

**Washington State Training & Registry System (STARS)**

**Certified STARS Instructor: Lita Tabish, M Ed**

**Study Guide & Workbook for:**

**STARS 5 Hour Course**

**Administration 2**

**“Staffing”**

**This is an Internet class please go to the website:**

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## Information

- ❖ Read this workbook and use it as a class resource. All work in this book is kept for your future reference. Do not submit these pages.
- The course assignments can be found at the class website: **www.starstab.com** Once you are at this site go to “Enter your Classroom”.
- Please be sure to go to the “Class Study Links” page. There you will find a variety of links set up to help you with your assignments. Many of these links are directly related to your assignments.
- All assignments are turned in by e-mail to: **admin@starstab.com** As you finish one assignment go directly on to the next one.
- Remember; “No News is Good News” as you will only be notified if your assignments are incorrect or incomplete. So continue on at your own pace.

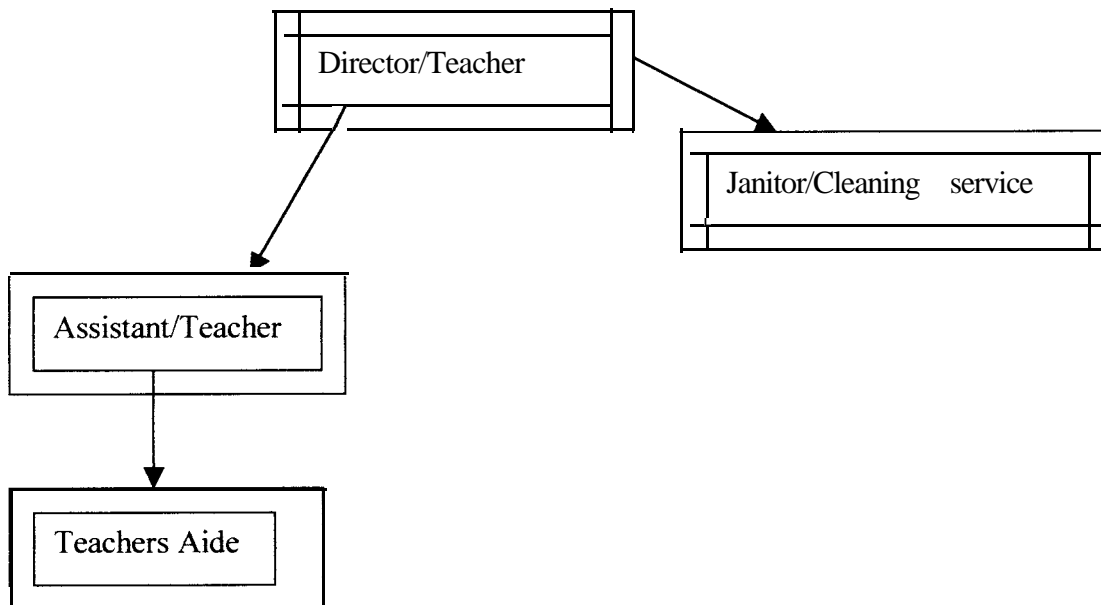
## Organizational Structure:

Every facility has its own structure of personnel arranged in a hierarchy. These levels of personnel are most often arranged by the amount of training each job requires. There are a number of factors that will influence your facilities organizational structure. Each of the following must be considered when deciding the best way to organize your facility.

