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A Case Study Exploring Organizational Development and Performance Management in
the Operational Infrastructure of a Professional Working Organization, Using Academic
Constructs

A Dissertation

Presented to

the Faculty of the Morgridge College of Education

University of Denver

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Wm. Casey Crear

June 2015

Advisor: Nicole Joseph, PhD

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ABSTRACT

Curriculum, as a concept, has been historically associated with traditional schooling, but the reality is that its application extends to many arenas beyond academia. Through the case study lens, this dissertation utilized the ideologies of curricular theorists John Dewey, John Franklin Bobbitt, and Ralph Tyler to explore how *intended*, *enacted*, and *assessed* curricula phases can integrate into a professional working organization's comprehensive functionality and materialize into the planning and implementation of its operational infrastructure. Following content analysis of a selected institution's operational system, using closed codes, a descriptive comprehensive curriculum was designed to address the research purpose of understanding employee performance and organizational outcomes. Findings indicated that curricular phases are inherently embedded into the organizational development and performance management of nonacademic spaces; moreover, the framework of an organization's operational infrastructure consists largely of curriculum elements. The primary research implication invokes being able to manage the efficiency and effectiveness levels of (a) personnel unit performance and (b) the workplace environment, through curriculum analysis and prescription.

ACKNOWLEDGEMENTS

Being a Christian, I asked God, from the outset of this dissertation research, to open my eyes that I may see and my ears that I may hear all that I would need to finish what would be started. I write this, to tell the reader that He never fails.

For now, the existence of professional working organizations is predicated on the idea that individuals are present to manage them. In that respect, the working man or woman is someone to be admired and not taken for granted:

- The individuals who get up, whether they wish to or not, so that they can provide for themselves or those around them.
- The individuals who punch the clock every day, though exhaustion be present.
- The individuals who work with less, but still do more.
- The individuals who struggle with, or because of, the hand they were dealt in life, yet still find a way to get the job done.

To those individuals who I saw day in and day out, I dedicate this dissertation to you; you kept me working, when I wanted to stop; you reminded me that there are others out there who have it much harder than I, and they don't stop. So what right have I to?

Cheers and blessings, to all. Finally, to my:

Dissertation Committee;

City of DeSoto, Texas Municipal Government;

Mom & Dad and Family & Friends;

Thank you for keeping me sharp, for all of these years.

“As iron sharpens iron, so one person sharpens another.” -Proverbs 27:17

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CHAPTER ONE: INTRODUCTION TO THE STUDY

When the term “curriculum” is brought forth, a distinctive association is typically made with “school,” which inadvertently brings to mind the formal education system and its respective stages, including preschool, primary, secondary, and post-secondary/vocational (Traditional and Contemporary Perspectives, 2003). A cognitive Domino Effect can take place where thoughts of curricula are aligned exclusively with that of a structured academic school context. As such, this study seeks to explore curriculum’s utility in fields beyond academia. To do that, two inquiries must first be considered: “What is a curriculum?” and “What are the components of a curriculum?”

Based on an examination of the literature, the answers to these questions will be expounded upon primarily in Chapter Two, as it relates to the school context; chief of which include: the way subject material is developed, how and where it is administered, and the audience receiving it. Regarding curriculum in fields beyond academia, the answers to these two questions will be found in Chapter Four and discussed in Chapter Five.

To establish a foundational perspective on curriculum’s purpose and function, Chapter One presents (a) an initial review of the scope often associated with curricula’s applications and settings as a scholarly-based construct, (b) an addendum that explores how intended, enacted, and assessed curricula may be appropriated and utilized in the assessment, development, maintenance, and enhancement of a professional working

organization (PWO) that is not educationally-based (i.e., nonacademic), and (c) the complications that arise as a result of transitioning curriculum from academic to nonacademic organizations (specifically, PWOs) that function as Complex Systems.

Research Questions

- What is the curricular framework of a nonacademic space's operational infrastructure?
- How are intended, enacted, and assessed curriculum phases illustrated in the curricular framework's development?
 - How do infrastructural variables interact to affect the curricular framework?

To fully comprehend the functionality such as the operational processes and overarching goals of a curriculum, throughout an entire PWO, the above research questions can be answered via descriptive analysis of (a) curricula within personnel units, and (b) the organizational interactions of personnel units.

Significance of the Study

In examining the literature on the use of curriculum ideas in non-academic spaces, what was clear was that research which explores curricula applications in professional working environments is extremely limited. It appears that primary curriculum research is relegated to school contexts only. This study seeks to fill that gap by exploring how curriculum and its *intended*, *enacted*, and *assessed* development phases apply in a PWO and affect the functionality of an operational infrastructure.

Exploring the relationship between (a) intended, enacted, and assessed curricula, (b) operational infrastructure, and (c) performance, in theoretical and practical areas outside of education such as private, nonprofit, and public sectors, has the potential to grow and evolve the field of Curriculum Studies. Likewise, viewing professional working organizations as complex systems can cultivate new knowledge about the ways Complex Systems Theory can help the field understand the relationships between curriculum ideas in non-academic spaces. This will allow for future research within Complex Systems' theoretical framework and practical applications.

Statement of the Problem

Based on the review of extant literature, there exists an assumption that the conceptual term *curriculum* is limited only to the realms of traditional education. This has restricted the academic research being conducted for curricula in nonacademic arenas, being viewed as inapplicable and/or nonessential (Jacobs, 2010). What results is a gap in extant literature regarding curriculum's existence and applicability in environments that are social, extracurricular, and/or professional in nature (e.g., mutual aid fellowships, religion, sports, businesses) (Jacobs, 2009; Null, 2011).

To think about the parallels of curricula between schools and PWOs, a comparison between organizations can be made to show how curricular integration generally occurs in both spaces. Figure 1.1 demonstrates the infrastructural parallels between academic and nonacademic institutions, which should lend credence to curriculum studies' applicability in fields beyond education.

Figure 1.1

Paralleling Academic and Nonacademic Organizational Structure Examples

	Academic/Traditional (School System)	Nonacademic (PWO System)
Governing Entity	School Board District Superintendent Principals Academic Coordinators	Board of Directors Chief Executive Officer Vice Presidents Executive Officers
Overarching Goal(s)	Obtain State Achievement Test Passing Rate of 100% Reach English Literacy Rate of 90% Close the 10 th Grade Math Achievement Gap by 25%, annually	Obtain a AAA Bond Rating by Increasing Interest Rates by 15% Improve Fiscal Revenues by 30% Increase Shareholder Dividends by 15% (via Lowered Expenses of 10%)
Accountable Parties	Teachers/Faculty (Educators) Students/Pupils (Learners)	Supervisors/Managers (Educators) Subordinates/Employees (Learners)
Objectives	Learning-Based	Performance-Based
On-Site	Topical/Developmental Planning and Implementation	Planned and Implemented Work Responsibilities

Note. Academic column examples gathered from Henson, 2006 and Sowell, 2004. Non-academic column examples gathered from Mee-Yan & Holbeche, 2011.

Figure 1.1 suggests that there are few organizational differences between academic and non-academic organizations. In the academic setting, each overarching goal is dependent on a conglomerate of subsidiary learning-based objectives that are assigned to variously appropriate levels within a hierarchy (e.g., faculty, staff) for development and administration (Gibbs & Simpson, 2004; Pritchard, 2010). As a result,

within the traditional school system, those subsidiary learning-based objectives culminate into the materialization of ‘general subject’ (topical) and ‘lesson by lesson’ (developmental) planning and subsequent implementation (e.g., classroom instruction, assignments, activities). The purpose of that ‘planning and implementation,’ in academic settings, is to instruct students to the extent that they acquire knowledge and skills that can be gauged and applied in classroom settings (Meo, 2008; Eisner, 1990; Saylor, Alexander, & Lewis, 1981; Tanner & Tanner, 1995).

Comparatively, in the nonacademic setting, the achievement of each overarching goal is dependent on a conglomerate of subsidiary performance-based objectives that are assigned to various employment levels aggregated by working knowledge, skills, and abilities (Jackson, 2006). As with academic settings, PWO broad-based (topical- i.e., customer satisfaction) and individualized (developmental- i.e., decrease number of complaints by lowering response times) courses of action are determined by the authoritative facilitation and decision making of the governing entity and management (Jackson, 2006). However, in PWO settings, the planned and implemented courses of action materialize into work unit responsibilities (which collectively represent the organization’s widespread functionality) and result in performance-based objectives being formed (Brown, 2010). This is generally because professional working organizations are based on work output and productivity. Consequently, the comprehensive knowledge, skills, and abilities of a PWO’s workforce determine the scope and type of objectives that can be realistically achieved.

In both settings, the *planning and implementation* in the academic (general subject and lesson by lesson) and the *planned and implemented* of the nonacademic (broad-based and individualized courses of action) translate into what is commonly thought of as curriculum. This notion of curriculum is readily accepted and understood in the academic context, but not so much in the private, nonprofit, and public sectors (Traditional and Contemporary Perspectives, 2003). However, when PWOs and educational systems are compared, the differences come down to: (a) *Who* the curricula are directed towards and by, (b) *What* the curricula consist of, (c) *When* (i.e., at what stage(s)) the curricula are used, (d) *Where* the curricula are directly/indirectly applied, (e) *Why* the curricula are used (for what purpose), and (f) *How* the curricula are developed, received, and applied (i.e., the process).

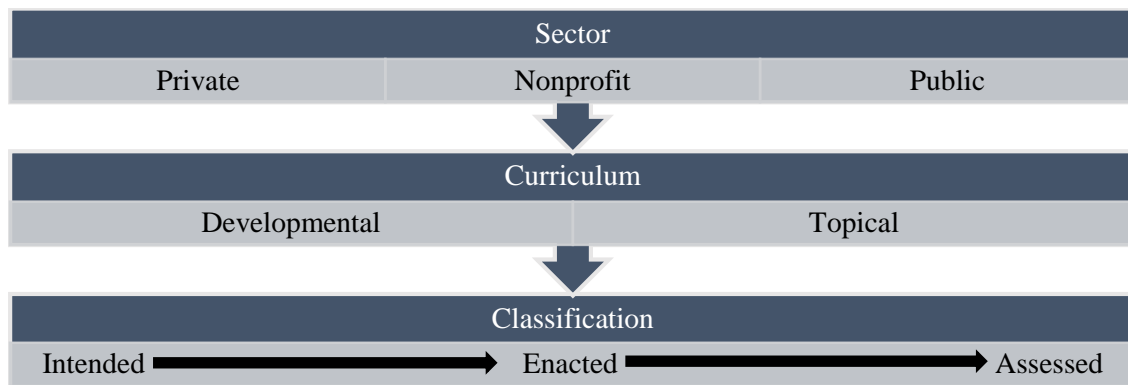
Background of the Problem

In order for a PWO to function effectively and efficiently, the workforce's personnel should perform coordinated tasks to complete objectives that act synergistically towards achieving an overarching goal (Tyler, 1949; Bailey & Jakicic, 2011). However, as the market continuously adjusts, a workforce is generally required to learn, update, and apply its knowledge, skills, and abilities. Under these conditions, workplace individuals (learners) require access to substantive material, resources, supervision, and instruction (educators) which (a) pedagogically prepare them for professionally broad-based (topical) and/or individualized (developmental) tasks that are assigned and (b) allow them to gain and hone knowledge, skills, and abilities via/for application and evaluation in workplace settings.

Thus, it is posited that, from the inception of a PWO, embedded in the development, assignment, enactment, fulfillment, and appraisal of work units' responsibilities and organizational functionality are aspects of intended, enacted, and assessed curricula. Figure 1.2 highlights the embedment process of intended, enacted, and assessed curricula phases through developmental and topical formats, in private, nonprofit, and public sectors. However, limited studies, which validate this perspective, have actually been conducted; leaving a research gap that needs to be filled.

Figure 1.2

PWO's Integrated Curricula



Intended, enacted, and assessed curricula are diminutively intertwined throughout PWOs, for the purpose of allowing individual employees to collegially or independently perform professional duties, during their tenure in positions of employment (Bobbitt, 1918; Tyler, 1971; Dewey, 1933; Wenger, 1998; Dewey, 1938). When the intended, enacted, and assessed curricula work collaboratively, ongoing and upcoming processes, objectives, and goals are completed and form an operative organizational structure. However, curricula within PWOs are not nearly as straightforward as their counterparts in the academic arena; this is because of three caveats, in the form of marketplace

features, which make curricular sustainability a persistent issue. Below are examples of each of these three caveats.

Caveat One: Professional Areas of Expertise

Within a majority of PWOs are departments and divisions (e.g., accounting, marketing) that have specifically separate duties/goals from other subsectors of an institution (Burton, Obel, & DeSanctis, 2011). Typically, employees, within each respective branch, are assigned to a particular area of focus (core responsibilities originating from delegated objectives) that is autonomous from other offices or positions (Galbraith, 2001). For example, an accountant isn't likely to be professionally involved with an information technology department's work processes.

As such, the appropriate areas of focus that are to be "planned and implemented" by a PWO are mostly related to each employee's specific profession/area of expertise (i.e., a Certified Public Accountant learning to apply the Financial Accounting Standards Board's principles and regulations to his/her daily financial practice). Although it should be recognized that cross-training personnel, intermingling job tasks, and hiring multi-departmental positions do occur; as long as it does not interfere with the primary responsibilities of an employee and does benefit the overall health of the organization (Kesler & Kates, 2010). These defined, narrowed, and assigned scopes of learning and application for personnel positions/work units, in PWOs, differ from academic institutions which commonly require its learners to demonstrate comprehension of multiple subjects (e.g., math, geometry, linguistics, science) in various areas.

Caveat Two: Evolving Fields of Knowledge

In a PWO, change is constant; depending on the field a PWO specializes in and its relative marketplace, employees' areas of focus for "planning and implementation" can constantly change based on new laws, modified regulations, technological advancements and industry innovations, societal adjustments, and more. Based on that, if a PWO wishes to stay ahead of the curve, remain relevant, and productively effective and efficient, then employees must constantly learn and process new knowledge and applications as they develop. This grows a workforce's knowledgebase, skills, and abilities, which have the power to influence their level of competitiveness in the market, complete performance-based objectives, and achieve overarching goals (Sharp, 2009; Tyson, 2010).

Among many other avenues, these marketplace adjustments are made possible by utilizing internal organizational resources, attending trainings, completing professional development courses, staying up to date with contemporary and trending information in the marketplace, and monitoring new technology (Anderson, 2011; Schwartz, 2006; Eraut, 2000). All of this differs from academic institutions which typically assign learning units for an entire academic term and do not deviate from an assigned schedule/process, regardless of any new information that surfaces.

Caveat Three: Internal Infrastructural Relationships

As fields of knowledge change and professional areas of expertise adjust within a PWO, the internal processes of work units change across various organizational levels (Jones, 2012; Mateiu, Puiu, & Puiu, 2013). Adjustments in employees' learning and application methods affect individual/collective performance and often require

subsequent adjustments among related cohorts; these procedural changes eventually morph the functioning of an entire corporation (Hayles, 1987, Hayles, 1991). For example, new hardware/software developments can directly change the processes of an information technology department by making updates to a PWO's internal computer networking systems (e.g., intranet update, new word processing systems for database input). Subsequently, the procedures of all employees (beyond the information technology department) who use company technology to complete their work responsibilities will be indirectly affected (i.e., inputting/searching data on their computers). They will be forced to learn and apply new processing information so that they can fully operate in their respective areas of focus.

The inclusion of new information and processes in any particular area of a PWO prevents it from becoming archaic. However, it also creates a causal reaction in other areas of a company; planning and implementing knowledge within one segment of a PWO can have a direct/indirect relationship with different and/or related section's procedural outcomes- reminiscent of Chaos Theory's Butterfly Effect (Comuzzi, Vanderfeesten, & Wang, 2013). The aforesaid differs from academic institutions, in that understanding new information in school settings does not peripherally affect students' functionality in distinctly different subject areas. For example, a student being taught, learning, and operating in math class does not noticeably affect how another student (of the same school and grade level) is taught, learns, and operates in English class (Bobbitt, 1909; Bols & Freeman, 2011).

Purpose of the Study

The purpose of this study is to explore how the *intended, enacted, and assessed* curricula phases can integrate into a PWO's comprehensive functionality and materialize into the planning and implementation of operational processes such as goals and objectives. To do this, the researcher explored the idea by going into a real-world PWO, in order to learn and understand its comprehensive functionality. Once there, the researcher identified and analyzed the intended, enacted, and assessed curricula embedded into the institution's core operational infrastructure; this first required developing and designing modules that accurately reflected the planning and implementation of the entire PWO. Performing these actions helped to emphasize the existence, application, and utility of the most basic types of curriculum in PWOs. The ideas and concepts presented by three seminal academic curriculum theorists were utilized to guide this practitioner-based curricula exploration and development process.

Foundational curricular concepts presented by scholars John Dewey (1938), John Franklin Bobbitt (1918, 1924), and Ralph Tyler (1949) were used for curriculum analyses, within the PWO. Completing this study was dependent on the transference of traditional academic perspectives to professional working environments, which required a cross-comparison of organizational characteristics and administration processes with these scholars' intended, enacted, and assessed curricular ideologies.

Dewey (1938, 1961, 2004) held that curriculum is most effective when it is (a) democratically interactive, (b) social, (d) experiential, (e) partially, if not completely, self-guided, and (f) reformative; this is more representative of the enacted curriculum.

Bobbitt (1918, 1924) proposed that a curriculum which reaches a learner the most efficiently and has the most lasting effect is a curriculum that has been designed according to the learner's background; this is more representative of the intended curriculum. Tyler (1949, 1971) provided an analysis which stated that curriculum is at its best when (a) curriculum objectives are identified, (b) complementary experiences to objectives are presented and organized in a logical sequence that facilitates the ease of comprehension for the learning audience, (c) evaluation of objectives, experiences, and sequencing takes place, and (d) adjustments to the curriculum are made following its evaluation; this is more representative of the assessed curriculum.

Theoretical Concepts

Most nonacademic organizations are not single celled; this is especially true for PWOs, since they are intrinsically multilayered with hierarchies, compartmentalization, and chains of procedural command. A PWO is likely to have many aggregated employment levels with personnel units (e.g., branches, departments, divisions, individual positions within workgroups) that each have a purpose and function that are performance-based and objective-driven. Because those personnel units, within the same PWO, plan and implement tasks synergistically to contribute to the completion of objectives and the achievement of overarching goals, there is an inherent level of connectedness and influence that a unit can have with others; that is, as happenings and changes occur within workgroups, the curricula of other personnel units can be affected as well. Beyond that, the outside environment (e.g., real world situations, new laws, modified regulations, technological advancements, and industry innovations) also has a

degree of sway which connects with a PWO's internal operations, performance, and designed objectives.

Take these internal and external factors into consideration, along with the continuous fluctuations amongst the three caveats, and one begins to realize that PWOs constantly evolve in their functioning and identity; and, that's not including changes in company personnel (e.g., hiring, firing, promotions), which may require procedural and/or goal-oriented adjustments for personnel units. Thus, PWOs can be considered as organic and constantly developing structures; simultaneously, the intended, enacted, and assessed curricula of personnel units, which account for a PWO's overall functioning and goals, should likewise evolve organically. The synchronous adjustments of a PWO's infrastructure and its curricula allow an institution to function and adapt with any developments to core operations. Thus, a PWO's comprehensive functionality and intertwined relationships reflect a level of complexity that can be defined in theory.

Complex Systems Theory is the theoretical foundation used to explain (a) the causal relationships and organicism of a PWO's personnel units and curricula, and (b) the degree to which corporative internal processes/outcomes are dependent on the actions of those units and/or the outside environment (Gross & Sayama; Gomez, Fernandez, Granell, & Arenas, 2013). Complex Systems Theory holds that the functioning behavior and organization of a comprehensive system are results of the relationships between the internal components it is comprised of and the interaction of those internal individual/relational components with external environmental factors- i.e., other comprehensive systems- (Gross & Sayama, 2009; Auyang, 1999).

A relatively new theory, Complex Systems research has primarily focused on the fields of chemistry, mathematics, biology, economics, physics, and engineering (Gross & Sayama, 2009; Hayles, 1987; Laszlo, 1972). Noticeably absent, from those fields of study, are professional working organizations (e.g., business, government); however, the theoretical concept of Complex Systems can be used in explaining outcomes/processes through organizational variables such as personnel units, layers of interconnectivity, environmental interactions, and relational development (Davis & Sumara, 2006).

A system becomes increasingly complex as different variables and layers begin to factor in. Complex Systems Theory explores and defines the degree to which the relationships between different variables affect the collective behavior and functionality of a system- one unit affecting another. The behaviors of a Complex System are the result of the behaviors and characteristics of internal and external variables; such variables, in a PWO, may include: (a) personnel units within the system's control, function, and purview of authority/capability that allow it to self-manage its comprehensive functionality, and (b) occurrences that take place outside of the system's control but still directly/indirectly influence a system's comprehensive functionality.

If PWOs are to be viewed as Complex Systems, then the comprehensive functionality (i.e., internalized operations), or *the outcome*, is dependent on the relationship between its *internal variables* (e.g., individual personnel and responsibilities, divisional actions, departmental goals, branch directives) and *external variables* (e.g., new technology, marketplace competition, amended regulatory laws, industry changes). Managing the relationships between particular variables requires expertise that is

dependent on planning and implementing (e.g., learning, applying) knowledge, skills, and abilities; this manifests into the actualization of intended, enacted, and assessed curricula.

PWOs as Complex Systems (based on structuring and interactions) presume that there is a degree of interconnectivity, among variables, which produces three conditions. The first condition indicates that the processes (functionality) completed by a PWO's internal variable(s) can affect the external variables of the environment. For example, Apple Inc. develops and introduces the iPad tablet computer which shifts the consumer market of supply and demand, and makes other competing companies, in the marketplace, develop their own versions of the tablet computer (i.e., Samsung Galaxy Tab).

The second condition states that the circumstances of an environment, or external variable(s), can affect the functionality of a PWO's internal variable(s). For example, the Affordable Care Act is passed, which legally prohibits healthcare companies from denying health insurance to individuals with pre-existing conditions and sets minimum health insurance standards/policies for healthcare-providing companies to adhere to.

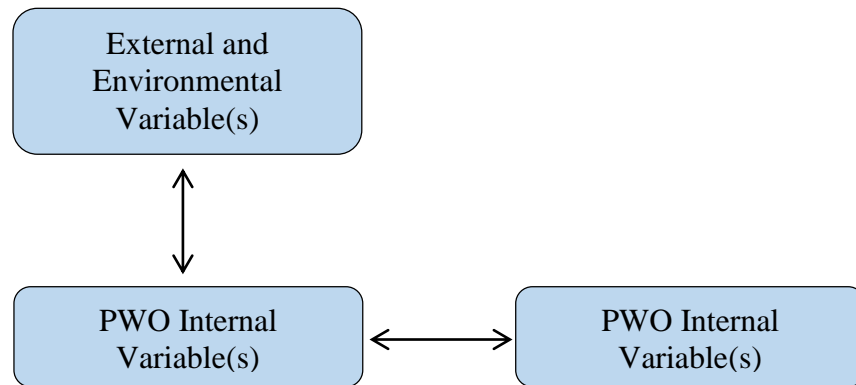
The final condition holds that within a PWO, the function of particular internal variable(s) can influence the planning and implementation of other internal variables. For example, Nike Inc.'s Research and Development Department develops a new running shoe for long distance runners, and now the Advertisement Department must learn about the shoe's features to plan and implement a new marketing strategy; likewise, the Finance Department must develop a production line budget that allows for a certain profit margin.

Figure 1.3 highlights all three of these conditions, regarding internal and external variable interactions that can occur in a professional working organization.

Comprehending these conditions will allow personnel to better understand how infrastructural variables interact to affect the curricular framework of the PWO.

Figure 1.3

Internal and External Relationships of PWOs



Among the three conditions is an underlying theme: The functioning and characteristics of a variable unit can influence the operations and traits of other units. Thus, if a curriculum is the avenue by which individuals learn, develop, and apply knowledge, skills, and abilities through designed performance modules and experiences, then PWO curricula are the mechanisms used to understand/manage internal and external variables (and their relationships with each other); thus, curricula are used in an effort to enhance functionality, fulfill processes, complete objectives, and achieve goals. Coinciding with Organizational Studies and Organizational Theory (Jones, 2012), this results in the formation of personnel units (e.g., individual positions, division work groups, departments) and layered work responsibilities that are aggregated by

organizational associations and functions (via overarching goals and core objectives that are to be planned and implemented for in the workplace).

The *Conceptual Framework for Complex PWOs* is presented in the form of a typical organization chart which highlights the hierarchical structures, embedded curricula, and three Complex System conditions that can be found in a PWO: (a) general command structures are indicated by solid lines; (b) internal and external variables including the governing body, organizational personnel units, and external environment are indicated by labeled boxes; (c) the management of variables and their functions via ‘intended, enacted, and assessed’ curricula is indicated by “I.E.A.” in labeled boxes; and (d) how variables can reach and influence other variables through direct or indirect relationships is indicated by solid and dotted lines. This is illustrated on the next page’s Figure 1.4.

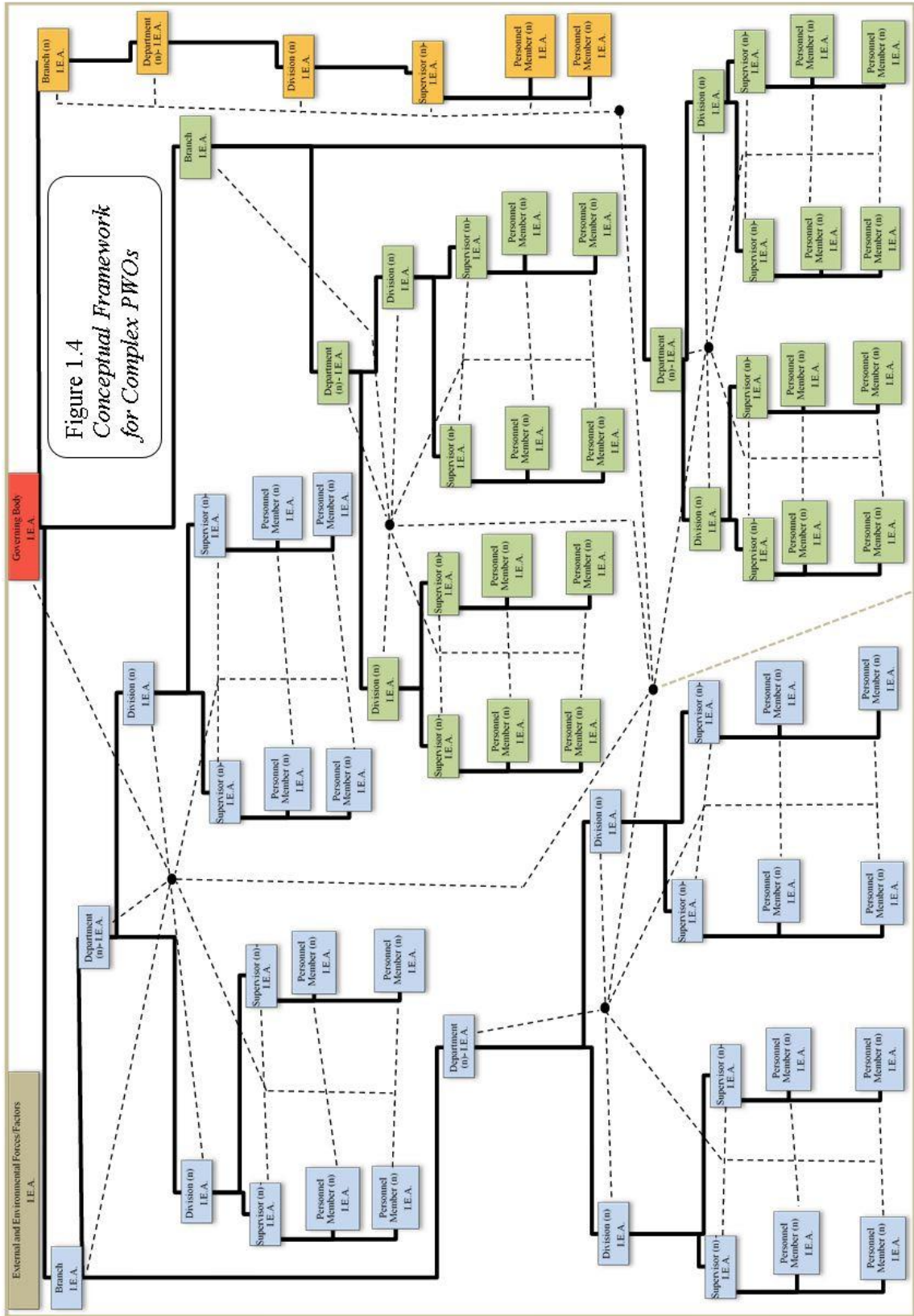


Figure 1.4
Conceptual Framework
for Complex PWOs

Definitions of Key Terms

- **Professional Working Organization (PWO)**- Any association of interdependent faculties that exist as a seemingly joint operation in private, nonprofit, and public sectors (excluding academic-based organizations) which functions for the specific purpose of accomplishing established goals via internalized procedures- made possible through the working contributions of hired personnel (e.g., full-time, part-time, volunteer) (Bryson, 2000; Kearns, 2000).
- **Private Sector**- Business organizations (e.g., sole proprietorship, partnership, publicly traded, privately held) that are owned and operated by one or more persons for the purpose of providing a service in exchange for some form of capital (e.g., goods, currency, services) (McCann, 2006). Private entities are typically 'for profit' (seeking revenues in excess of expenditures for net income), and are endowed with legal rights, liabilities, and responsibilities to its hired personnel, industry, marketplace, and society (Lipman, 2000).
- **Nonprofit Sector**- Nongovernmental organizations operated by one or more persons that provide service(s) and distribute all revenues within the company to further enhance its infrastructure and/or maintain current sustainability levels (Epstein & Yuthas, 2014). Depending on legalities, limits are placed on the amount of excess revenue that can be attained beyond its current financial obligations for operations (Worthy, 2013). Likewise, nonprofit entities are endowed with legal rights, liabilities, and responsibilities to its hired personnel, industry, marketplace, and society (Hummel, 1996).

- **Public Sector-** Administrative organizations inherited by a formally recognized body's citizens, through the primary funding of taxation (as governmental income), and operated by assigned government entities that have been created for judicial, legislative, and executive functioning. Public services are intended to benefit its citizens in a direct or indirect fashion; as such, these entities are held accountable to the people they serve through an instituted system of checks and balances (Dresang, 2008). Public systems most commonly operate at country/sovereign nation, federal, state, provincial, municipal, and subsidiary branch levels (e.g., independent agencies, regional, county) (Scardino, 2009; Cohen, 2013).
- **Operational Infrastructure-** The institutional features, internal processes, and degrees of coordination required to collaboratively complete performance objectives and achieve overarching goals assigned to specific levels of an organization; typically highlighted by a comprehensive system of compiled primary assets (e.g., hardware, software, budgeted money) and functions utilized/implemented by the hired personnel work units of that institution.
- **Curriculum-** (1) Topical Curriculum- Broad-based delineations/categories that highlight the total components necessary for the reasonable comprehension of a particular subject matter (Flinders & Thornton et al., 2013); (2) Developmental Curriculum- Individual demarcations that outline the mapping processes that need to be taken by a learner and an educator, in order to achieve a

specific/overarching goal- i.e., planning by objectives (Dewey, 1938; Tyler, 1949).

