THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



JOB DESCRIPTION

| POSITION TITLE: | Coordinator, Performance Management |
|------------------------|-------------------------------------|
| CONTRACT YEAR: | Twelve (12) Months |
| PAY BAND: | C |
| BARGAINING UNIT: | ESMAB |

MINIMUM QUALIFICATIONS

EDUCATION: An earned bachelor's degree in economics, education, business administration or related field from an accredited institution. Master's degree preferred.

EXPERIENCE: Minimum of six (6) years, within the last ten (10) years, of progressively more responsible experience in performance management or related field.

ADDITIONAL QUALIFICATIONS

- **REQUIRED:** Demonstrated experience in a non-profit organization, governmental agency, business and/or K-12 educational system with demonstrated knowledge in matters relating to performance management and project management. Proficiency in synthesizing large amounts of data. Strong communications skills and client relationship skills. Ability to multi-task in a fast paced environment with understanding of key performance indicators and how they relate to current and future state. Innovative/out of the box thinker with strong presentation skills.
- **PREFERRED:** Certificate in Six Sigma. Bilingual skills.

REPORTS TO: Director, Performance Management

SUPERVISES: Staff as assigned

POSITION GOAL: Oversee the implementation of Performance Management action plans to achieve desired outcomes. Synthesize large amounts of data across District departments into presentations for strategic decision-making purposes.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Coordinator, Performance Management shall:

- 1. serve as a District contact for Performance Management plans and monitor such plans to ensure they are aligned to the District's Strategic Plan.
- 2. utilize established performance management methods such as Six Sigma, LEAN and other process improvement methods to guide continuous improvement efforts across the District.
- 3. build awareness, perspective, and alignment throughout the stakeholder community including the Board, senior leadership and key agents throughout the BCPS community.
- 4. conduct data analysis through measurement and data analytics to guide decisionmaking regarding past and current performance level of departments.
- 5. develop alignment and synergy with partners to Broward County Public Schools' mission, vision and strategic plan.
- 6. design performance improvement reports to effectively communicate departmental recommendations.
- 7. support and manage teams to ensure high quality Performance Management presentations and follow through.
- 8. identify ineffectiveness in departmental processes through detailed interview process.
- 9. analyze and develop process flow documents and techniques.
- 10. compile and analyze data.
- 11. develop and implement reports and metrics based on knowledge of department operations.
- 12. recommend process improvements and enhancements.
- 13. provide coaching/teaching/training to multiple departments with unique processes.
- 14. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 15. participate in the training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
- 16. review current developments, literature and technical sources of information related to job responsibilities.
- 17. ensure adherence to good safety procedures.
- 18. follow Federal and State laws, as well as School Board policies.
- 19. perform other duties as assigned by the Director of Performance Management or designee.

SIGNIFICANT CONTACTS-frequency, contact, purpose, and desired end result:

Facilitate and foster the relationship of the school district with local, state and national businesses, industries and non-profit foundations.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Position Factor Listing