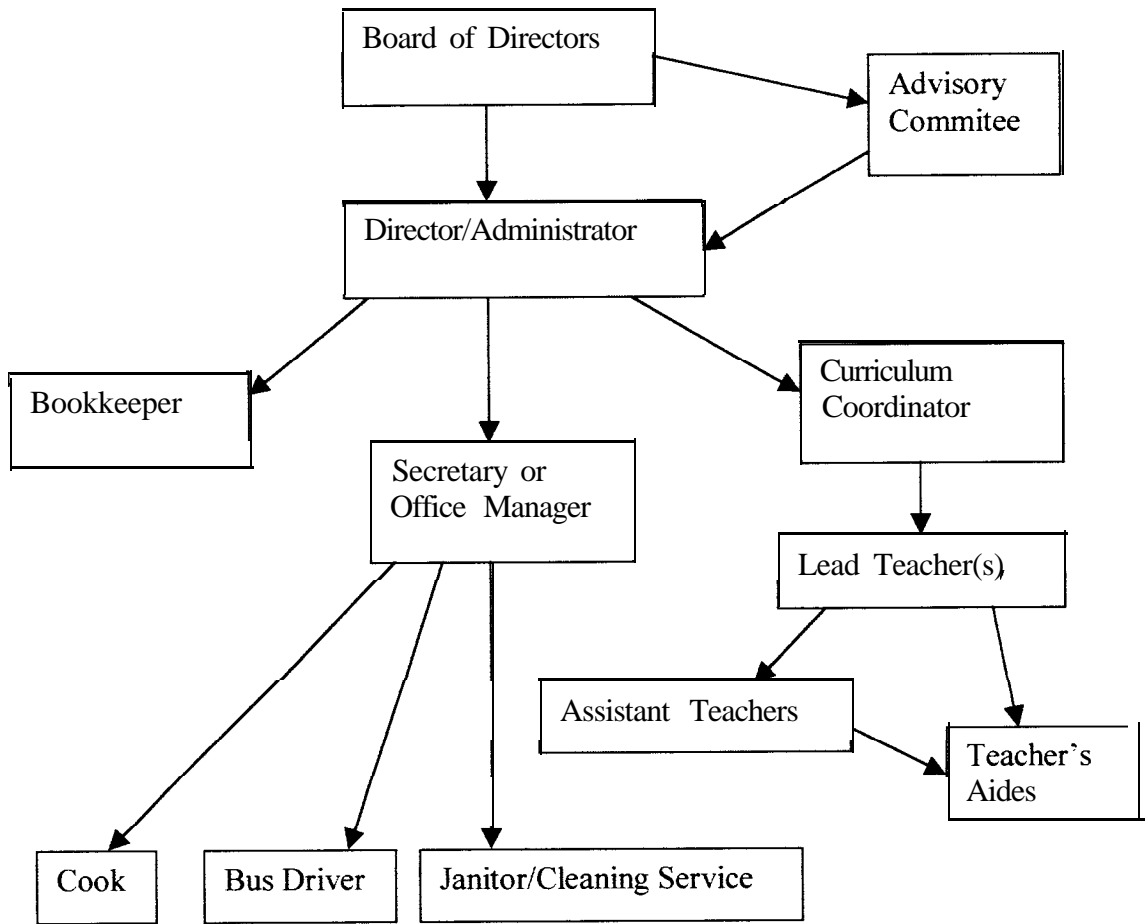
- Size of your facility
- Types of services offered
- Sponsorship – Non-profit, Corporate, or Proprietary
- Skill & training of available employees

The following are two samples of the Organizational Structure in a flow chart format. The first sample is for a small facility with few personnel. The second sample is for a larger Non-Profit facility.

### **Sample One:**



**Sample Two:**





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## Hiring New Staff Members

One of your most important tasks as director will be hiring new staff members. The atmosphere and quality of a child care facility is primarily dependent upon the staff. The most functional building, the most elaborate equipment, and the most expensive educational materials will not ensure a good program. Although the presence of a certain number of these components is essential, the difference between a good quality program and one that is mediocre or poor can usually be attributed to the quality of the staff.

### Qualifications

Before hiring anyone, you need to decide what qualifications an employee must have for each particular staff position.

### Legal Requirements

The first criterion to be considered is that of the legal requirements imposed by licensing regulations. Some states may not have any such requirements; however, many states do have standards regarding the age of employees, their education in early childhood subjects, and their experience.

### Your Own Standards

You must decide whether you want to require your employees to meet only the minimum standards or whether you want to add certain standards of your own regarding education and experience. For example, a state may require only that employees be at least 18 years of age and high school graduates, but you may want your employees to have one or two years of college education, some courses in early childhood subjects, and at least one year of actual experience. You may set your own standards as high as you want.

If you set your standards too high, you greatly limit your field of potential candidates. The salaries that you offer need to be competitive with those offered for other jobs for which these candidates may be eligible. If you can only pay minimum wages, you will need to consider hiring entry-level personnel who have not had much training or experience, but who have the potential to benefit from professional training while on the job. Make certain that such applicants want to continue their professional growth and that you are willing to support their efforts



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## Labor Laws

### **Minimum Wage**

Before hiring any employees, familiarize yourself with both federal and state labor laws that may affect the operation of your center.

Contact the U.S. Department of Labor for specific questions in regard to minimum wage. There are special provisions for persons considered to be trainees, apprentices, or students.

### **Individuals with Disabilities**

The Rehabilitation Act of 1973 prohibits job discrimination because of a disability. The Americans with Disabilities Act of 1990 protects qualified applicants and employees with disabilities from being discriminated against in hiring, job training, promotion, discharge, pay, benefits, and any other aspect of employment.