- **Intended Curriculum-** Initial curriculum phase overtly designed as an instruction program that aims to allow the anticipated learner to gain specifically targeted knowledge, skills, and abilities through designed learning experiences, on behalf of proposed learning goal(s) (Ainsworth, 2011; Glatthorn, Boschee, Whitehead, & Boschee, 2011).
- **Enacted Curriculum-** Curricular phase referring to the activation of the ‘intended curriculum,’ as perceived and translated by the educating entity, into an implementation stage where learners participate and engage in prescribed curricula activities and lessons to gain and hone specifically targeted knowledge, skills, and abilities (Bailey & Jakicic, 2011; Wiles, 2008).
- **Assessed Curriculum-** Curriculum phase referring to the formative and summative analyses of the ‘intended’ and ‘enacted,’ which specify (a) the design of the originally intended curriculum and its literal translation to the enactment phase, (b) the overall/specific results of instruction directed towards the learning entity and the entity’s subsequent practical application, (c) what was or was not adequately comprehended and applied by the learner in a controlled environment, and (d) the evaluated effectiveness of the educator’s instructional processes/materials and analyses of differently used learning/application styles (Howell & Nolet, 1999; Tyler, 1949).

Summary

Chapter One introduced the topic and issues of exploring how curriculum can take shape in nonacademic spaces, by asking the question of how intended, enacted, and assessed curricula phases are integrated into the operational infrastructures of professional working organizations. Chapter Two reviews the extant literature pertaining to curriculum's history, concepts, and current use in today's society. Chapter Three discusses the methodology chosen and steps taken to explore curricula application in a PWO. Chapter Four presents the findings to the research questions. Chapter Five concludes with a discussion regarding what the research findings mean; implications for practice and theory, and possibilities for further research are also discussed. Next, the study begins the transposition of curriculum from educational to professional, which requires a thorough understanding of (a) curriculum's background, (b) ways it can be approached, (c) its practical application in real-world settings, and (d) a review of what that discovery means for research and the field(s) of knowledge.

CHAPTER TWO: LITERATURE REVIEW

Following Chapter One's introduction of curriculum application in PWOs (professional working organizations), Chapter Two frames curricula in broad strokes to generalize its planning and implementation capabilities for varied settings- following the review of approximately 300 peer reviewed academic journal articles and published books that assess curriculum and, to a smaller degree, PWOs (as Complex Systems). This is necessary, because the role and meaning of "curriculum" have changed throughout history, which is often overlooked; as is evident by the contexts and usages that are typically typecast to the word, today. To better understand how curriculum *is* understood in academic settings, and *can* be interpreted in nonacademic systems, Chapter Two focuses on: (a) The origination of curriculum and its subsequent development as a learning/performance tool, (b) The broad-based conceptualizations associated with curriculum, and (c) The historical and contemporary evolving applications of curricular ideology in today's society.

Curriculum Historicized

Etymologically, the word "curriculum" has no lexical relation to the field of education, based on the original translation. Records dating back to Late Antiquity and the Early Middle Ages indicate preceding text which led to the New Latin verbum word "*currere*"- meaning "running, course, career... to run" (Barnhart et al., 1988, p. 245; Hughes, 1988; Clackson & Horrocks, 2010). Primary derivatives of the word include

curro, *cursus*, and *cucurri* which translate to variations of *gallop*, *hurry*, *race*, *move*, and *travel*—specifically along a preset path (Barnhart et al., 1988; Durkin, 2009; Hughes, 2000). The word directly referred to a horse that travelled swiftly with a team (carriage or chariot) in tow, along an assigned route by the driver; it also could have referenced a horse race or the profession of horse-drawn carriages (Janson, 2007; Clackson & Horrocks, 2010; Liberman, 2005). Nevertheless, beginning in the 17th century, higher education European institutions began to attribute a student who followed an assigned course of instruction, for learning and performance, to the equivalent of the Latin vernacular *currere*; hence, the term was appropriated as a way of understanding a concept that regards assigned preparation (planning) and application (implementation) (Traditional and Contemporary Perspectives, 2003).

Early Modern Era English translations of *currere* resulted in “curriculum” being formed as the appropriate diction for designated individual/communal learning and performance experiences (Barnhart et al., 1988; Morwood et al., 2005). The University of Glasgow, in Scotland, is the earliest recorded (est. 1633) academic institution to cite the term “curriculum” for learners within an educational system (Barnhart et al., 1988). A trending pattern began from there. Newtowne College (now, Harvard University) was next to use the term, in 1636, to reflect students’ required coursework in a baccalaureate program; this marked the first educational institution in North America’s Thirteen Colonies to use this label (Traditional and Contemporary Perspectives, 2003). Over the course of more than 350 years, “curriculum” has become a globally widespread *academic* term used at the primary, secondary, and tertiary education levels of learning (Baxter

Magolda, 1999). Nevertheless, actual usage of the term and its fields of subject matter have varied constantly, since its inception (Curriculum International, 2003; Schmidt et al., 2001; Rethinking Curriculum Discussions, 2003).

Since 1636, “curriculum” has primarily referred to one of two general possibilities: (a) The comprehensive coursework (sum total of classes) required to complete an academic program, or (b) The individual content of a course, which a comprehensive educational track is comprised of (Cuban, 1996). The early adopted versions of curricula primarily engaged learners in the elements of *trivium* (logic, rhetoric, and grammar) and *quadrivium* (arithmetic, music geometry, and astronomy), with other subjects such as religion, Latin, and Classical philosophy being included, respectively (Cohen & Kisker, 2010). Over time, additional subjects were added to curriculum requirements, according to technological advancements (i.e., agricultural classes) and societal shifts (i.e., classes on politics/law) that took place in the world (Wechsler, Goodchild, & Eisenmann, 2007). However, beginning in the 1800s, monetary (i.e., United Kingdom’s tax subsidies for European students) and political influences (i.e., U.S. government’s Morrill Land-Grant Acts) along with hierarchical (i.e., institutional figurehead decision making) and consumer demand (i.e., requests from tuition paying students) began to have the largest effect on curriculum content development; this resulted in different curricula being created at all levels for numerous purposes (Tierney, 1989; Gasman, 2010; Wechsler et al., 2007). Currently, curricula are developed for audiences that desire various forms of content which extend beyond the once standard *trivium* and *quadrivium* subject matter areas (Jackson et al., 1996); this is especially true,

with the world being much more diversely integrated and influenced by other sociological factors.

Curriculum Defined

Now, understanding the history of curriculum and its original meaning, there remains a question: What is the new denotation of curriculum as it is meant to be understood from pedagogical and andragogical standpoints, today?

Curriculum- 1: The whole body of courses offered by an educational institution or one of its branches. 2: Any particular body of courses set for various majors. 3: All planned school activities including besides courses of study organized play, athletics, dramatics, clubs, and home-room program. 4a: General education and breeding. 4b: A work schedule. (Gove et al., 1993, p. 557)

Although it may have various definitions, there is an underlying thematic commonality with the word “curriculum,” which suggests that the content knowledge, skills, and abilities learned and applied are made possible only in an academic context (Guthrie et al., 2013; Benavot, 1992). Four more common definitions of “curriculum,” from different sources, reinforce this perspective:

- “[A]n authoritative prescription for the course of study of a school or system of schools... [with] content to be covered at grade level or in a course or sequences of courses, along with prescribed methods of teaching” (Guthrie et al., 2003, p. 530)- *Encyclopedia of Education*
- “[T]he subjects comprising a course of study in a school or college” (Lindberg et al., 2002, pp. 335-336)- *Oxford American College Dictionary*

- “1. the aggregate of courses of study given in a school, college, etc. 2. the regular or a particular course of study in a school, college, etc.” (Costello et al., 1996, p. 333)- *Random House Webster’s College Dictionary*
- “1 a fixed series of studies required, as in a college, for graduation, qualification in a major field of study, etc. 2 all of the courses, collectively, offered in a school, college, etc. or in a particular subject” (Agnes et al., 2002, p. 356)- *Webster’s New World College Dictionary*

To substantiate the claim further, 98 additional definitions of “curriculum” were reviewed, from 23 major English dictionary and encyclopedia references including: *World Book Encyclopedia, Black’s Law Dictionary, Webster’s Dictionary, Canadian Oxford Dictionary, Merriam-Webster American English Dictionary, Collins American English Dictionary, Longman Dictionary, Oxford Dictionary of English, Funk & Wagnalls Encyclopedia, Webster’s Ninth New Collegiate Dictionary, Oxford Dictionary of Current English, Macquarie Australian English Dictionary, New Oxford Dictionary of English, Academic American Encyclopedia, Concise Oxford English Dictionary, Chambers Dictionary, Comprehensive Oxford English Dictionary, Random House Dictionary of the English Language, The American College Dictionary, Encyclopedia Britannica, Collins English Dictionary, Webster’s New World Dictionary, and Encyclopedia Americana.* Of the 98 curriculum definitions that were reviewed, 91 descriptions were identified- via keyword extraction (e.g., “classroom, school, coursework, college, university, study, teacher, student”)- as having academically related

content that further associated curricula to traditional education systems (Paquot & Bestgen, 2009).

A curricular Domino Effect has taken place; what started as a simple trend back in the 1600s (with the University of Glasgow and Newtowne College), has been ingratiated into the mainstream interpretations and definitions of today (Traditional and Contemporary Perspectives, 2003). Now, the notion of limiting curricula exclusively to a classroom has become commonplace, as it is widely recognized as the standard around the globe (Guthrie et al., 2013; Schmidt, McKnight, Houang, Wang, Wiley, Cogan, & Wolfe, 2001).

Curriculum Designed

With any composite instrument, there are certain key elements that are needed to make it whole. Curriculum, as it is contemporarily perceived, is no different. To determine the elements that a majority of academically-based curricula are comprised of, approximately 150 peer reviewed journal articles, textbooks, press reports, national academic conference papers, reference books, and national symposia presentations were reviewed, categorized, and axially coded- via keyword extraction (Creswell, 2013; Paquot & Bestgen, 2009); an example of keyword search terms included: “Curriculum/Program Design, Curriculum Elements, Curriculum Components, Pedagogical Development, Curriculum Construction, Curriculum Content, Curriculum Sections, Curriculum Orientation, and Curriculum Format.” According to that extant literature, the process of making a curriculum is highly variable and dependent on the individual(s) involved in the construction process. But, the one thing that is

comparatively similar, among most curriculum content that can be found, is the categorical formatting (Sowell, 2004; Wiggins & McTighe, 2005). Even with curricula that are distinctively unique in purpose, language, and creation, the configuration of the majority lends itself to eleven generally common and confirmed sections.

- The “Stated Purpose” generalizes the broad aim(s) and intent(s) of the program- this can commonly be seen in the form of a mission or vision statement (Henson, 2006; Saylor, Alexander, & Lewis, 1981; Fraser & Bosanquet, 2006; Meo, 2008).
- The “Targeted Direct/Indirect Population” specifies the intended audience the curriculum is created for, as established by the Stated Purpose (Cheung & Ng, 2000; Jenkins, 2009; Wenger, 1998; Schwartz, 2006).
- “Subject Matter” (aimed towards a Direct/Indirect Population) includes a summarized and/or detailed description of the specific content that is included into the curriculum (Dempster, Benfield, & Francis, 2012; Wang, Elicker, & McMullen, 2008; Krippendorff & Bock, 2009; Wilson, Lizzio, & Ramsden, 1997).
- “Applicable Pre-Requisites” (depending on the level of learning/application) indicate the needed knowledge (educational bases), skills, and abilities that will allow a person to acclimate to a new curriculum’s Subject Matter, in order to gain additional knowledge, skills, and abilities (BAŞ, 2013; Anderson, Bullen, Alltree, & Thornton, 2008; Bovill, Bulley, & Morss, 2011).
- “Development Goals” highlight particular learning/performance objectives and trajectories that are to be achieved in incremental and sequential steps that will

contribute to the overall Stated Purpose of the curriculum (Huizinga, Handelzalts, Nieveen, & Voogt, 2014; Livingston, McClain, & Despain, 1995; Tanner & Tanner, 1995; Zeff, 2007; Eisner, 1990).

- “Plan for Instruction” involves the definitive information that explains how Development Goals will be reached; instruction plans can include the format of the information presentation (e.g., video, lecture), corresponding activities, assignments, overall timetable/timeline for the program, and an organizing framework for each unit in the entire program (Ornstein & Hunkins, 1993; Van Driel, Bulte, & Verloop, 2008; Harvey & Baumann, 2012; Overly & Spalding, 1993).
- “Measurable(s)” often come in the form of benchmarks and Key Developmental Indicators for learners and/or groups of learners, with the sole purpose being able to monitor the curriculum’s progress (Marsh & Willis, 2007; Wiles & Bondi, 1993; Slattery, 1995; Anderson, 1983).
- “Justification and Validation” for the aforementioned points are provided to show rationale, cohesiveness among the differing elements, and linear logic within the structuring of the curriculum (Biggers, Forbes, & Zangori, 2013; Pritchard, 2010; English, Lockett, & Mladenovic, 2004; Gibbs & Simpson, 2004).
- “Primary/Secondary Learning Outcomes” are a result of successful implementation of the Plan for Instruction- in accordance with originally set Development Goals- and exemplify the beneficial results (e.g., skills development, new knowledge, core processes attained) that learners will have as a

product of proceeding through the program's comprehensive curriculum (Cheung & Wong, 2002; Benfield, 2008; *The Practice of Learning*, 1993; Bols & Freeman, 2011).

- “Materials” explain what additional resources (e.g., computers, textbooks) are needed and made available to learners for successful completion in a program's Plan for Instruction (McNeil, 2006; Hays & Hamlin, 2013; Meyer & Rose, 2000; Rose, Meyer, & Hitchcock, 2005).
- “Assessment Processes” incorporate evaluation procedures that take place midrange and/or at the end of a program's implementation, for the purposes of instructor and learner accountability in the areas of effective comprehension and application of the curriculum (Saroyan & Amundsen, 2001; Giles, Martin, Bryce, & Hendry, 2004; Fisher & Miller, 2008; Harris, Driscoll, Lewis, Mathews, Russell, & Cumming, 2010; Nicol & Macfarlane-Dick, 2006).

The above criteria (“Curriculum's Eleven”) substantially frame the typical structure of a formalized curriculum, as they are conventionally recognized in today's contemporary settings- as recognized by numerous scholars and years of back and forth modifications by content developers (Sowell, 2004; Dempster et al., 2012; Fraser et al., 2006). This eleven-part curriculum template (alongside Dewey, Bobbit, and Tyler's concepts) will be used as the framework to explore and design the intended, enacted, and assessed curricula phases that are integrated into a PWO's comprehensive functionality and operational infrastructure (*The Reconceptualization of Curriculum Studies*, 2013).

Curriculum Classified

Although the focus on curricula has mostly concentrated on the ‘stereotypical’ format, up to this point, it is important to acknowledge that variations, within the curricular context, have been and continue to be created, as societal shifts evolve perspectives over time (Flinders, Thornton et al., 2013; Rethinking Curriculum Discussions; Carr, 2006). Thus, the different classifications of curricula and the philosophies that led to their existence should likewise be covered.

Much of how a curriculum is perceived is based on philosophical paradigms. As a concept, philosophies on how to ‘educate, train, teach, study, assess, research, theorize, learn, and apply’ date back as far as Classical Greece (Chambliss, 1996; Woods & Barrow, 2006; Bailey et al., 2010). And for at least 2,500 years, copious perspectives on how the individualistic experience affects sentient and intellectual development have been postulated by the likes of: Socrates, Piaget, Burke, Bonnot de Condillac, Aristotle, Rousseau, Plato, Locke, Maslow, Peirce, Vygotsky, Hartley, Descartes, Kant, Aquinas, and Nietzsche (Curren et al., 2006; Cahn, 2011; Gutek, 2010; Gingell & Winch, 2008; Murphy, 2005; Derry, 2013). As the byproducts of such thinking, philosophies affecting pedagogy and andragogy emerged including: Progressivism, Idealism, Perennialism, Essentialism, Experimentalism, Behaviorism, Post-Positivism, Cognitivism, Existentialism, Realism, Constructivism, Reconstructivism, Positivism, Pragmatism, Societal Reconstructionism, Postmodernism, Humanism, Functionalism, Interactionism, Post-Structuralism, Structuralism, and Modernism (Schunk, 2011; Dressman, 2008; Seigel et al., 2012; Ozmon, 2011; Cahn et al., 2009).

Formalized fields that have been affected by these philosophies include psychology, philosophy (specifically, epistemologies), sociology, politics, ethics, and education (Wink, 2004; Elias & Merriam, 2004; Curren et al., 2005; Noddings, 2011). Within the educational context, foundational philosophies and their derivatives have influenced the construction and interpretation of curricula; that is to say, biases and subjectivities are inherently embedded into instruction, comprehension, and application methods, which inevitably influence how programs are formulated and carried out (Gutek, 1996; Lewis, Grinberg, & Laverty et al., 2010; Dunn, 2004; Blake, Smeyers, Smith, & Standish et al., 2002; Winch, 2012; Carr, 2004; Straughan & Wilson, 1983). With today's differing ideological perspectives, philosophical paradigms have been interpreted within traditional curriculum formatting and its respective settings. As a result, the definitions, terminologies, platforms, and purposes of curricular programs have shifted to create new meanings and purposes (Schubert, Schubert, Thomas, & Carroll, 2002; Flinders & Thornton et al., 2013). The end results are multiple classifications of curricula that interpret/translate information and content-based messages to specific audiences in varying ways (Davis, 2004; Leach & Moon et al., 1999; Hirst, 1974; Dearden, 1984). Figure 2.1 lists a select few examples of the different classifications of curricula that are acknowledged today.

Figure 2.1

Classifications of Curricula

Curriculum Examples		
Teacher Centered	Explicit/Overt/Written	Problem/Inquiry Centered
Formal	Spiral	Experiential
Integrated Subjects (Broad Fields, Thematic Unit)	Outcome-Based	Operational
Hidden/Covert	Null	Received
Extracurricular	Informal	Subject Centered (Discipline/Activity Centered)
Implicit	Learner Centered	Societal
Phantom	Concomitant	Informational and Programmed
Rhetorical	Technological/Electronic	Perceived
Internal	-	Shadow

Note: Curriculum classifications gathered from Brown, 2003; Pinar, 2006; Kleinfeld & Noordhoff, 1998; Harden & Stamper, 1999; Zhang & Campbell, 2012; Malik & Malik, 2011; Putwain, Whiteley, & Caddick, 2011; Khalifa, Aboaba, & Shafie, 2012; Cornbleth, 1984; Hwee, Chiappone, Cuevas, Galloway, Hart, Lones, Medina, Menendez, Pilonieta, Provenzo, Shook, Stephens, Syrquin, & Tate, 2004; Pinar, 2011; Ediger, 1995; Bogo & Wayne, 2013; Ambrose, 2013; Flinders & Thornton et al., 2013; Rutten & Soetaert, 2012; Safar & Alkhezzi, 2013; Aesaert, Vanderlinde, Tondeur, & Braak, 2013; and Apple, 2004.

Extant literature has indicated that origins, definitions, terms, uses, formats, interpretations, and now classifications of curriculum have repeatedly evolved throughout the field of curriculum studies' centuries-long history. Moreover, perceptions of 'what makes a curriculum' seem to be very tentative and increasingly dependent on socio-political circumstances. And, in an economically-driven world where decision-based learning is reliant on trending factors, one's understanding of curriculum can change constantly. Thus, the best way to answer Chapter One's two introductory questions (*What is a curriculum?* and *What individual aspect(s) actually make a curriculum a curriculum?*) and hold curriculum to some form of consistency is to focus on what has remained constant: the foundational concepts; the core idea that a curriculum is meant to develop to the extent that an individual or an audience is able to learn (plan) and apply (implement) knowledge, skills, and abilities in a targeted setting that contributes to a goal of functionality.

As such, viewing curriculum from a conceptual standpoint is arguably the most dependable approach. Three definitive scholars in particular, over the past 135 years, have advocated the merits of curriculum being conceptualized for the purpose of individualistic growth- as is reflected in their curricular frameworks which were not constrained to a fixed definition or mandated criteria. Those scholars and practitioners are John Dewey, John Franklin Bobbitt, and Ralph Tyler (respectively).

Curriculum Conceptualized: Dewey

John Dewey held that knowledge is ever-present and capable of being comprehended through intellectual impressions that are understood and expressed in a

variety of settings (Dewey, 1961; Thomas, 1962); this stance would influence future curricular scholars and play a considerable role in the development of the contemporary curriculum studies field. Within this perspective is the idea that learning has the greatest utility when a bolstered subject matter competency is gained through learned content (Archambault, et al., 1966); however, those gained knowledge, skills, and abilities amount to very little unless they can be applied to life and how one functions in their everyday surroundings (Campbell, 1995).

As such, a curriculum must understand its learning audience, which should be reflected in its initial construction and its continuous implementation, since it educates according to specific learners' potential and strengths. To do this, an individual's knowledge, skills, and abilities can and should be fully developed through the maximization of one's personal attributes and tendencies (Dewey, 1902; Fott, 1998). By Dewey's standards, a curriculum program should educate learners in the 'comprehension' and 'application' of subject matter competency (Dewey, 1933; Hohr, 2013); curricula should seek to apply learned content to key areas in the learner's life that will benefit society or a societal cluster (i.e., PWO) that will ultimately affect the collective (Dewey, 1954; Dewey, 2004). This parallels with the personnel units (learners) of an organization's operational infrastructure who must learn (plan) and apply (implement) 'knowledge, skills, and abilities' via work responsibilities/tasks to meet performance-based objectives- as part of an overarching goal.

To transition the above from theory to reality, Dewey proposed instituting four curriculum principles that did not define (e.g., rules, criteria) or limit (i.e., contexts) the

process of educating learners. Instead, Dewey focused on the nature of what curricula should aim to be, as well as how they ought to function in a variety of learning/training/applying environments; this led to learning through experience (i.e., experiential learning/education) (Archambault et al., 1964; Johnston, 2002; Miettinen, 2000). According to Dewey:

[T]here is, therefore, no succession of studies in the ideal school curriculum. If education is life, all life has, from the outset, a scientific aspect; an aspect of art and culture and an aspect of communication. It cannot, therefore, be true that the proper studies for one grade are mere reading and writing, and that at a later grade, reading, or literature, or science, may be introduced. The progress is not in the succession of studies but in the development of new attitudes towards, and new interests in, experience. [E]ducation must be conceived as a continuing reconstruction of experience; that the process and the goal of education are one and the same thing. (Michigan Historical Reprint Series, 2005, pp. 12-13)

Principle One

Within a curriculum, there must be: (a) the application of individual processes, (b) the interaction and subsequent outcomes of individual processes being applied in an environment, and (c) the interaction and subsequent outcomes of individual processes engaging with other individual processes in an environment designed to facilitate the purpose of accomplishing development goals (Dewey, 1961; Dewey & Bentley, 1949)- strikingly similar to the three conditions of Complex Systems. This basis formed Dewey's public supporting of 'social institutions' (not schools exclusively, but productive organizations as a whole) that adhere to progressive learning, development, and reform (Cremin, 1961). However, government and society assumed that those 'social institutions' being referred to by Dewey were traditional school/education settings (Dewey, 1956).

Principle Two

Within the context of a curriculum, the process of learning must be experiential and social; that is to say that one's independent action/experience should be interactive and in conjunction with others in a designed environment that is conducive for accomplishing development goals (Dewey, 1902; Campbell, 1995). According to Dewey, these primary dual characteristics of a curriculum, when applied, are thought to influence a stronger commitment, from the learner. This encourages the learner to learn as much as possible, engage with the curriculum, and indoctrinate it as his/her own (Dewey, 1961; Hohn, 2013). The educator, in this setting, acts more like a facilitator, by fostering each learner's ideas, perspectives, and opinions in a direction that grows the curriculum's effectiveness in accordance with the stated purpose(s) (Dewey, 1887; Hildreth, 2012).

Principle Three

Dewey held that a curriculum should allow for a learning environment that is interactive and engaging to the learner (Dewey, 1883). That is, the environment in which learners engage and interact with others to form new experiences is crucial to whether or not they become subject matter competent (Dewey, 1902; Campbell, 1995). However, to counterbalance Principle Two, curricula should not be solely based on the background of learners (i.e., target direct/indirect population) and should educate based on the stated purpose and development goals (Kridel et al., 2010; Stubr, 1979). Therefore, a curriculum's traditional plan for instruction is what should be adjusted, for learners, according to context and content- this facilitates the learning environment and atmosphere (Dewey, 1938).

Principle Four

The curriculum should have opportunities built into it that allow learners to actively participate (Cremin, 1961); this implies that the targeted direct/indirect population has an underlying effect on how curricula should be designed to effectively engross learners and educate them according to the stated purpose (Dewey, 1887). Moreover, Dewey held that the presentation of content should be understandable to learners, which will more effectively entice their interest and foster a desire to comprehend and partake (Dewey, John (1859-1952), 2003). For this to happen, a curriculum must know its targeted direct/indirect population (e.g., background, subjectivities) and manage subject matter in a way that is appealing to the learner(s), based on that information (Dewey, 1961; Stubr, 1979).

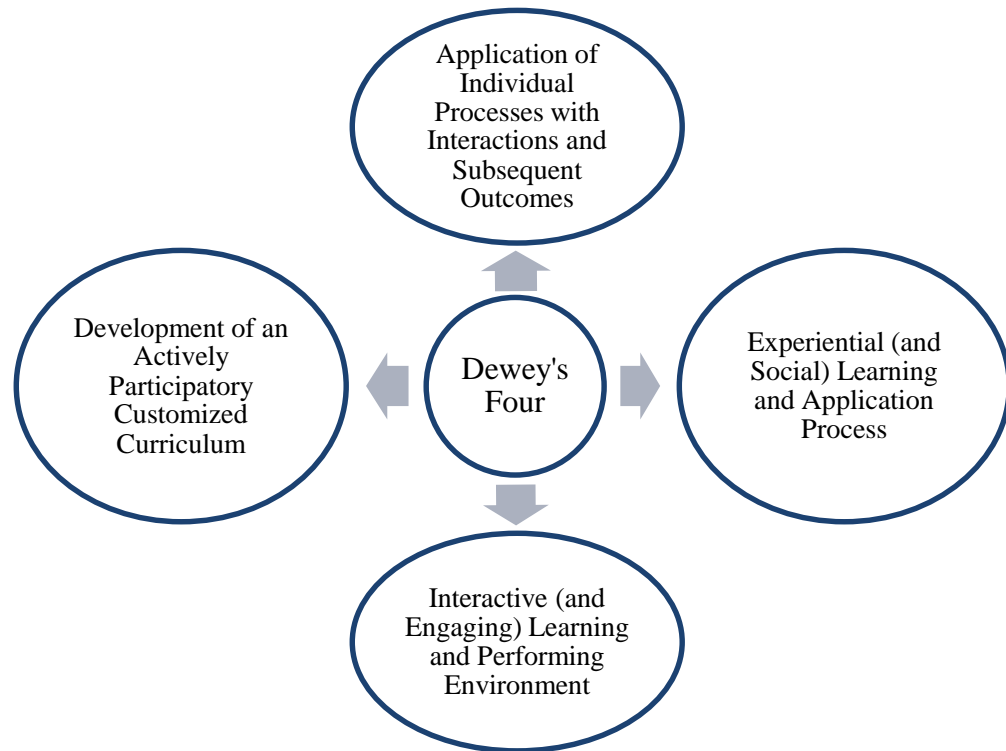
Under this creed, Dewey presents curriculum not as a tool, but rather a responsibility to facilitate a pedagogy that personally prepares, acclimates, equips, and enhances the independent learner; the learner should, in turn, seek to improve their respective environment via application of those gained knowledge, skills, and abilities (Dewey, 1954; Pinar, Reynolds, Slattery & Taubman, 2006). As a result, through the addition of these educated learners, society should be made better and the performance effects of curriculum should be made apparent through a progressively changing civilization- not only in knowledge, but in the commonwealth as well (Dewey, 1887; Hickman et al., 1988; Dewey, 1933). This is made evident as Dewey states that “[E]ducation is a regulation of the process of coming to share in the social consciousness; and that the adjustment of individual activity on the basis of this social consciousness is

the only sure method of social reconstruction” (Michigan Historical Reprint Series, 2005, p.16).

Dewey’s principles of experiential learning are representative of the “enacted” curriculum within a system of learning and application (i.e., PWO)- see Figure 2.2. Moreover, Dewey’s four principles of interactive experiences and comprehension serve as key identifiers in the workplace, regarding (a) personnel units’ development, (b) personnel units’ actions in a PWO, (c) the effect of how internal processes are carried out independently or cooperatively by personnel units, and (d) how the learning (planning) and application (implementation) experiences of personnel units can affect the experiences of other units.

Figure 2.2

Dewey's Curriculum Principles Overview



Curriculum Conceptualized: Bobbitt

Bobbitt's concepts are potent in understanding how curriculum should be intentionally built to allow for the best learning and performing experience. Curriculum was viewed by John Franklin Bobbitt as more efficient, in accomplishing its stated purpose(s), when aspects that the target direct/indirect population can self-identify with are included into its design's planning and implementation; these are aspects that are not only socially, culturally, and personally relatable, but also relevant to a learner's development as well (Bobbitt, 1909). This level of curriculum development is made possible when curricula are not pre-assigned to a determined structure or setting with rigidity, but allowed flexibility to be adjusted in accordance with the learning/application

process of its learners (Bobbitt, Franklin (1876-1956), 2003). To create this type of customization within curricula, three primary developmental stages were introduced by Bobbitt as a framework/scientific method for instituting and measuring a 'situation-appropriate' curriculum. Such a curriculum manages the learning, training, and application experiences that promote individuals' personal and professional growth—primary affected curriculum areas include subject matter, developmental goals, and plan for instruction (Bobbitt, 1918; Kliebard, 1968; Bobbitt, 1924).

Development Stage One: The Consideration of Varying Individual Experiences

Involves analyzing the “total range of human abilities, habits, systems of knowledge, etc. that one should possess” (Bobbitt, 1918, p. 43) in an effort to define how groups of individuals perceive their interactions with an amalgam of ‘knowledge, skills, and abilities’ independently, with a unit, or with the environment. Each individual’s perceptions, reactions, and subsequent responses to the specific interactive experiences are taken into account (Null, 1999); such are examined to discover and better understand the adapted behaviors and reactions that are distinct to a specific person and/or a group of persons, in a given scenario (Bobbitt, 1909).

