed 1-8,Pfiever College/Masters in English & Ad,UNCC/6TH YEAR,Ad,UNC-CH		
BS,ENG,ECU/MEd,Adm,WCU		
BS,Social Studies,Math,Media,ECU/MA,Adm,ECU		
BS,Ed,WVa State College/MEd,Ed Ad,Boston U/EdD,Education Policy Research,U of Mass.		
BA,Math Ed,Adams State College/MA,Math Ed,Adams State College/MS,Math, U of OR/PhD, C&I,U of OR		
BS,Elem Ed,ASU/MA,Sci Ad,ASU/EdS,ScAd,ASU		
BS,Sci Ed,NCSU/MA Ed,UNC-CH/EdS,Ed Adm,UNC-C		
AB,English,Duke/MEd,Adm,UNC-CH/Advance Certificate,Adm,UNC-CH		
AB,Math,ECU/MEd,Ed Adm,UNCG/EdS,Ed Adm,UNCG/EdD,Ed Adm,UNCG		
BS,Science,ECU/MA Ed,Adm,ECU/EdS,Adm,ECU/EdD,Adm,ECU/EdD,Adm,Vanderbilt		
BS,PE,Citadel/MA Ed,Furman/EdS,Adm,ASU		
BA,English,St.Augustine/MEd,Ed Adm,WCU		
AB,Social Studies Ed,UNC-CH/MA,Ed Adm,ECU/EdS,Ed Adm,ECU/EdS,Ed Sup,UNC-CH		
BS,Ed Intermediate,WCU/MA,Ed Adm,WCU/EdS,Ed Adm,WCU		
BS,History & Ed,ECU/MA,Adm,ECU/Adv. Specialization Adm,ECU		
BS,Business Adm,ECU/Masters,Supervision & Adm,ECU/Advanced Adm,ECU		
BA,History,UNCG/MEd,Social Studies,UNCG/Certificate,Academically Gifted,UNCG/Certificate,Adm,UNCG		

6. What professional positions did you hold prior to becoming a personnel administrator?

assistant sup't	director of instruction	t, elem p, high school p
t, ass't p, p-2	t, ass't p, elem p, high school p	t, supervisor-2
ass't p, p	t, ass't p, director, p	magnet schools administrator

t, p
 t, supervisor, director SDPI, ass't sup't
 general supervisor, secondary principal
 hs ass't p, co-principal for curriculum (JrH), hs p, director of personnel/secondary ed
 professor emeritus, English Dept Chairman, social science teacher
 auditor, accountant-payroll supervisor, budget director
 t, inservice specialist, math coordinator, computer coordinator
 t, elem p, middle s p, high s p
 t, CO supervisor, elem p, hsp, middle s p

7. In general, how well prepared were you for the position of personnel director at the time you first assumed the role?

very well prepared-2
 fairly well prepared-17
 not well prepared-7
 can't make the judgment-1

8. Overall, was your educational preparation designed with personnel work as a specific goal?

yes-1 (Ed S was-other was general administration including personnel)
 no-26

9. Which three graduate courses have been of greatest value to you as a personnel director? Please list.

school law-15	finance-6	social psychology courses-2	blank/none-5
leadership-2	sociology	basic adm	personnel adm-2
ed research	public relations	organization of higher ed	personnel eval'n-2
system analysis	dissertation	supervision	personnel adm
personnel law	current issues	staff development	corporate culture
guidance	internship	school business mgt	
school principalship		principal practicum	
politics of ed decision making-3			

10. Which three professional experiences (workshops, internships, staff development) have been of greatest value to you as a personnel director? Please list.

PANC conferences-11	SDPI personnel workshops	EdS Internship
blank/none-7	classroom teaching	Summer leadership conference
SDPI finance	on-the-job training-2	certification requirement workshops
Outward Bound-2	visiting other systems-2	regional center workshop

research	staff development-2	One-Minute Manager
PEP-2	principalship-2	management skills (various)
leadership courses	Lee Grier workshops	performance evaluation workshops
Serving as director of career pilot program		regional personnel meeting
internship-SDPI	persuasive communications	
orientation for new personnel directors-3		

11. If you do not devote 100% of your professional time to personnel administration, list your other areas of responsibility and approximate percentage of time spent on these.

