



Head Start A to Z, 2.0 **Human Resources**

Background

Human resources (HR) systems do much more than process payroll, manage insurance enrollment, and fill empty job positions. In fact, HR is responsible for managing every aspect of human capital in Head Start and Early Head Start programs, from recruiting qualified workers to evaluating their performance. HR provides talent management, administrative services, training, coaching, legal advice, and resources to promote employee satisfaction and well-being. It empowers employees by ensuring they have the credentials and competencies they need in their current jobs and the ability to advance toward their career goals.

HR also plays a powerful role in transmitting the program's mission, vision, and values to employees, thereby building a positive organizational culture. Positive culture is linked to job satisfaction and retention. These elements are critical to maintaining staff consistency for children and families.

For all these reasons, effective HR systems are vital to developing and maintaining quality Head Start and Early Head Start programs and driving continuous program improvement.

Learning Objectives

Participants will:

- Explore seven key functions of HR
- Identify how HR builds and retains a diverse, high-quality workforce
- Understand how HR contributes to programs' capacity to meet their goals and helps drive continuous quality improvement
- Learn how compliance with applicable labor laws and early childhood workforce regulations is a cornerstone of HR's work
- Learn how HR can help build a healthy organizational culture

Overarching Theme

HR reminds us that any Head Start or Early Head Start program is only as good as its people. A strong HR system ensures staff members and volunteers have the credentials and competencies they need to fulfill their responsibilities and create quality outcomes for children and families. It also helps staff members and volunteers feel valued, respected, and heard.

Materials

- PowerPoint presentation
- Flipchart paper and markers
- Other supplies as noted in the script
- Handouts



Planning Ahead

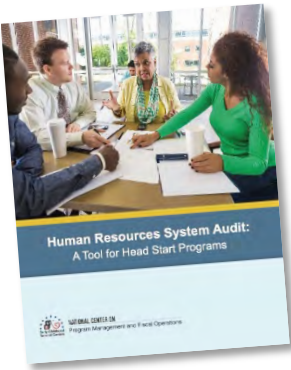
- Time required for this module will vary based on the size of the group and participants' level of knowledge.
- Facilitators should be familiar with the requirements set forth in the Head Start Program Performance Standards (HSPPS) and Head Start Act, with particular emphasis on:
 - [Staff qualifications and competency requirements, 45 CFR §1302.91](#)
 - [Personnel policies, 45 CFR §1302.90](#)
 - [Training and professional development, 45 CFR §1302.92](#)
 - [Sec. 648A](#)
- Prepare all materials needed for activities in advance. Note that some activities require substantial preparation.
- Make copies of all session handouts ahead of time, organizing them in the order in which they appear in the presentation.
- This session requires internet access to watch a video clip.



Content and Activities Map: HR


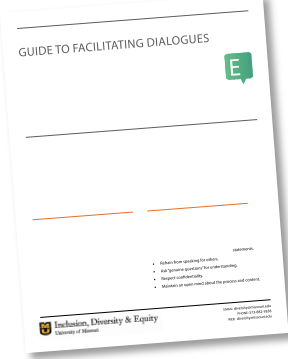
Head Start A to Z, 2.0, is a collection of training resources designed to address the unique needs of Head Start and Early Head Start leaders. This module can be used by

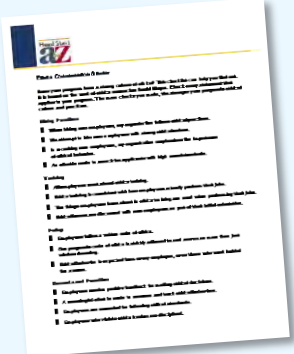
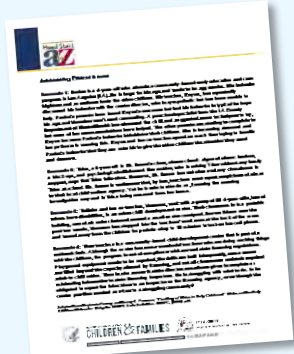
training and technical assistance (T/TA) providers or consultants in face-to-face groups and distance learning settings to orient and support directors and managers in their leadership roles. This module can also be used by Head Start directors and managers to train staff, Policy Council, and governing body or Tribal Council members. While each training offers a comprehensive exploration of a given topic, they are designed to be flexibly adapted. The following table describing content and activities is a blueprint of all the resources in this module. Use it to pick and choose the resources you need to address your specific training needs and time constraints.


Focus	Slide	Handouts	Suggested Timing*
Introduction			
Welcome	Slide 1	None	5 min
Learning objectives	Slide 2	 <p>Reflective Practice Tool</p>	3 min
Understanding Head Start, A to Z, 2.0, guiding principles	Slide 3	 <p>A to Z, 2.0, Guiding Principles</p>	5 min

Focus	Slide	Handouts	Suggested Timing*
Head Start Management Systems Wheel	Slide 4	None	6 min
HR as a management system	Slide 5	None	1 min
Seven Focus Areas of HR			
The focus areas	Slide 6	None	2 min
Capturing baseline knowledge	Slide 7	None	22 min
Strategic Planning			
HR's contributions to strategic planning	Slide 8	None	2 min
	Slide 9	None	3 min
HR audit	Slide 10	 <p>Human Resources System Audit A Tool for Head Start Programs</p> <p>NATIONAL CENTER ON Program Management and Field Operations</p> <p>Human Resources System Audit</p>	15 min
Talent Acquisition			
Recruiting qualified candidates	Slide 11	None	4 min
	Slide 12	None	25 min
Employee Engagement and Retention			
How HR bolsters employee connection	Slide 13	None	3 min

Focus	Slide	Handouts	Suggested Timing*
Understanding different levels of staff engagement	Slide 14	 <p>The 'X' Model of Engagement video</p>	12 min
Learning and Development			
HR's role in developing a skilled workforce	Slide 15	None	2 min
HSPPS and Head Start Act requirements	Slide 16	None	5 min
Developing learning opportunities	Slide 17	 <p>70-20-10 Checklist</p>	20 min
Culture, Diversity, Inclusion, and Equity (CDIE)			
Definitions and tactics for promoting CDIE with staff	Slide 18	None	5 min

