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Human Resource Management

Module 18

Participate in this seminar to learn more about the board of education's role as an employer. Module 18 workshop and resource materials include these important topics:

- Approaches to human resource management;
- School system assumptions, values and policies;
- The scope of human resource management;
- The legal and regulatory framework of employment; and,
- Issues in the Saskatchewan environment.

STEWARDSHIP

RELATIONSHIP

LEADERSHIP

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Introduction

Organizations are about people and nowhere is this more true than in education—a people enterprise with a focus on children and youth. Yet, what happens with these people is determined, to a major extent, by the people who are employed by school divisions to work with them. The quality and ability of these employees to work toward meeting the objectives of the school division is a critical factor in school divisions. The way these human resources are managed and aligned with the mission, vision, principles, values and objectives will determine the success of the school division.

The overall purpose of the human resource management function is to enhance the individual and collective contribution of employees to the success of the organization. Recruitment, development, retention and succession are a key part of a school division's strategic objectives. Human resource strategy is a school division's fundamental approach to managing employees in a way that ensures achievement of the school division's objectives. However, there are no 'recipes' for success in human resource management; the strategies must be adapted to the individual school division, its culture and environment.

School division human resources strategies need to consider:

- How will we approach our human resource management policy and practice?
- What assumptions does our board of education make about the people it employs and the school division values and policies that affect them?
- What is the scope of our human resource program?
- What is the legal and regulatory framework of employment within which we operate?
- What are the Saskatchewan human resource issues?
- How will we know if our human resource program is working?

Complexity of Human Resources

The human enterprise is complex. When one considers that each individual is unique not only in composition, personality and character but also in interpersonal relationships. The sum of who we are is brought into the role and function that we have within an organization. To manage these similarities and differences in an work environment is not an easy task and requires particular approaches and skill.

There are many different approaches to managing human resources. Boards must undertake an approach that fits with their values and strategy, to hire the right people and manage them in a way that fulfills the board high level of responsibility to students and the community. Above all, they must find ways to fully engage their employees in the educational enterprise.

Human resources form the most important asset of school divisions – they typically account for as much as 80% of expenditures for a board of education. Furthermore, they are critical to the education enterprise. Therefore, the attention that boards of education give to human resource management needs to reflect this condition and value.

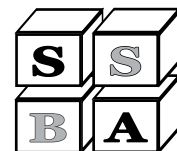
Key Themes

Effective school boards have formal human resource programs. They recognize the importance of internalizing the following themes in their plans:

- Organizations succeed because of people, and this is especially true in education;
- Successfully managing your human resources encompasses a broad range of functions; and,
- The board is responsible for ensuring appropriate policies and procedures for a comprehensive human resources program.