Responsibility/Percentage of Time

staff development-10%	student transfers-10%
budget and adm-40%	instruction-20%
adm services 80%	facilities 50% & transportation-20%
student services-30%	blank-9
certification-25% & staff developmt-25%	supervision and evaluation-50%
assisting sup't in day-to-day operation-30%	career development coor.-65%
k-12 curriculum-80% & Staff Development-10%	staff developmnt-30% & Misc-10%
curriculum-33% & general administration -33%	
staff development-25% & oversee budget areas & programs(cultural arts,remediation, dropout prevention,exceptional children,staff development)-25%	
athletics,transportation,ICP,placement of student teachers,school board policy,school calendar formation	
child nutrition-30%, maintenance-30% & transportation-10%	
teacher evaluation 60% & computer coordinator-10%	

12. Number of clerical members of the personnel department:

Full-time/Part-time

1 full-time only-14	2 full-time-3	4 full-time	none
1 part-time only-3	4 full-time & 1 part-time	2 full-time & 1 part-time	
14 full-time	1 full-time & 1 part-time-2		

13. List the titles and number of professional staff members of the personnel department.

Title	Number
assistant personnel director 1, senate bill 2 director 1	
assistant superintendent 1	
assistant superintendent of personnel 1, personnel director 1	

personnel analyst 3, coordinator 3, personnel technician 3, director of personnel 1
 personnel adm 1
 cert./benefits tech 1, empl./empl rel spec 1
 personnel director 1
 superintendent 1
 ass't sup't 1
 Associate superintendent 1
 adm assistant (also serves as secretary) 1
 director of personnel 1
 personnel director 1
 director 1
 assistant sup't 1
 assistant sup't instruction/personnel 1
 ass't sup't in personnel 1
 associate sup't 1, administrative assistant 1
 personnel ass't 1, ass't sup't for personnel 1
 none
 central office 1
 Ass't sup't 1, general director 1, director 2, personnel administrator 3
 career develop. coordinator/personnel director
 associate sup't 1
 associate sup't 1, assistant to sup't part-time personnel 1
 director of personnel 1
 assistant sup't 2

14. I normally devote the following number of hours to the job of personnel director on a weekly basis (include evenings and weekends):

hours per week

8	12	15-2	30-3	40-2	45-3	30-50 depending on the time of year
40-60	50-6	60-2	40 with 10-15 in general sch adm duties			
12-15	55	65	50-60 for all duties			

15. What degree (e.g., B.S., M.Ed.) should be required for the position of personnel administrator?

Masters (includes MEd, MA, MS)-17

Ed S-4

BS-3

MA or BS don't know

MEd or certification as a principal

16. What major (e.g., business administration) should be required for the position of personnel administrator?

none/don't know-6	business administration-4	ed adm-4
personnel mgt-3	any major + cert & exp in adm	management
education	statistics	school law

past exp as a successful p any school adm +teaching cert
must have in classroom and/or principal who can spot the characteristics of a good t
school administration with a concentration in personnel area

17. What certification or credentials, if any, should be required for the position of personnel administrator?

blank/don't know-5		any degree	adm or supervision
cert in humanities	supervisor	ed adm-3	adm or finance
school adm cert & exp	teacher-3	ass't sup't cer't	Masters in Adm

past exp as a successful p training and cert at the sup't level
know the educational field principal or sup't cert-2
special training & cert would be ideal, but regular adm ok
experience as a p and classroom teacher plus MEd
certified person, but non-certified can do the job

18. What three specific college courses or professional experiences should someone have before becoming a personnel administrator?

blank-3	school law-7	school adm exp-6	finance/salary adm-9
order in society	general psy-2	basic principles of adm & org-2	
supervision-3	cert issues	leadership	personnel functions/mgt
personnel relations	accounting prin	HR mgt	law II

interviewing, recruiting, retaining leadership styles & corporate cultures
a variety of courses at all levels of the curriculum
There hasn't been a direct relationship between college courses and personnel
administration
English/communications interpersonal skills personnel evaluation
teacher-2 principal-2 PEP-2 personnel
public relations

19. What job title should the immediate supervisor of the personnel administrator have?

superintendent-18	sup't or assistant sup't-3
sup't or associate sup't-2	no opinion/preference

depends on school structure boss
 in small organizations, sup't; in very large systems, associate sup't

20. What should be the job title of the personnel administrator?

director of personnel-4 personnel director or assistant sup't-4
 ass't or associate sup't-7 assistant sup't-4
 ass't sup't for personnel-3 of no consequence-2
 blank-1 depends on school structure
 manager of human resources(I like what business uses)

21. How do you view the position of personnel director presently?

as a position which is increasing in importance and influence-25
 as a position which is decreasing in importance and influence
 as a position which remains about the same in importance and influence as 5-10
 years ago-1
 don't know
 blank-1

22. Should the personnel administrator have major areas of responsibility outside of personnel?

no-21 no in average and large units; yes-small units could have
 yes-1
 blank-5

If yes, list other areas of responsibility:

depends on the size of the system-5 budget & adm position management
 staff development other personnel related areas (staff dev. & cert.)
 only if time allows-staff development

23. Does the organization size influence whether the personnel director has other major areas of responsibility outside of personnel?

no-3
 yes-23
 If yes, how?

blank-4 small systems require more "hats"-1
 small systems cannot afford one only of anybody-2
 the larger the org, the more time required more personnel needs more time
 volume of work demands on time-2
 time management # of employees and staff

In systems above 5000 adm, personnel & staff dev should be separated
Somewhat, but there should be realistic limits. Clerical ass't should be available
Funding is consistent with size. Lack of funds dictates other assignments.