Focus	Slide	Handouts	Suggested Timing*
Understanding and promoting CDIE in early childhood settings	Slide 19	 <p>CDIE: Let's Discuss</p>  <p>Guide to Facilitating Dialogues</p>	18 min
Employee and Labor Relations			
HR's role in employee and labor relations	Slide 20	None	6 min

Focus	Slide	Handouts	Suggested Timing*
Ethics	Slide 21	 <p data-bbox="800 869 1154 898">Ethics Conversation Starters</p>  <p data-bbox="816 1287 1138 1316">Addressing Ethical Issues</p>	20 min
Resolving grievances	Slide 22	None	10 min
Organizational Effectiveness and Development			
How HR promotes organizational effectiveness	Slide 23	None	4 min
Understanding group dynamics and culture	Slide 24	None	20 min
Closing			
Key Messages	Slide 25	None	3 min

Focus	Slide	Handouts	Suggested Timing*
Closing reflections	Slide 26	 <p>Reflective Practice Tool</p>	5 min
Related ECLKC resources	Slide 27	None	1 min
Contact PMFO	Slide 28	None	1 min

*Timing will vary based on number of participants being trained.

Let's Get Started

Slide 1

Facilitator Notes:

Welcome participants to the session and introduce yourself and any co-facilitators. Begin the session with an introductory activity to create a positive group climate.

Say to Participants: “The National Center on Program Management and Fiscal Operations, or PMFO, has updated Head Start A to Z to align with the revised Head Start Program Performance Standards that became effective November 2016. Head Start A to Z was originally designed to support new leaders in their Head Start roles. The term ‘leaders’ ensures that anyone at the management level, or in some cases the governing body, Tribal Council, or Policy Council level, can attend the sessions or use the materials for independent learning.

“The updated Head Start A to Z, 2.0, learning modules provide baseline-level information primarily through a leadership and management systems lens. The presentations are modeled on ‘learning organization’ concepts. In each of the modules, we recognize key characteristics of learning organizations, including a supportive learning environment, openness to new ideas, and time dedicated for reflection.

“Each attendee has an important role to play in the success of this session. Those with experience remind us where we’ve come from and what we must do to maintain our identity and uniqueness. New members bring a fresh perspective and remind us what we must do to prepare for the future. All roles are essential for Head Start to be a learning organization that continues to grow and flourish.

“Head Start A to Z, 2.0, is most successful when it helps us share the best of what we have to offer with a strengths-based focus. As you engage in this session, we hope you will support one another in the learning process by generously sharing your knowledge, experience, and perspective.”



Slide 2

Facilitator Notes:

Distribute the Reflective Practice Tool handout.

Say to Participants: “In this module participants will:

- Explore seven HR focus areas
- Identify how HR builds and retains a diverse, high-quality workforce
- Understand how HR contributes to programs’ capacity to meet their goals and helps drive continuous quality improvement
- Learn how compliance with applicable labor laws and early childhood workforce regulations is a cornerstone of HR’s work
- Learn how HR can help build a healthy organizational culture”

Guide participants to the Reflective Practice Tool handout.

Say to Participants: “At the end of our session, you will be asked to use this Reflective Practice Tool to write down some key thoughts based on what you’ve learned. We encourage you to jot down some preliminary thoughts as we move through the session.”

Learning Objectives

As a result of this session, participants will:

- Explore seven key functions of HR
- Identify how HR builds and retains a diverse, high-quality workforce
- Understand how HR systems contribute to programs’ stability and capacity to meet their goals
- Learn how HR can help build a healthy organizational culture

Slide 3

Facilitator Notes:

Distribute the Head Start A to Z Guiding Principles handout.

Say to Participants: “Head Start A to Z, 2.0, is based on six guiding principles. These guiding principles are foundational to the design of the modules and have been aligned with the HSPPS.

Six Guiding Principles for A to Z, 2.0

“Head Start directors and managers come from all walks of life with a wealth of employment experiences. However, we all share a commitment to a comprehensive, high-quality early childhood experience. We recognize that, to promote school readiness and be responsive to the needs of our communities, we must engage in

ongoing professional development. Head Start A to Z, 2.0, was created to support professional growth and development for Head Start leaders.”

Guide the participants to the Head Start A to Z Guiding Principles handout. Review the six principles below. You may paraphrase or slightly summarize.

- 1. Successful programs are learning organizations.** Head Start is a dynamic organization with high expectations, values, and traditions. Programs are constantly responding to changing community needs and evolving best practices. To cultivate a learning organization that thrives in this environment, program leaders must support all staff in becoming life-long learners who embrace challenges as opportunities for collective problem-solving and innovation.
- 2. The effective delivery of services grows out of strong systems.** Program leaders must regularly refine their program’s management and fiscal systems. To target community needs and deliver comprehensive services, leaders need to understand systems thinking and view their program through a systems lens. They also need to recognize the relationship between systems, services, and child and family outcomes.
- 3. Sound decision-making is informed by quality data.** Used in planning, evaluating, and communicating information, quality data is integral to cultivating a culture of continuous quality improvement. To this end, it is critical for leaders to establish efficient processes for collecting, aggregating, analyzing, and synthesizing data. This involves training teachers, home visitors, family advocates, health services workers, and other staff how to integrate data management into their day-to-day work.
- 4. Relationship-building is at the heart of transformational leadership.** Robust Head Start communities build on authentic relationships between all of their stakeholders, from children, families, staff, and managers to governing bodies, Tribal Councils, and Policy Councils. To cultivate these communities, leaders need to communicate effectively, empower others, foster teambuilding, and nurture collaboration.
- 5. School readiness for all is our driving goal.** Head Start leaders play an integral role in conceiving and promoting an inclusive vision of school readiness. To support children with diverse abilities and backgrounds to

develop the skills, knowledge, and attitudes needed to be successful in school, effective leaders must stay informed on developments in early childhood education. They also must actively collaborate with parents, staff, governing bodies, local education agencies, and community partners in embedding these best practices into services and programming.

