

employee wellness programs (42%), coordinating the employee assistance program (40%), and providing personal counseling for employees (40%).

By using a criterion of 30 percent or more of the respondents not performing, sharing or delegating a responsibility, seven more responsibilities are added to the list: administering the staff payroll operations (38%), administering programs to decrease absenteeism (37%), administering workers' compensation claims (35%), administering unemployment compensation claims (33%), administering tuition assistance programs (30%), administering the employee retirement program (30%), and conducting exit interviews (30%).

Although respondents may have reported that they did not perform, share, or delegate a responsibility, this does not mean the responsibility was not performed in the school division. Such responsibilities as administering workers' compensation claims, unemployment compensation claims, employee retirement programs and staff payroll operations must be handled by someone. It just was not the person responding to this questionnaire.

On the other hand, such typical personnel responsibilities as conducting pre-employment testing, publishing an employee newsletter, supervising wellness programs, providing personal counseling, and administering programs to decrease absenteeism may have such low priorities in small school divisions that they aren't part of the everyday operations of the school division.

Fourteen of the responsibilities were performed by 40 percent or more of the respondents who were primarily superintendents (33.3%), assistant superintendents (33.3%), and personnel directors (18.3%). These may be called "closely held

responsibilities” and are in order from the highest to the lowest percentage as follows: preparing personnel-related information for the school board (58%), supervising the handling of EEOC complaints for the division (53%), posting job openings (51%), providing data as requested by the superintendent and school board (47%), reviewing applications for instructional positions (46%), developing job descriptions (46%), screening applicants for the position of substitute teacher (45%), administering procedures for internal promotions and transfers (45%), administering guidelines for reduction-in-force (44%), conducting recruitment activities for all positions (42%), reviewing applications for support staff positions (41%), reviewing and mediating employee grievances (41%), overseeing contract management and contract terms (40%), and reviewing applications for administrative positions (40%).

The functions in which these closely held responsibilities are located are recruitment (2 responsibilities), selection (4 responsibilities), induction (2 responsibilities), justice (2 responsibilities), continuity (2 responsibilities), and information (2 responsibilities). Those respondents reporting that they perform these responsibilities are giving their attention to recruiting, selecting, and inducting personnel; making transfers; managing contracts; and dealing with such issues as EEOC complaints, employee grievances, and reduction in force. These are crucial to the productivity and stability of the school division.

Forty percent or more of the respondents reported that they shared 27 responsibilities with others. At least one responsibility in each of the 10 personnel functions was shared by the respondents. The shared responsibilities were as follows:

Planning

1. Establishing guidelines outlining the number and types of staff that a school or office may hire
2. Developing specific guidelines for supervisors related to district's affirmative action plan
3. Overseeing student enrollment projections
4. Developing forecasts of staffing needs
5. Developing the personnel budget

Recruitment

6. Conducting recruitment activities for all positions

Selection

7. Interviewing candidates for instructional positions
8. Interviewing candidates for administrative positions
9. Interviewing candidates for support staff positions
10. Reviewing applications for administrative positions
11. Reviewing applications for support staff positions

Induction

12. Informing new employees about employee benefits
13. Conducting new employee orientation and induction programs
14. Administering procedures for internal promotions/transfers
15. Overseeing contract management and contract terms

Appraisal

16. Developing guidelines and procedures for staff evaluations

Compensation

17. Conducting job analyses/salary studies
18. Developing salary schedules
19. Developing an employee recognition program

Development

20. Conducting staff development for instructional staff
21. Conducting staff development for non-instructional staff

Justice

22. Reviewing and mediating employee grievances
23. Developing/implementing disciplinary procedures

Continuity

24. Developing job descriptions
25. Administering guidelines for reduction-in-force

Information

26. Completing federal/state/local reports pertaining to personnel
27. Providing data as requested by superintendent and the school board

Forty percent or more of the respondents reported they delegated nine of the responsibilities. These were in five of the personnel functions:

Selection

1. Conducting background checks for professional staff
2. Conducting background checks for nonprofessional staff

Induction

3. Maintaining a list of substitute teachers

Compensation

4. Acting as the supervising office for substitute teachers in regard to accounting for hours and payment
5. Administering the employee health insurance program
6. Administering the staff payroll operations

Justice

7. Administering unemployment compensation claims
8. Administering workers' compensation claims

Information

9. Maintaining personnel records

These responsibilities were either time consuming or had technical components to them. Also, the responsibilities require considerable paperwork and follow-up types of operations.

Table 8 contains the number and percentage of persons responsible for the personnel function by job responsibility. The respondents indicating a response of thirty-five percent or more were superintendents and assistant superintendents. Superintendents responding to the survey indicated they perform the job responsibilities from highest to lowest: review instructional applications (46%); administering procedures for internal promotions and transfers (45%); establishing guidelines outlining the number and types of staff that a school or office may hire (42%); overseeing contract management and contract terms (40%); administering guidelines for reduction-in-force (36%); and supervising the