24. Besides the personnel administrator, what other personnel staff members should ideally be found in the personnel department?

Title	Number
certification specialist-8	staff development-6 one secretary-3
career dev ass't	benefits-3 payroll specialist ass't d of p-2
clerk typist-2	finance bookkeeper records
2 ass't & clerical	community schools 3 clerical & 1 ass't adm
p adm for staff dev	depends on size of system-2
information manager for benefits, etc	employment coordinator
non-certified personnel director	salary administrator
salary adm and classified adm and certified adm	

25. Does the organization size influence the number of personnel staff members found in the personnel department?

no-1

yes-26

If yes, how? _____

blank-8 volume of work-6

more people are needed to keep everything organized

larger unit would need more, such as p d ass't, and more clerical help

many different jobs, such as interviewers, benefits, counseling, transfer, certification, salary, etc

please! don't waste one's time

small systems have a small central staff

if ADM above 5000, need 3 positions of staff dev., cert., & salary adm

based on # of employees

more staff-more members in personnel dept ex. those to work w/ non-certificated staff

26. If the organization has 500 employees, how many professional personnel positions are needed?

don't know-2

500	750	1000	1250	1500	1750	2000	2500	3000
2	the rest were blank							
0	5	the rest were blank						
5	6	7	8	10	12	13	14	15
3	4	5	6	7	8	9	19	11
1	-	2	-	3	-	4	5	6
2	2	2.5	2.5	3	3	3.5	3.5	3.5
3	3	4	6	6	8	10	12	12
blank	2	2	3	3	3	4	4	5
3	3	4	4	5	5	the rest were blank		
1	2	2	2	3	3	4	4	4
1	1	2	2	3	3	4	4	5
1	1.5	2	2.5	2.5	2.5	3	3.5	4
1	2	2	3	3	3	4	4	5
blank	1	1	2	2	2	3	4	5
3	3	4	4	5	5	6	7	8
1	1	1	1	1	1	2	2	3
1	1	2	2	2	2	3	3	3
				5				
blank	1.5	2	2	2.5	2.5	3	4	5
2	3	4	5	6	7	8	10	14
1	2	3	4	5	6	7	8	9
2	2	3	3	4	4	5	5	6
1	1	1	1	2	2	2	2	3
2	3	4	4	4	5	5	5	5

PERSONNEL FUNCTIONS

There are eight categories of personnel functions on the next two pages. Each category has been broken down into a number of primary tasks. For each task, you are asked about the "Extent of Personnel Department's Responsibility for Task" and the "Training for the Task." Below is an explanation of the possible responses.

EXTENT OF PERSONNEL DEPARTMENT'S RESPONSIBILITY FOR TASK

All-Personnel department does the entire task.

Some-Personnel department works with another department to perform the task.

None-Personnel department is not responsible.

No Activity-No such activity conducted by any department of the the organization. (Go to the next task.)

TRAINING FOR THE TASK

The **primary** source of your competence to perform or supervise the task

College/University

Workshop

On-the-job experience or self-taught

PERSONNEL RESPONSIBILITY FOR TASK TRAINING FOR TASK FUNCTIONS All Some None No Activity College Workshop Job Exp

PERSONNEL PLANNING--blank-1

job analysis/ description	All	Some	None	No Activity	College	Wkshp	Job Exp	
	18	8			8	6	15	
labor market assessment	All	Some	None	No Activity	College	Wkshp	Job Exp	b
	14	11		1	3	8	12	1
personnel projections	All	Some	None	No Activity	College	Wkshp	Job Exp	
	18	7	1		3	4	18	
p policy develop assignment	All	Some	None	No Activity	College	Wkshp	Job Exp	
	16	10			8	5	14	
	All	Some	None	No Activity	College	Wkshp	Job Exp	
	16	9	1		4	2	21	

COMPENSATION--blank-1

wage/ salary adm	All	Some	None	No Activity	College	Wkshp	Job Exp
	11	11	4		3	14	12
benefits admin- istration	All	Some	None	No Activity	College	Wkshp	Job Exp
	11	10	5		2	14	12

**PERSONNEL RESPONSIBILITY FOR TASK TRAINING FOR TASK
FUNCTIONS All Some None No Activity College Workshop Job Exp**

salary increases	All	Some	None	No Activity	College	Wkshp	Job Exp
	8	13	5		3	8	17

RECRUITMENT--blank-1

ad develop't & dissemination	All	Some	None	No Activity	College	Wkshp	Job Exp	
	23	3			6	5	19	
candidate search	All	Some	None	No Activity	College	Wkshp	Job Exp	b
	21	5			5	2	17	1
Job Fairs	All	Some	None	No Activity	College	Wkshp	Job Exp	b
blank-1	22	3			4	2	18	1