6. **Culturally and linguistically diverse organizations rely on intentional, specific, and coordinated approaches.** To ensure the full and effective participation of dual language learners and their families, Head Start leaders must coordinate program-wide plans that involve all service areas and multiple staff. This includes staying connected to the communities served, implementing targeted strategies, and articulating how programs and services address specific linguistic and cultural needs.

Say to Participants: “In addition to anchoring the content in Head Start A to Z, 2.0, you will revisit these guiding principles in all of the trainings offered by PMFO.”

Slide 4

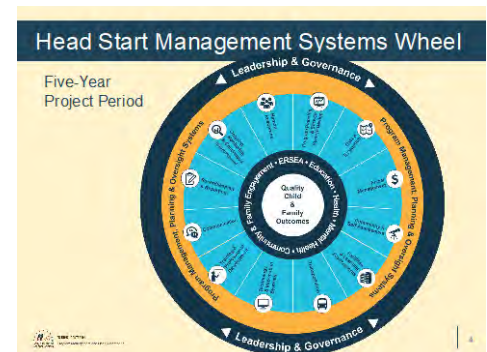
Facilitator Notes:

Deliver the following material as a mini-lecture.

Say to Participants: “The Head Start Management Systems Wheel can help us understand how HR fits into the overall picture.”

In your own words, explain the graphic on the slide by pointing to its various elements and describing each, basing your descriptions on the bullet points below.

- The **dark blue outer circle** includes the functions of leadership and governance. They are the bedrocks of effective management, encompassing and informing the 12 management systems.
- The **yellow circle** outlines the scope of these systems.
- The **segmented aqua blue ring** outlines each of the 12 management systems. These systems work together to inform and influence the program’s service delivery. These services include education, health,



mental health, community partnerships, family engagement, and eligibility, recruitment, selection, enrollment, and attendance (ERSEA).

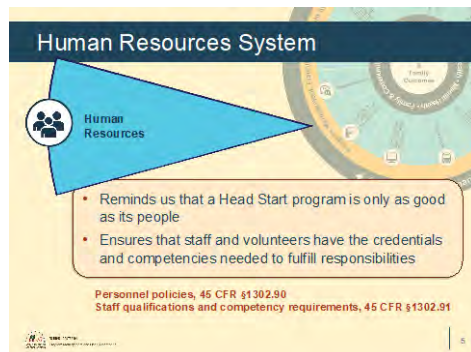
Say to Participants: “You see that one of the aqua blue wedges is labeled ‘Human Resources.’ That’s the management system we’re looking at in this module. In Head Start, all of these systems work together to inform and influence the program’s service delivery, which you see in the dark blue inner circle. When innovative leadership, strong management systems, and well-designed services are working together, we produce quality child and family outcomes.”

Slide 5

Facilitator Notes:

Review the slide with participants.

Say to Participants: “The HR system reminds us that any Head Start program is only as good as its people. It ensures staff members and volunteers have the credentials and competencies they need to fulfill their responsibilities.”



Slide 6

Facilitator Notes:

Introduce the seven focus areas of HR covered in this module.

Say to Participants: “This module draws on research from The Society on Human Resource and Management (SHRM), a nonprofit that works to develop best practice standards for the HR field.¹



¹Society for Human Resource Management. *Introduction to the SHRM Body of Competency and Knowledge™*. 2018. https://www.shrm.org/certification/recertification/Documents/18-1534%202019%20BoCK_WEB.pdf

“SHRM organized its standards into 15 categories. In this module, we’re going to look at seven categories we consider particularly relevant to Head Start and Early Head Start programs. We’re going to call them ‘focus areas.’ Each has been adapted to the Head Start program environment.

“We’re going to talk about these focus areas one by one as we move through this session.”

Slide 7

Facilitator Notes:

Write one of the focus areas below on each of seven sheets of flipchart paper and post them around the room. As each participant walks in, hand them a small piece of paper marked with a number between one and seven.

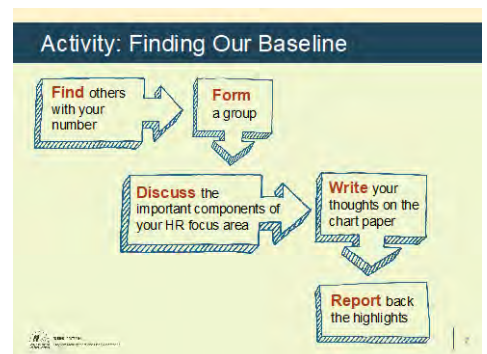
Say to Participants: “As you entered the room, you received a number between one and seven. Each of the numbers corresponds to one of the focus areas.”

Read the list below, pointing out each accompanying flipchart sheet as you go.

1. HR strategic planning
2. Talent acquisition
3. Employee engagement and retention
4. Learning and development
5. Culture, diversity, inclusion, and equity
6. Employee and labor relations
7. Organizational effectiveness and development

Say to Participants: “Find others in the room with the same number. Then, gather together at the flipchart sheet that matches that number. You’re going to form a group.”

Allow a few minutes for participants to find their places.



Say to Participants: “Please discuss the key components of your focus area and write them on the flipchart paper. You may not be sure of them all, so make your best guess. You have 15 minutes.”

After 15 minutes, ask the participants to come back together. Ask each group to spend 45 seconds sharing the key components they identified.

Slide 8

Facilitator Notes:

Introduce the first focus area, which is HR strategic planning.

Say to Participants: “We’re going to start by talking about HR strategic planning. Strategic planning at the HR level involves developing skills and carrying out activities that will help the program achieve its goals.



HR staff must understand:

- The program’s mission, vision, and values inform strategic management and planning
- Project leadership, governance, and structures
- The strategic planning process (e.g., formulating objectives, setting goals, implementing ideas, and evaluating progress)
- Strategic analysis tools, such as SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis and scenario planning²

²Society for Human Resource Management. *Introduction to the SHRM Body of Competency and Knowledge™*. 2018. https://www.shrm.org/certification/recertification/Documents/18-1534%202019%20BoCK_WEB.pdf

Slide 9

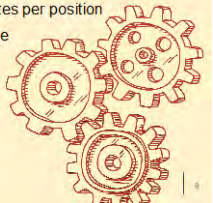
Facilitator Notes:

Continue mini-lecture on HR strategic planning.

