This course supports the assessments for Workforce Focus for Educational Leaders. The course covers 7 competencies and represents 4 competency units.

Introduction

Welcome! In this course, you will develop and enhance your knowledge of staff motivation, professional development, and other factors associated with maximizing the workforce. People are your greatest asset, and how you energize them will be pivotal in the accomplishment of the organization’s goals.

Overview

The activities in this course will give you an opportunity to analyze techniques that promote high job satisfaction. Each section will begin with a text reading and/or online activity, followed by reflection and discussion.

Competencies

This course provides guidance to help you demonstrate the following 7 competencies:

- **Competency 610.6.0: Readiness**
  This competency exists to assess the readiness of students.

- **Competency 610.6.1: Performance Incentives**
  The graduate examines how a PK-12 school organization engages, compensates, and rewards faculty and staff to encourage them to achieve high performance.

- **Competency 610.6.2: Professional Development**
  The graduate examines how the leadership of a PK-12 school organization develops professional development programs to achieve high performance.

- **Competency 610.6.3: Assessing Workforce Engagement**
  The graduate examines how a PK-12 school organization assesses workforce engagement and uses the results to achieve higher performance.

- **Competency 610.6.4: Workforce Management**
  The graduate investigates how a PK-12 school organization manages workforce capability and capacity to accomplish the work of the organization.

- **Competency 610.6.5: Work Climate**
  The graduate summarizes how a PK-12 school organization maintains a safe, secure, and supportive work climate.

- **Competency 610.6.6: Legal and Organizational Issues**
  The graduate assesses the impact of legal, legislative, and labor issues on personnel management practices in public and private schools.

Teaching Dispositions Statement

Please review the [Statement of Teaching Dispositions](#)
Course Instructor Assistance
As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you’re studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Learning Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow:


Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through VitalSource or a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition. The following sites provide instruction on how to create a VitalSource account, use features such as downloading your e-texts for offline use, and purchase a print-on-demand option, if available.

[VitalSource Navigational Video](#)
[Print-On-Demand Option](#)

**Other Learning Resources**

**Education Criteria for Performance Excellence**

**Pacing Guide**

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

**Week 1**

• Preparing for Success
• Incentivizing Workforce Performance
• Task 1

**Week 2**

• Meaningful and Relevant Professional Development for Faculty and Staff

**Week 3**

• Measuring the Effectiveness of PD Activities
Week 4

- Assessing and Improving Workforce Engagement in Schools
- Task 2

Week 5

- Managing the Workforce in School Organizations and Institutions
- Task 3

Week 6

- Developing and Maintaining a Positive Climate
- Task 4

Week 7

- Conflict Mediation
- Policies Relevant to Ensuring a Safe Environment

Week 8

- Legal Impacts on Workforce Management
- Contract Administration

Performance Incentives

The following activities will address incentives that educational leaders can implement in order to incentivize the performance of a school organization's or institution's workforce.

How to reward teachers has been a topic of debate; merit pay, in particular, has received significant attention. Further, rewarding teachers of specific subjects (e.g., math, science) has also come into focus. These formats of reward might not be available to you, yet as a new principal you must inspire and reward teachers. Think about what works for you, and given your knowledge of your colleagues, what motivates them. Consider these factors as you complete these activities.

Incentivizing Workforce Performance

Inspiring and rewarding teachers is part of the principal's job. You are the leader of the school and responsible for motivating teachers and making sure they do the best they can for the students.

Incentivizing Workforce Performance: Reading

• chapter 10("Creating Productive Work Environments")
• chapter 11("Legal Issues in Human Resources")

Consider carefully any workforce performance incentives that may be present in your case study school site. Evaluate (informally) the effectiveness of these incentives. Would you modify any of these as the principal?

Incentivizing Workforce Performance: Case Study Application

Go to your course, review the directions for performance task 610.6.1-01-04, and discuss the task with your supervising administrator in your case study site.

Complete: Task 610.6.1-01-04 Performance Task

Complete the following task in your course:

• LWT1 Workforce Focus for Educational Leaders: Task 610.6.1-01-04

For details about this performance assessment, see the "Assessment" tab in this course.

Professional Development

This section gives you an opportunity to examine professional development activities. Many such programs have to bridge the needs of the school and the skills of the teachers. In addition, the programs have to have meaning for the teachers; teachers must believe that participation in and implementation of the ideas presented will benefit their students. Ask yourself what works for you. Based on your knowledge from working with your colleagues, consider what works for them.

Meaningful and Relevant Professional Development for Faculty and Staff

Faculty members, just like students, are excited and motivated by meaningful activities. You, as the new principal, must ensure that the professional development programs are relevant and can translate into increased student achievement. There are different formats for enhancing teachers’ skills (e.g., turnkey training, outside consultants, professional association resources, and conferences), and taking advantage of these opportunities will heighten your staff members’ performance. Now you will have an opportunity to examine and analyze various techniques of improving pedagogical practices.