Development Stage Two: The Categorization of Considerations

The second stage takes the gathered information from the first, then constructs and brackets (into groups) related ‘knowledge, skills, and abilities,’ based on the corresponding ‘reactions and behaviors of the individuals’ and according to the characteristics of the original interactive experience(s) (Bobbitt, 1915). What emerges from each bracketed group is specific content information that becomes ‘subject matter’

meant to solicit developmental reactions and grow learning/application levels, at various stages. As a result of the developed subject matter, ‘associated learning material, functional activities, interactive experiences, and the stated purpose(s)’ are (a) outlined as a part of the curriculum’s plan for instruction, and (b) implemented into an intended learning/application environment (Bobbitt, 1918; Bobbitt, 1975a).

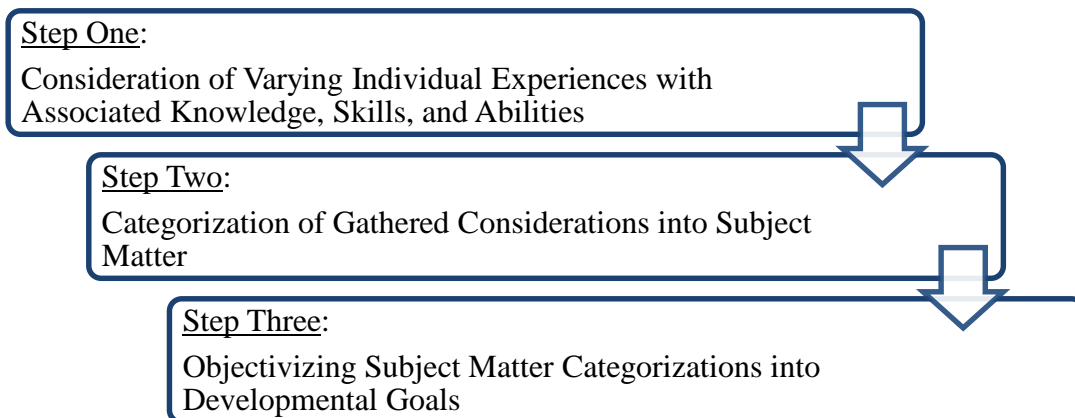
Development Stage Three: The Objectivizing of Categorization

Within the designed plan for instruction (e.g., learning material, application activities) is a plethora of potential objectives to choose from that addresses the stated purpose(s) (i.e., overarching goals). The first step in selecting objectives for the curriculum is to acknowledge the multiple objectives and goals that exist, “[even] though the scholastic curriculum will not find it necessary to aim at all of them, it is the function of education to see that all of them are attained” (Bobbitt, 1918, p. 44). From there, the developmental goals (i.e., objectives) selected from the many options ought to be the objectives that can otherwise not be completed by the learner on his/her own without the assistance of a direct form of intervention, training, or instructional experience (Bobbitt, 2012). The need for assigned objectives, in a curriculum, is made evident by the degree and frequency of errors made by a learner (a) outside of a learning environment, and (b) when trying to autonomously grasp the subject matter through the plan for instruction’s application activities and learning material (Bobbitt, 1924). That is to say, objectives can be more accurately and efficiently assigned based on a curriculum’s learning/application requirements and a learner’s mistakes (Bobbitt, 1922; Null, 1999).

The eventual purpose of the three sequential stages is to bring about a curriculum that personally makes learners want to contribute to microcosms of society (e.g., industry, business, politics, health care) (Bobbitt, 2012). This is made possible with an efficient curriculum that allows different learners to realize (a) what their interests are, (b) how to grow personal interests, (c) how one’s knowledge, skills, and abilities can be utilized, and (d) where said knowledge, skills, and abilities are most usefully applied and needed (i.e., PWOs) (Bobbitt, 1924). Ideally, individualized curricula should cater to the independent interests, qualities, and responsibilities of the learner, while omitting educational areas that are superfluous to the learner’s background, gifting, focus, and purpose (Bobbitt, 1918). Figure 2.3 highlights the three sequential steps to bringing about a curriculum that personally involves learners, via customization of individuals’ characteristics.

Figure 2.3

Bobbitt’s “Three-Step Program” for Curriculum



Bobbitt held that if all individuals and microcosms of the world were taken into account, then the varying curricula that were created on their behalves (when viewed comprehensively) could potentially reflect and improve every functional area of society

(Franklin, 1986). From this perspective, the applicability and utility that curricula present extend beyond the field of education and its stereotypical settings, being applicable in multiple settings such as PWOs; this stance indirectly redefines how curricula should be understood (Bobbitt, 1975b; Kliebard, 1968). Bobbitt states:

The curriculum may, therefore, be defined in two ways: (1) it is the entire range of experiences, both undirected and directed, concerned in unfolding the abilities of the individual; or (2) it is the series of consciously directed training experiences that the schools use for completing and perfecting the unfoldment. Our profession uses the term usually in the latter sense. But as education is coming more and more to be seen as a thing of experiences, and as the work- and play-experiences of the general community life are being more and more utilized, the line of demarcation between directed and undirected training experience is rapidly disappearing. Education must be concerned with both, even though it does not direct both. (Bobbitt, 1918, p. 43)

Bobbitt's principles for designing customized learning experiences that allow for the optimal situation in which the learner can apply learned knowledge most effectively is representative of the "intended" curriculum, within systems of planning and implementation. In accordance with units' background and overarching goals, these principles help to (a) identify the effectiveness of developing/assigning work processes and courses of action for personnel units, and (b) better manage professional workplace performance, outcomes, and internal processes.

Curriculum Conceptualized: Tyler

Ralph Tyler (1949) presented four curriculum concepts (in the form of questions) that, today, serve as guidelines which make up the rationale for curriculum development, implementation, and accountability (Tyler, Ralph W. (1902-1994), 2003; Kiester, 1978). Interestingly, Tyler frames the process of these 'basic principles of curriculum and instruction' within a school setting, but introductorily states that the universality and

generalizability of a curriculum's planning and implementation can be instituted among learners in other organizations (i.e., PWOs); so long as there is a learning and application purpose capable of "viewing an instructional program as a functioning of education" (Tyler, 1949, p. 1; Doll, 2008).

Question One: What educational purposes should the school seek to attain?

In order to develop a curriculum which directly affects learners in an intentional way that benefits the individual and subsequently his/her organization, a stated purpose must first be identified (Tyler, 1968; Funder, 2004). In order to be effective, such overarching purposes should be specifically appropriate to learners' interests, knowledgebase, abilities, skills, and responsibilities (Tyler, 1969; Antonelli, 1972); yet, these purposes should also be in alignment with the organization's intent and assignments for its respective learner(s) (Pinar, 1978). Upon this realization of the stated purpose(s), there should organically emerge performance and/or learning objectives (i.e., developmental goals). Such designed objectives should take into account (a) the target direct/indirect population of learners, (b) learners' 'interests, knowledge, skills, abilities, and functional responsibilities,' and (c) what the organization's setting is capable of providing to learners' learning/application experiences (Kliebard, 1970; Doll, 2008; Nowakowski, 2011).

Comprehensively, when (a) the organization's capabilities and willingness, and (b) the learners' 'interests, knowledgebase, abilities, skills, responsibilities, and capabilities' are considered, the plan for instruction can be more clearly outlined (Tyler, 1971). During the outlining process, the development of stated purposes and

developmental goals (i.e., learning and performance objectives) is “the most critical criteria for guiding all other activities” in an effective curriculum (Tyler, 1949, p. 62). As such, five objective aims should exist:

First, learning and performance objectives should be based on the learners’ backgrounds and meet their specific physical, social, mental, and philosophical (i.e., “integrative”) needs (Tyler, 1949, p. 7). Second, education and training efforts should be focused on important areas that are significant to learners’ intellectual and professional development, which should then result in the “transference of training” to an area that is needed in society. This is made more plausible when a curriculum incorporates, into its plan for instruction, real world scenarios that will likely be encountered in the future and thus allow the learner to draw simulated parallels in multiple settings (Tyler, 1949, pp. 17-18).

Third, when constructing curriculum, the most appropriate sources of learning and performance objectives should be subject matter specialists, contemporary life situations, and the actual learners, for an entirely comprehensive approach to educating and training in socially relevant topic areas; fourth, because there are numerous objectives that can be chosen at any time, within a curriculum, and because it takes time for a learner to competently grasp any one topic, a relatively small and manageable number of learning objectives should be assigned to any single individual; lastly, behavioral and content-based aspects of the curriculum (which are later used in the evaluation process) should be made clear in the stated purpose(s) and developmental goals, so that the intent and

benefits of the plan are specified to the instructor(s) and the learner(s) as a set level of expectation (Tyler, 1949, p. 62; Tyler, 1971).

Question Two: How can learning experiences be selected which are likely to be useful in attaining these objectives?

‘Learning experiences’ occur when the learner interacts and performs with the environment and as a result gains/enhances new knowledge, skills, and abilities- making the holistic experience the actual educating mechanism. Tyler states, “Learning takes place through the active behavior of the student; it is what *he* does that he learns” (Tyler, 1949, p. 63). So, in order for learning objectives to be met, learning experiences must be utilized within the curriculum appropriately. If done correctly, an effective learning experience facilitated by a curriculum will allow a learner to (a) develop skills in thinking (e.g., inductive, logical, deductive) for a multitude of situations, (b) acquire various information (e.g., theories, principles, facts, ideas) which will lead to better decision making, (c) cultivate social attitudes that will help to moderate behavior and personal outlooks, and (d) generate interests that spur determination to achieve an accomplishment which progresses the learner’s functional role in society (Tyler, 1949, pp. 68-83; Simpson, 1999; Finder, 2004).

However, one must consider that each learner will interpret an implemented learning experience differently, according to his/her background and understanding of the subject matter (Tanner & Tanner, 1979; Tyler, 1968). To select the optimal learning experience for the optimal number of learners, so that learning objectives can be met and learners can progress through performance, a curriculum should: (a) Permit experiences

that allow a learner to apply objective-based behaviorisms as a part of the targeted setting and direct/indirect population; (b) Provide a level of enjoyment to the learner as a result of appealing to his/her suggested behaviorisms; (c) Solicit reactions and feedback from learners participating in the curriculum that are typical to one's background; (d) Have alternative learning experience options available, for learners, that would still allow the same objective(s) to be met; and (e) Have multiple results/outcomes emanating from a learner in any single learning experience (e.g., secondary thoughts, feelings, new ideas, changing opinions) that can influence one's insight on another subject matter topic (Tyler, 1949, pp. 65-68; Hlebowitsh, 1992; Tyler, 1966).

Question Three: How can learning experiences be organized for effective instruction?

Strategic implementation, within a curriculum's plan for instruction, is key to the organization of a learner's longitudinal learning experience (Kliebard, 1970; Hlebowitsh, 2005). Applying Bobbitt's (1918) second of two possible definitions of curriculum, Tyler argues that for curriculum(s) to have lasting effects on the learner, through efficient learning and effective instruction, a curriculum should meet three organization criteria: (a) A reminder of previously addressed important subject matter elements to show progressive "continuity," at successive levels of a learner's training/education; (b) The learner's knowledge, skills, and abilities (gathered from the preceding curriculum) applied in current subject matter areas, as an avenue to gaining new 'knowledge, skills, and abilities' via progressively changing learning experiences in an ordered "sequence"; and (c) Different integrated areas of subject matter that are complementary to the

learner's understanding of how his/her comprehensive knowledge can be applied in various intellectual, social, and professional settings by means of "integration" (Tyler, 1949, pp. 84-86; Tyler, 1966).

In all three of the above organization criteria, each curriculum builds off of its predecessor(s), based on the recurring themes from 'bracketed groups/categories of knowledge' which are foundational within subject matter; these curricula elements are referred to as the "organizing threads" that can integrate past, present, and future learning (Tyler, 1949, pp. 86-95; Tanner & Tanner, 1979; Tyler, 1986). To best use these organizing threads, a curriculum should: (a) Broaden learning experiences to as many learners as possible so that developmental goals are widely applicable in a variety of settings (e.g., professions, social atmospheres); (b) Be psychologically organized (chronologically or in varying sequences) around the learner's method of comprehension; (c) Foster a multitude of participation activities that constantly engage; (d) Describe and analyze performance; (e) Illustrate and explain, based on the principles that form the learning experience; and (f) Integrate learners' perceived learning experiences into real world application (Tyler, 1949, pp. 95-98).

All learning experiences obtained through these organizing threads, in various sectors of society (e.g., education, professions, social), can be structured and applied in the form of general ideas, subject matter, integrated learning fields, culture, sequential courses, single courses, and/or an instructional lesson, topic, or work unit. (Tyler, 1949, pp. 98-100). Such structures, when designed for a curriculum, involve deciding what education/training subjects to include, how it will be organized and applied, the

alternative educating options for different learning styles, and how the relationship between learners and the learning environment will affect the learning experience (Tyler, 1949, pp. 100-103).

Question Four: How can the effectiveness of learning experiences be evaluated?

Evaluation, within a curriculum, determines the extent to which the stated purpose(s) and developmental goals (e.g., objectives, desired behaviorisms) for the learner are reached through learning and performing experiences promoted by the plan for instruction (Kliebard, 1970; Tyler, 1986). The reality is that curricula have proven to be both ineffective and inefficient, as a result of poor organization and planning. To mitigate these weaknesses and grow the strengths of curriculum design, ‘measurable(s), primary/secondary learning outcomes, and assessment processes’ are incorporated throughout the planning and implementation process, to monitor progress via multiple forms of appraisal and standards of accountability (Tyler & Smith, 1942; Tyler, 1971).

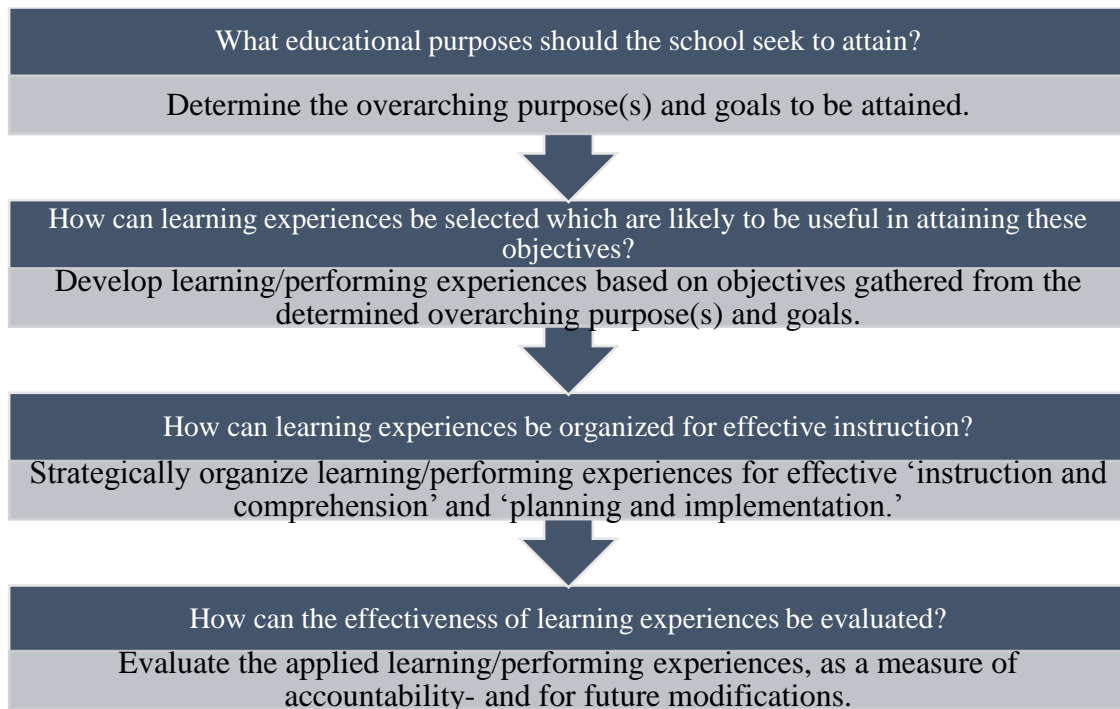
“Since evaluation involves getting evidence about behavior changes in the students, any valid evidence about behaviors that are desired as educational objectives provides an appropriate method of evaluation” whether it is a traditional paper and pencil test, performance observations, interviews/discussions, surveys/questionnaires, collections gathered by learners (e.g., thoughts, opinions), self-appraisal, and sampling (Tyler, 1949, p. 107). Thus, formulating a curriculum evaluation requires incorporating into the ‘measurable(s), primary/secondary learning outcomes, and assessment processes’ certain procedural steps (Tyler & Smith, 1942): (1) Determining the desired behaviors (“behavioral objectives”) to be solicited from learners who engage in the plan for

instruction to reach a learning objective (Hlebowitsh, 1992); (2) Defining/clarifying what will be specifically taken into account when observing learners' ongoing and final behaviors/reactions to an implemented plan for instruction; (3) Determining the appropriate circumstances needed for a learner to have the opportunity to display the desired behaviorisms and meet the behavioral objectives; and (4) Evaluating the extent to which a method of evaluation (i.e., test) assigned to learners actually takes into account the learning/performance objectives, behavioral objectives, and appropriateness of a presented situation (Tyler, 1949, pp. 110-114).

Following these procedural steps, if a curriculum's method of evaluation is determined to be inadequate, then construction of a new instrument is necessary, which will again involve (a) determining the appropriate circumstances needed for a learner to meet behavioral and learning/performance objectives (i.e., primary/secondary learning outcomes), (b) developing a record system for learner responses, (c) assigning analytical measurable(s) to the learner responses as well as strength and weakness summaries for each objective, and (d) deciding how consistent and accurate (objectivity, reliability, validity) the record/summary system for learner responses is across different users in a working unit (Tyler, 1949, pp. 114-120; Hlebowitsh, 1992; Nowakowski, 1983). Within the assessment processes, achievement(s) should be evaluated as part of a learner's overall profile (scores, descriptions, observations) and not limited to a finite number of factors (Tyler, 1980; Pinar, 1978; Rosalind, 1995). That is to say, performance evaluations should be comprehensive, in nature. Figure 2.4 reviews and highlights Tyler's four questions and provides the research directives developed from each inquiry.

Figure 2.4

Tyler's Four Basic Principles of Curriculum and Instruction



Tyler's four questions encompass the principles of 'planning by objectives, evaluation, and accountability,' which indirectly represent aspects of the "assessed" curriculum (within a system of learning and application) and help to identify, in the workplace setting: (a) What employees should learn, know, and apply; (b) How employees are trained and monitored; (c) The degree of how effectively and efficiently employees implement knowledge, skills, and abilities; (d) Whether employees are trained effectively based on their performance; and (e) How instructing, learning, and performing experiences can be improved to better internal processes, increase personnel unit performance, and achieve overarching goals.

Curriculum Conceptualized Reviewed

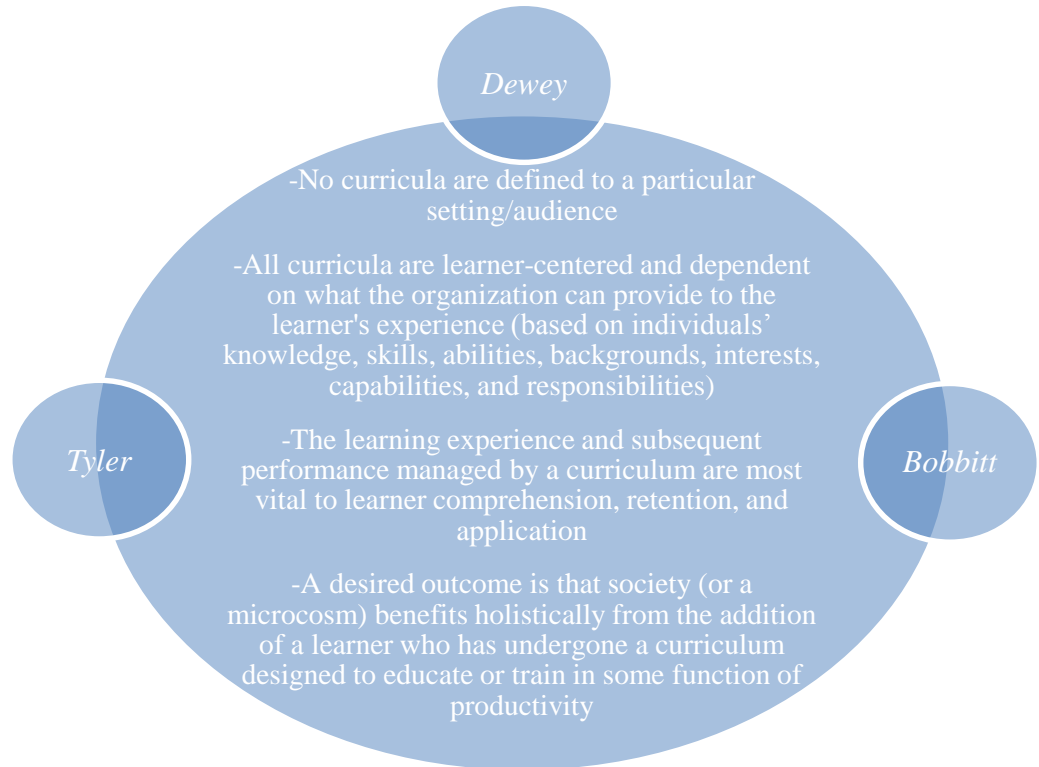
As addressed earlier, curriculum has been and still is traditionally viewed by society within the confines of a school setting (Guthrie et al., 2013; Costello et al., 1996). However, dating back to the end of the 19th century and the turn of the 20th, those assumptions have been challenged (albeit, subtly and perhaps even unintentionally) by the likes of scholars such as Dewey (1938, 1961, 2004), Bobbitt (1918, 1924), and Tyler (1949, 1971); their ideas have had a way of universalizing curriculum studies' application and advocating the merits of its usage beyond just academic settings (i.e., PWOs). This is made evident by their conceptual frameworks which supported customized 'learning and performing' experiences that led to developed knowledge, skills, abilities, and behaviorisms being 'planned and implemented' in a wide range of settings.

Dewey (1938) emphasized lived experiences as the primary mechanism by which learners comprehend relevant information and are able to apply it appropriately to individual circumstances. Bobbitt (1909) focused on the incorporation of learner perspectives and backgrounds into designed learning/performing experiences, as an efficient method of communicating instruction, and facilitating learner comprehension and application within a curriculum. Tyler (1949) highlighted a structured methodology system for managing curriculum according to the needs of the intended learner, within the context of the educating institution, through the (a) development of experiences, (b) selection of objectives, and (c) measures of accountability. Within each of the frameworks presented by Dewey, Bobbitt, and Tyler, there are four thematic

commonalities which help underlie the essence of curriculum, and not define or limit its scope and setting; Figure 2.5 highlights the commonalities found in these frameworks.

Figure 2.5

Four Curriculum Commonalities of Dewey, Bobbitt, and Tyler



The scholars' frameworks and concepts establish curriculum principles as highly generalizable and lend themselves to sectors beyond academia; this is especially true for organizations that have multiple objectives which need to be learned and reached (via comprehension and performance in a workspace) in order to fulfill overarching goals. As long as there is a learning environment and a need for learners (or employees) to gain new understanding for practical application purposes that will benefit the organization (or microcosm), an opportunity for curriculum to be developed, applied, and reviewed is

made possible (Tyler, 1949; Michigan Historical Reprint Series, 2005; Bobbitt, 1918). This has not gone unnoticed by nonacademic organizations, as many PWOs have adopted curriculum planning and implementation methodologies that are in line with Dewey, Bobbitt, and Tyler's concepts.

Curriculum Institutionalized

As hinted to earlier, nonacademic work environments have appeared to be increasingly instituting major learning and application concepts of curricula into their functionality, over the last few decades. Understanding the ways curricula have been used should provide some identification signals and act as an initial step to analyzing existing curricula and exploring the intended, enacted, and assessed curricula that comprise the operational infrastructure of any single organization. PWOs are (a) directly or indirectly facilitating curriculum-based learning and performing environments, and (b) injecting curricular concepts into portions of their operations as well as long/short term strategic planning outlooks (Eraut, 1994; Lansu, Boon, Sloep, & Van Dam-Mieras, 2013). This is exemplified through PWOs' varying practices including, (but not limited to):

- Apprenticeship, mentorship, and internship for employee inclusion and transition purposes, via the experienced/qualified supervision and instruction of experts (How do professionals learn and develop?, 2004)
- Sending employees to educational sessions (typically addressing contemporary issues in the industry, workplace specific topics, and/or new techniques) hosted by field experts or academicians (Knight, 2006)

- Contracting expert consultants to provide informative meetings, speeches, and guidance to employees (Designing subjects for learning, 2012)
- Hosting seminars (or sending personnel to conferences) that keep employees up to date with ‘how to’ and ‘what’s trending’ presentations (Eraut, 2000; Wenger, 1998)
- Supplying employees with relevant media and resources (e.g., informational documents, packets, booklets, audio, video, online classes, independent programs) that allow for self-directed instruction and application (Grow, 1994; Schwartz, 2006; Ho, 2000)
- Facilitating collaborative learning and performance, on the job, amongst employees at various levels (e.g., coworkers, employee to employee, supervisor to employee) (Kidd, 1959; Wenger, 1998; Eraut, 2000)
- Funding memberships to professional organizations where supplemental materials, networking, and workshops are prescribed for information sharing, gathering, and applying; also, funding the education (e.g., continuing education, full/part-time enrollment) of employees who attend an approved academic institution for the purpose of having an employee meet a desired end (e.g., degree plan, certification) that will allow said employee to apply new knowledge in the PWO and/or add credibility to the PWO’s processes and staffing (Mezirow, 1991; Eraut, 1994)
- Fostering communities of practice (large or small groups) within an organization or externally with other organizations (Wenger, 1998)

The targeted direct/indirect populations of these educational induction efforts are the employees (ground, middle, and executive level) of a PWO. This is where the field of andragogy and Adult Learning Theory are highly relevant- especially since there is a focus on how adult individuals comprehend, retain, and practically apply ‘on the job’ through purposeful learning experiences (Zepeda, Parylo, & Bengtson, 2014; Gilstrap, 2013). The “Paralleling Academic and Nonacademic Organizational Structure” example (Figure 1.1) highlighted these principles, when identifying that employees typically take on the role of ‘learners,’ in PWO settings.

If this is the case, then work related topics (or, subject matter) to be learned and applied, as primary/secondary learning outcomes, are most likely to be (a) directed towards personnel unit performance (i.e., objectives), or (b) peripherally relevant to employees or an organization’s functionality (e.g., ethics, team building, diversity) (Meyer & Allen, 1997; Sowell, 2004). As a part of justification and validation, *what* and *how* a topic could actually be selected is likely to be dependent on a variety of factors including: (a) the function of the personnel unit(s), (b) the decision making and thought processes of the governing entity, and (c) personnel units’ capabilities according to organizational provisions/capital (Knowles, 1984b; Ho, 2000); such decision making would have a probable effect on a PWO’s future outlook, developmental goals, and learning/behavioral objectives (Knowles, 1984a; Meyer & Allen, 1997).

To transfer the curricular concepts reviewed earlier, while operating under the above organizational assumptions and falling in line with Bobbitt’s (1909) development stages, it stands to reason that the decision making process for selecting appropriate work

related topics (for learning and application) should take into account the background of personnel units (e.g., history, knowledge, subjectivities, capabilities, skills, interests, abilities) and current environmental circumstances (e.g., organizational capabilities/provision, staffing levels, budget) (Kliucharev, 2010; Tennant, 1997).

Amongst the various levels of employment, this form of planning and implementation is often acknowledged as “training” (Throop & Castellucci, 2009). Typical training, for a PWO, seeks to improve its employees’ knowledgebase, skills, and abilities for the purpose of equipping personnel with tools that enable them to perform their daily work processes/duties efficiently and effectively- which further enhances the overall PWO (Joyce & Calhoun, 2010). Another possible intent of training may be to allow an employee to individualistically grow in his/her role, beyond the scope of regularly assigned responsibilities- for promotional or personal purposes- (Knowles, 1970; Zepeda et al., 2014); this is commonly referred to as “professional development” or “adult learning” (Mezirow, 1991; Knight, 2006; Delahaye, Limerick, & Hearn, 1994).

As such, (a) the institutionalization of ‘curriculum-based concepts’ and ‘learning and performing environments,’ (b) the process of developing/applying training or professional development, (c) the transference of gained training/professional development expertise into preexisting knowledge, skills, and abilities, and (d) the application of knowledge, skills, and abilities in personnel units’ work processes and responsibilities, are what contribute to the comprehensive curriculum of a PWO’s operational infrastructure.

Curriculum Professionalized

In understanding how one aspect of curriculum can affect another, it is prudent to start off with the fact that more and more PWOs are realizing the organizational development and performance management potential there is in understanding and being able to analyze the curricula that comprise their operational infrastructures. As a result, PWOs are putting their money where their mouths are by internally hiring and incorporating, into their principal and peripheral operations/working environments, (a) personnel with competency in curriculum analysis and development and (b) curriculum-based methodologies/processes (Elliot, & Dan Hall, 1994; Teddlie & Tashakkori, 2009; Sekaran, 2000; Hokanson, Miller, & Hooper, 2008). Two premium examples of this are “AT&T University” (AT&T Inc.- telecommunications industry) and “Hamburger University” (McDonald’s Corp.- food industry), respectively; these programs are organizationally founded and instituted for the purpose of creating and fostering formalized prescriptive curricula that primarily (a) train personnel (e.g., fulltime and part-time employees, volunteers) for practical application in the workplace, and (b) educate business partners on the institutions’ overarching goals and internal processes, for business operation development, enhancement, and sustainability.

To further understand the role of curriculum and its degree of relevance in today’s PWOs, seven private, nonprofit, and public sector career/employment metasearch engines (used by both employers and prospective employees) were used to conduct a job search analysis that explored the positions (e.g., responsibilities, hiring organization background) that are related to the curriculum studies related field. The search engines

used included: Indeed.com, USAjobs.gov, Monster.com, CareerBuilder.com, USA.gov, SimplyHired.com, and LinkedIn.com. Initially, using only the term “curriculum,” approximately 232,000 total positions resulted for all seven websites. To refine the results, search terms included: “Curriculum Developer, Curriculum Instruction, Curriculum Design, Curriculum Specialist, Curriculum Writer, Curriculum Designer, Curriculum Development, Curriculum Coordinator, Curriculum Manager, Curriculum Director, and Curriculum Consultant.”

For each search engine, filters were set to the broadest settings (e.g., location/distance radius, salary range/type, job type, title) to allow for the maximum number of results, however ‘education-based, school-related, and/or academic industries’ were excluded. There was an average of 18,000 positions (domestic and international PWOs), for each search term on each website- with some overlap. Of those approximate 18,000 position offerings, all were a part of a wide array of major professional sectors that employed some variation of an employee with a curriculum/education background. The list was considerable, to say the least. Figure 2.6 highlights a few of these search results, which ended up yielding a plethora of professions within each PWO’s employment sector.