Building Board Knowledge

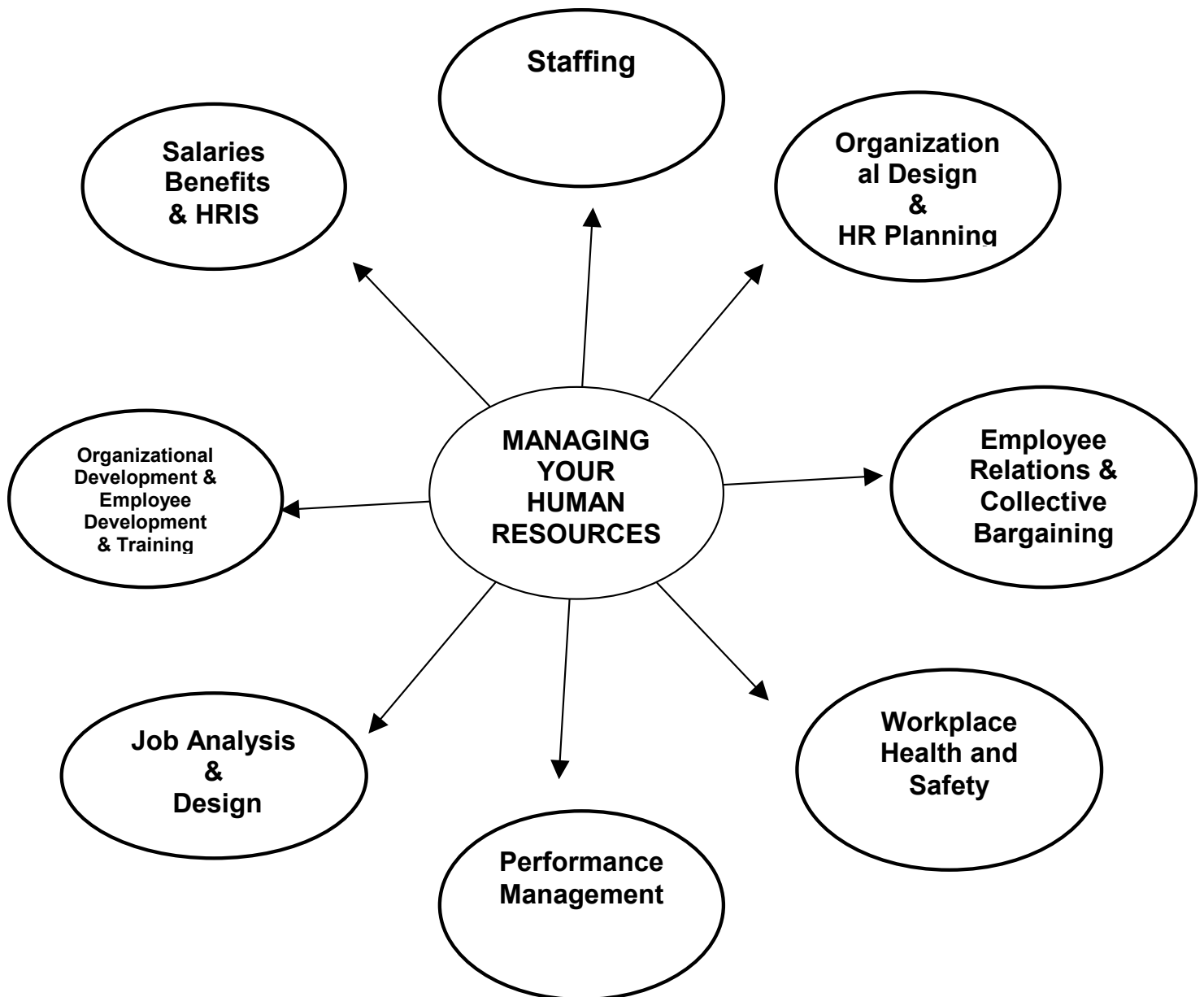
1. *What human resource strategies has your school board developed?*



Human Resource Management

The overall purpose of human resource management is to enable an organization to enhance the individual and collective contributions of employees to the success of the organization. In recent years, human resource functions have expanded and become more complex. At the same time, there has been a growing emphasis on ensuring that human resource practices fit with the strategic direction of the organization.

One way of looking at the various aspects of human resource management is seen in the diagram below:

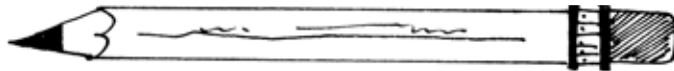


Critical Human Resource Areas

While all of the functional areas of human resource management are important, some of the areas where board decision-making is critical include:

- **Staffing** – Boards must determine a strategy for recruiting the best people, and selecting the right people. One decision board members will have to make is the role of trustees in the selection process.
- **Organizational Development and Employee Learning** – Especially because they are running an educational enterprise, boards have to consider carefully how to best and most responsibly encourage education and training for employees.
- **Employee Relations** – Includes a number of significant functions, ranging from managing employee communication through attendance management to workforce diversity.
- **Collective Bargaining** – A major obligation for boards of education both under *The Education Act, 1995* and *The Trade Union Act*. It is important for the nature of the relationship between school divisions and their employees, as well as having major financial consequences. Boards must make decisions ranging from the values that will direct labour relations, to the role of trustees in bargaining.

Notes



Legal Framework of Employment

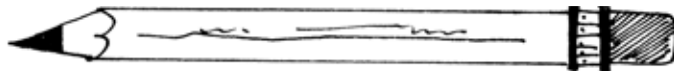
Much of the foundation of any human resources management approach is already established. *The Education Act, 1995* provides a structure for the employment of teachers, as well as for the senior administrators of the division, and provides for local collective bargaining with teachers. The provincial collective bargaining agreement with teacher largely sets the terms and conditions for teachers' employment.

Collective bargaining for support staff is regulated by *The Trade Union Act* and the Labour Relations Board. Important aspects of the terms and conditions of support staff employment will be set out in collective bargaining agreements.