Say to Participants: “HR staff in Head Start programs use systems thinking to understand how the management systems work together and which resources are needed to implement plans effectively. Systems thinking helps us recognize how different parts of a system are related, depend on one another, and interact.

HR Planning Inputs

- How other child-serving organizations function and perform
- Staff training and professional development needs
- How program staff’s skills are evolving over time
- Compensation and turnover rates per position
- Which activities may expose the organization to legal risk
- Number of work-related illnesses and injuries
- Policies promoting culture, diversity, inclusion, and equity



“HR informs strategic decision-making by sharing data that might include:

- How other child-serving organizations function and perform, which helps us understand our competitive advantage
- Staff training and professional development needs
- How our program staff’s skills are evolving over time
- Compensation and turnover rates per position
- Which activities may expose the organization to legal risk
- Number of work-related illnesses and injuries
- Policies promoting culture, diversity, inclusion, and equity

Slide 10

Facilitator Notes:

Distribute the HR Systems Audit handout.

Say to Participants: “Head Start programs vary enormously in size and complexity. All need to continually monitor and improve their HR processes, however. An excellent way to do this is through an HR systems audit.



“An HR systems audit helps programs:

- Examine workforce-related policies, procedures, and strategies
- Understand which strategies are working well

- Identify activities that could be done more efficiently or at reduced cost, perhaps by outsourcing
- Protect the program from litigation³

“Take a look at the audit handout. It’s been created by your peers in Head Start programs across the country, so you should find it relevant to your own workplace.”

Ask participants at each table to spend 10 minutes reviewing the handout as a group. Then, they should discuss each of the following questions. You may wish to write them on flipchart paper for easy reference.

- How can you use this resource in your program?
- Which focus areas would you explore first?
- Are there specific topics or actions within any of the focus areas that your program should be attending to right now?

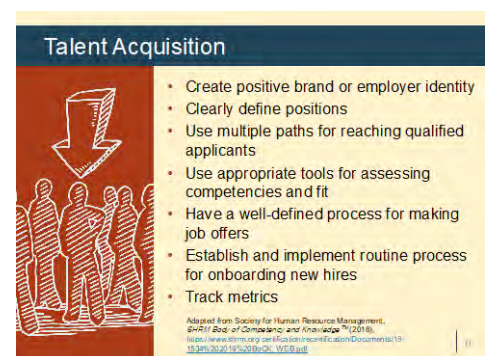
Say to Participants: “Keep this handout available. As we move through each focus area of HR, look at the corresponding section and think about how you would rate your program. Be sure to take the handout back with you so you can fill it out as a team.”

Slide 11

Facilitator Notes:

Introduce the next focus area, which is talent acquisition.

Say to Participants: “We have talked about the importance of HR strategic planning and how HR is uniquely responsible for recruiting and training staff who can carry out the organizational strategic plan.



“The next topic we’re going to explore is talent acquisition. Talent acquisition refers to two activities:

³ Society for Human Resource Management. *Introduction to the SHRM Body of Competency and Knowledge™*. 2018. https://www.shrm.org/certification/recertification/Documents/18-1534%202019%20BoCK_WEB.pdf

- Attracting and recruiting skilled people to join the organization
- Processes for selecting the best possible candidate for any given job opening

“In order to perform these two essential tasks, the HR system should:

- Create and maintain a positive brand or identity as an employer
- Clearly define each position, including the specific duties and hard and soft skills each job requires
- Use multiple paths for reaching qualified applicants (e.g., ads, job fairs, social media, and partner outreach)
- Use appropriate tools and methods to assess competencies and fit (e.g., interviews, checklists based on qualification standards in the HSPPS and Head Start Act, skills inventories, and referral checks)
- Have a well-defined process for making job offers that includes procedures for conducting background checks
- Establish and implement routine processes for onboarding
- Track metrics, such as time spent recruiting, onboarding, and orienting new employees, and the resulting cost-per-hire”⁴

Slide 12

Facilitator Notes:

Continue with the talent acquisition section. Make sure each table has markers, half-sheets of paper, and masking tape. Alternatively, you can use large-size sticky notes. Prepare five sheets of flipchart paper with one of the following titles on each:

- Sourcing
- Interview process
- Talent assessment

Activity: The Perfect Hiring Formula

50%
Of all hiring decisions are mistakes
- Peter Drucker

⁴ Society for Human Resource Management. *Introduction to the SHRM Body of Competency and Knowledge™*. 2018. https://www.shrm.org/certification/recertification/Documents/18-1534%202019%20BoCK_WEB.pdf

- Offer and induction
- Joining

Say to Participants: “Peter Drucker, known as the father of management theory, once said that 50% of all hiring decisions are mistakes. Do you agree or disagree?”

Solicit responses and facilitate a brief discussion.

Say to Participants: “Is there a perfect formula that can minimize hiring mistakes? Let’s do an activity. Imagine you are HR mad scientists. You need to hire a new manager for your Head Start program’s education staff. What is the perfect formula for hiring the best person? By ‘best,’ we mean someone with the right credentials who will be a good fit with your organizational culture. Your task is to work with your tablemates to identify the components of your perfect hiring formula. Think about each activity and write your thoughts about each one on its own half-sheet of paper. You will have 15 minutes.”

While the group is working, post the five sheets of flipchart paper, in order, on the wall with space between each sheet. After 15 minutes, bring the group back together.

Say to Participants: “Let’s find out what each group has included in its formula. Each of your ideas will go in one of the categories I’ve posted. Let’s take a look at them.”

Point out each flipchart sheet as you explain each category.

Say to Participants: “In any hiring process, you will have:

- Sourcing, which means recruiting promising candidates
- An interviewing process, which is screening applications to decide which ones best meet your needs
- Talent assessment, which refers to assessing the skills of selected candidates
- Offer and induction, which means offering the job and onboarding the new employee
- Joining, which is about helping the new employee assimilate into the organization”

Call on one of the groups to approach the flipchart sheets. Ask someone to volunteer to read each activity aloud and place it in the category they think it belongs. If they have trouble deciding, invite other participants to help.