Figure 2.6

Employment Branches Hiring Curriculum Personnel Examples

Publicly and Privately Held Corporations	Microsoft, Subway, Disney, Ernst & Young, Toys “R” Us, Kohler, RaceTrac Petroleum, Citigroup, Hilton Worldwide, Bank of America, British Petroleum, JP Morgan Chase, Toyota Motor, AT&T, Johnson & Johnson, Time Warner, Dell, Mars, Fidelity Investments, HJ Heinz, QuikTrip, SC Johnson & Son
Federal Gov’t.	Department of Defense, Department of Commerce, Department of Justice, Department of the Treasury, Department of State, Internal Revenue Service, Department of Housing and Urban Development, Department of Agriculture
Incorporations and Limited Liability Companies	Chrysler, Walmart, Caesar’s License Company, American Airlines Vacations
State Gov’t.	General Assembly, Office of the Governor, Department of Natural Resources, Department of Transportation, Department of Motor Vehicles, Court of Appeals, Family and Protective Services
Partnerships and Cooperatives (General and Limited)	Legal/Law, Medical, and Real Estate Offices
Municipal Gov’t.	Parks and Recreation, City Administration, Human Resources, Public Safety- Police and Fire, Finance & Accounting, Court, Development Services, Library, Economic Development
Sole Proprietorships	Certified Public Accountants, Repair Services (i.e., automotive, home appliances), Restaurants
Regional Gov’t.	Health Services, Emergency Management, Social Work
District Authority	District Attorney’s Office
County Gov’t.	Assessor/Appraisal Office, Public Works, Surveyor, Employment and Workforce Center
Independent Agencies/Offices	Federal and State Comptroller, Tax Court, Food Center Authority, Central Intelligence Agency, Equal Employment Opportunity Commission, Federal Communications Commission, U.S. Postal Service, Securities and Exchange Commission, Churches/Religious Institutions

Based on the hiring organizations/fields listed in Figure 2.6, Figure 2.7 provides an overview of the types of positions (not all-inclusive) being hired by those branches.

Figure 2.7

Curriculum Hiring Position Examples

Professional Development (Director, Manager, Specialist, and Coordinator)	Research-Innovation & Development (Director, Instructor, and Coordinator)	Learning & Development (Director, Manager, and Coordinator)	Logistics Official (Director, Manager, Specialist, and Coordinator)
Operations Official (Director, Manager, Specialist, and Coordinator)	Corporate Training Operations (Director, Manager, and Coordinator)	Learning and Organizational Development Specialist	Government Education/Training (Director and Manager)
Instructional Design (Director, Manager, and Coordinator)	Coordinator of Assessment & Development	Company Operations Instructor & Coordinator	Executive Chief Learning Officer (CLO)
Personnel Developer for Learning/Training Management	Performance (Director, Manager, Specialist, and Coordinator)	Blended Learning Content Developer	Learning Content Developer
Appraisal & Training Facilitator	Process Improvement Manager	Learning Solutions Consultant/Contractor	Senior Education Trainer
Strategic Learning Leader	Processing & Instructing Analyst	Corporate Curriculum & Content Specialist	Process Developer
Curriculum Developer	Curriculum Designer	Learning Designer	Instructional Designer
Internal Auditor		Process Architect	

Based on the posted positions listed in Figure 2.7, an example of the required/preferred work responsibilities, education, and experience associated with each

curriculum job in each hiring organization is provided in Figure 2.8. Such desirables, however, are unique to each PWO, based on the governing entity and its characteristics.

Figure 2.8

Curriculum Hiring Position Responsibilities/Education/Experience Examples

Employee Level	Ground to Middle	Upper-Middle to Executive
Trending Assigned Duties	<ul style="list-style-type: none"> • Understanding the job functions of individual personnel, divisions, and departments within the PWO • Designing work plans, for various employment levels, that involve employees learning/applying current and/or new job related information through prescribed formats • Educating/training employees (according to their personal backgrounds, interests, capabilities) on current/new job related processes through developed programs • Continuously creating new and innovative content (e.g., materials, presentations) based on various positions’ duties, job related trends, technology, and/or new information • Providing recommendations, feedback, and appraisals regarding individual employees, divisions, and departments’ learning capabilities, performance progress, and development potential (as reflected in their procedural efficiency) 	
Trending Educational Backgrounds	<p><u>Minimum:</u> Associates Degree or Bachelor Degree (e.g., Science, Arts) in an Education, Business, or Human Resources field</p> <p><u>Preferred:</u> Master Degree (i.e., Business Administration) in the same fields</p>	<p><u>Minimum:</u> Bachelor Degree or Master Degree (e.g., Business Administration, Public Administration) in an Education, Business, or Human Resources field</p> <p><u>Preferred:</u> Terminal Degree (e.g., PhD, JD, EDD) in the same fields</p>
Trending Certifications	<p><u>Preferred:</u> Certified Professional in Learning and Performance, Lean, Advanced Designing Learning Certificate, Six Sigma, Certificate in Learning and Training Development, Key Performance Indicators, Educator Certification (per state standard)</p>	
Trending Experience	<p><u>Minimum:</u> Three to five years in employee development education/training, project and employee management, performance management, department/division facilitation, instructional design, content/curriculum creation, organizational development, and budget/asset management</p>	<p><u>Minimum:</u> Five to ten years in employee development education/training, project and employee management, performance management, department/division facilitation, instructional design, content/curriculum creation, organizational development, and budget/asset management</p>
Trending Skills	<p>Listening and communication, online pedagogy/andragogy and other technology, training assessment, employee development appraisal, needs assessment, teaching and presentation, curricular content analysis, and research</p>	

Following analysis (i.e., axial coding) of job descriptions, there appear to be thematic commonalities, in all three areas, which seek to institute curricular principles by asking these employees to become subject matter experts, within the scope of the PWO's mission and vision (Creswell, 2013). Also, of particular note in those job descriptions is a focus on PWO's development through the use of curriculum-related models such as Instructional Design, Universal Design, Course Design Intensive, and Learning Management Systems, which foster the internal processing/utilization of information, resource accessibility, and efficiency in developing employees' performance growth and learning patterns/trajectories (Clinton & Hokanson, 2012; Smith & Tillman, 2004; Roytek, 2010; Hamdani, Gharbaghi, & Sharifuddin, 2011).

Curriculum Contextualized

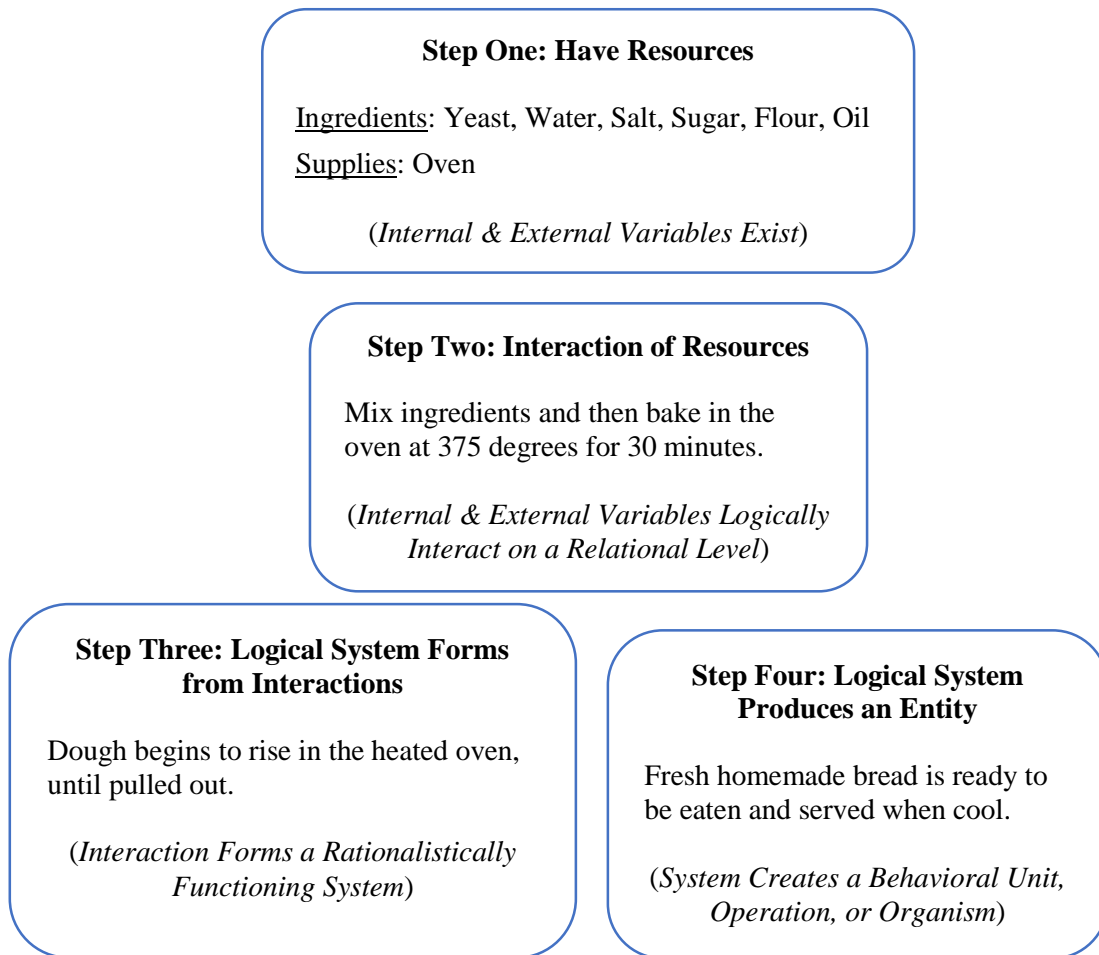
Understanding what use curriculum has in the PWO context, it's important to frame the intertwined working structures that curricula must often operate in. As covered in Chapter One, the manner in which PWOs behave and operate is invariably dependent on internal and external variables (e.g., processes, laws, decision making, regulations, supply, policies, demand). Over the years, this has become evident through the evolution of working environments which play a part in an increasingly business-oriented and global marketplace; there is more interconnectivity and dependence than ever before, which carries over to the functionality of curricula (Moll, 2013). The effects such relationships can have on organizations' variables (curricula included) reflect Complex Systems Theory (Hershey, Blanchard, & Johnson, 2012; Ivancevich & Konopaske, 2010).

The actual scientific language for Complex Systems, a relatively new theory, states that the behavioral operations of an organism (or, entity) are the outcome of rationalistic functioning that originates from empirical relationships inside, outside, and between identifiably related systems (Newman, 2003; Gross & Sayama, 2009). Also, the empirical relationships form from a collection of variables in multiple environments, which interact in varying degrees, to the extent that they result in the development (or, emergence) of a logical system which operates and adapts in predictive order and sequence to achieve a specific purpose- rationalistic functioning (Sayama, Pestov, Schmidt, Bush, Wong, Yamanoi, & Gross, 2013; Auyang, 1999).

Metaphorically, the above points for Complex Systems can be broken down into a simple bread baking example (Figure 2.9); this serves as a restatement of Chapter One's Theoretical Concepts Section and how it can directly translate and apply to a real world PWO environment.

Figure 2.9

Fresh Homemade Bread (Simplified Complex System Example)



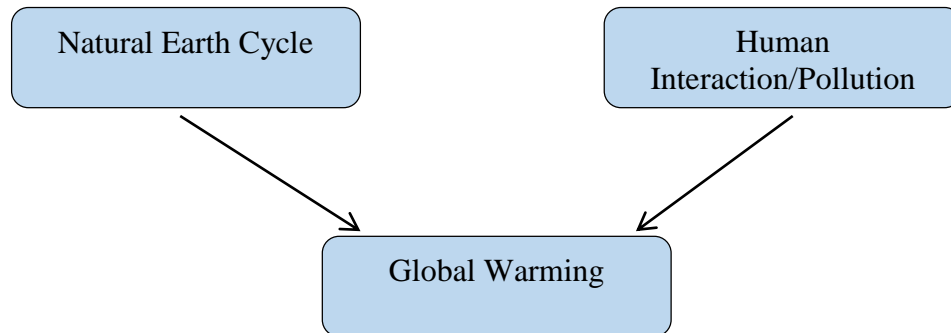
In essence, what makes a system *complex* is the process of comprehending the degree to which behavioral outcomes are the result of any number of variables and ordered interactions (e.g., randomly, sequentially, simultaneously), which produce an organizational result (Gomez, Fernandez, Granell, & Arenas, 2013; Boccaletti, Latora, Moreno, Chavez, & Hwang, 2006). Three scenarios that highlight how Complex Systems can work in a PWO field such as the automotive industry are presented as compounded examples.

Complex Scenario One: Global Warming

Global warming- *the outcome*- (presented in Figure 2.10) is the result of an increasing shift in the Earth's climate system based on (a) the world's 24-hour rotation speed and distancing from the sun, which creates a gravitational pull that adjusts the atmosphere during the yearlong cycle and creates specific heat emissions from the sun during the planet's four seasons- *internal variables*; also (b) an increase in air pollution in the form of greenhouse gases that result from human activities on the planet (e.g., number/types of carbon-emitting cars driven, increasing human population, frequency of machinery usage)- *external variables*.

Figure 2.10

Global Warming (Simplified)

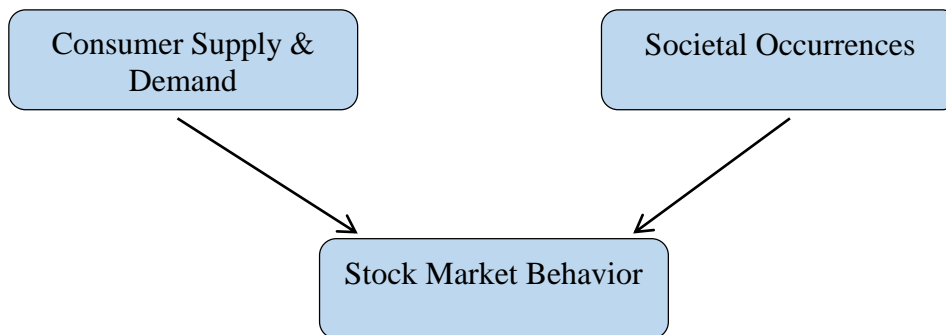


Complex Scenario Two: Stock Market

The behavior of the stock market- *the outcome*- (presented in Figure 2.11) is based on (a) the naturally developing supply and demand of consumers, which can be dependent on technology, innovations, personal preferences, income, housing spending habits/restrictions, marketing trends, and more- *internal variables*; and (b) societal circumstances which include world affairs (i.e., war), politics (i.e., regulations), government actions (i.e., 2013 federal government shutdown), abnormalities (i.e., 2007-2008 housing market collapse), and others- *external variables*.

Figure 2.11

Stock Market (Simplified)

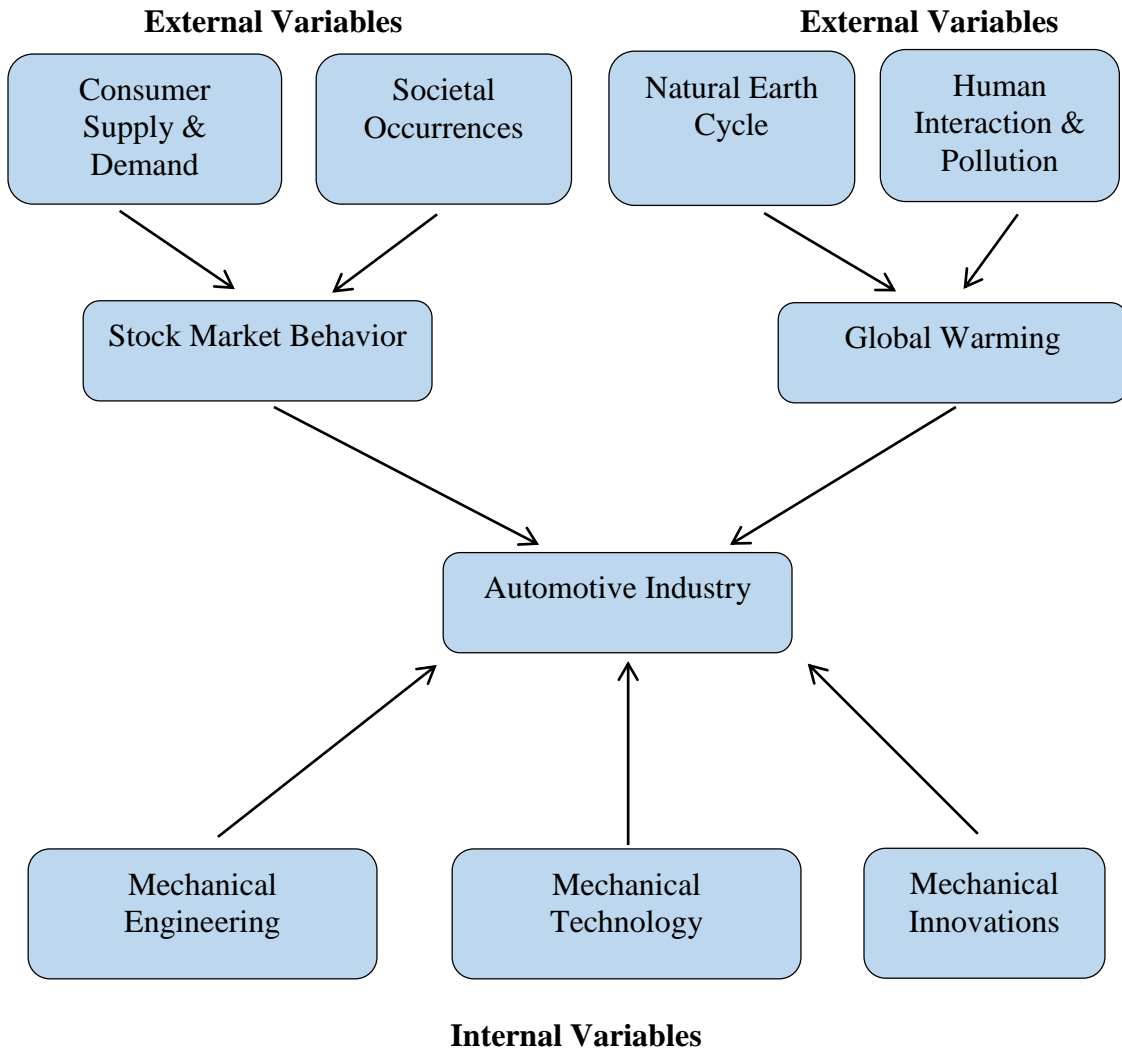


Complex Scenario Three: Automotive Industry (Combined)

Based on circumstances generated from global warming in the ecological system and stock market behavior in the current economic environment, there is an incentive to promote and create environmentally-friendly cars- *the outcome*- such as hybrid vehicles. Figure 2.12 presents this scenario which is based on: (a) the comprehensive economic and ecological systems (Complex Scenarios One and Two) which become *external variables* that have an influence on how the automotive industry adjusts and develops; and (b) direct *internal variables* that affect the development of the automotive industry such as mechanical engineering, technology, and innovations which can affect the construction of mechanical parts, creation/conversion of electricity for power manipulation and conservation, more aerodynamic models for fuel efficiency, and the conversion of different types of fuels.

Figure 2.12

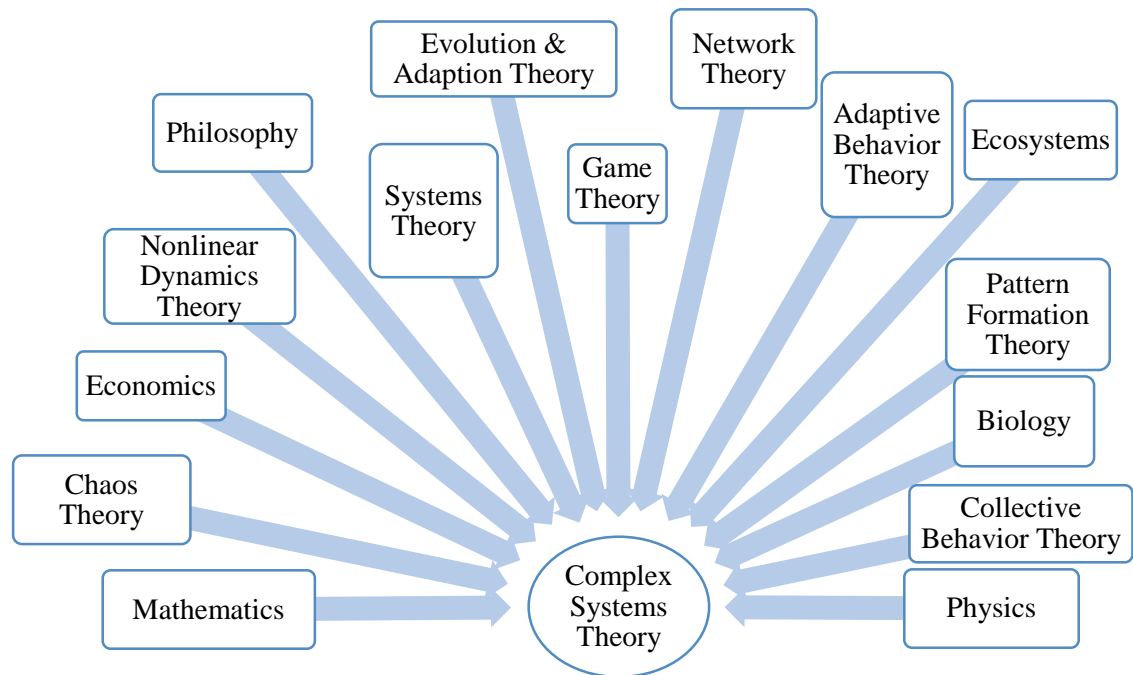
Automotive Industry (Simplified)



From the complex scenarios presented and the intricacies that can become involved, it is clear that this theory did not begin on its own. Complex Systems Theory is a derivative which originates from multiple fields and theories that have grown over time (see Figure 2.13).

Figure 2.13

Complex Systems Theory Origins (Samples)



Note. Educational field and theoretical concept examples gathered from Gross & Sayama, 2009; Davis & Sumara, 2006; Gleick, 1987; Hayles, 1987; Laszlo, 1972; Hayles, 1991; Von Bertalanffy, 1968; Auyang, 1999.

Also related to Complex Systems Theory is Organizational Theory and the field of organizational studies which focus on the formulation and further development of organizations, through the inclusion of various systematic inputs and the interactive relationships between its elements- e.g., organizational behavior of personnel units, group dynamics, asset allotment, human resource, organizational psychology and culture (Jones, 2012; Hatch & Cunliffe, 2012; Daft, 2012). Based on all of these fields and theories, it becomes clear that multilayered PWOs, which play a part in society's development, have the propensity to reflect the qualities of "complex systems" (Gross & Sayama, 2009; Newman, 2003). The conglomeration of organizational elements (e.g.,

assignments, resources, workgroups) which collectively cooperate to achieve a structured/stated purpose echoes that of Complex Systems Theory (Comuzzi, Vanderfeesten, & Wang, 2013; De Guerre, Sequin, Pace, & Burke, 2013). Through the establishment, incorporation, planning, and implementation of personnel units and their interactions with the outside environment, curricula are being facilitated in PWOs (Archambault et al., 1966; Bruner, 1960; Tyler, 1949; Middaugh & Perlstein, 2005).

As such, curricula can be seen as variables that ‘affect’ and/or ‘define’ the operations and relationships that comprise the comprehensive functionality of a PWO’s operational infrastructure (Knight, 2006; Davis, B. & Sumara, D. (2006). This leads to the research questions:

- What is the curricular framework of a nonacademic space’s operational infrastructure?
- How are intended, enacted, and assessed curriculum phases illustrated in the curricular framework’s development?
 - How do infrastructural variables interact to affect the curricular framework?

Going back to Chapter One’s “Statement of the Problem” and “Purpose of the Study,” little research has been performed and limited literature exists which examines how curricula ‘influence’ and ‘assess’ the complex systematic nature of ‘entire’ PWOs; most research has focused only on part of an organization for differing reasons (Handley, 2014; Mateiu, Puiu, & Puiu, 2013). Thus, to explore the ‘intended, enacted, and assessed’ curricula that comprise the operational infrastructure of an organization, this study goes

into a PWO and analyzes its functionality (e.g., responsibilities, size, budget, compartments, hierarchy, internal/external relationships, assets, personnel, processes) using the consolidated curriculum concepts presented by Dewey (1938), Bobbitt (1909), and Tyler (1949).

Summary

As a way of segueing into the study's research questions, Chapter Two examined (a) the origination of curriculum and its subsequent development as a learning/performance tool by reviewing its history, definitions, design, and classifications; (b) the broad-based conceptualizations associated with curriculum through concepts presented by scholars John Dewey, Franklin Bobbitt, and Ralph Tyler; and (c) the historical and contemporary evolving applications of curricular ideology in today's PWOs via institutionalizing methods, practicalities utilized by PWOs, and the Complex System Theory that frames the context of PWOs' curricular interactions. Next, Chapter Three discusses, in-depth, the study method chosen and specific steps taken to explore curricula application in a PWO and to answer the research questions guiding this study.

CHAPTER THREE: METHODOLOGY

Chapter Two's review of extant literature concerning curriculum's historical development, uses, concepts, and modernized applications, presented an apparent research gap in the field of Curriculum Studies. From the literature review, it is evident that there is limited academic research being conducted for curricula in nonacademic arenas, which are typically viewed as inapplicable and/or nonessential to curricular application (Jacobs, 2010). What results is a gap in the extant literature regarding curriculum's existence and applicability in environments that are social, extracurricular, and/or professional in nature (Jacobs, 2009; Null, 2011). This study seeks to close that gap by researching the curriculum framework, phases, and interactions that occur in a PWO (professional working organization). Chapter Three details the study method chosen and procedural steps taken, by the researcher, to explore a PWO's elements of curriculum and their effect on the operational infrastructure.

Purpose

The purpose of this study is to explore how *intended, enacted, and assessed* curricula phases can integrate into a PWO's comprehensive functionality and materialize into the planning and implementation of its interactive operational processes, including goals and objectives. To do this, the researcher explored the idea by going into a real-world PWO, in order to learn and understand its comprehensive functionality. Once there, the researcher identified and analyzed the intended, enacted, and assessed curricula

embedded into the institution's core operational infrastructure; this required developing and designing modules that accurately reflected the planning and implementation of the entire PWO. Performing these actions helped to emphasize the existence, application, and utility of the most basic types of curriculum in PWOs. The ideas and concepts presented by three seminal academic curriculum theorists were utilized to guide this practitioner-based curricula exploration and development process.

Foundational curricular concepts presented by scholars John Dewey (1938), John Franklin Bobbitt (1918, 1924), and Ralph Tyler (1949) were used for curriculum analyses, within the PWO. Completing this study was dependent on the transference of traditional academic perspectives to professional working environments, which required a cross-comparison of organizational characteristics and administration processes with these scholars' intended, enacted, and assessed curricular ideologies.

Dewey (1938, 1961, 2004) held that curriculum is most effective when it is (a) democratically interactive, (b) social, (d) experiential, (e) partially, if not completely, self-guided, and (f) reformative; this is more representative of the enacted curriculum. Bobbitt (1918, 1924) proposed that a curriculum which reaches a learner the most efficiently and has the most lasting effect is a curriculum that has been designed according to the learner's background; this is more representative of the intended curriculum. Tyler (1949, 1971) provided an analysis which stated that curriculum is at its best when (a) curriculum objectives are identified, (b) complementary experiences to objectives are presented and organized in a logical sequence that facilitates the ease of comprehension for the learning audience, (c) evaluation of objectives, experiences, and

sequencing takes place, and (d) adjustments to the curriculum are made following its evaluation; this is more representative of the assessed curriculum.

Research Questions

To fulfill the purpose of this study and guide the focus of this research, two primary research questions and one secondary inquiry were developed:

- What is the curricular framework of a nonacademic space's operational infrastructure?
- How are intended, enacted, and assessed curriculum phases illustrated in the curricular framework's development?
 - How do infrastructural variables interact to affect the curricular framework?

Setting, Participants, and Access

In order to answer the study's research questions, a nonacademic space had to become available to the researcher. Specifically, a professional working organization, which would allow for ready accessibility to its hired employee personnel and work processes, needed to be chosen. Obtaining open and extended access of this scope to a research site was made possible by means of snowball recruiting. The researcher serves as a micro/macro-organizational assessment, development, and management consultant for performance-focused professional working environments in private, nonprofit, and public sectors. Through this work experience, the researcher has a professional history and relationship with the DeSoto organization, this study's selected PWO.

Since the researcher has an established professional rapport, the researcher believes that less relationship building was necessary. This professional relationship also enhanced the data collection process, as became evident by the timetable to completion that was able to be accelerated. Consequently, municipal personnel did not need to (a) become more socially accustomed to having the interviewer in their workspace, (b) grow a rapport with the interviewer, and (c) become more comfortable of the interview process (Creswell, 2013; Creswell & Clark, 2010). The researcher also holds that the DeSoto organization was more cooperative, based on these trusted affiliations. The setting familiarity, participant awareness, and ease of accessibility served as the impetus for working with the DeSoto organization. The following details the setting, participants, and degrees of access for this study.

Setting

DeSoto, Texas is a home-rule municipality situated in the southern sector of Dallas County. The suburban city is 21.6 square miles in total area and sustains a population of approximately 51,000 citizens. The government system is a council-manager structure which manages 12 departments including Administration, Development Services, Financial Services, Fire Rescue, Human Resources, Information Technology, Library, Municipal Court, Parks & Recreation, Police, Public Utilities, and the Southwest Regional Communications Center. Within those 12 departments are more than 30 divisions. The government houses operations through several facilities and areas including a town center, police station, fire stations, 9-1-1 dispatch center, water/wastewater stations, equipment storage and repair station, parks, swimming pool,

athletic fields, trails, historical sites, and open lands. The majority of funding for the operating budget comes from taxes, with differing rates assigned to property, retail sales, mixed beverages, and hotel/motel occupancy.

Participants

Within the several departments and divisions, which the City operates, are approximately 450 employed personnel which include fulltime, part-time, and volunteer positions. This target employee population majorly consists of adults, at least 18 years of age, with assigned job responsibilities that contribute to the overall functionality of the organization. For the documentation gathering, interviews, and observations, employees are classified as full-time (minimum 40 hour work week with pay and employment benefits), part-time (working fewer than 40 hours per work week with pay and partial or no employment benefits), or volunteer (working fewer than 40 hours per work week with no pay or employment benefits). *Twelve departments* participated in the observations, *seven employees* participated in voice recorded semi-structured interviews that were later transcribed, and *five employees* participated in the locating and gathering of documentation; however, the researcher was the primary gatherer of documentation and workplace archives.

Participants faced no readily apparent direct or indirect risks, as a result of actively engaging in this study. The institutional review board's definition of "Minimal Risk" was achieved for this study, because participants did not act beyond the normal scope of their regularly assigned work duties, in their regular work environment. Participants were observed performing what they normally do on the job with no

additional activities being required (names were not recorded, during the observation process); interviews were conducted in the same work environment that participants are regularly employed in or in a place of their choosing on campus (initials, not names, were recorded, during the interview process); participants who agreed to assist in locating or gathering files did so in the same work environment that they are regularly employed in and have ease of access to files, documents, and archives. Also, there was no potential risk to employees assisting in the gathering of information, since the records of municipal governments, considered to be public sector entities, are considered to be public information and not confidential. All DeSoto organization participants were given the option of anonymously opting out of the observation, documentation and archive gathering, or interview process at any time and for any reason, without any consequences.