Position Factors

| | <u>Experie</u> | Experience Range - Years | | | |
|---|---------------------------|---------------------------------|--------|-----------|--|
| Education | <u>Up to 3</u> | 4-2 | 7 | <u>8+</u> | |
| A. High School | 1 | 2 | | 3 | |
| B. A.A/Vocational training | 1 | 2 | | 3 | |
| C. B.S/B.A. | 1 | 2 | | 3 | |
| D. M.S/ M.A. | 1 | 2 | | 3 | |
| E. MS+ (Sr. Mgmt.) | 1 | 2 | | 3 | |
| 2. <u>Human Relations Skills</u> : All interpersonal skills require | ed to produ | uce the d | esired | end resul | |
| equired skill level <u>*Organization Contact Level</u> | | | | | |
| A. Moderately important; courtesy/tact | 1 | 2 | 3 | 4 | |
| B. Important; communicate ideas/lead team | 1 | 2 | 3 | 4 | |
| C. Very important; influencing others; supervise/manage | 1 | 2 | 3 | 4 | |
| D. Critical to end result; convincing others; lead/motivate | 1 | 2 | 3 | 4 | |
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| *Definitions | | | | | |
| * Definitions 1 – Immediate workgroup 2 – Outs | ide of imm | ediate w | orkgro | up | |
| | ide of imm rintendent, | | | | |
| 1 - Immediate workgroup2 - Outs3 - Assistant/Associate/Deputy Superintendents4 - Supe | rintendent, | | | | |
| 1 - Immediate workgroup 3 - Assistant/Associate/Deputy Superintendents 4 - Super parties 3. Problem Solving: Thinking environment to perform join | rintendent, | | | | |
| 1 - Immediate workgroup2 - Outs3 - Assistant/Associate/Deputy Superintendents4 - Supe parties | rintendent, | | | | |
| 1 - Immediate workgroup 2 - Outs 3 - Assistant/Associate/Deputy Superintendents 4 - Super parties 3. Problem Solving: Thinking environment to perform jol A. Follow established routine and well-defined patterns | rintendent, | | | | |
| 1 - Immediate workgroup 3 - Assistant/Associate/Deputy Superintendents 4 - Super parties 3. Problem Solving: Thinking environment to perform jol A. Follow established routine and well-defined patterns B. Some analysis; known solutions | rintendent, | | | | |
| 1 - Immediate workgroup 3 - Assistant/Associate/Deputy Superintendents 4 - Supe parties 3. Problem Solving: Thinking environment to perform jol A. Follow established routine and well-defined patterns B. Some analysis; known solutions C. Apply established principles; determine method | rintendent, | | | | |
| 1 - Immediate workgroup 3 - Assistant/Associate/Deputy Superintendents 4 - Supe parties 3. Problem Solving: Thinking environment to perform jol A. Follow established routine and well-defined patterns B. Some analysis; known solutions C. Apply established principles; determine method D. Follows broad policies; known objectives | rintendent, | | | | |
| 1 - Immediate workgroup 3 - Assistant/Associate/Deputy Superintendents 4 - Superparties 3 Problem Solving: Thinking environment to perform jol A. Follow established routine and well-defined patterns B. Some analysis; known solutions C. Apply established principles; determine method D. Follows broad policies; known objectives E. Establish policies based on goals/strategies 4. Decision Making Freedom: Freedom to take action | o duties | | | | |
| 1 - Immediate workgroup 3 - Assistant/Associate/Deputy Superintendents 4 - Superparties 3. Problem Solving: Thinking environment to perform jol A. Follow established routine and well-defined patterns B. Some analysis; known solutions C. Apply established principles; determine method D. Follows broad policies; known objectives E. Establish policies based on goals/strategies 4. Decision Making Freedom: Freedom to take action A. Follows instructions; refer decisions to a higher authority | o duties | | | | |
| Immediate workgroup Assistant/Associate/Deputy Superintendents Superparties Problem Solving: Thinking environment to perform jol Follow established routine and well-defined patterns Some analysis; known solutions Apply established principles; determine method Follows broad policies; known objectives Establish policies based on goals/strategies Decision Making Freedom: Freedom to take action Follows instructions; refer decisions to a higher authority Occasional independent action; interpret practices/proces | o duties | | | | |
| 1 - Immediate workgroup 3 - Assistant/Associate/Deputy Superintendents 4 - Superparties 3. Problem Solving: Thinking environment to perform jol A. Follow established routine and well-defined patterns B. Some analysis; known solutions C. Apply established principles; determine method D. Follows broad policies; known objectives E. Establish policies based on goals/strategies 4. Decision Making Freedom: Freedom to take action A. Follows instructions; refer decisions to a higher authority B. Occasional independent action; interpret practices/proc C. Independence within specialty area; report progress | o duties | | | | |
| Immediate workgroup Assistant/Associate/Deputy Superintendents Superparties Problem Solving: Thinking environment to perform jol Follow established routine and well-defined patterns Some analysis; known solutions Apply established principles; determine method Follows broad policies; known objectives Establish policies based on goals/strategies Decision Making Freedom: Freedom to take action Follows instructions; refer decisions to a higher authority Occasional independent action; interpret practices/proces | o duties | | | | |

Point Factor Listing (cont.)

Coordinator, Performance Management Point Range: 945-1044

- 5. **Position Impact:** Degree of job impact on the District
- A. Minor to total organization; moderate to work unit
- B. Advisory to work unit; used by others to take action
- C. Substantial support, advice, and counsel to work unit
- D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

| _ | Position Analysis Criteria | | | | | | | | | |
|---|----------------------------|--|-------------------|---------|--------------------|--|--|--|--|--|
| ſ | 1 Knowledge | vledge 2. Human Relations Skills 3. Problem Solving 4. Decision Making | | | 5. Position Impact | | | | | |
| | 1. Knowledge | 2. Human Actations Skins | 3. Hobien borving | Freedom | 5. I oskion impact | | | | | |
| | C2 | C4 | D | С | С | | | | | |
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