Say to Participants: “Now, everyone else come up and put each of your activities in the category you think it belongs. You have five minutes.”

After five minutes, read each posted activity aloud and position duplicates together. If any activity seems out of place, ask the group where they think it belongs and rearrange as you go.

Say to Participants: “This exercise tells us certain activities are common to the hiring process. Most groups have named a range of activities, most of which fit into our categories. Think about your program. Which of these categories does it excel in? In which could it improve? How could it improve?”

Say to Participants: “Now, let’s go back to our original question. Which group had the perfect hiring formula?”

Solicit a few responses.

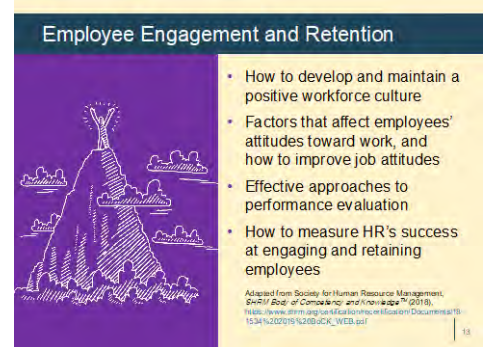
Say to Participants: “By now, we know there is a basic framework to acquiring talent. We just created it. But a perfect formula doesn’t exist. If it did, no HR department would ever make a hiring mistake. The truth is, no matter how careful we are, to some extent we will always have to rely on hunch or intuition. The more experienced HR staff become, the better their intuition will become.”

Slide 13

Facilitator Notes:

Introduce the next focus area, which is employee engagement and retention.

Say to Participants: “The next area we’re going to discuss is employee engagement and retention. Engagement and retention activities help employees feel excited about their work and connected to the organization. A primary goal of these activities is to retain high-performing staff over time.



“In order to meaningfully engage staff and retain high-performing employees, HR must:

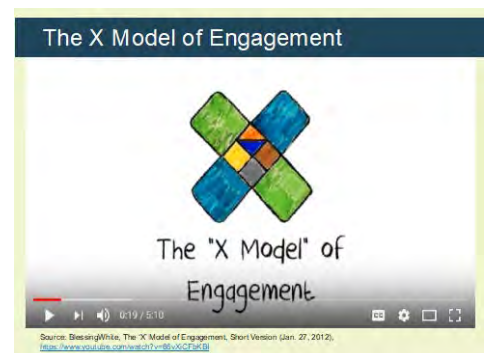
- Understand the factors that affect employees’ attitudes toward work
- Prioritize staff performance and development
- Develop opportunities to deepen staff’s relationship with the organization
- Measure employee performance, engagement, and retention”⁵

Slide 14

Facilitator Notes:

Continue this section on employee engagement and retention. You will require internet access to watch a five-minute video, The X Model of Engagement: <https://www.youtube.com/watch?v=66vXiCFbKBI>

Say to Participants: “Employee engagement can be a fuzzy concept. We’re going to watch a short video to help us understand the different levels of employee engagement in organizations.⁶ The video was created by BlessingWhite, a leadership consulting firm. As you watch it, think about



⁵ Society for Human Resource Management. *Introduction to the SHRM Body of Competency and Knowledge™*. 2018. https://www.shrm.org/certification/recertification/Documents/18-1534%202019%20BoCK_WEB.pdf

⁶ BlessingWhite. The 'X' Model of Engagement, Short Version. Jan. 27, 2012. <https://www.youtube.com/watch?v=66vXiCFbKBI>

three key messages you could share with your programs. Jot down notes as you watch.”

Play the video. After it concludes, ask participants if it seemed to describe people in organizations in which they have worked. Then, ask volunteers to share some of the messages from the video they want to take back to their programs. Make sure the following points are covered:

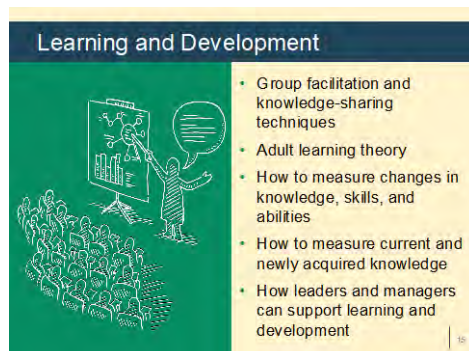
- Maximum employee engagement occurs when staff are contributing at high levels to the organization’s mission, and at the same time feel personally fulfilled by their work.
- Staff people who are reasonably high-performing but not entirely satisfied with their jobs—the “almost-engaged” employees—are easy to overlook, but organizations should work hard to retain them.
- Employees share responsibility for how engaged they feel at work.
- Scattershot team-building exercises and periodic staff satisfaction surveys aren’t enough. Organizations need to work hard to create and continually nurture a positive culture.

Slide 15

Facilitator Notes:

Introduce the next focus area, which is learning and development.

Say to Participants: “We have just learned that professional satisfaction is a key factor in employee engagement and retention. If your staff is happy in their jobs and performing them well, they’ll want to stay and you’ll want to keep them. Research has repeatedly shown that staff who receive job training and support tend to be the most satisfied.⁷ This is why staff learning and development is so important to programs’ ability to retain high-quality workers.



⁷ Steven Schmidt. “The Relationship Between Satisfaction with Workplace Training and Overall Job Satisfaction.” *Human Resource Development Quarterly* (2007), 481–498. <https://doi.org/10.1002/hrdq.1216>

“Learning and development includes any activity that improves job-related knowledge, skills, abilities, or behavioral competencies. To create learning and development opportunities, HR staff must understand:

- Group facilitation and knowledge-sharing techniques
- Adult learning theory (e.g., which experiences, teaching strategies, and formats are most effective for adult learners)
- How to measure current and newly acquired knowledge, skills, and abilities
- How leaders and managers can support continuous learning”

Slide 16

Facilitator Notes:

Continue the section on learning and development.