SELECTION OF PERSONNEL--blank-1

interview	All	Some	None	No Activity	College	Wkshp	Job Exp	
	12	14			5	12	12	
EEOC	All	Some	None	No Activity	College	Wkshp	Job Exp	
	15	10	1		3	15	13	
p assignment	All	Some	None	No Activity	College	Wkshp	Job Exp	b
	11	15			5	2	17	1
appli screening	All	Some	None	No Activity	College	Wkshp	Job Exp	
	16	10			2	9	19	
selection decision	All	Some	None	No Activity	College	Wkshp	Job Exp	
	6	20			3	2	19	

INTRODUCTION TO JOB

orientation	All	Some	None	No Activity	College	Wkshp	Job Exp
	6	21			4	8	15
support pro-gram for staff	All	Some	None	No Activity	College	Wkshp	Job Exp
	6	19	1		6	8	13

APPRAISAL OF PERSONNEL

evaluation	All	Some	None	No Activity	College	Wkshp	Job Exp
blank-1		23	2	1	5	13	7
consult w/ eval	All	Some	None	No Activity	College	Wkshp	Job Exp
blank-1	4	20	2		5	10	10

**PERSONNEL RESPONSIBILITY FOR TASK TRAINING FOR TASK
FUNCTIONS All Some None No Activity College Workshop Job Exp**

PERSONNEL DEVELOPMENT

	All	Some	None	No Activity	College	Wkshp	Job Exp	
in-service								
blank-1	3	20	2	1	8	10	7	
intern program	All	Some	None	No Activity	College	Wkshp	Job Exp	b
blank-1	3	19	3	1	5	10	10	1

SECURITY OF PERSONNEL

	All	Some	None	No Activity	College	Wkshp	Job Exp	b
sub program								
blank-1	14	12			2	6	18	1
health/safety	All	Some	None	No Activity	College	Wkshp	Job Exp	b
blank-1	3	17	6		3	9	11	5
counseling	All	Some	None	No Activity	College	Wkshp	Job Exp	b
blank-1	6	17	2	1	8	6	11	2
grievance	All	Some	None	No Activity	College	Wkshp	Job Exp	b
blank-1	12	13	1		5	9	11	1
transfers	All	Some	None	No Activity	College	Wkshp	Job Exp	b
blank-1	15	10	1		3	3	17	1
dismissals	All	Some	None	No Activity	College	Wkshp	Job Exp	b
blank-1	13	10	3		6	13	13	
benefits	All	Some	None	No Activity	College	Wkshp	Job Exp	b
blank-1	11	12	3		3	13	11	1
tenure decisions	All	Some	None	No Activity	College	Wkshp	Job Exp	b
blank-1	8	14	4		5	9	12	1
liability	All	Some	None	No Activity	College	Wkshp	Job Exp	b
blank-1	3	19	4		2	7	11	3
layoffs/RIF	All	Some	None	No Activity	College	Wkshp	Job Exp	b
blank-1	13	11	2		3	5	17	
promotions	All	Some	None	No Activity	College	Wkshp	Job Exp	b
blank-1	4	19	3		3	4	15	2
discipline	All	Some	None	No Activity	College	Wkshp	Job Exp	n/a
blank-2	5	16	4		5	9	14	1
record keeping	All	Some	None	No Activity	College	Wkshp	Job Exp	b
blank-1	12	14			3	4	15	1

blank,26,70,134,19,132,118,48,65,111,14,109,2,101,102,56,39,131,38,15,1
08,107,122,7,25,49,41 total 27

Any comments about the functions or organization of the personnel department

- You assume a "personnel department." Small school systems do not have a full-time personnel person. The job gets done as best as possible.
- The growth of responsibilities in school personnel administration has outgrown resources for getting the job done.
- I am a very avid supporter of the team concept of management. The personnel department must work as a responsive and proactive member of the management team. Very few decisions should be made in isolation of other departments. However, the personnel department should have the major input in most employment decisions. Close cooperation with business/financial departments and curriculum areas are vital. You cannot work in isolation of others. As indicated earlier, personnel is probably the most far-reaching and essential area of a school organization. Its impact and influence is far-reaching and touches each and every aspect of education. Much more could be added to the survey, but time and the details cannot be easily conveyed here.

APPENDIX J

RAW DATA FROM HOSPITAL PERSONNEL ADMINISTRATORS

DIRECTIONS: The following survey is designed to document the current status and perceptions of personnel directors. THIS INFORMATION WILL BE CONFIDENTIAL AND REPORTED AS GROUP DATA. Please answer each question to the best of your knowledge. Your assistance is greatly appreciated.