Access

Initial contact for recruiting the PWO began with a phone conversation, with the city manager of the City of DeSoto municipal government, detailing the key points of the study and how the PWO site would be used to conduct research. Upon receiving approval from the city manager, who is in charge of the municipal government's operational infrastructure, the researcher individually contacted City executive-level and mid-level managers, via several emails, to gauge their willingness to voluntarily participate in the research study. Separate emails were drafted for each of the research procedures: documentation, interviews, and observations.

Recruitment emails for soliciting assistance in gathering operation-based documents and files were primarily drafted for all mid-level managers in each of the 12

departments and 33 divisions. Mid-level management personnel coordinate ground-level employees and are typically responsible for developing and managing documentation and archives. As a result, they have direct access to current and past PWO data which acknowledge personnel units' performance, activities, and application in the workplace. An option to anonymously opt out of assisting with documentation gathering (with no ramifications) was made available in the email, should some managers have decided to not want to participate; managers were asked to reply in an email or respond via a provided consent form that was attached to the initial email. Following consenting responses from the aforementioned email requests, obtaining the highest number of volunteer participants in assisting with archival documentation gathering, was desired because it increased the amount of informative documentation that could be obtained and analyzed.

Interview recruitment emails regarding personnel units' background, responsibilities, and performance were drafted for specific personnel, in the PWO, that contribute to the organization's overall functionality via their job responsibilities and duties. An option to opt out of interviews (with no ramifications) was made available in the email, should some employees not want to participate; they were asked to reply in an email or respond via an attached consent form. To access the available volunteer personnel sources with the most useful and insightful data concerning performance, background, and application in and across the workplace, information-oriented sampling was the chosen method of participant selection in the interview process (Maxwell, 2012).

As such, based on the pool of participants that made themselves available, over email, selection was primarily based on (a) personnel members' working experience such as length of time employed and number of positions held in the same organization, (b) the level of responsibilities for a personnel member including the number of work tasks assigned in a single position or a manager's number of direct subordinate employees, and (c) only a limited number of personnel employees from a single department, to mitigate overlap and redundancy in the same functional area of expertise; these characteristics functioned as a way to measure the degree of competency for each participant across the 12-department organization and increase the quality of the interview responses and feedback. This method of interview participant selection further explicated organizational outcomes and productivity results by (a) widening the personnel chosen within the organization, (b) balancing viewpoints between tenured experience and work responsibilities, and (c) allowing for a broader understanding of personnel behavior, working relationships, decision making, and personnel unit processes.

Workplace observation recruitment emails were drafted for executive level managers who are responsible for the achieving departmental purposes. These Managing Directors who oversee all department/division personnel have the authority to grant access and permission to monitor their work groups' performance, background, and application in the workplace. At all points, an option to anonymously opt out of observation (with no ramifications) was made available, should some Directors have not wanted their department to participate. Upon receiving approval to observe personnel unit operations within each department, a secondary notification email was drafted to be sent

to all related personnel whose actions would be observed. The notification email stated the purpose of the study and what key aspects were being considered in the observations; paper notifications were drafted to be made available in mailboxes or a public workspace, for personnel without a work email address; they were asked to reply in an email, consent form, or in person, if there were any objections. Observing the maximum available number of volunteer participants across all departments and divisions (following consenting responses) improved the applicability of the study's findings to the DeSoto organization.

For personnel who agreed to participate in a portion or all of the study's research, consent forms were delivered, prior to the beginning of research, either in person, over email, or through an accessible location such as a personal workspace, mailbox, desk, or file slot. Research was not conducted until the signed consent forms were obtained and recorded by the researcher. Returned consent forms were scanned for electronic storage and saved in a computer database that is protected by using data encryption software such as TrueCrypt, Symantec Drive Encryption for Windows, and Linux Unified Key Setup Encryption.

A single consent form was drafted with the necessary language for documentation, interview, and observation stages of the study. For separate consenting options, three individual signature lines, check boxes specifying participant willingness, and detailed specifications were provided for each data source. Given consent, via signature, allowed for document gathering, workplace interviews with employed personnel, and in-person observations of employees performing job responsibilities in

their respective work environments. An additional option was made available to employees, on whether or not they desired to be voice recorded.

All 12 departments and derivative divisions consented to be observed via Managing Directors' approval, 13 personnel members consented to be interviewed, and five personnel members consented to assist in gathering documentation; consents were adhered to accordingly, by the researcher. No identification names were used through the study. With consent from recruited personnel in all 12 departments, the researcher was granted broad access to the DeSoto organization, at all operational levels. The researcher was not hindered in any way, during the methodology process, and was acceptingly welcomed by personnel with willing assistance in data gathering and question answering.

Research Design & Rationale

It is reasonable to assume that, based on the nature of Complex Systems and their interactive relationships, while PWOs may be similar in some organizational aspects, they are distinctly unique in function and operational characteristics from others (Gross & Sayama; Gomez, Fernandez, Granell, & Arenas, 2013). This is especially true since every institution can specifically differ in their structuring, personnel assignment, internal processes/policies, overarching goals, management philosophies, strategic financials, and employee development (Milosevic, Patanakul, & Srivannaboon, 2010; Emmel, 2013). Thus, when exploring (a) how *intended*, *enacted*, and *assessed* curricula phases can integrate into a PWO's comprehensive functionality and (b) materialize into the planning and implementation of its interactive operational processes, using an approach that is generalizable to the broader field of Curriculum Studies was not a good option for

research, since the findings would not necessarily apply in all other professional working organizations and sectors.

The most feasible type of approach for this study's research was a single subject design that is narrowed in focus and provides detailed insight, regarding how curricula can apply broadly into a PWO through usage in day to day operations; which is a product of integrating intended, enacted, and assessed curricula phases into the comprehensive functionality of infrastructural systems. As such, the case study method was chosen.

Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. The case that is the subject of the inquiry will be an instance of a class of phenomena that provides an analytical frame—an object—within which the study is conducted and which the case illuminates and explicates. (Thomas, 2011, p. 513)

Due to the specificity of case study research, other PWOs, regardless of similarities or dissimilarities, should be able to (a) observe the organizational circumstances of the City of DeSoto's operating structure, (b) learn from their characteristics and analyzed findings, and (c) better determine how they should manage their own operational infrastructure and overarching goals, based on this study's research (Thomas, 2011).

Specifically, this dissertation utilized a single subject case study that is primarily based on an exploratory research design that is descriptive in the exploration of (a) organizational variables, (b) interactive relationships, and (c) curricular elements/phases, to analyze personnel units' working structures and the comprehensive functioning of the City of DeSoto (Mills, Durepos, & Wiebe et al., 2009; Simons, 2009; Stebbins, 2001). This allowed for the subsequent development and design of the comprehensive

curriculum of DeSoto's operational infrastructure (Appendix A), which allowed for the answering of this study's research questions and the provision of findings, following content analysis of documentation, interview, and observation data sources. The single subject case study approach is singular in focus and led to the discovery of the intended, enacted, and assessed curricula that make up the organization's operational system.

Rationale supporting the decision to select a public sector organization, specifically a municipal setting as the study's PWO, as opposed to a private or nonprofit organization, is based on the characteristics of government. Governments are broad-based goal oriented institutions with different branches serving multiple purposes, using a diverse variety of operative functions and employing professionals from varying educational and professional backgrounds to meet multifaceted needs; these characteristics are reflective of a real world complex system (Hershey, Blanchard, & Johnson, 2012; Ivancevich & Konopaske, 2010). Deciding to use exploratory research of a single PWO, versus multiple subjects or organizations, kept the project scope and timeframe manageable; this also allowed the DeSoto organization to serve as a comparative exemplar, for other PWOs that are similar or dissimilar in operations, with understanding the potential processes and benefits of discovering curricula in their infrastructure (Creswell, 2013). Based on the specificity of case studies, the DeSoto research did not universally apply to all PWOs, since each organization and sector have any number of varying characteristics, procedures, and overarching goals which would produce different results (Lipman, 2000; Hummel, 1996; Scardino, 2009; Cohen, 2013).

To hold the study accountable to the timeframe allotted, SMBs (Small and Medium-Sized Businesses: 500 to 1,500 employee general cap) were chosen as the most manageable selection size (U.S. Department of Labor and Occupational Safety and Health Administration, 2014; Marshall & Rossman, 2010). This was important because the ability to access employees and make professional inquiries was dependent on the availability of personnel and the permissions provided by the governing entity; the research process would likely have taken proportionately longer to complete and become more of a convoluted process, based on an increased number of employee participants and personnel units. This led to the aforementioned snowball recruiting process, which provided a direct connection to a categorized SMB and open access with provided employee availability and permissions in every department.

Using a single subject case study design, snowball recruiting, and information-oriented sampling is thought to (a) widen the participant pool researched within the organization for the most informative results, (b) compare and balance operational viewpoints amongst various departments' functions and purposes, and (c) allow for a broader understanding of organizational behavior and working relationships involving workgroups, decision making, and personnel unit processes that can be used by other organizational models in varied settings (Merriam, 2009).

Research Procedures

In the early planning stage of this research, prior to gathering and analyzing data, the researcher had to decide how information was going to be managed; the result was tripartite, including data preparation, data identification, and data manipulation (Reid,

1992). With the data sources, preparation of data involved “typing notes, transcribing interviews, and otherwise entering the data from which the researcher will be working” (Reid, 1992, p. 126). The researcher’s data preparation and identification process included the development of a catalogued storage system, which organized DeSoto observation notes, documentation, and archival data files by type, department, division, and date; names were omitted from field notes and pseudonyms were used instead. This made the sorting and finding of data considerably easier and more accessible.

Additionally, audio files recorded for interviews were stored under encrypted software and labeled under a specific identification number; transcriptions written according to each interview were stored under the same identification number for appropriate pairing; though no harmful information was shared during the interview process and individual permissions were given from interviewees, specific names were not included, as a precautionary measure. Data manipulation included the use of *QSR-NVivo*, to label, highlight, note, and categorize data groups for cross-comparison with other data groups and analyzed similarities.

Data management determinations and implementations are, however, completely dependent on the data collected and the research procedures conducted to obtain information. As such, to explore how *intended*, *enacted*, and *assessed* curricula phases can integrate into a PWO’s comprehensive functionality and materialize into the planning and implementation of its interactive operational processes, a firsthand review of the PWO’s functionality was completed by the researcher, in the form of a single subject case study. Specifically, over the course of a year, an organizational review was

conducted to (a) descriptively assess the City of DeSoto municipal government's operational infrastructure, (b) develop Chapter Four's research question findings and the comprehensive curriculum found in Appendix A, and (c) allow for posing subsequent meanings, implications, and future research regarding the utility and potential of curriculum prescription, development, and application in the workplace to manage and enhance personnel units' performance efficiency and effectiveness in completing objectives and achieving goals (Menard, 2002; Creswell & Clark, 2010).

Within the DeSoto organization, triangulation was utilized to confirm themes of *intended, enacted, and assessed*, through multimodal evidence gained from organizational documentation and archival records, personnel semi-structured interviews, and field observations (Creswell, 2013). Incidentally, this data source gathering further clarified the relationship curricula have in exploring and defining (a) how effectively personnel are trained, (b) how efficiently work processes are conducted by personnel, and (c) the resulting achievement of overarching goals and completion of objectives.

Documentation and Archival Records

Given the allotted time span for this case study to be completed, the most important part of the data collection process was the gathering of documentation and archives. With approximately 450 hired employees and more than 30 personnel units, it was not feasible to substantively observe all personnel units and their varied functioning, nor was it possible to interview every individual holding a position in the organization in such a way that explained the vast majority of the happenings that occur in their work contributions. Thus, a primary data source needed to be selected that would be

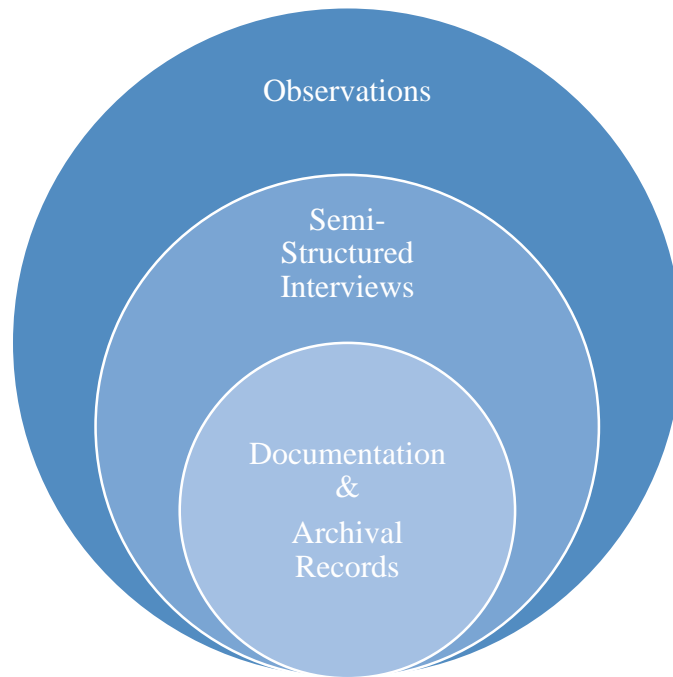
comprehensive in scope and summative for each department, division, and position operation; particularly since with the interviews and the observations, there were numerous circumstances that resulted in work instances being missed and informative questions not being asked.

In this manner, observations and interviews truly do serve the purpose of triangulation, by complementarily operating as supporting evidence to what was gained from analysis of content and context pertaining to the research study. That is, the government's extensive archives provided this study with the best opportunity to comprehensively understand, in the area of operations, (a) what had recently taken place, (b) what happened in years past, and (c) what was soon to take place. This level of detail in documentation can be attributed to federal, state, and local government requirements that stipulate having a matter of public record for a specified period of years to ensure accountability, transparency, and responsibility.

Thus, each subsequent part of the research procedure is a reinforcement of the study: (a) documentation serves as the foundation to discovering the intended, enacted, and assessed curricula that define the comprehensive operational infrastructure of the municipality, (b) interviews provide insight on the individualistic experiences of working within that infrastructure outlined by documents, and (c) observations visually substantiate whether or not interpretations made from documentation gathering and employee interviews are accurate. Figure 3.1 visually presents this scaffolding process.

Figure 3.1

Triangulation Using Documents, Interviews, and Observations



Upon arrival to the research site, it was confirmed that the City of DeSoto stores most documentation and files pertaining to its operational infrastructure on an intranet system known as “Public on Netfinity.” Wide-ranging organizational information is stored on this database for all 12 of its city departments; other operationally-related information can typically be found on personnel’s personal work computers. These two electronic sources were the primary locations for retrieving current and archived records; original hardcopies that were not initially downloaded to the database or individual computer drives were systematically scanned into data files and placed on computer servers by employees, over the last ten years.

The researcher was the primary data collection instrument in the gathering of documentation and archived records. Five other DeSoto employees agreed to participate

in assisting with the data collection; however, the researcher only beseeched these individuals' help in gathering information when particular items were difficult to find or located on personnel's personal work computers, so as to not be invasive. The researcher, having a professional working history and business relationship with the organization, had a familiarity with its information systems and was able to navigate the computer system and locate the vast majority of operationally-related data. The researcher was provided access to the organizational network and allowed to work independently to gather information. Also, remote access to the database was provided to the researcher via virtual private network (VPN) software; however the researcher solely accessed the database system on site, when conducting research.

Cumulatively, organizational documentation and archives dating back to 2009 were obtained from all departments, divisions, and instated positions. When gathering data, the researcher obtained as much information, from all areas, as possible, regardless of the degree of relevancy. However, documents and files relating to the government's operational infrastructure, objective completion, functionality, procedures, goal achievement, and personnel units were points of focus when gathering data.

Documentation came in several electronic forms including printed documents later scanned by personnel, spreadsheets, word processing/displaying files, videos, audio recordings, slideshow presentations, and pictures.

Collectively, more than *12,500* municipal government files were gathered as documentation data sources, representing the organization's functional branches of departments, divisions, and individual positions. This five-year span of information came

in myriad forms including budget books, minutes from meetings and associated videos and presentations, agendas for various meetings, emails, organizational hierarchy charts, memorandums, performance measures, awards, organizational charts, ceremonies, City charters, internal and external institutional auditing reports, voting/election history, project details such as Capital Improvement Projections, information from various database systems such as GOREquest, newsletters, work order and reports, municipal vision plans, government surveys, personnel performance evaluations, policy and procedure manuals, council and department work plans, performance incentive programs, job descriptions, instruction manuals, quarterly/semi-annual/annual productivity reports of personnel units, and financials such as balance sheets, income statements, statement of cash flows, and municipal bond rating quotes.

Semi-Structured Interviews

As a supplemental data source to the gathered documentation and archival information, seven of the 13 personnel members who consented to be interviewed were chosen, based on the information-oriented sampling strategy detailed earlier in the Access Section of this chapter. Five one-person interviews were conducted for five different departments and one two-person interview was created for a single department. Each department interview was approximately one hour in length and audio-recorded (Creswell, 2013). The researcher conducted each interview throughout the research process, on site, in the workplace, at the time and place of the interviewees' choosing, for the purposes of fostering scheduling convenience. As mentioned earlier, interviews were later reviewed, via transcription, for further research analysis.

To explore the operational infrastructure of the PWO and identify *intended*, *enacted*, and *assessed* themes throughout the PWO's comprehensive functionality which materialize into the planning and implementation of its interactive operational processes, the conducted interviews were semi-structured. This interview protocol (Appendix B) allowed for flexibility with focusing on varied organizational aspects of (a) individual/collective learning and application, and (b) the subsequent operations of personnel units and the overall DeSoto institution. Specifically, the personnel interviews provided details as to how the intended, enacted, and assessed curricula of the municipality's comprehensive operational infrastructure can be affected by the individuality of a single employee's knowledge, skills, abilities, interests, background, and capabilities. The interviews were important to underscoring the peculiar aspect of uniqueness, in a collectively assimilated workplace, which was not evident in primary documentation and archives. Employee interviews highlighted that each personnel unit has responsibilities, yet how those processes are understood and carried out vary by each work-contributing employee, according to his/her personal characteristics.

Observations

As another supplemental data source, observations acted as corroborating information to the archival data collection and interviews, allowing for a visualization to be attached that confirmed or disconfirmed what the paperwork stated and what the people said. City of DeSoto observations occurred throughout the entire data collection process at research sites including several facilities and areas such as the town center, police station, fire stations, 9-1-1 dispatch center, water/wastewater stations, equipment

storage and repair station, parks, swimming pool, athletic fields, trails, historical sites, and open municipal-owned lands.

Observations were based on physical visitations to worksites in all 12 departments and involved watching participating personnel units as they operated in their environment making workplace contributions. At points during the observational analysis, this included asking planning and implementation work-related questions to employees for clarification of position tasks, regarding operational processes (Creswell, 2013; Johnson & Christensen, 2004). Of particular interest, during the gathering of observational data, were workplace events and occurrences that took place and involved employees' comprehending and functioning to complete objectives and achieve goals through their learned knowledge, skills, and abilities; this employee background allowed for personnel units to actively participate in their work responsibilities and contribute to the municipality's comprehensive operational infrastructure.

Among the several hundred individual positions that actively participate in the DeSoto organization, the most beneficial observations made were the ones that contained critical instances. Critical instances are action steps that identify an entity's behavioral characteristics, productivity factors, and related outcomes, which help to further clarify the operational infrastructure of PWOs (Mills, Durepos, & Wiebe et al., 2009; Simons, 2009). Two such examples would include (a) a change in internal processes as a result of internal or external decision making, or (b) processes leading to the accomplishment of an overarching goal or completion of an objective.

These critical instances helped the researcher to manage his time and narrow down what individual workplace situations would be observed and what would be considered as extraneous. Extraneous observations included data that could be obtained from the other aforementioned data sources and gauged from position responsibilities. The researcher meant for observations to specifically note interactions and factors that are subjective and open to interpretation, yet still play a significant factor in how operations are perceived and carried out by personnel units; these factors and their affects are likely to only be considered and understood if they are visually seen.

As such, the observations attempted to gather the remaining data not yet collected by the documentation and interview data sources. Within the DeSoto organization, commonly observed situational instances that helped the content analysis of the operational infrastructure echoed aspects of Complex Systems Theory and the “three conditions” referenced in Chapter One’s Theoretical Concepts Section (see Figure 1.3). Altogether, this produced five repeating situations that helped to outline the more subjective parts of functionality.

- A. The interaction of personnel units such as departments, divisions, and single positions with other personnel units involving cooperative efforts or the exchange of information, which indicated learning and application of operations for one or more parties, to perform an assigned work function. Two examples are (a) a group project involving different personnel which requires employees to coordinate, work together, share information, and learn different processes in order to complete the assignment, and (b) an employee training another employee on a

new work technique that is later applied, in the workspace, and assists in his/her job performance, work contribution, and completion of assigned objectives.

- B. The intentional or unintentional dissemination of organizational information from personnel units or the marketplace into the workplace. This information has the potential to affect work processes, happenings, and ideas which trickle into individual or collective performance. An example included a new computer program being installed on City computers which required employees to learn its new information, so that they could apply it in their workplace setting and operations.
- C. The direct actions of a personnel unit affecting other units' work processes, happenings, and ideas. One example included a division, within a department, creating a new workplace technique that improved its internal processes, and as a result had other divisions learn the technique so that they could improve their operations and make the entire department function more efficient.
- D. An employee learning new information from a resource such as a book, manual, or video, and then applying his/her newfound knowledge, skill, and ability into the workplace setting, so that operations are direct affected.
- E. Adjustments made by a work environment, in the form of a work policy, procedure, or culture, that had a subsequent influence on individualized or collective segments of the PWO's operational infrastructure.

Operationally, each of the critical instances involved observing (a) what knowledge, skills, and abilities personnel units have, (b) what employees learn and the

method they learn by, (c) how they apply knowledge, skills, and abilities, (d) personnel units' interactions with other units or with the environment, and (e) the outcome of interactions and applications of knowledge, skills, and abilities which transform into workplace functioning towards goals and objectives.

This majorly took place in (a) employees' typical workspaces, (b) other settings where employees perform daily work processes or special assignments individually or with others, and (c) coordinated meetings with staff personnel such as management team conferences, workgroup discussions, onsite/offsite trainings, and professional development seminars. This research's observations only occurred in public workspaces, during standard workdays (Monday-Friday) and standard hours (8AM-5PM), so as to not be invasive or interruptive of personnel units' work processes.

Data Analysis

To understand the curricular framework of DeSoto's operational infrastructure and the inherent curriculum phases embedded therein, content analysis of multiple sources of information had to occur (Yin, 2013; Creswell & Clark, 2010). The raw data gathered from document, interview, and observation data sources provided an in-depth picture of the entire organization's functionality, which is the single subject of this case study (Creswell, 2013; Stake, 1995). Regarding the research intent, the focus followed the *single instrumental case study* model, which holds that "the researcher focuses on an issue or concern, and then selects one bounded case to illustrate [the] issue" (Creswell, 2013, p. 99). In this case, the focus issue was the role of *intended*, *enacted*, and *assessed* curricula and the associated elements, in the organization's operational infrastructure.

From the focus, the *intended*, *enacted*, and *assessed* themes evolved as the key study points of this case study (Stake, 1995; Merriam, 2009). As such, a holistic analysis of themes was chosen by the researcher as the proper approach for the case (Menard, 2002).

The City of DeSoto, though a single organization, is comprised of 12 microcosms in the form of departments that are themselves conglomerates of several divisions which are further built upon individual positions. This complex system of infrastructural variables presented the researcher with the possible opportunity to conduct and analyze the research as a collective or multiple case study (Stake, 1995). However, because each infrastructural variable is interconnected and operates synergistically to achieve organizational goals and complete objectives, the multiple cases would not be fully independent of each other and thus could not be considered as a distinct case (Creswell, 2013).

Instead, a categorical aggregation process was utilized to “[seek] a collection of instances from the data” that would help to identify themes of *intended*, *enacted*, and *assessed* curricula based on the recognition of repeating patterns and correspondence between each department, division, and work-contributing position (Creswell, 2013, p. 199; Yin, 2013; Creswell & Clark, 2010). Searching for pre-established themes involved developing inductive and a priori codes in anticipation of research, and subsequently utilizing a closed coding process, whereby segmented data produced analytical units that were indicative of the targeted themes via originating elements (Yin, 2013, Stake, 2005; Menard, 2002).

To begin the analysis process, originating with the raw documentation, interview, and observation data sources, a hierarchical category system was developed to sort relevant data (Yin, 2013; Stake, 1995). Three formed levels of knowledge and application, in DeSoto's workplace, were determined based on the collected data: facts, ideas/principles, and concepts. These forms of knowledge, found within the operational infrastructure, are what direct the initial and ongoing development of a PWO's comprehensive curriculum (Taba, Hilda (1902-1967), 2003; Taba, 1932).

The first level of the hierarchical category system, facts, consisted of *basic data* that served as a proof to some *known factor*; for example, DeSoto recently renovated its fitness, senior, and civic centers with building remodels and the purchase of new equipment (basic data) which resulted in increased recreation memberships, more frequent public activity, and higher revenues (known factor). Potentially, if presented facts can be understood, then a PWO's associated relationships can be managed and customized to achieve a desired result, via (a) prescriptive assignment of tasks through organizational approaches, personnel practices, and procedures, and (b) prescriptive application of institutional features such as budget allocations, adaptive technology, hardware tools, and software. As such, this first category of curricular knowledge, if utilized correctly, has the potential to lead to organizational and personnel skill development; this is discussed, in detail, in Chapter Five's Meaning and Implications Section and Future PWO Curriculum Research Section.

The second level of the hierarchical category system, ideas and principles, builds on the presumption that some of the basic data from the first level have been developed to

group facts in a way that allows their utilization to serve a distinct purpose. Such ideas and principles are based on relevant commonalities that can be applied cohesively and generated to reflect subject matters in the forms of general areas of applications, expertise, or emphases. In DeSoto's case, ideas and principles were often reflected through the formation of (a) classified job responsibilities, (b) individual employee positions and functions, and (c) divisions or departments based on related functions (Saldana, 2012).

The third level of the hierarchical category system, concepts, formed from the collective development, comprehension, and application of *facts*, *ideas*, and *principles*. In the case of a PWO, concepts can reflect (a) individual or group thought processes such as connections between facts and ideas, and (b) perspectives and dispositions such as attitudes and opinions (Michaelis, 1968; Kridel & Bullough Jr., 2007). Concepts account for the primary beliefs, decision making, subjectivities, and manners of operating that affect behaviors, reactions, and performance in the workplace; examples of such concept development, in the City of DeSoto, were represented through the organization's missions, visions, goals, strategic plans, and long-term or short-term outlooks (Taba, Durkin, Fraenkel, & McNaughton, 1971).

Additionally, individuals' perspectives, dispositions, and connections had an influence on the perspectives, dispositions, and connections of others in the workplace; this translated into a group mindset or an overall organization culture, which inadvertently affected the operational infrastructure of the PWO in a multitude of ways. However, more research needs to be done in this area, to fully understand an operational

infrastructure's intangible factors such as cultural influence and employee morale; the like is discussed in Chapter Five's Future Research Questions Section.

The hierarchical category system allowed for categorical aggregation which served to collect patterning instances, in the DeSoto organization, that allowed for curriculum elements to emerge and be sorted according to their properties and purpose in the operational infrastructure (Creswell, 2013; Creswell & Clark, 2010; Merriam, 2009; Menard, 2002). In conjunction with curriculum's eleven elements reviewed in Chapter Two's Curriculum Design Section, the corresponding elements identified within the DeSoto organization were: accountability, purpose, mission, personnel units & target audience, required & preferred, performance objectives, resources, plan of action, measurable(s), progress outcomes, and evaluations. Analysis of the DeSoto organization's curriculum elements allowed for finding the framework of the nonacademic space's operational infrastructure (Miles, Huberman, & Saldana, 2013).

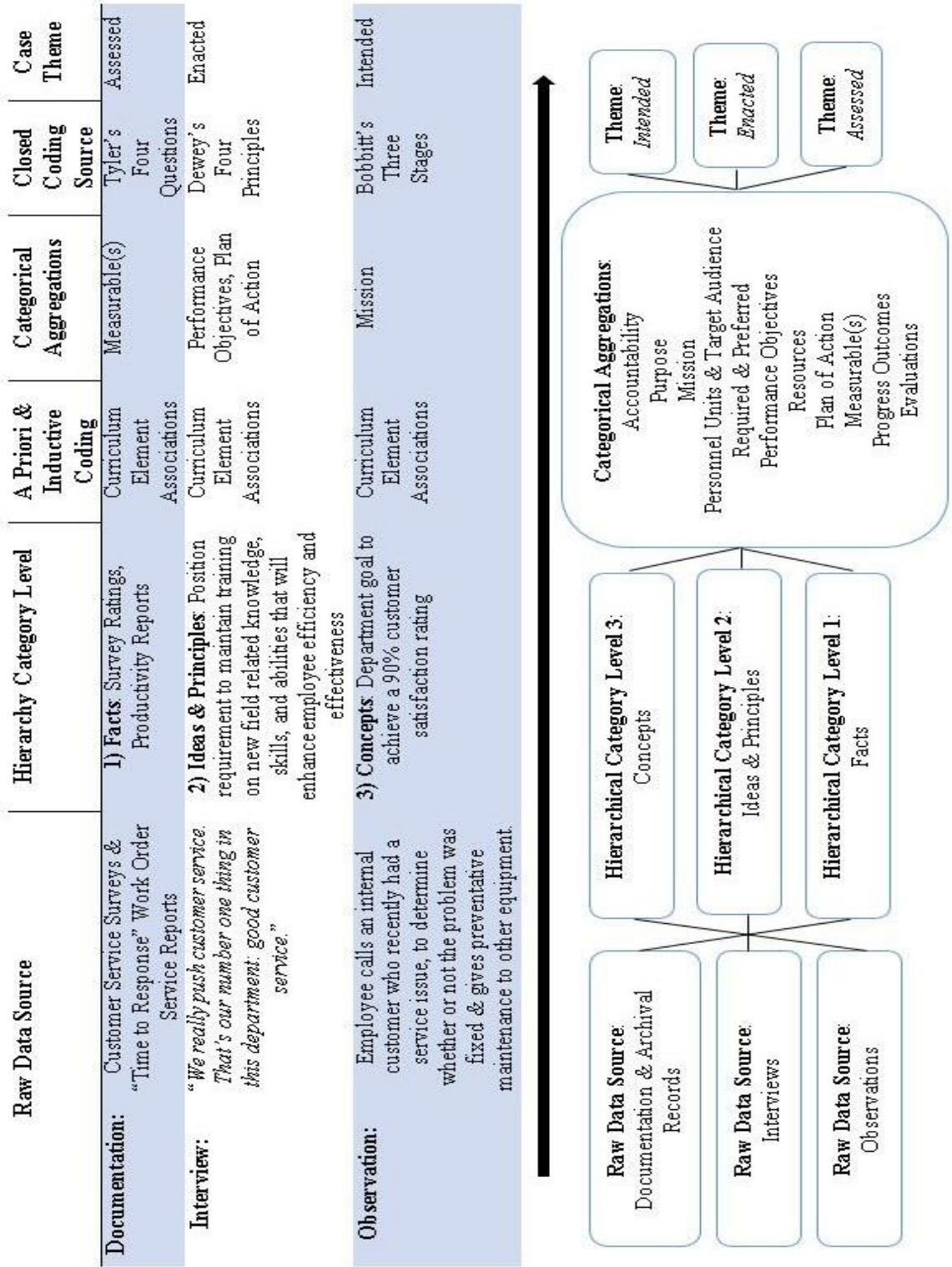
From the categorical aggregations, the curriculum elements were collapsed into three themes based on the closed coding process that was structured on the principles of *intended*, *enacted*, and *assessed* as presented by Dewey, Bobbitt, and Tyler (Stake, 2005 & 1995; Yin, 2013). To develop the closed codes for each theme, the researcher had to definitively determine what each theme represented. As such, the researcher adjusted the segment of definitions from the Definition of Key Terms Section in Chapter One, to be more cohesive with a nonacademic space and its curricular elements, so that curricular phases could be identified from the aforementioned categorized elements.