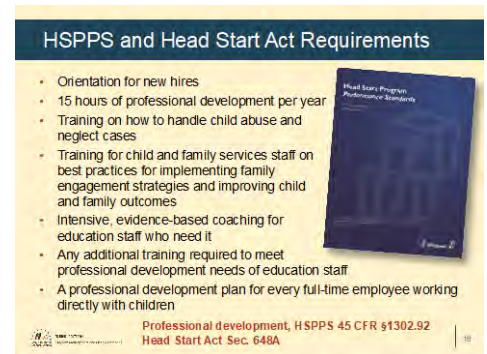
Say to Participants: “According to the HSPPS, Head Start and Early Head Start programs must use a systematic approach to staff training and professional development.

“A systematic approach means identifying employees’ strengths and areas of challenge, and then working to increase their knowledge and skills over time using a variety of evidence-based techniques.

“HR staff developing learning opportunities for employees should take into consideration staff’s current capabilities; licensing and credentialing requirements; and individuals’ career development goals. They should also look at the program as a whole and direct development resources at areas that are struggling or underperforming.

“At a minimum, programs must provide:

- Orientation for new hires
- 15 hours of professional development per year
- Training on methods to handle suspected or known child abuse and neglect cases



- Training for child and family services staff on best practices for implementing family engagement strategies and improving child and family outcomes
- Intensive, evidence-based coaching for education staff who are identified through assessment to need it
- Any additional training required to meet professional development needs of education staff

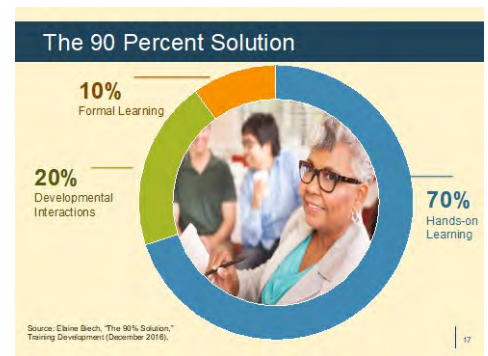
“Finally, [Sec. 648A](#) of the Head Start Act requires every full-time Head Start employee who works directly with children to have a professional development plan. Their progress through the plan must be monitored by the program.”

Slide 17

Facilitator Notes:

Distribute the 70-20-10 Checklist handout. Write the following two scenarios on flipchart paper where participants can see them.

- **Scenario A:** As your program’s education manager, you were sent to a coaching training. Now, you need to transfer your new knowledge to your team.
- **Scenario B:** You have just finalized a partnership with a local child care agency. Now, the two organizations need to learn about each other’s systems and daily work.



Say to Participants: “In the 1980s, the Center for Creative Leadership in North Carolina developed a framework called the 70-20-10 model. This model says that 70% of learning comes from hands-on experience; 20% from developmental interactions; and 10% from formal learning. This framework is now used widely throughout the business world. Its implications are profound, because according to the 70-20-10 model, a full 90% of learning occurs outside formal training settings.”⁸

⁸ Elaine Biech, “The 90% Solution,” Training Development (December 2016),

Ask participants to work with their tablemates to complete the 70-20-10 Checklist handout based on one of the two scenarios you've posted. Remind them many of the activities they suggest should be outside the realm of formal training.

After 15 minutes, bring the group back together. Ask each table to describe some of the learning opportunities they designed.

Say to Participants: "Keep the concept of the 70-20-10 framework in mind when you are reviewing or planning professional development activities for staff."

Slide 18

Facilitator Notes:

Introduce the next topic, which is culture, diversity, inclusion, and equity.

Say to Participants: "The next area we'll explore is culture, diversity, inclusion, and equity (CDIE). First, let's define these terms as they relate to HR.

- **Culture** is a complex whole that includes knowledge, beliefs, art, morals, custom, and any other capabilities and habits acquired by a person as a member of society
- **Diversity** is the collective mixture of differences and similarities that include individual and organizational characteristics, values, beliefs, experiences, backgrounds, preferences, and behaviors
- **Inclusion** means all individuals or groups feel welcomed, respected, and have equal opportunity to contribute to the organization's success
- **Equity** means ensuring fair treatment of individuals; organizations dedicated to equity provide individual staff with support tailored to their need

Culture, Diversity, Inclusion, and Equity

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"It's clear from these definitions that addressing CDIE means considering all the ways employees differ, inside and out. A workplace is considered diverse when a wide range of groups or characteristics are represented. Promoting CDIE helps Head Start programs realize and leverage the unique strengths of all their employees.

HR can promote CDIE for staff by:

- Hiring a diverse workforce
- Acknowledging differences in positive ways
- Offering relevant training (e.g., implicit bias training)
- Applying a multicultural lens to policies and practices (e.g., new staff orientation and dispute resolution)

Slide 19

Facilitator Notes:

Distribute the CDIE: Let's Discuss and Guide to Facilitating Dialogues handouts.

Say to Participants: “Head Start and Early Head Start programs have long been expected to hire staff who reflect the cultural and linguistic diversity of their communities. Diversity among staff assists programs in meeting requirements in the HSPPS for ensuring:

- Coordinated approaches to serving children who are dual-language learners
- Inclusion of children with disabilities
- Respectful, culturally responsive, and trusting relationships with families

“Yet, even programs with diverse staff may not understand how CDIE issues impact enrolled children and their families. In order to develop programming that promotes CDIE for all program participants, HR should encourage staff to:

- Become conscious of personal biases and work to overcome them
- Understand the child-rearing values held by each family
- Structure some child experiences around materials contributed by parents
- Reflect parents’ occupations and talents in the classroom, on home visits, in celebrations, and in other program activities
- Avoid a ‘holiday-driven’ approach to curriculum



- Develop activities in which groups of children can focus on ‘aliveness’ as well as difference⁹

If participants raise questions about the difference between equity and equality, explain that equality means treating everyone the same and equity means giving everyone what they need to be successful.

Direct participants’ attention to the Guide to Facilitating Dialogues.

Say to Participants: “The Guide to Facilitating Dialogues¹⁰ was developed as a free resource by the University of Missouri. Work with a partner and take 10 minutes to review its contents. Make note of which technique you feel most and least comfortable with. Think about what you would need to do to get better at the more challenging techniques.”

After 10 minutes, bring the group back together.

Say to Participants: “Now, we’re going to spend some time practicing strategies from the Guide to Facilitating Dialogues.”