1. Degree and/or certification required for your position:

BA required, MA preferred-2

BS/BA-16

BS in Business Administration, Masters preferred

High school education plus 1-2 years business training

Masters in Health Administration

MBA

BS in Business or Personnel Management

BA or equivalent years of experience

Four year degree in human services field

High School diploma

2-4 year degree in business administration

2. How many employees are in your organization?

non-exempt (or non-certificated)/exempt (or certificated)

blank-3; 380/20; 800/200; 1500/4000; -/9; 4500/2500; 37/63; 346/590;

343/42; 2000/125; 250/75; 200/25; 200/30; 275/80; 280/13; 425/25;

180/20; 425/25; 510/108; 3000/1000; 1200/150; 440/60; 1067 total;

240/blank; 230/blank

3. What is the title of your immediate supervisor?

Associate Administrator of Human Resources-2

Associate VP of Administration

Chief Operating Officer/President/CEO-13

Administrator-3

Associate Director/CFO

Director of Human Resources

Vice-President of Human Resources

Executive Director

Deputy Secretary

Director of _____ Center

Assistant Administrator/Finance Officer

Chief Financial Officer

4. What is your official job title?

Director of Human Resources-5
 Personnel Director/Director of Personnel-11
 Vice-President of Human Resources-2
 Associate VP of Human Resources
 Administrative Assistant
 VP of Human Resources and Support Services
 Human Resources Director/Manager-2
 Personnel Director/Affirmative Action Officer
 Director of Human Resources Management
 Personnel Officer III
 Director of Marketing and Human Resources

5. Please list the degrees that you hold, the major for each degree, and the institution which granted the degree.

Degree	Major	Institution
None-2		
MAEd, Health Care,		Central Michigan University
BSMT, Medical Technology,		Wake Forest/Certificate in Hospital Management/MS, Human Resources Mgt, U of Utah
AB, Political Science,		UNC
BS, Industrial Management,		Clemson/MBA, Campbell
BA, Business Administration,		U of Pittsburgh/MSAB, Business Administration, George Washington U
BS, Math,		South Carolina State College
BA, History,		Pheiffer College
BA, Psychology,		ECU
BS, Political Science,		James Madison U/MHA, Health Administration, Medical College of Virginia
BS, Economics,		Columbia U/MA&PhD, Labor & Industrial Relations, U of Illinois Business courses, Winston-Salem Business College & Mitchell College
BS, Pre-Med,		Furman/MBA, Marketing, GA State U
BS, Social Studies,		ASU
BS, Bus Adm,		UNC-Asheville
BS, Mgt,		Ball State U
BS, Bus Adm,		Pembroke State/MPH, PH Adm, UNC-CH
BA, English,		Davidson College
BS, Poly Sci,		W VA U/MA, Public Ad, Bowling Green State U

BSBA, Health Care Mgt, ASU
 AD, Executive Secretarial Science, Forsyth TCC
 BS, Bus Adm, U of TN
 BS, Education, Campbell
 BS, Human Services and Psychology, Elon College
 BA, Poly Sci, ECU
 AB, Economics, Duke

6. What professional positions did you hold prior to becoming a personnel administrator?

college instructor, medical technologist, director of staff development, director of marketing & education

USAF officer/US Army-3

personnel rep, supervisor of personnel administration, personnel manager

program director of MH, hospital employment coordinator, hospital assistant personnel director

benefits/compensation manager

school secretary & bookkeeper

administrative resident & army officer

employment interviewer

management engineer, director of management engineering

data process manager

teacher

none (military enlisted)

none-6

since graduate school, I have always been in personnel work

employee benefits, coordinator, personnel assistant

my entire career has been in personnel

owned insurance adjustment company, business and industry liaison officer

owner of a private business

methods analyst, work management analyst, compensation analyst

personnel analyst, chief of positions classifications, ass't personnel director, personnel director

7. In general, how well prepared were you for the position of personnel director at the time you first assumed the role?

very well prepared-7

fairly well prepared-15

not well prepared-5
can't make the judgment

8. Overall, was your educational preparation designed with personnel work as a specific goal?

yes-6
no-21

9. Which three graduate courses have been of greatest value to you as a personnel director? Please list.

legal aspects	communications	hospital management certification program
labor law-3	employee relations	benefit/compensation planning
issues in adm	none/blank/NA-15	personnel/HR administration/mgt-5
org behavior/dynamics-7		health mgt planning
marketing	management-2	principles of bargaining and negotiating
managerial finance		health care corp seminars
health services information and control systems		

10. Which three professional experiences (workshops, internships, staff development) have been of greatest value to you as a personnel director? Please list.

fund of personnel care	legal aspects of emp	wage & hour
prof ass'n meetings-11	work with consultants	work with government
human resource mgt-2	fund of supervision	supervision & mgt
labor law	flexible benefits	mgt practice/training-2
team building	outdoor adventure	workers comp workshops
blank-3	benefits seminars	various IPMA workshops

working as personnel manager
membership and leadership in NC Hospital Personnel Ass'n
on-job training/internships-6
experience in various positions
"Dealing with Difficult People" seminar
personnel law update seminars
Nat'l Training Director's Forum
legal aspects of hiring and firing
public manager program (Office of State Personnel)
six-month personnel course through Western Carolina Industries

11. If you do not devote 100% of your professional time to personnel administration, list your other areas of responsibility and approximate percentage of time spent on these.