- **Intended Curriculum Phase-** Initial organizational development stage that designs and establishes an operational system that aims to achieve specific institutional goals, through the assignment of responsibilities and work objectives.
- **Enacted Curriculum Phase-** Implementation stage referring to the formation and activation of the ‘intended phase,’ as perceived and translated by employees, managers, and governing entities, where personnel use resources to participate and engage in assigned duties, accomplish goals, and complete objectives.
- **Assessed Curriculum Phase-** Review stage referring to the formative and summative analyses of the ‘intended’ and ‘enacted,’ which specifies (a) the design of the originally intended operational system and its literal translation to the enactment phase, (b) the overall/specific results of authoritative oversight and decision-making directed towards the workforce and the workforce’s subsequent practical application, (c) what was or was not adequately comprehended and applied by personnel in the work environment, and (d) the evaluated effectiveness of the employed policies and procedures in work settings.

Closed codes gained from Dewey (1938), Bobbitt (1918), and Tyler (1949) principles and thematic definitions (resulting from finding the curricular elements of the organization) allowed for analysis of the DeSoto organization’s curricular phases (Creswell, 2013; Teddlie & Tashakkori, 2009; Patton, 2001). From raw data to defined elements and codes, Figure 3.2 illustrates the analysis processes that were conducted to answer this study’s research questions (Yin, 2013; Stake, 1995 & 2005).

Figure 3.2

Data Analysis Process Example and Diagram



Design Control Limitations

This study's investigative attempt was not likely all-inclusive; to express such would be a subjective claim that is open to warranted scrutiny. In this study's attempt to be maximally inclusive, there were factors affecting its level of comprehensiveness and degree of clarity in delineating PWO functionality via curriculum units' infrastructural features and phases (according to personnel goals and objectives). In some cases, a variety of real-world factors and actual scenarios took place, which created ambiguity in defining specific functions and features for particular personnel units; this affected the overall outcome of analysis and findings.

These practicalities included, but were not limited to: Employees (and other personnel units) sharing responsibilities; Divisions/positions (and employee responsibilities) merging; Departments breaking up into separate units; A combination of work experience and education substituting for what is stated as "minimum required qualifications;" New personnel (and responsibilities) being added as new functions are needed; Company culture shifts based on the addition and/or removal of personnel and/or policies; Entire branches changing their procedures (e.g., outsourcing of services, removal of features/services due to antiquatedness).

As such, not every employee, division, or department's functions and characteristics were likely included as part of the operational infrastructure. Moreover, based on the nature of Complex Systems (noted in Chapter One's "Three Caveats" noted in the 'Background of the Problem' Section), some of the curricular operational infrastructure found in Appendix A may currently be outdated and as a result inaccurate,

at this moment in time. Such was to be expected, from the assumption that goals, objectives, and responsibilities are added (i.e., other duties as assigned) and taken away constantly in the professional working world, where organizations change with the market, events, and personnel.

Also, mentioned earlier, two design limitations existed, as a result of the case study approach: (a) generalizability and applicability of findings, and (b) time constraints (Teddlie & Tashakkori, 2009; Creswell, 2013). Because this study is a qualitative empirical inquiry based on one select municipal government, excluding thousands of other types of PWOs, the findings and results are not as generalizable or applicable in other professional work settings that apply curriculum-based concepts; this is especially true considering the many structural variations of private companies, nonprofit institutions, and public governments (Hancock & Algozzine, 2011; Stake, 2005). To keep the focus of the study manageable, time constraints were placed on the research process, which mitigated the number of findings since more research time could allow for additional types of information to be studied and analyzed (Stake, 1995; Yin, 2013).

Researcher Biases & Subjectivities

Inherently embedded within the development and interpretation of qualitative research studies are subjectivities and biases (Coffey & Atkinson, 1996). To the research focus, the researcher naturally brings with himself past experiences, dispositions, and a personal background that affect (a) how raw data sources are viewed and (b) the management processes that are carried out to prepare, identify, and manipulate that information to determine findings of the study (Feldman, 1994; Johnson & Christensen,

2004; Marshall & Rossman, 2010). Subjectivities and biases themselves are not necessarily harmful to research; indeed, they can serve to strengthen the research processes and interpretations of the study, depending on the experience of the researcher and circumstances of the data (Maxwell, 2012; Patton, 2001). Subjectivities and biases only appear to serve as detriments to research when they are not self-acknowledged, openly brought forth to the reading audience, and compensated for through reflexivity and adjustments in analysis processes (Miles, Huberman, & Saldana, 2013).

In this case, the researcher acknowledges his professional performance management work history and business relationships with the DeSoto organization; as mentioned earlier, the researcher serves as a micro/macro-organizational assessment, development, and management consultant for performance-focused professional working environments in private, nonprofit, and public sectors. This organizational development experience and background influenced the researcher's thoughts on how to approach the study, who to select, and what topics to address in the form of research questions.

To balance his thoughts, the researcher gauged the academic opinions of dissertation committee members, throughout the research process, and included study suggestions, from the committee, into the case study procedures and analysis of findings (Feldman, 1994; Johnson & Christensen, 2004; Maxwell, 2012; Miles, Huberman, & Saldana, 2013). Biases and subjectivities to data sources were further mitigated by (a) recording observations as they occurred with subsequent member checks with appropriate personnel, (b) transcribing interviews verbatim and submitting transcripts to interviewees via member checking, (c) audit trailing, and (d) gathering archival data from the

institution's source without any modifications (Coffey & Atkinson, 1996; Patton, 2001; Marshall & Rossman, 2010; Feldman, 1994; Coffey & Atkinson, 1996; Taris, 2000; Flick, 2013).

Subjectivities and biases involving data sources, processes, and analysis were also controlled through the development of a descriptive professional development package (Appendix A) that was produced, compiled, and organized according to curricular elements highlighted in the "Curriculum Designed" section of Chapter Two. The professional development package comprehensively details the major components of the organization's operational infrastructure, which was created based on the research's case study approach that specifically conducted documentation gathering, interviews, and observations. The package was submitted to City of DeSoto personnel units, as (a) a way of member checking the summative results developed from content analysis of the aforementioned data sources, and (b) an organizational development tool that could be used by the institution for auditing operations and associated assets, following the study's completion. Confirmation of the accuracy of the professional development package lends credibility to the stance that subjectivity and bias were reasonably limited in the gathering, analysis, and interpretations of the summative data sources.

Summary

Chapter Three detailed (a) the single subject case study design chosen, (b) procedural steps taken for data sources including the gathering of documents/archival records and conduction of interviews and observations, and (c) analysis of data sources. This was all completed in an effort to explore how *intended*, *enacted*, and *assessed*

curricula phases could integrate into a PWO's comprehensive functionality and materialize into the planning and implementation of its interactive operational processes. Following this chapter's methodology, Chapter Four presents the findings to the study's research questions, regarding how the *intended*, *enacted*, and *assessed* phases of curriculum are illustrated in the organization's operational infrastructure, and the subsequent interactions which produce the PWO's curricular elements and framework. Naturalistic generalizations that can be gathered from these findings are then presented in Chapter Five (Creswell, 2013).

CHAPTER FOUR: FINDINGS

Chapter Three's methodology sections detailed the case study approach chosen, specific steps taken, and data sources analyzed to explore how the intended, enacted, and assessed curricula phases (a) integrate into a PWO's comprehensive functionality, and (b) materialize into the planning, implementation, and interactions of operational processes such as goals and objectives. Chapter Four presents the findings to the research questions:

- What is the curricular framework of a nonacademic space's operational infrastructure?
- How are intended, enacted, and assessed curriculum phases illustrated in the curricular framework's development?
 - How do infrastructural variables interact to affect the curricular framework?

Chapter Five discusses the meanings and implications of these findings, along with how to (a) further understand curriculum in PWOs (professional working organizations) and (b) advance its utilization in nonacademic fields, sectors, and institutions.

What is the curricular framework of a nonacademic space's operational infrastructure?

A rephrasing of this research question could be, "What curricular elements exist that define a PWO's operational infrastructure?" In the PWO context, developed

curricular elements are end-products of intended, enacted, and assessed curriculum phases that cultivate and manage an organization, which is research question #2's focus. This opens up room for a reverse engineering opportunity whereby analyzing the organization's elements for the intended, enacted, and assessed *curriculum themes* allows for parallelization and identification of intended, enacted, and assessed *curriculum phases*. That is, identifying the PWO's framework (research question #1), according to intended, enacted, and assessed themes, allows for working backwards to discover the curricular phase sources, the roles they play in a PWO, and how they affect the operational system (research question #2).

Analyzing the findings, in reverse order, from (a) the finished product of an established curricular framework, to (b) the original curricular phases that created the framework in the first place, make completing the study much more manageable; this is because delineating the three curriculum phases, a necessary step to answering research question #2, is difficult due to the fact that the phases constantly interact and seamlessly blend together to allow the organization to function synergistically, from intention to execution to evaluation. Thus, answering this research question will assist in understanding (a) *what* the intended, enacted, and assessed curriculum phases are, and (b) *how* they subsequently affect the organization operations.

Throughout DeSoto's operational infrastructure, curricular elements (described in Chapter Two's Curriculum Designed Section) were characteristically associated with organizational features that were identified and analyzed from the case study research, to determine the correct curricular framework of the institution. The synchronous

functioning of each curricular element, when merged together, constructs the comprehensive framework of the entire organization. Based on the curricular framework, each organizational element has been assigned to either *intended*, *enacted*, or *assessed* themes, which resurface and are later used in research question #2 to (a) identify the three phases, and (b) subsequently analyze how they are integrated into the operational infrastructure.

The next sections identify each curricular element, following case study exploration of how the *intended*, *enacted*, and *assessed* curricula phase themes integrate into a PWO's comprehensive functionality and materialize into the planning and implementation of operational processes. Reminder: based on the Definition of Key Terms Section in Chapter One, an adjusted segment of definitions that could be used to describe each thematic curricular phase in a nonacademic space, such as a PWO, follows.

- **Intended Curriculum Phase-** Initial organizational development stage that designs and establishes an operational system that aims to achieve specific institutional goals, through the assignment of responsibilities and work objectives.
- **Enacted Curriculum Phase-** Implementation stage referring to the formation and activation of the 'intended phase,' as perceived and translated by employees, managers, and governing entities, where personnel use resources to participate and engage in assigned duties, accomplish goals, and complete objectives.
- **Assessed Curriculum Phase-** Review stage referring to the formative and summative analyses of the 'intended' and 'enacted,' which specifies (a) the design of the originally intended operational system and its literal translation to the

enactment phase, (b) the overall/specific results of authoritative oversight and decision-making directed towards the workforce and the workforce's subsequent practical application, (c) what was or was not adequately comprehended and applied by personnel in the work environment, and (d) the evaluated effectiveness of the employed policies and procedures in work settings.

Each identified element and its relation to either the intended, enacted, or assessed theme are presented sequentially, to highlight the typical ordered process in which PWO organizations and curriculum elements are likely to develop. Reminder: the synchronous functioning of each curricular element, when merged together, constructs the comprehensive framework of the entire organization; as such, identifying the relevant curricular elements is not only the foundation of the first research question, but also the crux upon which research question #2 is dependent. Further explication of each curricular element, within the DeSoto organization's individually associated work units, can be found in Appendix A's professional development package.

Accountability Element: Intended Curriculum Phase

The operational infrastructure of the City of DeSoto is established on the purposeful foundation of fostering community goodwill. Community goodwill can broadly be defined as a public's open approval and appreciation of an environment and its offerings. The ability to create and enhance community goodwill among citizens, business owners, and visitors, is dependent on the municipal government's ability to function successfully at all operational levels. To manage organizational dynamics and achieve sustainable community goodwill, an *accountability* system was constituted in the

form of a council-manager structure of government tasked with maximizing resource usage and strategic decision making. This is the first curriculum element.

The municipal government of DeSoto is primarily accountable to approximately 51,500 citizens in six districts. Representative of those citizens is an elected city council consisting of one mayor and six council members who act as the legislative body of the local government. Accountable to the Council, and thereby the citizens, is an appointed city manager. The city manager is responsible for the development and administration of governmental duties and operations in the entire city; it is from this executive position that an operational infrastructure is designed and organized for the intent of fostering community goodwill.

Purpose Element: Intended Curriculum Phase

Accomplishing and maintaining the primary purpose of community goodwill is made possible by meeting the needs and desires of the community. Considering that the interests of a community are multifaceted, the serving municipal government must be inherently multi-purposed. These *purposes*, the second curriculum element, highlight and organize the skeletal configuration upon which DeSoto's operational infrastructure is built. Twelve major purposes were discovered within this PWO. For each purpose, a department was subsequently assigned. Figure 4.1 highlights each purpose according to its respective department.

Figure 4.1

Organizational Purpose by Department

Administration Department Purpose:	<i>To maintain and enhance municipal partnerships among citizens, elected officials, and city employees, through efficient/effective open communication, organizational management, and delivery of public services.</i>
Development Services Department Purpose:	<i>To manage the City's physical infrastructure for the purposes of safeguarding, improving, maintaining, and establishing commercial/residential/transport/public property- in conjunction with legal guidelines.</i>
Financial Services Department Purpose:	<i>To plan, budget, monitor, report, and account for the finances, policies, and financial standing of all City departments, divisions, programs, and projects- based on fiscal responsibility to taxpayers- in accordance with local, state, and federal statutes.</i>
Fire Rescue Department Purpose:	<i>To avert, lessen, and eliminate the damage to life and property caused by fires, disasters, health-related traumas, and dangerous materials within the City- by means of expert fire rescue personnel, public safety professionals, and education.</i>
Human Resource Department Purpose:	<i>To provide centralized personnel services for all City departments, divisions, and employees, while liaising with the Civil Service Commission to maintain compliance with the Texas Local Government Code involving employed Civil Service personnel.</i>
Information Technology Department Purpose:	<i>To provide employees with technical support and expertise, for all used hardware and software- while managing computer networks, systems, and online/tele-communications- to sustain efficiency in the City via employees' technical processes.</i>
Library Department Purpose:	<i>To provide to the public a collection of print/non-print/media materials, technology, classes, programs, and open spaces that promote literacy, community engagement, and lifelong learning- via information, ideas, and experiences.</i>
Municipal Court Department Purpose:	<i>To manage/adjudicate legal and court-related proceedings within the municipality's justice system, regarding unresolved cases involving local ordinances, due process, and possible state laws- in accordance with lawful guidelines and provided powers.</i>
Parks & Recreation Department Purpose:	<i>To physically beautify the City by developing, maintaining, enhancing, and protecting its public lands, sites, and facilities, while growing municipal amenities, programs, and recreational opportunities for citizens and visitors seeking leisure.</i>
Police Department Purpose:	<i>To enhance the quality of life in the City by means of enforcing/upholding the law and ordinances, preserving order, protecting individuals and property, preventing criminal activity, safeguarding citizens, and community policing.</i>
Public Utilities Department Purpose:	<i>To provide the City with a dependable water supply and dispose of sewage, through the effective management of municipal water and wastewater distribution systems- while handling payments that contribute back into the funding of local government.</i>
Southwest Regional Communications Center Department Purpose:	<i>To facilitate the delivery of emergency communications, by serving as the City's Public Safety Answering Point of 9-1-1 calls for collection and dissemination of vital information to Police/Fire departments dispatching personnel and equipment.</i>

Mission Element: Intended Curriculum Phase

Encompassed within each respective departmental purpose is a range of functions that need to be completed, in order to accomplish the department's primary goal. These functions are grouped together, based on a single relation that specifies the group's contribution to the department's purpose. This curricular element of a unified group relation is identified as the *mission*. For each mission, dependent on the scope of the purpose, an organizational workgroup known as a division is subsequently created.

That is, the mission is a derivative that contributes to the purpose which, in turn, is a contributor to the overarching purpose of achieving community goodwill; likewise the divisions collectively account for the department which, in turn, is a part of the greater DeSoto organization. However, with smaller departments consisting of a single division, the purpose and mission become representatives of each other, since there is only one personnel work unit. Examples of this include Human Resources, Information Technology, Library, Municipal Court, and Southwest Regional Communications Center Departments, which solely have an Administration & Operations Division. Figure 4.2 highlights each mission according to its respective division and department.

Figure 4.2

Organizational Mission by Division

Administration Department	
Action Center Division Mission:	<i>To serve as an easy access communication conduit that provides employees and citizens with a way to obtain city-related information and/or request city services (via in-person, telephone, website, email, or online systems).</i>
City Secretary Division Mission:	<i>To administrate democratic procedures, oversee established civil processes, record and make open municipal legislation, and aid the City Council (as a Charter-mandated officer of the City)- in accordance with state and federal statutes.</i>
Community Initiatives Division Mission:	<i>To strengthen citizen relationships and community participation within the City, by facilitating community programs, management of residential/commercial services, and open communication with individuals, homeowners, and neighborhood groups.</i>
Environmental Health & Facility Maintenance Division Mission:	<i>(1) To protect the health of the general public by minimizing the risk of disease and injury via enforcement of health standards through handling of hazardous materials, inspections of commercial/residential facilities, training, and protection programs. (2) To maintain municipal government buildings, for safety, efficiency, accessibility, and functionality- through the use of structural maintenance and utility management- via the oversight and use of third party contract vendors.</i>
Office of the City Manager Division Mission:	<i>To oversee City-provided projects, programs, and services by developing, managing, and evaluating departments, divisions, and employees via administrative policies approved by the Council- for purposes of procedural efficiency and effectiveness.</i>
Records Management Division Mission:	<i>To allow and improve citizens' access into local government by ensuring the proper management of official City records via accurate/timely production, preservation, and provision- in accordance with state law and municipal transparency standards.</i>
Development Services Department	
Administration & Engineering Division Mission:	<i>To provide civil engineering review, support, implementation, and regulation to developers, engineers, citizens, programs, and projects taking place within the City- in accordance with legal guidelines and industry standards.</i>
Building Inspections Division Mission:	<i>To ensure that new/existing residential and commercial construction, within the City, are compliant in accordance with building, electrical, plumbing, mechanical, fuel gas, energy, and zoning code standards.</i>
Facilities Management Division Mission:	<i>To manage public space aesthetics and sanitation, via custodial services- in an effort to provide employees and visitors, throughout all City facilities, with a clean, functional, and aesthetically pleasing environment.</i>
Fleet/Equipment Services Division Mission:	<i>To maintain and/or repair the conditioning of City-owned vehicles and equipment that are used by employees as tools to manage/improve infrastructure, deliver effective services, and facilitate work output efficiency.</i>
Planning & Zoning Division Mission:	<i>To manage current land use development and guide future community expansion, within the City, through the administration of zoning, subdivision, and development ordinances- in association with legal guidelines and municipal planning.</i>

Figure 4.2

Organizational Mission by Division (Continued)

Development Services Department

Street Maintenance Division Mission: *To inspect, maintain, and improve the conditioning of municipal thoroughfares, alleys, drainage structures, inlets, and trafficking tools that serve motorists and pedestrians throughout the City- for the purposes of safety and fluid movement.*

Financial Services Department

Administration & Accounting Division Mission: *To outline, collect, record, summarize, and report the results of all City financial transactions, in accordance with generally accepted accounting principles, to ensure compliance with applicable statutes, covenants, contracts, and polices.*

Purchasing Division Mission: *To monitor and coordinate City purchasing activity for the acquisition of goods and services- via developed policies, procedures, and programs- to take maximize pricing, save City funds, and assure compliance with state laws and City guidelines.*

Fire Rescue Department

Administration & Operations Division Mission: *To manage and deliver resources, fire suppression, disaster response, medical care, and hazardous materials containment, while also inspecting properties for potential risks, in a safe and time efficient manner, throughout the City.*

Fire Prevention Division Mission: *To consult, inspect, and investigate properties for hazards, in an effort to enforce adopted fire code compliance standards and ordinances that mitigate or prevent property damage, loss of life, or danger- via education/coordinated activity efforts.*

Fire Training Academy Division Mission: *To educate potential fire officers and emergency medical services personnel on basic level fire and/or health-related emergency knowledge, skills, and abilities for practical application- in accordance with the Texas Commission on Fire Protection.*

Parks & Recreation Department

Aquatics Division Mission: *To coordinate the City's pool programs/projects, manage service offerings, and ensure the safety of visitors- while promoting swimming as a crucially needed life skill, enjoyable recreation activity, and health exercise.*

Parks & Landscape Maintenance Division Mission: *To conduct routine inspections, landscaping, irrigation, maintenance, and debris control of municipal fields, medians, streets, parks, trails, rights-of-way, athletic complexes, restrooms, and playgrounds- providing a safe, clean, and attractive City.*

Recreation & Civic Center Division Mission: *To provide citizens, visitors, and employees with various health, wellness, and recreational opportunities/programs, as well as community-wide special events and projects that promote interpersonal enrichment and a strengthened City base.*

Senior Center Division Mission: *To facilitate a customized and catered social environment, for senior citizens, that increases knowledge, recreational opportunities, interpersonal relationships, health, and wellness- based on programs, services, and facilities provided by the City.*

Figure 4.2

Organizational Mission by Division (Concluded)

Police Department	
Administration & Operations Division Mission:	<i>To administer and supervise the general police procedures of the City, in multiple settings, via patrols, investigations, regional coordination, system analysis, planning activities, records management, training, and procedural reviews- to mitigate crime.</i>
Animal Control Division Mission:	<i>To provide animal-related services by responding to all issues involving pets and wildlife, in an effort to enforce City ordinances and state laws pertaining to animal cruelty, dangers, and nuisances, while educating the community on animal safety.</i>
Code Enforcement Division Mission:	<i>To improve the health, safety, and appearance of the Community through the enforcement of City’s code of ordinances- while seeking opportunities to develop, educate, and promote citizen cooperation, support, and input in compliance efforts.</i>
Jail Operations Division Mission:	<i>To house, screen, and monitor, arrested and detained inmates in a safe, secure, and humane environment- as an assumed part of the corrections process- in accordance with ethical and legal requirements.</i>
Public Utilities Department	
Administration Division Mission:	<i>To oversee all activities, personnel, processes, projects, and policies associated with the effective delivery, maintenance, and improvement of water and sewer services in the City- regarding public health, water conservation, and sustainability.</i>
Field Operations Division Mission:	<i>To operate, monitor, inspect, repair, and enhance the water distribution system and wastewater collection system of the City, for safety and freshness- in accordance with the Texas Commission on Environmental Quality.</i>
Utility Billing Division Mission:	<i>To provide timely and accurate billing to water and sewer customers in the City, via water meter monitoring/management, service connections, work order fulfillments, accounts processing, and customer assistance.</i>

Personnel Units & Target Audience Element: Enacted Curriculum Phase

Departments and divisions are workgroups or *personnel units* intentionally designed to encompass a particular level of function and responsibility, within the organization, typified by purposes and derivative missions. The enactment of these designs is realized by the literal formation of authoritative workgroups, in the PWO, which are symbolized through the instatement of employees. Each personnel unit contains employees who are assigned specifically targeted responsibilities that

collaboratively account for a workgroup's total functioning. These employed personnel are identified as the *target audience*, tasked with making individualized work contributions. Found throughout the entire organization, this curriculum element of personnel units and target audience can also be recognized as one of the Complex System's internal infrastructural variables; one that represents the collective workforce which completes internal processes. As of fiscal year 2015, DeSoto employs approximately 450 personnel members organized by function and authoritative hierarchy, within one of 12 departments and 33 divisions. Figure 4.3 highlights these target audience members by department personnel unit and number of positions. For each personnel department unit, positions that are repeatedly listed reflect usage in a proportionate number of divisions.

Figure 4.3

Personnel Units' Target Audience

Administration Department

Senior Customer Service Representative (2)	Assistant City Manager (1)	City Manager (1)
Environmental Health Specialist (1)	Assistant City Manager (1)	Executive Assistant (1)
Community Relations Manager (1)	Assistant City Secretary (1)	City Secretary (1)

Development Services Department

Construction Project Coordinator (1)	Traffic Technician (1)	Mechanic (2)
Development Services Director (1)	Senior Building Inspector (1)	Custodian (5)
Maintenance Worker, Senior (3)	Fleet Services Coordinator (1)	Custodian, Senior (1)
Planning & Zoning Manager (1)	Construction Inspector (1)	Facilities Manager (1)
Planning & Zoning Technician (1)	City Building Official (1)	Drainage Engineer (1)
Street & Fleet Services Manager (1)	Permit Technician (1)	Staff Assistant (1)
Lead Maintenance Worker (2)	Maintenance Worker (2)	City Engineer (1)

Financial Services Department

Accounting Manager (1)	Purchasing Manager (1)	Finance Director (1)
Accounts Payable Representative (1)	Assistant Finance Director (1)	Payroll Clerk (1)
Accounts Receivable Representative (1)	Finance and Budget Analyst (1)	Accountant (1)

Fire Rescue Department

EMS Billing Coordinator (1)	Firefighter/Paramedic (45)	Battalion Chief (3)
Fire Engineer/Paramedic (9)	Assistant Fire Chief (1)	Secretary (1)
	Staff Assistant (1)	Fire Chief (1)
	Fire Marshal (1)	Fire Captain (9)

Human Resources Department

Asst. Human Resources Director (1)	Administrative Assistant I (1)	Human Resources Director (1)
	Administrative Assistant II (1)	Staff Assistant (1)

Information Technology Department

I.T. Manager- Systems Administrator (1)	I.T. Assistant Manager (1)	I.T. Support Technician (2)
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Library Department

Circulation Supervisor (1)	Library Assistant (2)	Librarian (5)	Library Director (1)
Technical Services Instructor (2)	Library Clerk (11)	Staff Assistant (1)	

Municipal Court Department

Court Director: Judge (1)	Deputy-Level Court Clerk (5)	Juvenile Case Manager (1)
Court Clerk (1)		City Marshal (1)

Parks & Recreation Department

Lead Maintenance Worker (3)	Administrative Assistant I (1)	Program Supervisor (1)
Senior Maintenance Worker (3)	Football Coordinator (1)	Recreation Attendant (26)
Parks and Recreation Director (1)	Manager of Recreation (1)	Recreation Coordinator (1)
Senior Recreation Attendant (2)	Assistant Pool Manager (2)	Recreation Specialist (2)
Recreation Coordinator (1)	Recreation Supervisor (1)	Maintenance Worker (10)
Senior Center Supervisor (1)	Food Service Worker (4)	Staff Assistant (1)
Van Driver (3)	Manager of Parks (1)	Pool Manager (1)
Cashier (5)	Lifeguard (23)	

Figure 4.3

Personnel Units' Target Audience (Concluded)

Police Department

Code Enforcement & Animal-Control Manager (1)	Motorcycle Officer (2)	Jail Commander (2)	Jailer (18)
Administrative Assistant I (1)	Animal-Control Officer (3)	Police Officer (47)	Sergeant (8)
Administrative Assistant II (2)	Assistant Police Chief (1)	Records Coord. (1)	Captain (2)
Administrative Assistant II (1)	Public Service Officer (6)	Records Tech. (2)	Corporal (5)
Code Enforcement Officer (3)	Administrative Assistant I (1)	Reserve Officer (11)	Lieutenant (5)
	Police Chief (1)	Staff Assistant (2)	

Public Utilities Department

Senior Utility Billing Clerk (1)	Public Utilities Director (1)	Meter Reader (1)
Utility Service Rep. (1)	Utility Services Supervisor (4)	Utility Billing Clerk (5)
Utility Maint. Worker (2)	Utility Service Supervisor (1)	Utility Service Manager (1)
Senior Maint. Worker (4)	Senior Utility Maintenance Worker (1)	Inspector (1)
Maintenance Worker (10)	Utility Billing Manager (1)	Staff Assistant (1)

Southwest Regional Communications Center Department

Dispatch Information Technology Manager (1)	Staff Assistant (1)	Dispatch Trainer (1)
Manager of Emergency Dispatch (1)	Dispatch Director (1)	Dispatcher (21)
Emergency Dispatch Supervisor (4)		

Required & Preferred Element: Enacted Curriculum Phase

Found throughout the DeSoto organization's target audience are standards associated with each employed position, which introduces the next discovered element. These standards are meant to ensure that personnel members hired into the particular position are capable of making needed individual work contributions via the completion of assigned processes. To determine whether or not organizational work contributions can be made and processes can be completed, the DeSoto organization establishes and enforces, when hiring, *required and preferred* levels of knowledge, skills, and abilities for each position. To gauge whether or not the required and preferred work standards have been met, DeSoto takes into account individuals' formal education and related work experience as a basis for initial measurement. However, standards for each position fluctuate over time and are dependent on myriad circumstances including decision-making personnel, marketplace, fiscal year budget, laws, and regulations; this is reflected,

as DeSoto actively adjusts its required and preferred standards to meet current-day organizational functions.

Performance Objectives Element: Enacted Curriculum Phase

The target audience's required and preferred knowledge, skills, and abilities serve as indicators of what personnel members in employed positions can do and are potentially capable of doing. Based on these contingencies, distinct *performance objectives* are developed and assigned to individual employees, to assist in the completion of a personnel unit's processes and mission; likewise, performance objectives are subsequently carried out by the target audience, to create a functional organization. Though there are hundreds that vary by the function of each position, all objectives exhibit that which an assigned employee must do, and does, to make a desired or needed work contribution that enhances the larger organization as a whole. Objectives, simultaneously, represent implemented actions; for example, two Municipal Court objectives include (a) Presiding over the City courtroom to judge its pretrial hearings, cases, and misdemeanors by listening to prosecuting and defending parties to make a ruling determination, and (b) Supervising Court staff functions, as they relate to the management of cases, funds, fees, appearances, court holdings, and any related.

Resources Element: Enacted Curriculum Phase

Based on the work contributions expected from employed personnel members, an onus now exists on the part of the organization to actively contribute the *resources* needed for employees to complete assigned performance objectives, on an as-needed basis. Resources, within the DeSoto organization, take on innumerable forms, varying by

the personnel unit and the target audience; examples can include computers, office supplies, fire trucks, and fertilizer. In the work environment context, resources are best viewed as assets which assist in the fulfillment of individual responsibilities and the continuation of ongoing operations. In general terms, the present and future resource availability made to each personnel unit is indicated by budget allocations involving line items such as personnel, supplies, services and professional fees, transfers to other funds, capital outlay, and debt service. From a fiscal administration standpoint, specific assets can be provided within organizational sections and used as a resource.