Direct participants’ attention to the CDIE: Let’s Discuss handout. Ask volunteers to read each of the statements on the handout aloud and then introduce the next activity.

Say to Participants: “Please find two other people to form a triad. Take the two handouts—the Guide to Facilitating Dialogues and CDIE: Let’s Discuss—with you and find a place in the room to work. Select at least three different statements or questions from the handout and discuss them. One member of the triad should serve as facilitator, using strategies described in the dialogue handout. You have 20 minutes for this exercise.”

After 20 minutes, bring participants back together.

⁹ U.S. Department of Health and Human Services, Administration of Children, Youth and Families, Office of Head Start. *Planning for Linguistic and Cultural Diversity*. n.d. <https://eclkc.ohs.acf.hhs.gov/human-resources/article/planning-linguistic-cultural-diversity>

¹⁰ University of Missouri. Guide to Facilitating Dialogues. 2018. <https://diversity.missouri.edu/wp-content/uploads/2018/07/facilitating-dialogue.pdf>

Say to Participants: “Reflect on the discussions you just had. Note where there was agreement and disagreement, and points where your triad needed more information. Think about whether there is a place in your program for this kind of conversation. What benefits could that conversation have? Take three minutes to discuss with your triad.”

After three minutes, solicit volunteers to share responses.

Slide 20

Facilitator Notes:

Introduce the next focus area, which is employee and labor relations.

Say to Participants: “The next focus area we’re going to discuss is employee and labor relations. This area refers to interactions between an organization and its employees about the terms and conditions of employment. HR’s role is to ensure fair treatment and protect management and staff’s rights while working to prevent and resolve problems.



“To effectively manage employee and labor relations, HR staff should understand:

- Employment rights and standards
- Unfair labor practices
- How to design and implement compliance and ethics programs
- Approaches to grievance response, complaint resolution, and alternative dispute resolution (e.g., mediation or arbitration)
- How to conduct disciplinary investigations and administer disciplinary actions¹¹

¹¹ Society for Human Resource Management. *Introduction to the SHRM Body of Competency and Knowledge™*. 2018. https://www.shrm.org/certification/recertification/Documents/18-1534%202019%20BoCK_WEB.pdf

Slide 21

Facilitator Notes:

Distribute the Ethics Conversation Starters and Addressing Ethical Issues handouts.

Say to Participants: “Program staff routinely face ethical challenges, and it is HR’s job to help them navigate these dilemmas in ways that promote the best interests of all parties. Many programs have a written code of ethics, and ethical guidelines should appear in programs’ standards of conduct, employee handbook, new staff orientation, and trainings.



“We probably all think we represent a program with a strong ethical culture. But what evidence do we have for this opinion? Take a look at the Ethical Conversation Starters handout.

“I’d like each of you to turn to a neighbor and fill out it out together. These are all yes-or-no questions, but think carefully about them before answering. If you’re from the same program, you can share the form. Take seven minutes for this exercise.”

After seven minutes, call the group back together.

Say to Participants: “Which of these questions do you think your program should be thinking about more closely?”

Solicit responses.

Say to Participants: “Now, let’s do one more exercise concerning ethics.”

Ask participants to break into four teams and assign each team a number between one and four.

Say to Participants: “Identify the scenario on the Addressing Ethical Issues handout that corresponds to your team number. Spend seven minutes discussing it and formulating actions you think the central characters should take.”

After seven minutes, call participants back together. Ask each team to summarize the ethical problem described in their scenario and share how they would resolve it.

Say to Participants: “Do your programs have policies or procedures that would provide guidance in your scenario? If so, what are they?”

Solicit responses and lead a brief discussion.

Slide 22

Facilitator Notes:

Continue this section on employee and labor relations by describing how HR should handle grievances.

Say to Participants: “Let’s move on to another one of HR’s jobs—dispute resolution.

“All workplaces want their employees to be happy. Complaints will sometimes arise, however. Depending on how serious they are, the HR department may need to help resolve them. When a complaint is formally filed, it becomes a grievance. To manage grievances, HR staff should follow their program’s written grievance procedure.

Typically, such procedures might suggest HR staff:

- Try to resolve the problem through discussion
- Consult the program’s legal counsel (e.g., the legal representative on the governing body or Tribal Council)
- Consider third-party arbitration, if necessary

“Remember that in resolving grievances from employees or contractors who belong to unions, you will need to abide by whatever process was established in your collective bargaining agreement.”



Slide 23

Facilitator Notes:

Introduce this section on organizational effectiveness and development.

Say to Participants: “Organizational effectiveness refers to the degree to which organizations meet their goals. Organizational development refers to the ongoing improvement of program procedures and structures to ensure goals can be attained. We can see how these concepts are related, with organizational development leading directly to organizational effectiveness.”

Make sure participants understand the distinction between organizational effectiveness and organizational development, leading a brief discussion if necessary.

Say to Participants: “The HR system engages in organizational development by measuring and analyzing employee performance and facilitating processes to improve it. We discussed how HR does this on an individual level in the section on learning and development.

“With regard to organizational effectiveness and development, HR looks beyond individual performance to how teams and service areas perform.

“To analyze the performance of groups, HR professionals must understand:

- The pros and cons of different organizational structures and approaches
- Factors that influence organizational performance
- Dynamics within and between groups
- Organizational culture
- Succession planning”



Slide 24

Facilitator Notes:

This activity requires one to two large balls of yarn, depending on your group size. Identify a space ahead of time that is large enough to bring the group together in a circle. Consider space outside the training room.

Say to Participants: “Let’s spend some time talking about group dynamics and organizational culture. Dynamics are about the interpersonal relationships that make up your team and set the tone for how it functions. Healthy relationships contribute to positive culture, and that’s why they are so important to HR.

“We’ve all heard of the concept of organizational culture. It can be hard to define. Does anybody want to try?”

Acknowledge contributions from participants, then continue.

“One way to define organizational culture is as the personality of the organization. That personality can be upbeat, hopeful, frustrated, or resigned. It can also change over time as factors inside and outside the program change.