### **Worker's Compensation Insurance**

All states require that employers carry this type of insurance to cover employees who are injured while at work.

### **Unemployment Insurance**

All states have some form of unemployment compensation laws, designed to provide an income to employees who may lose their jobs for economic reasons. This does not apply to employees who are discharged because of misconduct.

### **Equal Employment Opportunity Is the Law**

Executive Order 11246 prohibits discrimination in hiring based on race, color, religion, sex, or national origin, and is known as *affirmative* action.

The laws are not static. Amendments are created from time to time. When in doubt, call your local Labor Relations Board to clarify whether or not the information you want of a prospective employee is nondiscriminatory.

### **Advertising**

All job openings must be advertised in either the newspaper or by posting notices in pertinent areas, so that persons qualified for the position may be aware of them. This eliminates your being able to rely only on personal recommendations or walk-in candidates. It does not, however, preclude your hiring them. Many companies include the term "Equal Opportunity Employer" in their advertisements. For the small center, this may boost the cost of the advertisement. Even so, the wording of the ad must be such that it does not specify gender, race, religion, or other qualifications that may be considered discriminatory. An exception is that Section 702 of the Civil Rights Act (1972) allows religious groups to specify that candidates of a specific religious orientation will be given priority consideration.

## Qualifications

Qualifications must be stated so that they cannot be misconstrued as leaning heavily toward one particular race, religion, gender, nationality, or age group; nor may they be stated so that they may discriminate against one particular race, religion, gender, nationality, or age group. Advertisements may not require documents such as photographs, birth certificates, naturalization papers, or any others that may indicate race, gender, nationality, religion, or age group.

## The Interview

- a. Keep a careful record of all persons interviewed to use as support in case of a discrimination accusation. A tape recording of your interviews is an excellent backup in case of a protest. Be sure to inform applicants that the interview is being taped.
- b. Questions asked of all candidates must be uniform. The best practice might be to duplicate the questions ahead of time and give a copy to all members of the interviewing committee. The same questions will be used for each person being interviewed, **thus** assuring equal opportunity.
- c. To refine your selection process, you may ask for points of clarification about any information that the candidate has written on the application form. For example, "Why have you had **five** jobs in the last three years, as you have indicated on your application?" or "How has your membership in this professional organization helped you to become a better child care provider?" The following list gives some guidelines as to what you may or may not ask or say during an interview.

### *Name of Applicant*

You may ask:

"Have you ever worked under another name or been convicted of a crime under another name?"

You may not ask:

"Has your name been legally changed?"  
"If so, what was your former name?"  
"What was your maiden name?"

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### *Address*

You may ask:

"What is your address?"  
"How long have you been living at that address?"

You may not ask:

"With whom do you live?"  
"Do you own or rent your home?"

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### *Birthplace*

You may ask:

"If I hire you, will you be able to prove that you have a legal right to work in the U.S.?"

You may not ask:

"What is your birthplace?"  
"Where were your parents born?"  
"May I see some papers that indicate your birthplace?"

## ***Age***

You may ask:

“Are you over 18 years of age?”

“If I hire you, can you show me proof that you are over 18?”

“If I hire you, can you submit a work permit if you are under 18?”

You may not ask:

“What is your birth date?”

“When did you complete elementary school?”

“When did you graduate from high school?”

Questions that may indicate an applicant is over 40 years of age.

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## ***Religion***

You may say:

“These are the hours we would expect you to work.”

“We are open five days a week and on some weekends and holidays.”

You may ask:

“Do you see that there would be any problem in your being able to work during our hours of operation?”

You may not say:

That your organization belongs to a particular religion.

You may not ask:

Any questions to derive information about the applicant’s religion or religious service attendance.

“Does your religion prohibit you from working on certain days?”

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## ***Marital Status***

You may not ask:

“What is your marital status?”

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## ***Children***

You may not ask:

“Do you have any children?”

“Do they live with you?”

“Who will care for your children if they are ill?”

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## ***Race***

You may not ask:

“What is your race?”

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## ***National Origin***

You may ask:

“What languages do you speak, read, or write?”

You may not ask:

“What is your nationality or national origin?”

“How long have you been in the U.S.?”

“What is your usual language?”

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## ***Education***

You may ask:

Type and degree of education.  
Schools attended.

You may not ask:

Questions about educational background that would not be relevant to the position being interviewed for.

### ***Work Experience***

You may ask:  
“What is your work and/or military experience?”

You may not ask:  
“If you were in the military, how were you discharged?”