Plan of Action Element: Enacted Curriculum Phase

Upon employment of qualified personnel and their equipping of the requisite resources, each target audience member must execute the function to which they were assigned. However, this *plan of action* is reliant upon the successful implementation of the personnel units & target audience, required & preferred, performance objectives, and resources elements. The plan of action element takes on numerous forms, being based on each position's performance objectives and the target audience member's operative approach.

However, the completion of objectives assigned to a position is made possible by organizationally required planned activities which include (a) Adhering to the drafted policies of the municipal government while following standard work procedures, (b) Arriving to a worksite or office space on time, prepared, and ready to function in a mental and physical capacity, (c) Using position-specific hardware or software to accomplish assigned daily tasks, within set working hours, (d) Being prepared to work beyond set

standard hours, as a result of a work-related emergency or urgency, community function, meeting, or special event, and (e) Travelling to other locations, to fulfill a duty, as part of a position's functioning.

Measurable(s) Element: Assessed Curriculum Phase

Because a personnel unit has several plans of action that are initiated at any one time by individual target audience members, traceable *measures* are put in place to assess whether or not assets are working collaboratively to achieve the mission. These quantifiable measures use PWO data such as maintenance and operations numbers, budgets per capita, times to completion, and production percentages to determine activity demand, workload, efficiency, and effectiveness within workgroups.

Progress Outcomes Element: Assessed Curriculum Phase

On the other side of the measurable(s) element is the *progress outcomes* element which descriptively details the qualitative measures, plans of action, and resources that are used to complete specific objectives assigned within a personnel unit. Per a review process, progress outcomes are monitored, throughout the organization, by keeping a timely account of the objective's background, responsible parties, and benchmarks.

Background involves a detailed description of the objective including its history, outline, and importance conveyed through (a) the typical processes in the past, its outcomes, and areas of efficiency and inefficiency, (b) definitions of key terms or phrases used in detailing the objective that might not be common knowledge outside of the workplace, (c) the actual audience and intended outcome this objective targets, and (d) the purpose and benefits of completing the objective along with the potential costs of not.

Responsible parties of the objective dictate the primary and secondary personnel members that are to be held responsible for completing the objective. The primary is the person who will be answerable to any concerns about the objective while the secondary is another member who acts in a supporting role or backup to completing the objective.

Benchmarks indicate what steps the responsible parties will take and be measured by, during periods of evaluation, to determine whether or not the objective has been met. Benchmarks typically include (a) targets or measurements that are to be reached by specified times of review during the fiscal year, (b) stated turn-in material that will be used as a deliverable, during each review process, to verify the objective status as in-progress or completed, and (c) an estimated time to completion for the objective as a whole.

Evaluations Element: Assessed Curriculum Phase

Corroborating with progress outcomes and measurable(s), in the review process, is the actual *evaluation* of employee and supervisor performance. The evaluation element is used to determine whether or not individual work contributions are being made to the personnel unit's mission, in accordance with the work expectations and standards associated with the position. The DeSoto organization evaluates by authoritative level and scaled expectations that weigh certain aspects of personnel performance. Employees are evaluated by seven categories (highlighted in Figure 4.4) and supervisors are evaluated by six (highlighted in Figure 4.5).

Figure 4.4

Employee Evaluation Categories

Problem Solving, Decision Making, & Competency:	<i>The employee is able to creatively and effectively solve or prevent problems in the workplace by identifying issues and searching for the best solutions. Problems are solved by the employee's knowledge of his/her position and other related positions as well as a familiarity with policies and procedures applicable to the position. The employee (1) responds quickly to new challenges, (2) makes clear, consistent, transparent decisions, (3) understands the overall vision of the organization, (4) acts with integrity in decision making, and (5) is able to work independently while learning new skills and maintaining up-to-date job related information.</i>
Flexibility & Stewardship:	<i>The employee has the ability to adjust to change with minimal disruption to productivity, contributes useful ideas for improving the performance of the position (minimizes cost, reduces risk, etc.), and is willingly responsible for the outcome of assignments.</i>
Teamwork, Working Relationships, Customer Service:	<i>The employee can work effectively & successfully as a team member with others to achieve desired results, by contributing to team projects and exchanging ideas and opinions. The employee also values the importance of delivering high quality, innovative service to internal and external clients by listening and understanding the reasonable needs of the client. The employee (1) identifies solutions, responds quickly, and follows up, (2) helps to prevent and resolve conflicts while developing positive working relationships, and (3) is flexible, open minded, and promotes mutual respect- embracing diversity in daily work life.</i>
Productivity, Quality Improvement, & Accomplishments:	<i>The employee demonstrates accuracy, thoroughness, and reliability in the performance of assignments by using effective time-management, decision making and prioritization skills. Meanwhile he/she accomplishes any specialized tasks and goals assigned during an earlier period alongside daily job-related duties. The employee (1) develops and follows work procedures while pursuing goals with commitment and initiative, (2) works steadily and actively with self-confidence and a positive attitude, and (3) strives for efficient, effective, high-quality performance in self and the unit while delivering timely and accurate results.</i>
Organizational Compliance & Workplace Safety:	<i>The employee is willing to participate in following any-and-all safety laws, rules, and standard operating procedures, along with having a commitment to maintaining a safe working environment on a day-to-day basis. Also, the employee shows an ability and willingness to observe and follow all policies & procedures, written rules, and organizational structures set by the organization.</i>
Communication:	<i>The employee effectively connects (orally & written) with peers, subordinates and customers in the sharing of information, ideas & directions, while actively listening. He or she negotiates effectively between separate parties and seeks to clarify and confirm others' understanding of unfamiliar/vague terms and instructions.</i>
Attendance & Punctuality:	<i>The employee arrives to work on time and is ready to begin his/her assigned tasks at the start of the first work hour, and arrives to professional meetings & gatherings on time (barring unforeseen circumstances). The employee returns promptly from lunch breaks and is responsible with his/her "personal breaks" throughout the work day. Finally, the employee provides notice, ahead of time, for any foreseeable absences.</i>

Figure 4.5

Supervisor Evaluation Categories

Problem Solving, Decision Making, & Competency:	<p><i>The supervisor is knowledgeable of all policies and procedures (technical/procedural) applicable to the positions he/she is responsible for managing in the department. The supervisor also makes sure that all personnel are learning new skills and remaining knowledgeable of important up-to-date job related information. As a result, the supervisor and answerable positions are able to creatively and effectively solve or prevent problems in applicable areas. Other factors to consider under the supervisor's management are whether or not the workgroup can (1) identify problems, (2) search for the best solutions, (3) respond quickly, (4) make clear, consistent, transparent decisions, and (5) act with integrity in deciding what's best for the organization.</i></p>
Communication & Listening Skills:	<p><i>In a respectful manner, the supervisor effectively connects (both orally and written) with peers, subordinates and customers in the sharing of information, ideas, and directions. The supervisor negotiates effectively between different groups and seeks to clarify and confirm others' understanding if something is unfamiliar or vague. Also, the supervisor attentively listens to significant issues, concerns, and problems brought by employees of the departments. Other factors to consider are whether or not the supervisor (1) acts as quickly as possible to rectify any problematic areas that have surfaced, and (2) takes into consideration any helpful recommendations, advice, or suggestions provided by employees.</i></p>
Productivity, Quality Improvement, & Accomplishments:	<p><i>The supervisor ensures that all personnel demonstrate accuracy, thoroughness, and reliability in the performance of assignments. The supervisor develops effective work procedures and goals and measures employees' accomplishment of all tasks and goals (job related duties or specifically assigned projects). The end result is high departmental performance output, effective time-management, decision making and prioritization of tasks. Other factors to consider under the supervisor's management are whether or not the employees (1) pursue all goals with commitment and initiative, and (2) deliver timely and effective results. This all happens in a positive atmosphere and allows for an enjoyable place to work.</i></p>
Working Relationships, Teamwork, & Customer Service:	<p><i>The supervisor works effectively & successfully as a team leader with employees to achieve desired results, by contributing to team projects and exchanging ideas & opinions. The supervisor also helps to guide employees and prevents/resolves conflicts, while developing positive working relationships and promoting mutual respect in their sector. Likewise, the supervisor values the importance of delivering high quality, and innovative service to all clients. Other factors to consider are whether or not the supervisor (1) places an emphasis on the importance of customer service to the sector, and (2) makes sure that all employees listen and understand the reasonable needs of the client, can identify solutions, respond, and follow up.</i></p>

Figure 4.5

Supervisor Evaluation Categories (Concluded)

Accountability & Equal Treatment:

The supervisor makes sure that employees are fully knowledgeable of what's expected in their job performance for daily responsibilities & special projects. The supervisor maintains an "open door policy" so that all personnel can bring forth relevant issues and receive any needed clarification and holds personnel responsible for any missteps or failures. Also, the supervisor treats everyone equitably and fairly, across departmental lines (e.g. special treatment is not given to any particular employee over another for any reason) - instead the supervisor embraces diversity among employees.

Organizational Compliance:

The supervisor ensures that the department (including himself/herself) shows an ability and willingness to follow all policies & procedures, written rules, and organizational structures established by the City.

How are intended, enacted, and assessed curriculum phases illustrated in the curricular framework's development?

Using research question #1's identified curriculum elements, which produced the identified framework of the PWO's operational infrastructure, this research question addresses how intended, enacted, and assessed curriculum phases were illustrated in the DeSoto organization's government system. To make these determinations, Chapter Two's literature review concepts of Dewey (1902, 1954), Bobbitt (1909, 1915, 1918), and Tyler (1949) are being translated from the school context to the professional work environment; these curricular translations, supported by curriculum elements their phases from research question #1, are utilized to explore and indicate the practical work applications of each of the three curriculum phases used in DeSoto's PWO system.

Translating the *Intended* Curriculum Phase in the PWO

As highlighted by Bobbitt, the intended curriculum phase is made up of three development stages. Much of the three stages involve (a) diagnosing the needs of a direct population, in order to design a specific and appropriate stated purpose, (b) selecting

application content, in the form of subject matter, which aligns with the direct population's needs, and (c) designing and formulating specific learning, behavioral, and performance objectives in the form of developmental goals (Durkin, 1993; Bruner, 1960; Hilda Taba: The congruity of professing and doing, 1996; Taba, 1962; Taba, 1932).

The first development stage identified by Bobbitt is called "Consideration of Varying Individual Experiences." This stage is translated to PWO application as considering the differing individual experiences of people in need. Before the curriculum of a PWO's operational infrastructure can be designed, the PWO must first understand what its function is or what it was created to do; that is, the reason for its existence. In DeSoto's case, "community goodwill" is the driving force of its government system institution; all operations of DeSoto's infrastructure originate from this single intention. Community goodwill is recognized and achieved, through citizens' inputs which are the voices of the public conveying individual and communal needs or desires. It is then the onus of the government to take these voices into account and understand the circumstances leading to the varied situations within the community. Therefore, while a traditional school or classroom primarily takes into account the needs of its students, the City of DeSoto must consider not only students within its school district, but all residential citizens, commercial business owners, and visitors. The end result of this process is the *accountability* system element (identified in research question #1) developed in the form of a council-manager structure of government tasked with maximizing resource usage and strategic decision making to meet the needs of the public.

Bobbitt's second stage is called the "Categorization of Considerations;" in this stage, schools group students' needs and, based on that, develop specific content information that becomes subject matter meant to solicit developmental reactions which grow application levels, at various learning stages in the classroom. However, this stage is translated to PWO application as categorizing and prioritizing the needs of the City's public individuals including residential citizens, commercial business owners, and visitors. With DeSoto, when the individual voices from citizens' input begin to form into distinct and categorically collective declarations, citizen vision forms. Citizen vision is recognized through a trending pattern of demand, amongst the majority, for varied services and provisions that will address clustered needs and/or desires of the community such as protection, city maintenance, and amenities. Because DeSoto has limited resources and is tasked with fiscal responsibility, the government is responsible for coming up with solutions by strategically providing services and provisions to its citizens, based on a scaled level of importance, as conveyed by the citizen vision. This is the beginning to understanding organizational structure and order in the municipal system. The end result of this process is the *purpose* element (identified in research question #1) which categorizes the needed functions that become the primary subject matter areas of 12 departments which are later created to fulfill broad-based directives and provide specific services and provisions to its citizens; such as city policing, beautification via parks and recreation, financial management, and public works.

The "Objectivizing of Categorization" is Bobbitt's third and final stage. In a school context, this step involves establishing and determining workgroup functions that

contribute to the broader developmental goals or subject matter. In a PWO setting, this stage is translated as determining the primary objectives that meet the collective purpose of a department and needs of the public. In DeSoto's case, the administration of the governmental responsibility to provide services and provisions, via workgroup functions, requires that order be established through the representation of citizens, accountability of resources, and the functioning of executory powers; this is made possible by (a) creation of the City Charter, (b) election of the City Council, and (c) development of the Council Vision. Each three of these basic elements objectivize and assign the first wide-ranging governmental tasks, designate authorities, and allow for the intended design of the operational framework, under a council-manager form of government, to be constructed. The end result of this process is a narrowing of those wide-ranging governmental tasks into specific objectivized functions which assist in the achievement of the department purposes; this is the *mission* element (identified in research question #1) which groups functions together, based on infrastructural relationships within the operational system. From here, the established missions formed, in the intended curriculum phase, transition to the enacted services, laws, and provisions.

Translating the *Enacted Curriculum Phase in the PWO*

As highlighted by Dewey, the enacted curriculum phase consists of four principles. This phase is commonly based on the direct population's needs and involves (a) organizing performance content, in the form of a plan of action, which aligns with the workgroup's background, capabilities, interests, knowledgebase, willingness, skills, abilities, and responsibilities, (b) assigning performance experiences to personnel units,

based on the organization's capabilities and offerings, and (c) organizing work experiences in a fashion that keeps employees interested in their assigned content and functioning efficiently with themselves and others (Durkin, 1993; Bruner, 1960; Hilda Taba: The congruity of professing and doing, 1996; Taba, 1962; Taba, 1932). In the school system, this translates to (a) developing and assigning plausible learning material and tasks for students which, upon completion, will enhance their competency level, (b) creating learning activities, in the school setting, that are at least partially dependent on what the school can provide and afford, and (c) building a participatory curriculum that merges learning activities, material, and tasks in a way that encourages students to learn more in school settings.

Dewey's first principle is called the "Application of Individual Processes with Interactions and Subsequent Outcomes." For schools, this means instituting classes so that classroom assignments can be applied, which will help foster students' comprehension based on interactions with instructors and classmates. This principle is translated to PWO application as instituting positions so that individual and group levels can foster their work performance through the implementation of key processes. By the power given it from the community, in the form of the City Charter, the DeSoto government fulfills the assignment of wide-ranging governmental tasks, by allocating resources and delineating core purposes within its operational framework. These core purposes are assigned to 12 aggregated departments and several individualized divisions (organized by a hierarchical system) with distinct functions and missions. Here, purposes are aligned with departments and missions are aligned with divisions; each mission

contributes to the overall purpose of its department. Within each section and at each level, specific procedures or plans of action must be implemented and carried out, at the personnel member level, to result in completed objectives; this results in the institution of employee positions. It is here, at the end of the Principle One process, that the *personnel units & target audience* curriculum element is evident (identified in research question #1). This is realized by the literal formation of 12 authoritative departments and 33 division workgroups, in the PWO, which are symbolized through the instatement of approximately 450 employee positions assigned specifically targeted work contributions and responsibilities that collaboratively account for a workgroup's total functioning.

Dewey's second principle is referred to as the "Experiential and Social Learning and Application Process." For schools, this references ensuring that enrolled students (a) meet the comprehension prerequisites for the class and (b) are able to use the necessary learning materials that are provided to the classroom as a part of the course's subject matter. This principle is translated to PWO systems as facilitating experiential applications by means of equipped personnel who meet position qualifications. Experiential application, in the DeSoto organization, involves the carrying out of specified procedures, within the PWO's current operational system. This requires the hiring of nearly 450 employees with varying backgrounds that are leveraged to (a) perform professional tasks and objectives as work experiences and (b) apply individual processes to their specific responsibilities, via experiential application. Through this, individual functions collectively contribute to the organizational framework and operational infrastructure. At the same time, to make this feasible, there is a stipulation

that the government provide employees with a work environment that fosters productivity; this includes enabling employees with the quality tools and equipment needed to fulfill position responsibilities, which is made possible through allocated resources.

Two curriculum elements can be paralleled with the Principle Two process (identified in research question #1). The first is the *required & preferred* element which establishes and enforces requisite levels of knowledge, skills, and abilities for each position, to determine whether or not work standards can be or have been met, in accordance with employees' formal education and related work experience. The second element is the *resources* element which represents assets provided by DeSoto, to assist in the fulfillment of position responsibilities and the continuation of ongoing operations; indicated by budget allocations involving line items such as personnel, supplies, services and professional fees, transfers to other funds, capital outlay, and debt service.

Dewey's last two principles are exclusive to each other, tying in *where* and *how* students learn subject matter information. The third principle is referred to as an "Interactive and Engaging Learning and Performing Environment" while the fourth principle is called the "Development of an Actively Participatory Customized Curriculum," respectively. In the school system, these principles hold that students' comprehension is made possible and further enhanced by (a) a learning environment that is interactive and engaging with students, according to classroom context and content that appeal to them from a personal frame of reference, and (b) allowing the students to actively participate with the learning environment and other students, in groups or

independently, as a result of a personal interest or willingness to comprehend information and complete classroom/homework assignments. In professional work settings, these principles are translated differently.

Translated to PWO systems, the third principle involves employees functioning in a socially interactive work environment that lets them perform, engage, and grow working skills. For DeSoto's approximate 450 employees, this socially interactive environment is an actuality, where much of the work in the City is group-based, either in the form of: (a) teams of workers working together simultaneously, (b) one employee completing a stage and another employee taking over the next stage of the process after that, or (c) professionals individually working on different portions of the same project and combining their pieces in a coordinated effort. In any case, interactions with surroundings and other personnel are increasingly necessary to performing individual processes and completing objectives that contribute to the mission. Meanwhile, the fourth principle is translated to PWO systems as allowing personnel to use the work environment to actively participate and engage independently or with others. This is recognized over time, as DeSoto's employees perform objectives while interacting with their surroundings and personnel; likewise, executive managers encourage some, if not all, employees to (a) begin gauging their own performance, (b) grow in their roles and take initiative, and (c) become aware of their contributions. This is done to increase employees' participation and self-awareness in their own efficiency and effectiveness, regarding the fulfillment of tasks.

Based on the interconnectedness of the third and fourth principles, the associated curriculum elements, *performance objectives* and *plan of action*, are likewise intrinsically intertwined. Identified in research question #1, performance objectives exhibit *what* an assigned employee must do, and does, in the interactive work environment, to make a desired or needed contribution that enhances the larger organization as a whole, via a personnel unit's processes and mission. Meanwhile, a plan of action details the actual steps of *how* an employee works independently or with a workgroup, in the interactive work environment, to complete the performance objectives that are assigned based on personnel unit function. Following this active participation, a PWO's employees should be cognizant of their work performance, which segues into the final curriculum phase: assessment of standards accountability and performance evaluation.

Translating the Assessed Curriculum Phase in the PWO

The assessed curriculum phase is sequentially used last, as an effort to ensure that the *enacted* is in alignment with the *intended*. The assessed phase falls in accordance with using the goals, performance objectives, quantitative measurable(s), progress outcomes, and evaluation processes implemented by the organization. This is pertinent to ensuring that performance and behavioral objectives/factors and plans of action are cohesively balanced with (a) the environment's capabilities, resources, and willingness, and (b) the employees' interests, knowledgebase, abilities, skills, responsibilities, and capabilities (Taba, 2005; Hunkins & Hammill, 1994; Taba 1962). As part of the assessed curriculum phase, Tyler highlights four questions that indicate whether or not proper assessment or evaluation is occurring in the work place, to achieve an overarching purpose.

Question One asks, “What educational purposes should the school seek to attain?”

In a school context, this question implies that the functions of the classroom should serve the overarching purposes of educating students in subject matter by appealing to their interests, knowledgebase, abilities, skills, and responsibilities. In a PWO setting, the question suggests that the organization first reflectively determine the overarching purposes and goals of the institution, and assign appropriate work functions to personnel units and employees, according to their responsibilities, knowledge, skills, and abilities, in order to better manage its employee efficiency and achieve organizational goals. Monitoring DeSoto’s operational system allows the municipal government to determine if it is accomplishing what it was created to do in its original purpose of community goodwill, via management of personnel unit and employee functions. To administratively manage and oversee efficiency and effectiveness levels in the fulfillment of tasks, under the context of individual employees or the conglomeration, evaluative tools must be developed. This is best facilitated by revisiting and re-establishing the original intent of the government, by going over citizen vision and citizens’ input, when developing assessment tools that analyze personnel units’ work contributions to the municipal government’s operational infrastructure and goals.

Question Two asks, “How can learning experiences be selected which are likely to be useful in attaining these objectives?” In a school setting, the question holds that aspects of the classroom such as activities, lesson plans, and materials be selected to propel and cater towards subject matter and learning objectives of the curriculum. From a PWO standpoint, the question suggests that the organization select and monitor work

experiences including resources and personnel, to complete regular or special performance objectives. This is seen throughout DeSoto's operational system, among the various departments and divisions which implement specialized tasks, projects, and joint ventures to coordinate function-related objectives, resources, and personnel; such specializations require additional work performance from employees which generally go beyond and correspond with their already established responsibilities, and aid in the completion of specifically assigned objectives. Selecting and monitoring these assignments are generally decided by one of two types of citywide criteria assessment tools: City Council Business Plans or Council/Department Work Plans. These tools involve the quarterly progress tracking of differentiated work experiences in each fiscal year.

Question Three asks, "How can learning experiences be organized for effective instruction?" Under the school context, the question holds that the functions of the classroom such as activities, lesson plans, and materials be organized in a logical sequence that enhances students' learning of a subject matter. For PWOs, the question suggests that an organization understand how to organize and institute personnel and resources, in the workplace, for maximum effectiveness in employees' assignment and application of work experiences. To gauge the organizational efficiency of departments and divisions' planning and implementation of specific procedures, DeSoto has constructed and monitored performance measures that are used as assessment tools. By quantitatively showing positive, negative, or stagnant changes, throughout each quarter, performance measurement reports can help to narrow down what needs to be organized,

improved, or maintained in an operational capacity. If managed properly, the outcome can result in enhanced productivity and strengthened fiscal responsibility by diagnosing areas and subsequently prescribing performance objectives, within identified sections of the professional organization.

Question Four asks, “How can the effectiveness of learning experiences be evaluated?” For schools, the questions suggests that not only student performance be evaluated to gauge learning development, but also teachers’ preparation, coordination, and instruction of learning materials and activities in the class which students experience. For PWOs, the question suggests that the organization evaluate work experiences for operational effectiveness in the workplace. This takes the form of performance evaluations. If performance measures help to specify what organizational elements need to be improved, then performance evaluations are used to clarify how personnel work experiences can be understood and adjusted for. Annual evaluations, in the review process, directed towards employees and supervisors assess personnel performances, workplace situations, and the work environment that they operate in, for efficiency and effectiveness in contributing to and achieving performance objectives. Through these evaluations, an opportunity is given to address positives and negatives that, if compensated for properly, would help to manage personnel units and their respective work environments to function more synergistically, via effective learning and application.

The end product of asking Tyler’s four questions is an organizational review process that includes three curriculum elements (identified in research question #1),

which are used as organizational tools in the assessed phase: *measurable(s)*, *progress outcomes*, and *performance evaluations*. Each of the three elements assess different aspects of the organization's functionality and address different points brought up by the four questions, using quantitative and qualitative evaluative measures such as (a) maintenance and operations numbers, budgets per capita, times to completion, and production percentages to determine activity demand, workload, efficiency, and effectiveness within workgroups, (b) work plan background, responsible parties, and benchmarks, and (c) employee and supervisor performance.

These overall findings indicate that from the organization's intended, enacted, and assessed curriculum phases, an operational infrastructure is developed which subsequently produces a framework of elements that reflects the functionality of the organization. Personnel unit evaluations help to determine the degrees of efficiency and effectiveness, within that PWO's functionality. Based on the evaluation(s) from the assessed phase, if organizational aspects are found to not align with the PWO's foundational intentions, then curricular elements identified in the framework as incongruous to the system's operations can be adjusted for, to increase the level of department and division synergy (De Kluyver, C.A., & Pearce, J.A., 2011). A recent real-world example would include the DeSoto organization transferring the Building Services (custodial) Division from the Parks & Recreation Department to the Development Services Department, now renamed the Facilities Management Division, in an effort to have personnel units strategically placed with other units that are similar in function and purpose.

This falls in line with the business field's Strategic Management Model, which states that the successful management of an organization is based on a cyclical process of intended, enacted, and assessed curriculum phases being integrated into a Complex System PWO. This is commonly reflected through (a) "Strategy Formulation" involving the PWO's development of "mission(s), objectives, strategies, [and] policies," (b) "Strategy Implementation" through "programs, budgets, and procedures," (c) "Evaluation and Control" using "performance" as one of the primary assessment tools, and (d) "Environmental Scanning" for "external and internal" variables that directly or indirectly affect a PWO's operational processes (Wheelen, T.L., Hunger, J.D., Hoffman, A.N., & Bamford, C.E., 2014).

How do infrastructural variables interact to affect the curricular framework?

Seen from the second primary research question, *intended*, *enacted*, and *assessed* curriculum phases are embedded through the formation of PWOs. As the organization develops, in DeSoto's case, a framework is established, which produces an operational infrastructure. Within the infrastructure are personnel units which contain curriculum elements that identify how portions of a unit function to accomplish their given mission. These infrastructural variables are purposed to function together so that the organizational framework is sustainable or can be enhanced. The anticipated result of all curricula components from all personnel units functioning synergistically, in an operational system, is a comprehensive organization that collectively addresses its purpose, missions, and goals. As such, understanding how each of DeSoto's personnel units and curricula interacted with others is the final point of research to exploring how

intended, enacted, and assessed curricula affect nonacademic spaces. Figure 4.6 highlights DeSoto's grouped personnel units or infrastructural variables that inherently have curricula embedded within them, which interact to complete assigned organizational functions, projects, and objectives, via personnel and resources.

Figure 4.6

Interconnected Group-Based Personnel Units of DeSoto

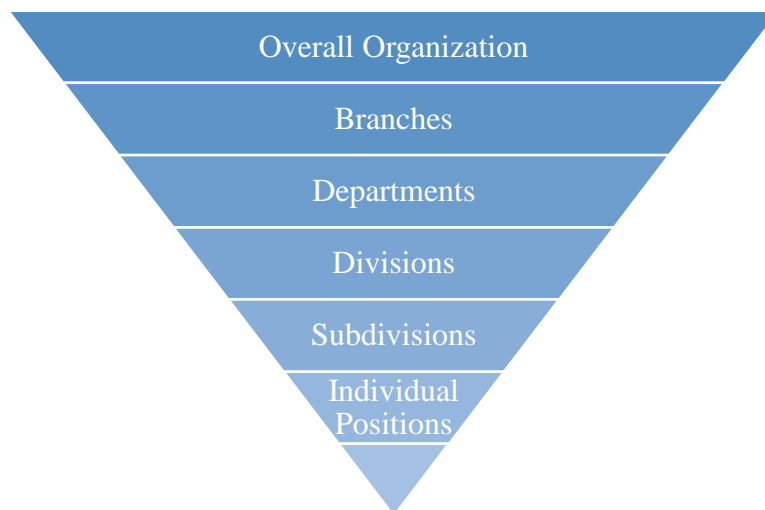
Administration Department	
Action Center Division	Environmental Health Division
City Secretary Division	Office of the City Manager Division
Community Initiatives Division	Records Management Division
Development Services Department	
Administration & Engineering Division	Fleet/Equipment Services Division
Building Inspection Division	Planning & Zoning Division
Facilities Management Services Division	Street Maintenance Division
Financial Services Department	
Administration & Accounting Division	Purchasing Division
Fire Rescue Department	
Administration & Operations Division	Fire Prevention Division
	Fire Training Academy Division
Human Resources Department	
Administration & Operations Division	
Information Technology Department	
Administration & Operations Division	
Library Department	
Administration & Operations Division	
Municipal Court Department	
Administration & Operations Division	
Parks & Recreation Department	
Aquatics Division	Recreation & Civic Center Division
Parks & Landscape Main. Division	Senior Center Division
Police Department	
Aquatics Division	Recreation & Civic Center Division
Parks & Landscape Main. Division	Senior Center Division
Public Utilities Department	
Administration Division	Utility Billing Division
Field Operations Division	
Southwest Regional Communications Center Department	
Administration & Operations Division	

When considering personnel units and curricula, in the context of the DeSoto organization, curricula exist at both micro and macro levels, with each progressive group-based level consisting of the associated personnel units before it. For example, divisions

consist of individual positions, while departments consist of divisions and their respective individual positions. As a result, a curriculum at the organizational level is comprehensive in scope (see Appendix A) because it consists of the curricula that account for the framework of the institution's operational infrastructure, at every major level. Figure 4.7 presents a visual example of this institutional enveloping process from individual positions up to group-based units.

Figure 4.7

PWO Curricula from the Micro to Macro Level



What results from this is a significant amount of (a) interaction between personnel units or infrastructural variables, at various levels, within the organization, and (b) interactions between personnel units and the outside environment. Subsequently, this affects the curriculum of each respective unit directly involved in the operational process. This was discussed in Chapter One (Figure 1.3) which highlighted three conditions that describe how internal and external circumstances influence the existing curricula of infrastructural variables in a PWO's operational infrastructure. In accordance with

Complex Systems Theory, DeSoto's interactions and behavioral results, which are reflected in the curricular framework, validate that professional working organizations can and should be considered as complex systems.

There is not one instance where all infrastructural variables (personnel units) are not, in some way, connected through performance objectives, specialized tasks, projects, and/or joint ventures. That is to say: (a) units within the same department cooperatively work together to accomplish their respective department's purpose via sharing information and assisting each other in work tasks, or (b) units from different departments coordinate job tasks to achieve the overarching purpose of the DeSoto organization ("community goodwill"); both are done via frequent communication and resource sharing. Moreover, there is not one instance where infrastructural variables, within the PWO, do not have the potential to affect or be affected by the outside environment.

The following are select examples found within all 12 departments of the DeSoto organization, which highlight one or more of the three conditions involving how infrastructural variables interact and affect the existing curricular framework. Conditions, like the following, place further emphasis on the fact that the operational system of an organization is constantly changing, based on market factors such as new or abolished laws, trading regulations, personnel changes, technological advancements, and industry innovations.

*Condition One- the processes (functionality) completed by a PWO's internal variable(s)
can affect the external variables of the outside environment*

School Content Example:

Based on the rising number of non-English speaking immigrants attending schools in the 1950s and 60s, schools independently adjusted their internal functioning and grew their subject matter content to include educating many foreign students on learning to speak the English language. As a result of schools' functioning and needs, in 1968, the U.S. Congress passed the Bilingual Education Act as a part of Title VII of the Elementary and Secondary Education Act, which became the early national foundation of formalizing English as a second language (ESL) classes in schools across the U.S.