Responsibility	Percentage of Time
payroll 40%,benefits 20%	no other-15
risk manager 20%,insurance 20%,ad assistant 20%	payroll 20%
ancillary depts 20%,support depts 30%	chaplaincy 5%
marketing 50%,human resources 50%	payroll director 30%
labor relations 40%,recruitment 40%,payroll 20%	data processing 20%
management team for agency 30%	benefit maintenance 20%
payroll 40%,maintenance 10%	

12. Number of clerical members of the personnel department:

1 full-time-5	3 full-time-4
4 full-time & 1 part-time-1	20 full-time & 3 part-time-1
6 full-time & 1 part-time-1	2 full-time & 1 part-time-1
22 full-time & 1 part-time-1	1 full-time & 1 part-time-1
blank/none-4	2 full-time-4
5 part-time-4	

13. List the titles and number of professional staff members of the personnel department.

Title	Number
director, administrative assistant	1
director of HR, compensation and benefit coordinator, secretary	1 each
HR director, employment manager	1 each
personnel director, recruiter, nursing recruiter	1 each
associate VP HR, directors, managers, HR reps	5, 15, 45
director of HR, benefits/compensation mgr., employment mgr, employee health coor., employee health nurse	1 each
VP of HR, associate directors, personnel managers, compensation analyst, interviewers, recruiters, employee relations specialist	1, 3, 5, 2, 4, 1
VP of HR and support services, personnel coor, director of ed	1 each
director of personnel, personnel ass't, personnel clerk, personnel secretary	
personnel director, benefits coor., employment coor., personnel ass't., personnel technician, employee health nurse	1 each
assistant personnel director, assistant personnel director for employment, assistant to personnel director, affirmative action, personnel director/affirmative action officer	

director of personnel, personnel assistant-1 each
 assistant director of personnel, employment interviewer, employee health nurse, EAP
 coordinator, director of personnel-1 each
 personnel officer III, personnel analyst I, personnel technician II & III, safety officer
 employment manager, vice-president of human resources-1 each
 human resources manager, fiscal services department secretary-1 each
 human resources coordinator, director-1 each
 employee health nurse, personnel director-1 each
 director only-5
 secretary, director
 director of marketing/human resources, human resources coordinator, human resources
 assistant-1 each
 personnel director, personnel assistant-1 each
 human resources rep/employment-1, human resources assistants-2

14. I normally devote the following number of hours to the job of personnel director on a weekly basis (include evenings and weekends):

hours per week

43	50-3	55	16	25	45-50	50-60-2
50+	-2	30-2	55-60	18	52	42
65	40-45	50-55	40-2	45-2	no answer-2	

15. What degree (e.g., B.S., M.Ed.) should be required for the position of personnel administrator?

AB/BS-20

MA/MS-1

MSA/MBA-3

blank-2

BS or BA in Social Studies, English/Law Degree/curriculum which is mgt oriented

16. What major (e.g., business administration) should be required for the position of personnel administrator?

blank-6

business law or behavioral sciences including HR/IR

business/business administration/management-7

personnel administration

business administration or personnel management

not important but must understand business concepts

varies depending on organization
 human resources management
 business or human resources
 kind of major is inconsequential
 I don't feel the nature of the degree is critical to one's success in the field
 concentration in personnel, labor laws, interpersonal relations
 a wide variety is suitable
 any major that provides a well rounded background
 BS or BA in Social Studies, English/Law Degree/curriculum which is mgt oriented
 major could vary by industry

17. What certification or credentials, if any, should be required for the position of personnel administrator?

BS plus experience in management
 none-5
 CPE
 depends on situation
 previous experience if lack other credentials
 variable, depending upon general education and experience
 much experience
 on-the-job experience
 blank-15

18. What three specific college courses or professional experiences should someone have before becoming a personnel administrator?

fund of personnel care	legal aspects of emp	wage & hour-3
legal aspects	organizational dynamics-3	
labor relations	public administration	statistics-3
management courses-2	counseling	psychology-5
labor law-4	flexible benefits	management practice
business law	budgeting/accounting-2	sociology
political science	personnel adm/mgt-5	computer course-2
hospital management certification program		direct supervision
administrative responsibilities		logic (Premises to Conclusions)
written communication skills/English(writing)-4		research
course related to human interactions		finance
medical terminology for hospitals		