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### ***Criminal Record***

You may ask:  
“Do you have a criminal record? Where? Why?”  
“Have you ever been convicted of child abuse?”

You may not ask:  
“Have you ever been arrested?”

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### ***Photograph***

You may say:  
“After hiring you, we will need a photograph of you.”

You may not say:  
“We need a photograph of you with your application.”

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### ***Emergency Notification***

You may ask:  
“Who should be notified in an emergency?”

You may not ask:  
“What relative should be notified in an emergency?”

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### ***References***

You may ask:  
“Do you have any objection to our contacting any of the persons whom you have listed as references on your application?”  
“Who referred you to this job?”

You may not ask:  
“Can you give a religious reference?”  
When checking with former employers, you may not ask questions that elicit information as to race, creed, color, religion, national origin, physical handicap, medical status, age, or gender.

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### ***Health***

You may ask:  
“Are you physically able to perform the job you are applying for?”  
“Do you have any condition that may inhibit your performance?”  
“What can be done to accommodate this limitation?”  
“Are you able to move heavy equipment and lift children?”

You may not ask:  
“Do you have a medical disability of any type?”  
“Have you ever received worker’s compensation for illness or injury?”  
“How is your general physical health?”

## **The Interview Process:**

Keep careful records of all persons interviewed. Save copies of all notes taken during each interview. A tape recording is an excellent backup in case of a protest or a discrimination accusation. Be sure to inform the applicant that the interview is being taped.

All questions used must be uniform, and asked of each person interviewed. This will allow for a fair reading into the attributes and weaknesses of every applicant. You may ask additional questions for “clarification” and “examples” to any questions you may have about the applicants Resume or Application Form.

## **Sample Situational Questions:**

During the interview it is a good idea to have several “Situational” questions ready to ask. These types of questions show the level of flexibility, problem solving skills, and communication skills that the applicant holds.

- You have planned a session of singing songs as your next activity. None of the children seem interested.. .what would you do?
- There is a four year old girl in your group that wonders around with her thumb in her mouth, not participating in activities.. . what would you do?
- A child has just arrived and is not feeling well.. . what would you do?
- What would you do if a three year old starts to paint purple finger paint all over her arms & legs?

# Sample Interview Questions

1. Describe yourself. What kind of person are you? \_\_\_\_\_
2. Describe your current or last job.
3. How would (name of your last boss) describe you? What would he or she say is best about you? Worst?
4. Tell me about your failures and successes. What was learned from your failures? What was learned from your successes?
5. Describe your experiences with children.
6. Can you tell me some differences between a three-year-old and a **seven-year-old**?
7. How would you **rate** your organizing abilities?
8. What would a typical daily schedule for you look like?
9. What is your philosophy about discipline?
10. If you ever disagreed with a parent or caregiver, how did you resolve the differences?
11. Who do you admire, and why?
12. What are your most important values? How did you acquire them?
13. Tell me about a time when you did something good for someone.
14. What would you do **if**:
  - a child accuses another of cheating at a game?
  - a child's personal belonging is missing from his or her cubby at the end of the day?
  - one child is biting another child?
15. Describe the ways in which you would involve parents and caregivers in the child care program.
16. What do you do in your spare time? What are your hobbies or interests?
17. Why do you want to work with children?
18. How do you deal **with** stress?
19. What would you do if someone accused you of child abuse?
20. Have you ever been reprimanded at work? For what?



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## References

To aid in your selection of an employee, you must check references. Unfortunately, today it is **difficult** to receive pertinent information about how applicants may have performed. Former employers will only tell you information related to hire and termination dates, salary and if the former employees are eligible to be rehired. You must get written permission from the applicant to contact previous employers. Personal references are not as valuable because the applicant won't normally list someone who will speak negatively about them. Personal references, however, can be helpful if you ask whether there are any other people you may contact to ask about your applicant's abilities and work with children.

Once you have **called** to speak to someone who knows the applicant's abilities, listen to the tone of his or her voice and attitude conveyed. A former supervisor will add a smile behind his or her voice when speaking about a good or excellent employee. The voice tone regarding a problem employee may be hesitant or reluctant. Ask for any other names of people who may be able to tell you more about the applicant. Document all reference information that you obtain in order to determine your selection.

You can also solicit written references once you have selected a candidate. Usually these take a while, and the person may have worked for you for several weeks before you receive written responses. At that time, and while the person is still serving a probationary period [Section **D27**], you may want to reevaluate your selection if the information that you receive is negative.

The following are sample telephone and written reference check questions.