Professional Development Activities: Reading

Professional Development Activities: Case Study Application

Write a brief essay for inclusion in your study notebook. Do the following to evaluate how your school organization plans for professional development:

- Explain how your school organization plans for the learning needs and desires of teachers.
- Explain how your school organization's plan prepares teachers to meet the needs of diverse learners.

Effectiveness of Professional Development

This section will give you an opportunity to examine the methods used to assess the effectiveness of professional development (PD). School districts devote significant resources, time, and personnel to this area. As principal, you must ensure that these resources are maximized.

Measuring the Effectiveness of PD Activities

All actions must be measured to assess their effectiveness. As a principal, what techniques will you use to measure the success of the professional development activities in which your teachers engage? Think about how the training the teachers receive manifests itself in increased student achievement.

Measuring the Effectiveness of PD Activities: Case Study Application


- chapter 13("Faculty Meetings: A Tool for Capacity Building")

Write a brief essay to include in your study notebook in which you complete the following items:

- Describe how administrators measure the effectiveness of training. Do they visit classrooms of teachers returning from conferences? Do they measure the increase in student achievement after the skills learned from the development activities are applied?
- Analyze the effectiveness of the techniques administrators use to assess the effectiveness of professional development activities.
Assessing Workforce Engagement

Establishing a culture of continual improvement is essential for ensuring an ever-improving organization. Further, you must have the ability to assess your staff's involvement.

Assessing and Improving Workforce Engagement in Schools

As a principal, you must effectively engage members of the workforce to maximize them as a resource. Different groups, like different people, have different needs. Examine what techniques work best in your case study site.

Assessing and Planning Skills: Reading


- chapter 13 ("Assessing and Planning Skills")

Consider how workforce engagement is assessed in your case study school site. Evaluate, informally, the effectiveness of such measures and how you might improve them if you were placed in the principal's position. Document your findings in your study notebook.


- chapter 4 ("The 21 Responsibilities of the School Leader")

Workforce Engagement

Engage the following video presentation related to workforce engagement prepared by J. Marin (March 7, 2016):

Note: To download this video, right-click the following link and choose "Save as...": download video.

Workforce Engagement Initiatives: Case Study Application

Go to your course. Review the directions for performance task 610.6.3-01-05, and discuss the task with your supervising administrator in your case study site.

Complete: Task 610.6.3-01-05 Performance Task

Complete the following task in your course:
LWT1 Workforce Focus for Educational Leaders: Task 610.6.3-01-05

For details about this performance assessment, see the "Assessment" tab in this course.

**Workforce Management**

These activities will address the significance of workforce management in your organization or institution and how school administrators meet their responsibility of both leading and managing the workforce. These items address "your organization's systems for engaging, developing, and assessing the engagement of your workforce, with the aim of enabling and encouraging all members of your workforce to contribute effectively and to the best of their ability. These systems are intended to foster student achievement and high performance, to address your core competencies, and to contribute to the accomplishment of your action plans and to organizational sustainability" (Baldrige National Quality Program, 2007, p. 49).

**Managing the Workforce in School Organizations and Institutions**

These items also examine "your organization's workforce environment, your workforce capability and capacity needs, how you meet those needs to accomplish the work of your organization, and how you ensure a safe and supportive work climate. The aim is to build an effective environment for accomplishing your work and for supporting your workforce" (Baldrige National Quality Program, 2007, p. 50).

**Managing the Workforce: Capacity and Capability**

Engage the following video presentation related to workforce capacity and capability prepared by J. Marin (November 27, 2013):

*Note: To download this video, right-click the following link and choose "Save as...": [download video]*

**Managing the Workforce: Discussion With Mentor**

Review with your mentor how he or she has observed workforce management as well as how you observe these management practices in your case study school setting. Consider how the workforce management practices, procedures, and policies in your case study school setting can be improved.


- chapter 2("Planning for Staffing Needs")
- chapter 3("Evaluating and Selecting Applicants")
- chapter 13("Managing Conflict in Schools")
- chapter 14("Termination and Reduction in Force")
How would you classify the management style present in your case study school setting? Document your findings in your study notebook.

Managing the Workforce: Case Study Application

Go to your course. Review the directions for performance task 610.6.4-01-05, and discuss the task with your supervising administrator in your case study site.

Complete: Task 610.6.4-01-05 Performance Task

Complete the following task in your course:

- LWT1 Workforce Focus for Educational Leaders: Task 610.6.4-01-05

For details about this performance assessment, see the "Assessment" tab in this course.

Work Climate

These activities will address the significance of promoting a positive work climate in your organization or institution and how school administrators meet their responsibility of maintaining an effective, forward-thinking institutional or organizational climate. Promoting a positive environment is critical; as a principal, you want the staff to focus on student achievement, not on the toxicity of the organization.

Developing and Maintaining a Positive Climate

A positive work environment is essential for motivating staff members. As a principal, you want teachers to have high job satisfaction and to work in a professional climate that focuses on enhancing students’ experiences. This task will give you insight into the key elements of developing and maintaining that highly desired, positive working environment in which everyone can thrive.