As employers, boards of education are also required to comply with standards set by other provincial and federal legislation. Some of the laws that are important to know about include:

- *The Labour Standards Act;*
- *The Occupational Health and Safety Act;*
- *Saskatchewan Human Rights Code;*
- Common law concerning employment;
- Rules and regulation concerning Workers' Compensation; and,
- Federal rules and regulations on Income Tax, Canada Pension Plan and Employment Insurance – including Records of Employment.

Notes



Policy Governance

The Saskatchewan School Boards Association advocates that boards manage through policy governance. This means that boards:

- Establish policies which state its values and define the results it wants to achieve;
- Hold staff accountable for achieving the desired results; and,
- Monitor progress to determine the extent to which the board's values are being reflected in daily activities and the extent to which desired results are being achieved.

It is appropriate and sometimes mandatory under legislation for boards to develop human resource policies. These might include policies on:

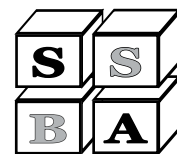
- Safe, healthy and respectful working and learning environments;
- Assigning, promoting and monitoring staff;
- Total compensation for non-union staff;
- Handling staff requests for sabbatical leave and other types of leave;
- Handling grievances;
- Confidentiality; and,
- Board liaison with staff.

Once the policies have been created and publicized the director of education is responsible for overseeing human resources work.

A policy governance approach helps ensure that all human resources matters are handled fairly and consistently. For example, if the board does not have a policy on staff leaves of absence, every request would be debated individually by the board. This approach has the potential to eat up a lot of board time and could result in inconsistent handling of similar situations.

Building Board Knowledge

1. Are your school board human resource policies effective?



Human Resources and School^{PLUS}

The School^{PLUS} mandate to assure the well-being and success in school and in life of children and youth requires that students not only succeed in learning but also learn how to deal with the growing challenges which they face and which negatively affect their progress—drug and alcohol abuse, family breakdown, and criminal activity are but a few. Response to these concerns requires the assistance of a variety of human resource workers and their involvement with schools. These workers may include nurses, social workers, justice workers, police, Aboriginal counselors and recreation facilitators. Human service workers within the school and with a team approach can provide a more immediate response.

For some school divisions, School^{PLUS} implementation requires hiring a new cadre of employees not experienced before in the school division. Their function in the school division as employees is significantly different than such functions when such personnel are employed by other organizations or agencies. Their employment involves revision of school division human resource policies to accommodate them.

Revision of school division human resource policies might address such things as:

- Roles and job descriptions that define what they are to do and their relationship with other staff members, students, parents and members of the educational community and community at large;
- Compensation and benefits that align with other employee groups and reflect fair market value for these positions;
- Resources, facilities, equipment and support required to accommodate these employees and to enable to function effectively within their mandate;
- Supervision and evaluation practices appropriate for their role and function; or,
- Protocol for access to students during school hours and after school.

A significant part of the personnel change is the orientation and integration process not only for the new employees but also for existing employees who will undoubtedly be involved with them. The mutual understanding of role, function and relationship will enhance the effectiveness of all concerned and will minimize emerging issues.

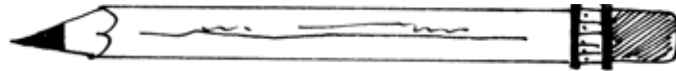
Human Resources Action

A school board fulfills its responsibilities by taking specific action regarding the issues that it needs to address. This holds true in the matter of school division employees; their roles, responsibilities and development. It is germane to the day to day function of the school division and the work of employees in achieving the goals and objectives of the division.

The school board will have undertaken significant steps toward the development of a school division human resource program when:

- The board has explored the values which they wish to bring to human resource management;
- The board has established policy to guide the recruitment of staff; and,
- The board has received relevant reports regarding human resource activity.

Notes



Reflection

Three key ideas from this module are:

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My questions:

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	Ideas I want to learn more about:	Ideas for my board to consider:
To be an effective trustee:		
To be an effective board:		

My Personal Plan of Action

In order to strengthen the governance of our board of education, I make a commitment to:

<p>State the Area You Want to Improve</p>	<p>I Commit Myself to the Following</p>	<p>When Will I Do This?</p>	<p>How Will I Know I Have Been Successful</p>