1. Can you please verify the dates of employment and the position held?
2. How would you describe (applicant name)'s (values, character, personality)?
3. Tell me how (applicant name) related to (parents, caregivers, children, other adults).
4. What were his/her skills like when interacting with children?
5. How did **he/she** respond to supervision?
6. How did he/she deal with stress?
7. Are you aware of any **problems** (applicant name) may have had that might interfere with his/her ability to perform this job (Tell the reference what the applicant has applied for)?
8. During the time you worked with (applicant name), did you ever observe **anything that** would make you **uncomfortable** recommending them for a position working with children?
9. Would you hire this person to care for your own children?
10. Would you rehire this person?

You may **meet** with resistance in getting this information, depending on the policies of the agency that you have contacted. However, do not fail to verify that the person to whom you are speaking is the reference that was given. Never tell an applicant that he or she was not hired due to poor references. You may tell them that information provided on his/her application or resume was unable to be verified.



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## Selecting an Applicant

In reviewing applications, you should consider the applicant's experience and education. It is valuable for children to experience a variety of caregivers, thus reaping the benefits of various generations and experiences.

### **Qualified Applicants**

The child care field is attracting increasing numbers of men and women with nurturing qualities and good educational backgrounds. The availability of highly qualified applicants may eventually help to raise the overall pay scale for both men and women. By the same token, these persons quickly become overqualified for their level of pay and seek work elsewhere, thus ever diminishing the availability of qualified applicants.

### **Personality**

You must evaluate the personalities and ego strength of your applicants and learn if they are willing to work toward continued professional growth. You will also have to weigh their personalities against their work experience to determine whether strength in one area can offset a possible weakness in another.

### **The Candidate's Own Child**

Many applicants who have preschool children may expect to bring them to the center with them. This is not always a satisfactory arrangement, but it can be worked out—usually by having the child in the group of another child care provider.

### **Social Situations**

In considering new staff members, there may be certain social situations that will be almost beyond your control. For example, your best friend's daughter may be seeking child care employment, but you do not consider her a qualified applicant. You may hire the wife of the chairperson of the board or a brother of a leading financial contributor to the organization that sponsors the center. These persons may have very nice personalities, but may turn out to be poor child care providers, even though their educational qualifications meet your standards. You may feel that for the good of the program they should not be on the staff.

Each situation will have its own set of variables. Consider all aspects before hiring someone who is closely connected either directly or indirectly with the governing body. If you hire such a person, make it clear that your personnel policy and provisions for trial employment (probation) apply the same as they do to other staff members. Be prepared for hard feelings should the employee perform unsatisfactorily.

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## YOUR EXPERIENCE WITH CRITICISM AND CHANGE

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### SENTENCE COMPLETION EXERCISE

Complete the sentences to explore your emotional response to criticism and change:

1. My earliest memory of being criticized was when...

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My reaction was...

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2. When someone gives me **helpful** feedback, I usually...

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3. A time when I was criticized or judged harshly was:

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My reaction was...

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4. The most **helpful** way to give me feedback is...

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5. Recent personal or professional changes I've made have been...

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6. Rate yourself:

I am **not** able to  
criticism.

0 accept 1 2 3 4 5 6 7

I am very able to  
criticism.

8 accept 9 10

Explain your reaction:

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## FEEDBACK AND CHANGE QUIZ

Mark whether the statement is mostly true (T) or mostly false (F) for you:

1. \_\_\_ I actively seek feedback that helps me change the way I teach.
2. \_\_\_ It makes me very apprehensive to be observed and critiqued while teaching.
3. \_\_\_ The idea of continual improvement in adult instruction is exciting for me.
4. \_\_\_ When faced with criticism I **often** take a defensive posture.
5. \_\_\_ I consider myself rather flexible and open to change.
6. \_\_\_ I like to find a comfortable way of doing something and then stick with it.
7. \_\_\_ It is better to believe in yourself than use others' ideas about how to improve.
8. \_\_\_ Tell me what is wrong, but let me fix it my way.
9. \_\_\_ I will initially resist a new approach but **after** thinking about it I may change.
10. \_\_\_ I consider myself a seeker of wisdom and truth who acts on my findings.
12. \_\_\_ Give me stability and solid standards because change creates chaos.
13. \_\_\_ I love **freedom** to explore and experiment.
14. \_\_\_ I act on helpful, positive information and take negative feedback with a grain of salt.

Go back over your answers to the above items. Note areas where you should put more thought or need to re-evaluate your position or experiences. Use the next page to write your observations about yourself