Human Resource Policies and the Workforce

Engage the following video presentation related to The Differentiation of Human Resource Policies prepared by J. Marin (March 1, 2014).

Note: To download this video, right-click the following link and choose "Save as...": download video

Review Chapter 14

• chapter 14("Termination and Reduction in Force")

Read Chapter 5

Read of the following in
Green, R. (2009). *Practicing the art of leadership: A problem-based approach to implementing the ISLLC standards* (2nd ed.).

• chapter 5("Decision Making: Quality and Acceptance")

Positive Climate: Discussion With Mentor

Complete and discuss the case studies at the end of chapter 5("Decision Making: Quality and Acceptance") of Green, R. (2009). *Practicing the art of leadership: A problem-based approach to implementing the ISLLC standards* (2nd ed.).

Review with your course instructor how he or she has observed school climate practices as well as how you observe these practices in your case study school setting. Consider how the school climate in your case study school setting can be improved upon.

Document your findings in your study notebook.

Case Study Application

Go to your course. Review the directions for performance task 610.6.5-03-05, and discuss the task with your supervising administrator in your case study site.

Complete: Task 610.6.5-03-05 Performance Task

Complete the following task in your course:

• LWT1 Workforce Focus for Educational Leaders: Task 610.6.5-03-05

For details about this performance assessment, see the "Assessment" tab in this course.

Managing Workforce Conflict

All people in relationships experience conflict at some time, whether the relationships are personal or professional. As a principal, you will be expected to be the judge and jury when conflicts develop. Your conflict resolution skills will be tested every time an issue is brought to you.

Conflict Mediation

Think of a time you had an issue with a parent, supervisor, or another teacher, and you presented your case to the principal. How the principal dignified your concern, demonstrated understanding, and resolved the issue probably figured prominently in your view of the principal as a leader. You will be in that same situation as a principal one day. This task examines conflict mediation.
Conflict Mediation: Case Study Application

Write a brief essay to include in your study notebook in which you complete the following items:

- Interview your principal, and learn about a time when there was a conflict between a teacher and a parent, and the parent was right.
- Describe the conflict.
- What would you have done if you had been the principal?

Workforce Safety

As an educational leader, it is important to address workforce safety by designing and maintaining an effective environment. School organization leaders must work to ensure the safety of school staff, visitors, and students alike.

Policies Relevant to Ensuring a Safe Environment

Before focusing on instructional excellence and student achievement, you must ensure that the environment is safe and secure. Safety and security are basic needs in any organization. Teachers, students, and parents must know that their school is a safe place for them to work and learn. This exercise will give you an opportunity to focus on the key elements of safety and security in the workplace.

Workforce Safety Essay

Note: You should refer to your case study school setting as you complete this activity.

Write a brief essay to include in your study notebook in which you complete the following evaluation regarding how your school organization maintains workplace safety and security:

- Describe three policies or procedures your school organization has in place to ensure workplace safety and security.
- Explain how these policies or procedures might be improved.
- Explain what goals your school organization might set to improve workplace safety and security, based on your recommendations.

Legal and Organizational Issues

This section addresses the significance and impact of legal and organizational issues on workforce management practices of school administrators.

Legal Impacts on Workforce Management
Principals must be knowledgeable about school law, and important new cases are decided every year. It is crucial for you to be knowledgeable and current when it comes to ensuring that appropriate legal tenets are followed in your school. This section gives you an opportunity to analyze how recent and critical cases in school law affect the operations of your case study school.

**Review Chapter 11**


- chapter 11("Legal Issues in Human Resources")

**Review Chapter 5**


- chapter 5 ("School Desegregation")

Consider carefully how the regulations and legislation presented in these chapters has impacted the practices of the administration in your case study setting.

Discuss with your case study administrator recent actions he or she has taken in response to the regulations you have reviewed in this topic's reading. Document your findings in your study notebook.

**Workforce Grievances**

One role of the principal is to ensure the integrity of agreements between labor unions and boards of education. Your contract administration skills might be tested by labor union officials and will be watched by everyone, particularly at the start of your career as a principal, to determine how you expect the workforce members to follow the contract. This section gives you the opportunity to learn about and analyze one situation in your case study site.

**Contract Administration**

Contract administration is a key job responsibility for the principal. You represent the board of education at your school site and must ensure that the agreement between the teachers association and the board of education is enforced. Knowing and understanding the agreement is not enough; administering it is essential to ensuring a smooth operation of the educational process.

**Addressing Grievances**
Think about how your principal addresses grievances, both formal and informal, in your case study site. Does every situation involve a formal hearing? Does management ever compromise and, if so, to what extent?

Document your findings in your study notebook.

**Case Study Application**

Interview your principal, and write a brief essay to include in your study notebook in which you address the following items:

- Describe a situation in which a labor union brought a grievance to the principal for a formal hearing.
- Describe the steps to take to address the matter before it reached a formal level.
- Describe the different remedies. What did each side want as a solution?
- What would you have done if you were the principal?

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.