“According to behavioral scientist Pragya Agarwal, organizational culture is determined by:

- The values, belief systems, attitudes, and assumptions staff share
- The personal histories of each employee
- The larger social and cultural setting of the community
- Leadership beliefs and practices¹²

“Agarwal and other researchers tell us that positive organizational culture improves teamwork, morale, productivity, and retention. Since positive culture is so important to program success, HR systems pay a lot of attention to it and work hard to improve it.

¹² Pragya Agarwal. “How to Create a Positive Workplace Culture.” *Forbes*, April 29, 2018. <https://www.forbes.com/sites/pragyaagarwaleurope/2018/08/29/how-to-create-a-positive-work-place-culture/#30e6ae5a4272>



“All teams have their routine ups and downs. When do they actually need someone from HR to step in and help them improve the way they function?”

“Managers and HR professionals should ask themselves these questions:

- Are there conflicts between certain people that are creating divisions within the team?
- Is poor communication affecting the team’s outcomes?
- Do people need to learn to work collaboratively, instead of individually?
- Is resistance to change among some team members affecting the team as a whole?
- Is the group tired or discouraged? Could it use a morale boost?¹³

“Depending on the nature of the problem, HR professionals may decide on one or more interventions. They may facilitate conversations, deliver trainings on topics such as interpersonal communication, or conduct team-building exercises. Let’s do a team-building exercise to demonstrate what we mean.”

Guide the group to the space you identified earlier for the yarn toss activity and ask participants to form a circle. Hand a volunteer the ball of yarn and ask them to begin by stating their first name and one way they contribute to their program team. Then, ask them to hold the end of the yarn with one hand while tossing the ball to someone else in the circle. That person should then say their first name and how they contribute to their program team, then hold the yarn while tossing the ball to a third person. Toss the yarn from person to person until everyone has caught the ball of yarn once. Participants should hold the unfurling strand of yarn above the floor at all times. At this point, the yarn should begin to resemble a spider’s web.

Say to Participants: “We’ve created a web. Another word for web is ‘network’ or ‘team.’ We’re all connected to one another, and all depend on one another.”

Now, randomly select one person to pull their yarn tight.

Say to Participants: “What just happened?”

¹³ Mind Tools. *Team Building Exercises and Activities: Making Team Building an Everyday Priority*. n.d. https://www.mindtools.com/pages/article/newTMM_52.htm

Responses might be that a single person's actions, positive or negative, has a big effect on the team.

Now, ask everyone to pull their own yarn tight until the spider's web is taut.

Say to Participants: "What's happening now?"

Responses might be that when everyone is pulling in their own direction, the network becomes strained.

Now, holding a pair of scissors, walk around the outside of the circle. Randomly reach in and cut the yarn. Initially, the cut will affect only the two people who are holding each end of the segment.

Say to Participants: "Now what's happening?"

Responses might be that there's been an interruption in the relationship between the two people holding the ends of the segment. Ask participants what the implications of that severed relationship might be for the team's overall functioning.

Continue walking around the outside of the circle. Reach in and cut the yarn three or four more times, each time stopping to ask which relationships have been hurt and how the team as a whole will be affected.

End the exercise and direct participants back to their tables.

Say to Participants: "What do you think this exercise says about our relationship to one another and how they affect our overall team?"

Make sure the following are mentioned:

- We are all connected in an intertwined network of relationships
- A single broken relationship can affect everyone on the team
- The less connected we are, the weaker the team as a whole
- Teams should work to identify and repair problems early, before they damage the team's overall performance

- Organizations are only as effective as teams' or individuals' abilities to work together to accomplish program goals

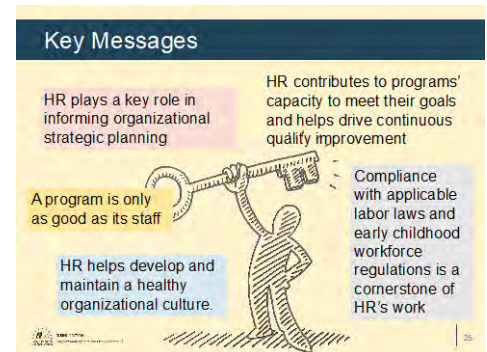
Slide 25

Facilitator Notes:

Review key messages with participants.

Say to Participants: "As we wrap up this session, let's review key takeaways:

- A program is only as good as its staff
- HR plays a key role in informing organizational strategic planning
- HR contributes to programs' capacity to meet their goals and helps drive continuous quality improvement
- Compliance with applicable labor laws and early childhood workforce regulations is a cornerstone of HR's work
- HR systems help develop and maintain a healthy organizational culture

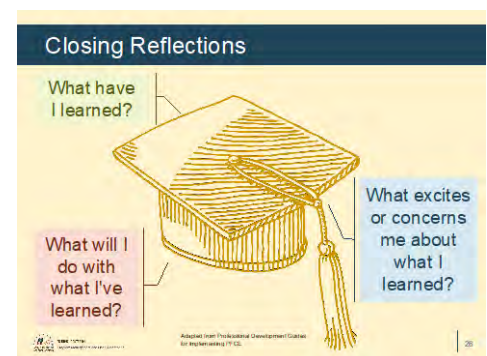


Slide 26

Facilitator Notes:

The final exercise is intended to help participants reflect on and reinforce what they have learned. Guide participants to the Reflective Practice Tool handout.

Say to Participants: "Now, let's take some time to turn inward, to digest and reflect honestly on what we've learned and how we will use this information to benefit our Head Start work after we leave."



Using the handout, direct participants to take a few minutes to reflect and write down their thoughts about the following questions:

- What have you learned?

- What excites or concerns you about what you have learned?
- What will you do with what you've learned?

If time permits, allow volunteers to share their responses aloud and process the activity using the following questions:

- What themes are emerging?
- What insights do you need to remember?
- How can you use these insights?

Ask Participants: “What themes did you hear? What insights do you need to remember? How can you apply these insights?”

Slide 27

Facilitator Notes:

Direct participants' attention to the slide.

Say to Participants: “Here are several resources on the Early Childhood Learning and Knowledge Center website that can help you learn more about some of the topics we've discussed in this session. To learn more about HR, type 'HR' into the search bar.”



Slide 28

Facilitator Notes:

Review PMFO contact information.

