



MASTER PLAN  
BROWARD COUNTY  
OFFICE SUPPORT PERSONNEL PROGRAM

SLT MEMBER: Elisa Calabrese

OWNER OF PLAN: Ted Toomer

CONTACT: Alex Macri

DEPARTMENT(S): Office of Talent Development, Leadership

Course Group #: 10454603

## **RATIONALE**

This is a needs-based training program for all District and School-based Office Support Personnel. The goal is to offer classes that will provide the knowledge and skills required for personnel to handle their daily tasks in a responsible and efficient manner, which is based on research from the International Association of Administrative Professionals and the Florida Department of Education's Curriculum Framework for the Administrative Assistant – Career, Technical and Adult/Community Education (CTACE). In addition, several focus groups were formed to solicit feedback on the specific skills needed for the various clerical positions at both the District and School level.

# 1. INDIVIDUAL

**1.1 DESIRED OUTCOME:** Articulates the vision and mission of their respective school or department and the District.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Explains how the vision and mission are applied.  Explains how the work of Office Support personnel relates to the statements.  Takes a lead role in writing the vision and mission statement for their respective worksite.	Articulates the vision and mission statements without assistance.  Can explain their meaning to others.  Participates in the writing of the vision and mission statement for their respective worksite.	Can locate the vision and mission statements with assistance.  Cannot explain their meaning to others.	Has no knowledge of the District's and school or department vision and mission statements.

**2.1 DESIRED OUTCOME:** Applies appropriate laws, rules, policies, and procedures, which govern the operation of the school or department within the scope of the responsibilities of the position.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Quickly locates relevant laws, rules, policies and procedures without assistance.  Describes, interprets and clarifies the relevant information.	Locates relevant laws, rules, policies and procedures within a reasonable amount of time unassisted.  Explains the relevant information but cannot interpret without assistance.	Locates relevant laws, rules, policies and procedures with assistance.  Reads the relevant information with no interpretation or clarification.	Cannot locate relevant laws, rules, policies and procedures.  Cannot explain the relevant information.

**3.1 DESIRED OUTCOME:** Prepares professionally and grammatically correct written correspondence.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Prepares correspondence per District guidelines without assistance.  Writes clearly and effectively without assistance.  Uses appropriate writing style.  Proofreads correspondence and distributes without grammatical or typographical errors.	Prepares correspondence per District guidelines without assistance.  Writes clearly and effectively with assistance.  Proofreads materials but distributes with no typographical errors and some grammatical errors.	Prepares correspondence per District guidelines but with continual assistance.  Lacks grammatical writing skills.  Distributes with grammatical and typographical errors. Does not proofread.	Does not prepare written correspondence.  Unfamiliar with proofreading techniques.

**4.1 DESIRED OUTCOME:** Demonstrates effective communication with students, teachers, administrators, parents and all other stakeholders as a representative of the school District.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Quickly able to express ideas and thoughts to others in a clear and concise manner.</p> <p>Uses appropriate word choice when communicating with others.</p> <p>Displays active listening skills by paraphrasing correctly and recognizing the speaker's feelings without interruption.</p> <p>Maintains appropriate body language throughout the conversations.</p> <p>Serves as a communication role model for peers.</p>	<p>Organizes and expresses ideas and thoughts clearly but not concisely.</p> <p>Uses appropriate word choice 50% of the time when communicating with others.</p> <p>Only interrupts for clarification.</p> <p>Displays active listening skills by paraphrasing correctly but does not recognize the speaker's feelings.</p> <p>Maintains appropriate body language 80-90% of the conversation.</p>	<p>Difficulty communicating ideas and thoughts in some circumstances.</p> <p>Uses inappropriate word choice.</p> <p>Interrupts at times during the conversation.</p> <p>Cannot paraphrase and must ask speaker to repeat multiple times. Does not seek clarification.</p> <p>Does not maintain appropriate body language during conversations.</p>	<p>Unable to express ideas and thoughts clearly.</p> <p>No active listening skills and interrupts repeatedly throughout the conversation.</p> <p>Is unaware of appropriate body language during conversations.</p>

**5.1 DESIRED OUTCOME:** Provides quality and sustained customer service to all internal and external District stakeholders.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Immediately recognizes customer's needs and can offer the best solution.</p> <p>Uses a variety of empathetic responses and maintains contact throughout the interaction (in person or via phone.)</p> <p>Goes above and beyond their job requirement to assist others.</p>	<p>Easily recognizes customer's needs and able to offer some solutions.</p> <p>Uses a variety of empathetic responses, if required but does not follow through on interaction (in person or via phone.)</p>	<p>Recognizes customer's needs after long interaction and able to offer some assistance but no solutions.</p> <p>Restates the customer's words and moves to action without all of the information needed (in person or via phone.)</p>	<p>Does not establish relationship with customer and not able to identify their needs. Customer breaks off interaction.</p> <p>Ignores the customer's feelings during the interaction (in person or via phone.)</p>

## Data Collection Plan

End Goal of plan: Office Support Personnel will have the knowledge and skills necessary to provide quality office services to students, teachers, administrators, support staff and other members of the District's educational community.

What type of data needs to be collected?	What sources of data will help the investigation?	Are the data available or do new data need to be collected?	Where are these data located?	Who will be responsible for collecting these data?	When will these data be collected?
Attendance	Sign-In sheets	Data is available	ESS	Trainer/Program Mgr	End of each course
Evidence of quality office service knowledge	Assessments	Data is available	Database	Trainer/Program Mgr	End of each course
	District Customer Service surveys	Data is available	Database	Service Quality Dept.	Yearly
Evidence of application of quality office service skills	Participant products	Data is available	Database	Trainer/Program Mgr	End of each course
	Course Appraisals	Data is available	ESS	Program Mgr	End of each course
	Office observations	Data is available	Yearly performance evaluation	Administrator	Yearly
	District Customer Service surveys	Data is available	Database	Service Quality Dept.	Yearly

Area of Impact	Formative Measures	Summative Measures
Employee Practices	<ul style="list-style-type: none"> <li>Follow-up/Implementation activities</li> </ul>	<ul style="list-style-type: none"> <li>Appraisal</li> <li>Participant survey</li> <li>Participant year-end evaluation</li> </ul>