19. What job title should the immediate supervisor of the personnel administrator have?

Executive director

CEO/COO/president-15

no answer-3

depends on organization

variable

CEO/secretary/vp or president

top or second level executive-3

hospital administrator

vp of human resources or CFO

20. What should be the job title of the personnel administrator?

vice president of human resources-8

director of personnel or human resources-4

human resources/human resources manager-2

director of human resources-9

personnel director-3

depends on organization

21. How do you view the position of personnel director presently?

as a position which is increasing in importance and influence-27

as a position which is decreasing in importance and influence

as a position which remains about the same in importance and influence as 5-10 years ago

don't know

22. Should the personnel administrator have major areas of responsibility outside of personnel?

no-15

yes-12

depends on size

If yes, list other areas of responsibility:

payroll-2 operating departments

security

employee health health & safety-2

training/development-4

only in small institutions

as needed by the organization

limited to the ability of the individual

benefits and compensation

in order to have a "full plate" e.g. payroll responsibilities

for quality assurance, at least more than a passing interest in services or products
 person must be adept at listening to other managers' needs to know their work demands
 and products

23. Does the organization size influence whether the personnel director has other
 major areas of responsibility outside of personnel?

no-4

yes-23

If yes, how?

smaller organizations normally have fewer managers overall

smaller hospitals often double-up in responsibilities because of staff size

complexity of personnel programs increase with size-2

job duties of all employees are more diverse in smaller organizations

in a small organization, specialization is impractical, all people wear many hats

smaller organizations typically have security, safety, cafeteria, etc.

with additional support staff, time can be devoted to developing a HR service division

the number of employees has a direct impact on the volume of work

of employees dictates whether time may be available for other pursuits

the personnel department must keep on top of the dynamics of a large organization. This
 requires much outside interaction

small organizations would have relatively few and simple personnel needs

small organizations would be more apt to have outside responsibilities

also depends on # of personnel employees

in a smaller institution, there is a broader range of responsibilities

marketing and public relations in larger organizations

24. Besides the personnel administrator, what other personnel staff members should
 ideally be found in the personnel department?

Title	Number
compensation & benefit coordinator, safety manager, health nurse, education & training-	
1 each	
benefits administrator, employment mgr, wage & salary adm-	1 each
employment officer-	1, benefits manager-1, assistants-2 or more
compensation manager, benefits manager, employee health manager, safety & security	
manager-size dependent	
compensation & benefits manager, employment manager, employee relations manager-	1
each	

compensation & benefits coordinator-1

employee relations manager-1

depends on size

no answer-3

wage & salary analyst, benefit analyst, clerical-depends on size

benefits specialist-1, wage & salary or compensation specialist-1

benefits, recruitment, employee advocate

corporate attorney

employee relations 1-2, benefits administration 1-2, position analyst-1

director of employee relations, director of employment, director of position mgt-1 each
assistants and clerical support

assistant and secretary

staff development, staff recruitment

compensation specialist, benefits specialist, education/training-1 of each

employee manager, employee health, compensation manager-1 of each

secretary

personnel clerk

employment coordinator

employment coordinator

employee relations, benefits administration, classification manager, daily OAs manager,
training director and their support staff

25. Does the organization size influence the number of personnel staff members found in the personnel department?

no-0

yes-24

blank-3

If yes, how?

the more employees, the more HR staff needed-5

can specialize and divide labor functions

with 100 employees, 1 person can handle it

support efforts increase as the numbers of staff throughout organization increases

size depends # of staff needed in all departments smaller = less staff

more services and higher complexity of services

the smaller the hospital, the smaller the personnel department

larger institutions need more clerical support

MIS functions are of greater importance in larger organizations

obviously dependent upon size and benefits

PERSONNEL FUNCTIONS

There are eight categories of personnel functions on the next two pages. Each category has been broken down into a number of primary tasks. For each task, you are asked about the "Extent of Personnel Department's Responsibility for Task" and the "Training for the Task." Below is an explanation of the possible responses.

EXTENT OF PERSONNEL DEPARTMENT'S RESPONSIBILITY FOR TASK

All-Personnel department does the entire task.

Some-Personnel department works with another department to perform the task.

None-Personnel department is not responsible.

No Activity-No such activity conducted by any department of the the organization. (Go to the next task.)

TRAINING FOR THE TASK

The **primary** source of your competence to perform or supervise the task

College/University

Workshop

On-the-job experience or self-taught

PERSONNEL RESPONSIBILITY FOR TASK TRAINING FOR TASK FUNCTIONS All Some None No Activity College Workshop Job Exp

PERSONNEL PLANNING

	All	Some	None	No Activity	College	Wkshp	Job Exp	
job analysis/ description	6	20	1		3	15	12	
labor market assessment	20	4	2	1	8	3	13	3
personnel projections	10	16	1		5	4	16	2
policy develop- ment	22	5			9	5	13	
p assignment blank-1	5	19	2		2	3	14	1

COMPENSATION

	All	Some	None	No Activity	College	Wkshp	Job Exp	b
pay administra- tion	21	6			6	7	8	1
benefits adm	26	1			3	10	12	1

**PERSONNEL RESPONSIBILITY FOR TASK TRAINING FOR TASK
FUNCTIONS All Some None No Activity College Workshop Job Exp**

salary increases	All	Some	None	No	Activity	College	Wkshp	Job	Exp	b
	11	15	1			3	7	14		1

RECRUITMENT

printed ad development & dissemination	All	Some	None	No	Activity	College	Wkshp	Job	Exp	
	17	10				5	8	17		
candidate search	All	Some	None	No	Activity	College	Wkshp	Job	Exp	b
	10	15	2			4	2	19		1
Job Fairs	All	Some	None	No	Activity	College	Wkshp	Job	Exp	b
	13	10	2	2		3	6	17		2

SELECTION OF PERSONNEL

interview	All	Some	None	No	Activity	College	Wkshp	Job	Exp	
	3	24				1	12	13		
EECC	All	Some	None	No	Activity	College	Wkshp	Job	Exp	
	16	10	1			7	11	9		
p assignment	All	Some	None	No	Activity	College	Wkshp	Job	Exp	b
	5	19	3			1	3	19		1
screening	All	Some	None	No	Activity	College	Wkshp	Job	Exp	
	18	8	1			3	5	17		
p selection	All	Some	None	No	Activity	College	Wkshp	Job	Exp	b
	2	22	3			1	4	19		1

INTRODUCTION TO JOB

orientation	All	Some	None	No	Activity	College	Wkshp	Job	Exp	
	3	24					5	18		
support pro- gram for staff	All	Some	None	No	Activity	College	Wkshp	Job	Exp	b
	4	17	3	3		1	3	15		4

APPRAISAL OF PERSONNEL

evaluation	All	Some	None	No	Activity	College	Wkshp	Job	Exp	b
	3	22	2			1	14	8		2
consult with evaluators	All	Some	None	No	Activity	College	Wkshp	Job	Exp	b
	8	16	3			2	10	10		2

**PERSONNEL RESPONSIBILITY FOR TASK TRAINING FOR TASK
FUNCTIONS All Some None No Activity College Workshop Job
Exp**

PERSONNEL DEVELOPMENT

	All	Some	None	No	Activity	College	Wkshp	Job	Exp	b
in-service	1	20	5		1	2	11	11		5
intern program	All	Some	None	No	Activity	College	Wkshp	Job	Exp	b
	1	11	9		6	2	5	5		11

SECURITY OF PERSONNEL

	All	Some	None	No	Activity	College	Wkshp	Job	Exp	n
sub program	All	Some	None	No	Activity	College	Wkshp	Job	Exp	n
blank/?-6	2	6	1		12	1	3	8		10
health/safety/ OSHA	All	Some	None	No	Activity	College	Wkshp	Job	Exp	
	8	12	1			2	18	9		
employee	All	Some	None	No	Activity	College	Wkshp	Job	Exp	
counseling	5	22				8	9	10		
grievance	All	Some	None	No	Activity	College	Wkshp	Job	Exp	b
	10	16			1	2	5	14		1
transfers	All	Some	None	No	Activity	College	Wkshp	Job	Exp	n
	6	19	2				6	17		2
dismissals	All	Some	None	No	Activity	College	Wkshp	Job	Exp	b
	6	20	1				11	15		1
benefits	All	Some	None	No	Activity	College	Wkshp	Job	Exp	
	22	5				2	11	13		
tenure	All	Some	None	No	Activity	College	Wkshp	Job	Exp	no
blank-1	4	11	3		8	1	2	9		9
liability	All	Some	None	No	Activity	College	Wkshp	Job	Exp	n
	5	12	8		2	1	3	11		4
layoffs/RIF	All	Some	None	No	Activity	College	Wkshp	Job	Exp	b
	7	17	1		2	2	8	15		2
promotions	All	Some	None	No	Activity	College	Wkshp	Job	Exp	b
	2	24	1				5	19		1
discipline	All	Some	None	No	Activity	College	Wkshp	Job	Exp	b
	4	20	3			1	11	12		1
record keeping	All	Some	None	No	Activity	College	Wkshp	Job	Exp	b
	20	7				2	8	14		1

Any comments about the functions or organization of the personnel department

5/9/18/27/3/23/10/25-/2/40/137/19/92/76/73/84/67/28/77/108/79/43/80/102/53

- I think training for all tasks is a cumulation of experience, formal and informal learning
- Some areas above mean different things at different times--somewhat unclear
- Personnel departments must be tailored to fit the organization. My training and abilities may be far different from others but I may be as successful as someone who has formal personnel training. It all depends on the situation.
- Continuing education (workshops, journals, seminars, etc.) is essential because of ever-changing legal aspects of Human Resources field.
- Originally hired as data processing manager/programmer. While hospital was looking for personnel, I filled in, and I have been here since, 3 1/2 years.
- Those questions answered none are usually done by department heads.
- In a state facility like _____, the local personnel department receives a good deal of direction, training and evaluation by DHR and State Personnel. While most areas function independently, there is a great deal of oversight in position control, salaried administration, qualifications, etc. The role of the personnel administrator varies greatly according to the needs/desires of the facility director. Here the role has much more management participation than of some sister institutions.