PWO Examples:

The Administration Department's Office of the City Manager Division and Finance Department's Administration & Accounting Division reviewing actual, projected, adopted, planning, and budget numbers to prepare a fiscal year budget proposal for City Council that may affect the tax rate of DeSoto residents and commercial populations.

Information Technology Department's Administration & Operations Division developing and managing the City website for the public's perusal of municipal information or functional use, such as listing open positions for job hiring, viewing City Council meetings, paying a water bill, and submitting a service request.

Condition Two- the circumstances of an environment- external variable(s)- can affect the functionality of a PWO's internal variable(s)

School Context Example:

The No Child Left Behind Act of 2001 is passed which requires states receiving federal funding to assess the skills development of students at all grade levels. As a result, schools and their classrooms are now annually assessing students' comprehension development in subject matter areas such as languages, mathematics, and sciences.

PWO Examples:

Municipal Court Department's Administration & Operations Division adjusting its applicable legal municipal system proceedings, following staff review and research of similarly related outside prior cases, for the purposes of establishing applicable precedents that can be used in DeSoto.

Human Resources Department's Administration & Operations Division adjusting the City compensation policies of municipal government employees, following the passing of the Lilly Ledbetter Fair Pay Act of 2009.

Condition Three- within a PWO, the function of particular internal variable(s) can influence the planning and implementation of other internal variables

School Context Examples:

A school board sets a new policy where the block scheduling changes, which increases class lengths from the typical one hour long session to an hour and a half. As a result, all teachers must adjust their lesson plans and curricula to accommodate the extended class lengths and manage students with sufficient learning activities, materials, and lectures.

PWO Examples:

Parks & Recreation Department's Aquatics Division and Recreation & Civic Center Division coordinating the promotion of a summer swimming program at the City pool by using recreation facilities, such as the gym and convention rooms, to post advertisements and invite guests.

Southwest Regional Communications Center Department's Administration & Operations Division communicating, via Priority P calls, with Fire and Police Department's Administration & Operations Divisions about current criminal activity or an ongoing structure fire, with police or fire rescue personnel responding accordingly.

Other scenarios and ordered sequences are possible as well, including condition combinations such as conditions #1 and #2 which involve Library Department's Administration & Operations Division increasing the size of its inventory and the variety of material made available, as a result of customer requests; now, citizens frequent the library more, check out more materials, and use additional library resources such as the

computer lab and electronic devices. Another condition combination includes #2 and #3 where the Public Utilities Department's Field Operations Division and Development Services Department's Street Maintenance Division partner together to respond to a water main break that is leaking vast amounts of water and damaging the street surface which is in need of immediate repair.

Summary

The data analysis suggests that the City of DeSoto's curricular framework, which reflects the operational infrastructure, illustrates ideas of intended, enacted, and assessed curricula as conceptualized by popular educational theorists. In this chapter, eleven curriculum elements were examined and discussed to explore the curricular framework of a nonacademic space's operational infrastructure: (a) accountability system of the council-manager government structure, (b) departmental purposes, (c) division missions, (d) personnel units & target audience, (e) required and preferred knowledge, skills, and abilities, (f) assigned position performance objectives, (g) allocated resources, (h) plans of action, (i) quantitative measures, (j) progress outcomes during review processes, and (k) individualized performance evaluations. These same elements were later used to identify the curriculum phases from which they originate, in the DeSoto organization, and to understand how they affect the framework via interactions.

The curricular framework is a byproduct of the organization's development through the intended, enacted, and assessed curriculum phases. Within the curriculum phases, personnel work units are formed, as a part of the operational infrastructure, which bring inherent curricula that reflect their mission and corresponding functionality. These

internal personnel units interact with each other and the outside environment in numerous ways, creating levels of efficiency and effectiveness, to collectively fulfill the organizational purpose. Next, Chapter Five discusses what these findings mean and imply for the wider field of Curriculum Studies as well as the future curriculum research potential in nonacademic fields.

CHAPTER FIVE: DISCUSSION

Chapter Four analyzed and presented the findings to the following research questions: “What is the curricular framework of a nonacademic space’s operational infrastructure?”, “How are intended, enacted, and assessed curriculum phases illustrated in the curricular framework’s development?”, and “How do infrastructural variables interact to affect the curricular framework?”

Chapter Five concludes this study with a discussion regarding (a) what the research findings mean and implicate for the field of Curriculum Studies in practice and in theory, and (b) the possibilities for further curricular research in professional working organizations (PWOs), based on this investigation, including potential future research questions associated with this reading.

Meanings and Implications

In exploring (a) the operational infrastructure curriculum of the PWO’s nonacademic space, (b) the ways intended, enacted, and assessed curricula phases contribute to the PWO’s operational infrastructure, and (c) how the PWO’s infrastructural variables interact to affect functions and behaviors, the primary analysis and subsequent findings had to be comprehensive in scope. *Comprehensive* means that the exploratory study’s investigation was wide-ranging in nature; analyzing every major department, division, employee, function, and characteristic within the PWO’s direct operational infrastructure and umbrella.

Studying the DeSoto organization in this manner ensured that the developed curricular framework, which would be used to help answer each research question, was as accurate as possible. This is vital to studying organizations, because if a PWO can analyze its comprehensive infrastructure and form a curriculum that describes its functionality as objectively as possible, then it can be later modified as a living curricular document when changes occur. This would give governing entities, accountable parties, and the outside world a contemporary operational perspective or analysis of how a particular professional working organization functions.

From a comprehensive operational infrastructure curriculum, a PWO should be able to recognize its own planning and implementation patterns, corresponding processes and productivity levels, and the functioning characteristics of its employed personnel. This gives personnel units the ability to adjust to situations accordingly, by emphasizing proactive steps that can be taken to change its structuring and improve efficiency and effectiveness levels. Here, curriculum goes from being *descriptive* to *prescriptive* and takes the curriculum from an *operational analysis* to an *organizational development and performance management* tool.

In this context, “prescriptive” forms of curriculum reference intended, enacted, and assessed curricula designed for the purpose of allowing learners (employees) to gain knowledge, skills, and abilities that can be used, within the institution’s infrastructure, to complete specific objectives and accomplish predetermined goals. Such prescriptions can be implemented by PWOs for the purpose of quality management. This opens the door to extensive potential future research, which is discussed, in detail, later. Regarding quality

management, certain practices are already in place, increasingly popular, and used by many current PWOs in private, nonprofit, and public sectors for the purpose of optimizing functioning.

Of the plethora of extant marketplace quality management practices, some significant ones include Six Sigma (e.g., DFSS, DMAIC), Lean (e.g., Production/Manufacturing, Accounting, Construction, Education, Software Development, Integration), Management by Objectives, Balance Scorecards, Performance Ranking Method, Business Process Reengineering, Key Performance Indicators, Total Quality Management, and Performance Measures (Pyzdek & Keller, 2014; Byrne, 2012; Kaplan & Norton, 1996; Niven, 2014; Parmenter, 2010; Spitzer, 2007).

When selecting which of the many quality management tools available to utilize, within an organization, the operational infrastructure must first be clearly defined; this is regardless of whether or not the infrastructure is described in the form of a comprehensive curriculum, business plan, strategic planning outlook, or some other operational management guideline; all have similar or identical elements that can identify the executory functions of a PWO. Under the context of using a comprehensive curriculum format to explore, design/visualize, and manage PWOs' operational infrastructures, most marketplace quality management practices and their respective derivatives would complementarily serve as a curriculum supplemental. That dictates (a) first developing and reviewing the descriptive operational infrastructure curriculum as the primary measure of analysis and management, and then (b) determining (as needed) which marketplace quality management practices are most appropriate to help address a

particular area of operational interest identified for the PWO as the secondary/follow-up measure of analysis and management.

This suggested order is contradictory to the patterning habits of many PWOs, which typically begin with quality management practices without first analyzing their organization's operations using objective review techniques (such as a descriptive curriculum analysis). The error in this is that PWOs may assign an incorrect quality management technique or process that does not directly address the problem(s) and area(s) of improvement that are diagnosed (perhaps even misdiagnosed). In managing performance and function, it is important for PWOs to first understand where they currently stand (operationally) and how they got there. Having this perspective allows decision-making personnel to more appropriately navigate where they need to go and what adjustments they need to make, to maximize organizational outcomes via efficiency and effectiveness.

Prescriptive quality management practices coupled with an operational infrastructure curriculum that describes the work inputs of *individual* employees could also be used throughout PWOs for (a) career development (referenced in Chapter Two's 'Curriculum Institutionalized' Section) and (b) fiscal administration. In this case, curriculum development and quality management can serve as the means that provides developmental steps which allow (a) an employee to individualistically grow in his/her role, beyond the scope of regularly assigned responsibilities, for promotional or personal purposes (e.g., professional development, adult learning), and (b) assessment of workgroup performance regarding resource management of waste and preparedness.

This is evident in PWOs' current use of personnel tools such as the Myers-Briggs Type Indicator, Self-Directed Search, DISC Assessment, and Strong Interest Inventory which are integrated into the job profiles which contain individualized performance and skills-development assessments of employees within a company. This aspect can be developed and implemented based on the prioritized needs of the company including strengthening internal growth, succession planning, and effective employee placement. The organizational development potential of curriculum as a personnel performance management, business growth, waste mitigation, and process oversight instrument becomes increasingly apparent as its elements are prescriptively designed to meet the needs of a PWO. However, the design of a nonacademic and performance-focused curriculum is not indistinguishable from that of a school's. Regarding the infrastructure of this study's selected PWO, choosing to utilize a curriculum format to exemplify the institution's operational data required first differentiating the foundational differences between a school curriculum (academic) and that of a PWO. From these derived differences, further implications and uses of nonacademic (PWO) curricula can be made.

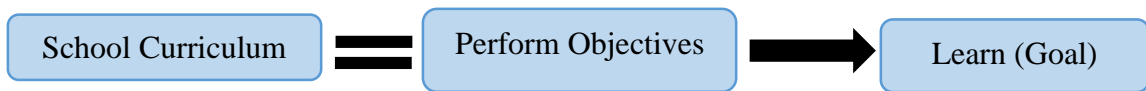
PWO Curriculum vs. Academic Curriculum

Based on this study's research processes and the interpretations of its findings, it is evident that when the 'curriculum concept' is transferred from the world of academia (schools) to the professional working world (PWOs), the nature of curriculum changes. This can most readily be appropriated to the key differences between each institutions' "goals" and "objectives;" because schools and professional working organizations are inherently different from each other, in purpose and in targeted audience.

In a school setting, curriculum is meant to educate students by completing objectives. That is, students “perform” activities (class objectives) so that they can “learn” (the goal). For example, a teacher has a student read a book and practice math problems so that the student will better understand consonants, vowels, and division. This principle is highlighted in Figure 5.1.

Figure 5.1

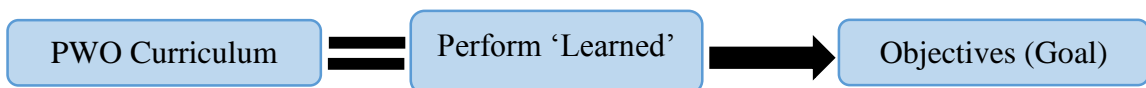
The Curricular Aim of Academia



Though learning, such as continuing education, training, and professional development, still occurs on the job. Curriculum, in the professional working world, primarily makes you take what's already been “learned,” so that you can “perform” and reach an objective (the new goal). For example, an employee uses his/her knowledge, skills, and abilities (attained from graduating with a Bachelor's Degree in Finance and working in accounts payable for a previous company) to reconcile his/her current company's accounts. This principle is highlighted in Figure 5.2.

Figure 5.2

The Curricular Aim of the Professional Working World



In both scenarios, the exact same factors are used: performance, learning, objectives, and goals. But, the ‘planning and implementation’ of each institution changes

the nature of what that curriculum is designed to do, as well as how it is used. This is referenced in Chapter One’s Figure 1.1 (Paralleling Academic and Nonacademic Organizational Structure Examples) with “learning objectives” and “performance objectives.”

As such, the argument could be made that whenever organizations alter their objectives and/or goals, but the inherent curriculum does not adapt to the changes, inefficiencies are bound to occur. Thus from a social standpoint, it should not seem surprising to see schools flounder as they try to become more performance-based (as opposed to learning-based), but their nature (the goal of educating) hasn't changed. Schools now focus so much on performance, à la standardized testing, that students in particular districts around the nation learn less and less, regarding subject matter competency. As a result, an achievement gap grows, because the new objectives are now clashing with the old goals; thus, performance and learning both suffer, which is highlighted in Figure 5.3.

Figure 5.3

Poor Curricular Aim



Nevertheless, for most PWOs in private, public, and nonprofit sectors, the stereotypical curriculum creation process is universal, in which intended, enacted, and assessed curricula phases work collaboratively within the organization: (a) An

organization is created for a specific intent; (b) To fulfill this intent, the organization must enact certain processes; (c) To ensure that the organization is fulfilling its intentions, through the current processes being enacted, certain aspects of the institution are assessed (or used to assess) for trajectory and progress tracking of operative functions.

What results from this process are organizational factors that are created, by the PWO, to serve the institution. These factors, once properly identified, become curricular elements embedded into a nonacademic organization. Herein lays the key difference between academic and nonacademic systems, regarding curriculum origination:

In school settings, curricular elements are intentionally developed and designed by teachers or districts as instruments used to complete objectives and achieve goals; classroom functionality becomes the outcome of curriculum's prescriptive design and implementation for students/learners. However, in nonacademic systems (i.e., PWOs) curricular elements develop organically alongside (a) the creation of the organization, (b) its growth, and (c) subsequent adjustments made to internal processes, institutional characteristics, personnel, goals, and objectives; therefore, curriculum becomes a byproduct of organizational existence that can later be descriptively designed and (once recognized) modified to manage organizational functionality in a prescriptive fashion. The curricular elements, for each institutional system (academic and nonacademic), typically appear in the following forms presented in Figure 5.4.

Figure 5.4

“Curriculum’s Eleven” Translated from Schools to PWOs (Simplified)

Schools	PWOs
<i>Stated Purpose</i>	<i>Department Purpose (Goal)</i>
<i>Target Direct/Indirect Population</i>	<i>Personnel Units & Target Audience</i>
<i>Subject Matter</i>	<i>Division Mission</i>
<i>Applicable Pre-Requisites</i>	<i>Required & Preferred (Education, Experience, Knowledge, Skills, and Abilities)</i>
<i>Development Goals</i>	<i>Performance Objectives</i>
<i>Plan for Instruction</i>	<i>Plan of Action (Practical Work Activities)</i>
<i>Measurable(s)</i>	<i>Unit Measurable(s) (Performance Benchmarks & Key Developmental Indicators)</i>
<i>Justification and Validation</i>	<i>Organizational Accountability</i>
<i>Primary/Secondary Learning Outcomes</i>	<i>Progress Outcomes & Tracking</i>
<i>Materials</i>	<i>Allocated Resources</i>
<i>Assessment Processes</i>	<i>Performance Evaluations</i>

The finished product of logically merging these curricula pieces into one entity is a comprehensive curriculum (Appendix A). Though not highly generalizable, the curricular elements found in each PWO are likely to be similar to the elements of other organizations and can thus be used for some degree of comparative measurement such as a marketplace comparison and analysis between various individual business models and operations. This is considerably useful in the fields of competitive and business intelligence.

Future PWO Curriculum Research

After exploring the operational infrastructure curriculum of the PWO's nonacademic space, and understanding (a) how the PWO's infrastructural variables interact to affect functions and behaviors, and (b) the ways intended, enacted, and assessed curricula phases contribute to the PWO's operational infrastructure, the comprehensive curriculum of a PWO's infrastructure is more clearly defined from a descriptive stance. Logically, for the purpose of organizational development, the next step of research could be to convert the 'descriptive' curriculum into a 'prescriptive' operational infrastructural development tool that can be used to direct PWO functionality in a growth and sustainability capacity. Such a prescriptive instrument would need to continue to use, update, and (now) modify curriculum's eleven elements for (a) consistency in assessing personnel work units and (b) comprehensively managing and guiding the PWO's multileveled functions and personnel- as a part of the curriculum's modal transition and newly added responsibility of performance management. Conversion, however, would likely require a form of quantitative scaling and measurement that would involve multiple steps. The proposed process for this future research is summarized in the following.

From a theoretical standpoint, this future research would become more 'mixed methods' in approach (specifically, an 'exploratory sequential research design'), based on the quantitative and qualitative aspects it would encompass. Once a descriptive operational infrastructure comprehensive curriculum has been developed for an organization, a potential first step would be to conduct an independent SWOT Analysis

of the PWO's institutional functionality. Comprehensive, historical, and traceable PWO data would need to be able to be tagged to SWOT results, based on relevance, to show cause and effect relationships that would allow for a cross-comparison. For example, a widespread lack of formal education and/or training, in a particular personnel unit, is likely the cause of repeated employee procedural errors on the assembly line in the company's manufacturing branch (affecting internal processes connected to productivity levels). Further examples of PWO data include authorized budget and resource allocations per workgroup, internal processes, productivity numbers/levels, employees' education levels of 'knowledge, skills, and abilities,' and work histories. The comprehensive curriculum already takes these datasets into account and is reflective of them in the curriculum elements. As an additional option, alongside the SWOT Analysis, supplementary assessment choices, for the organization and its respective industry, could include (but are not limited to) using PESTLE Analysis, DESTEP, Porter's Four Corners Model, Six Forces Model, Porter's Five Forces Analysis, VRIO Framework, and/or a Growth-Share Matrix.

From the reported analysis, an organization's identified strengths, weaknesses, opportunities, and threats in various areas such as 'personnel units,' 'methods of operation,' 'utilized resources,' and any other wide-ranging factors related to functionality can be properly categorized as data variables. Correspondingly, each identified variable should be associated with any applicable curricular element(s) that can tie into available PWO datum which reflects functionality such as productivity levels and internal processes; associations should be based on a statistically significant causal

relationship that identifies direct correlations between (a) curricular elements that represent part of the PWO's operational infrastructure, and (b) the identified organizational variables from the SWOT analysis (i.e., methods of operation).

For example, after a *weakness* is indicated in fiscal management, a significant correlation may be identified between the "resource utilization" variable and the "resource allocation" element- as recognized through abnormally high expenditure reports which show low cost savings and disproportionate financial returns on investments; this leads to the PWO emphasizing management efficiency on quarterly performance evaluations in the comprehensive curriculum.

Another example could be that a growth *opportunity* is identified in the area of customer satisfaction, so based on a significant correlation between the "personnel units" variable and the "plan of action" element, production levels are boosted through newly assigned performance objectives/processes in the comprehensive curriculum.

Based on the evaluated operational needs of the organization (boosting strengths, limiting weaknesses, increasing opportunities, and eliminating threats) identified from the SWOT analysis, an organizational needs assessment survey should be created and then taken by appropriate PWO workplace personnel (participants based on employee authority/accountability levels or organizational functions/responsibilities). Such an organizational survey would allow for (a) the development of a ranked scale that establishes a prioritized order of SWOT need fulfillment by weighing the specific needs of the company, and (b) assistance in highlighting the most imperative curricular modifications that should be made to internal processes.

According to the degrees of statistical significance (p-values) for each categorized variable and associated curriculum element, PWO personnel will be able to determine the most effective and immediate way(s) to modify the identified SWOT needs within the organization's operational infrastructure- via adjusting specifically correlated elements within the comprehensive curriculum of a PWO's operational infrastructure. The order of selection for curriculum element adjustment and implementation should be assigned from highest (first) to lowest (last) ranked significance values (p-value<.05, for example). A visualization of these correlated *SWOT Variable to Curriculum Element* relationships, in comparison to others, is presented later in Figure 5.5.

Correlations with a statistical significance greater than .05 should be omitted; meanwhile relationships with a p-value equal to or less than .05 indicate that the curricular element can be modified to have a direct influence on the SWOT variables; this could allow for growth and/or sustainability. These new curriculum modifications that adjust organizational factors for the specific purpose of reaching an intended operational outcome result in the formation of a *prescriptive* curriculum.

To go a step further using the "manufacturing procedural error" example provided earlier, one situation may dictate that the p-value between SWOT's "Personnel Units" variable and Curriculum's "Required & Preferred" element (knowledge, skills, and abilities) is .04. Meanwhile, the p-value between SWOT's "Methods of Operation" variable and Curriculum's "Progress Outcomes" element (goal assignment/tracking) is .05. To respond prescriptively, the organization would first adjust Curriculum's "Required & Preferred" to provide more training to current employees and/or require

higher education levels for future employees in manufacturing positions. Second, the organization would assign new goals such as “Decrease machine breakdowns from user-error by 5% each quarter” and “Reduce assembly belt stop-time, due to processing malfunctions, by 4 hours per month.”

It is possible that the adjustment of curriculum elements (as a part of prescription) may affect the p-values of other correlated relationships in positive or negative ways, as an unintended ramification of interactions and interconnectivity- referenced in Chapter One’s Theoretical Concepts Section (i.e., “Three Conditions” of Complex Systems). For example, the organization’s decision to provide training to current employees may cost additional money and directly affect the PWO’s monetary budget, which may in turn influence the p-value between SWOT’s “Resource Utilization” variable and Curriculum’s “Allocated Resources” element.

Therefore, an adjustment in any p-value may require further curriculum modification(s) elsewhere, to better manage correlated relationships for effectiveness in directing organizational operations. Thus, it becomes imperative to be able to manage prescriptive curriculum changes and any subsequent p-value shifts, by constantly testing (and retesting) associated curricular elements and PWO datum: to attain statistically significant relationships where possible. The more significant p-values there are in identified correlations between PWO ‘variables’ and curriculum ‘elements,’ the more SWOT needs (boosting strengths, limiting weaknesses, increasing opportunities, and eliminating threats) can be met; because internal operations are able to be more

effectively controlled by the organization, via prescriptive curriculum, to achieve infrastructural growth and/or sustainability.

Figure 5.5 highlights the potential relationship associations (via p-value correlations) between curriculum elements and SWOT variables; such will help dictate the prescription of curriculum modifications to manage organizational function(s) in future research. Also, the strength ($r \geq .7$) of the relationship must be considered alongside the p-values, when (a) evaluating the correlations between each variable, (b) selecting relationships, and (c) determining the proper order of overall implementation.

Figure 5.5

Future Correlation Model for Prescriptive Curriculum

Strengths, Weaknesses, Opportunities, & Threats Analysis Variables

	Personnel Units	Methods of Operation	Resource Utilization
<i>(Curriculum Elements)</i>	-	-	-
Department Purpose	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$
Personnel Units	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$
Division Mission	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$
Required & Preferred	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$
Performance Objectives	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$
Plan of Action	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$
Unit Measurable(s)	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$
Accountability	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$
Progress Outcomes	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$
Allocated Resources	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$
Performance Evaluations	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$	P-value $\leq .05$ & $r \geq .7$

Collectively, this research procedure could expeditiously bolster the overall effectiveness of operations, in the most efficient manner possible, by allowing curriculum to pinpoint a specifically analyzed need and bring about a desired outcome (from a curricular prescription). Nevertheless, organizational activity must be continuously monitored, to verify that the desired result of the prescription is coming about in the order that has been derived from the completed organizational survey.

Once the correlation process with SWOT Analysis is firmly grasped and controllable within a PWO, further quantitative value evaluations (numerically grading overall functionality) and statistical analyses that are more stringent and descriptive in nature can take place. For example, (a) independent sample T-testing personnel work units for comparative analysis in performance and resource management, or (b) ANOVA testing between various workgroups and their distinct procedures within a PWO. In this case, the curriculum instrument is further narrowed in purpose and can be used to serve internal structuring, policy, and procedure management projects such as Enterprise Resource Planning.

Overall, qualitative data collection and analysis lead to quantitative data collection and analysis for the purpose of constructing a more accurate comprehensive prescriptive curriculum, based on interpretations made from an assessment of the operational infrastructure's needs; this falls into alignment with exploratory sequential research design principles. These results are contingent on personnel work unit traits/specialties (as highlighted by Bobbitt) and organizational characteristics. As such, each organization's data assessment outcome and prescription should be considered

independent of others, even if similar in business model, goals, and objectives. Even the minutest of details, found in an organization's microcosms, can affect operations on a macro-scale; this brings into question the aspect of organizational characteristics, culture, and their combined effect on individual and/or collective functionality within an operational framework. Here, another branch of research presents itself: the effects of work culture and environment characteristics influencing PWO management practices and implementation of personnel and resources.

Future Research Questions

Based on the future research possibilities, the next phase of questioning raises several qualitative and quantitative-related research questions, considering (a) how the existing 'intended, enacted, and assessed' curricula can be modified to bring about desired operational results in a PWO's infrastructure, and (b) how the many other classifications of a curriculum (e.g., null, received, shadow) can be understood and utilized to affect infrastructural and procedural changes.

- How can the developed curriculum elements of a PWO be modified to affect operational infrastructure in a desired way?
 - How do prescriptive curricular changes affect (i.e., strengthen/weaken) other curriculum elements, correlations, and/or p-values?
- What other classifications of curriculum exist in a PWO?
 - How can other classifications of curriculum be identified in a PWO?

- How do other classifications of curriculum affect the operational infrastructure of a PWO? How can they be applied to affect operational infrastructure?
- How do work culture and environment characteristics affect the developed comprehensive curriculum used to describe/prescribe operational infrastructure?

By understanding how to manage various curricula and their elements (including aspects of work culture), there's an increased potential for successful institutional growth, performance management, and relationships (e.g., business partnerships, mergers/acquisitions, restructuring).

Summary

In a professional working environment, curriculum's intended, enacted, and assessed phases inherently make the development of an organizational framework democratic in nature, by encompassing (a) needs of a direct audience, (b) employees' varying backgrounds including personal interests, abilities, skills, and capabilities, (c) workgroup responsibilities, and (d) workplace subjectivities such as culture and managerial perspectives; this is done in order to be relevant and applicable in an increasingly diverse society that consistently addresses issues in a democratic fashion (Taba, 1939; Isham, 1982).

As such, curriculum's effectiveness, within an operational infrastructure context, is dependent on work content and experiences that are formed around and related to its employees and workgroups individuals. This applies to the extent that the curricular framework produced benefits the PWO, by (a) allowing personnel members to contribute

to their unit, and (b) balancing performance objectives between what the organization and individual worker are capable of providing (Taba, 1932). Moreover, it is imperative that curriculum be organizationally structured and evaluated around personnel units' comprehension, and individual dispositions and capabilities. This creates a productive work environment that encourages stewardship, willingness, and active participation throughout the organization (Fraenkel, 1994; Taba, 1965).

This is reminiscent of the Hedgehog Concept (Collins, 2011) which holds that the successful operations of an organization are made sustainable by understanding and managing three organizational dynamics found in each personnel unit of a PWO: distinct purpose, personnel expertise, and job motivation. In DeSoto's context, all three dynamics of the Hedgehog Concept are exemplified through the City Council's Business Plan which highlights manageable visions, goals, and assets including: customer service, regional partnerships, citizen involvement, open communication, government transparency, employee development, citizen and business empowerment, innovation, communal growth, positive work environments, marketability, economic development, public provisions, and quality of life.

At the base of managing these organizational dynamics are hired employees who collectively account for institutional operations (Fraenkel, 1992). Thus, when attempting to complete internal processes and overarching goals for the workplace, it is important to first take into account how employees' introductions to work responsibilities and work expectations can affect their personal interpretations of a work environment (Middaugh & Perlstein, 2005; Fraenkel, 1988). These interpretations have the potential to later affect

efficiency and effectiveness in the performance of objectives at various work levels (Taba, Hilda (1902-1967), 2003).

As a result, it is important to have personnel act proactively, reflectively, and introspectively, to maximize performance levels. This is best done through three primary inductive thinking strategies that serve as curricular cognition methods in the workplace and can be designed within curricula to facilitate different forms of work expertise, comprehension of relevant functions, and subsequent application. First, grant employees the freedom to use their gained facts, skills, and knowledgebase to make presumptions and connections in the workplace, to solve issues and foster new ideas that can be used (Taba, 1963; Bruner, 1960). Second, make employees test their own inferences, presumptions, connections, and interpretations by applying them to varying circumstances as they arise, in an effort to validate workplace ideas brought forward (Taba, 1963; Taba et al., 1971). Third, make sure employees understand their personal dispositions to organizational situations, so that they can make decisions as objectively as possible, to improve their personnel unit's performance (Havighurst & Taba, 1963).

Overall, Chapter Five concluded this study with discussion explaining that when the 'curriculum concept' is transferred from being academic (learning-focused) to performance-focused, the nature of curriculum changes. These changes allow for a curriculum that consists of a nonacademic system's operational infrastructure, which is modifiable in various areas such as organizational processes, professional developments, and facilitation of personnel unit enhancements. As a result, this should expand the field

of Curriculum Studies and the future research applications that can be conducted, in a descriptive and prescriptive capacity, to more areas than just schools.

These potentialities and implications were gathered from Chapter Four's analyzed findings, which were in turn gained from a case study methodology that was conducted in a selected PWO (described in Chapter Three). The need to drive a curricular case study beyond an academic system originated in Chapter Two's literature review which highlighted curriculum's primary focus as being applicable to schools only (leaving an apparent research gap). This stance led to two primary research questions that, hopefully, grow the field knowledge, by taking curriculum outside of the stereotypical academic system:

- What is the curricular framework of a nonacademic space's operational infrastructure?
- How are intended, enacted, and assessed curriculum phases illustrated in the curricular framework's development?

At the root of all of this research, the purpose was to explore how the intended, enacted, and assessed curricula phases integrate into a PWO's comprehensive functionality and materialize into the planning and implementation of operational processes through goals and objectives.

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Appendix A

The following data in Appendix A has been produced, compiled, and organized according to curriculum's eleven information categories (highlighted in the "Curriculum Designed" section of Chapter Two) and departmentalized into individually associated personnel work units of the selected PWO. Resulting is the comprehensive curriculum of that PWO's operational system.

The operational infrastructure curriculum has been formatted and presented as a professional development package and designed for ease of reading and comprehension in understanding what curricular elements are needed to operate individual units that collectively form the conglomeration's infrastructure and achieve its overarching purpose(s).



Guide

Introduction	XXX
Administration Dept.	XXX
Action Center Division	XXX
City Secretary Division	XXX
Community Initiatives Division	XXX
Environmental Health Division	XXX
Office of the City Manager Division	XXX
Records Management Division	XXX
Development Services Dept.	XXX
Administration & Engineering Division	XXX
Building Inspection Division	XXX
Facilities Management Services Division	XXX
Fleet/Equipment Services Division	XXX
Planning & Zoning Division	XXX
Street Maintenance Division	XXX
Financial Services Dept.	XXX
Administration & Accounting Division	XXX
Purchasing Division	XXX
Fire Rescue Dept.	XXX
Administration & Operations Division	XXX
Fire Prevention Division	XXX
Fire Training Academy Division	XXX
Human Resources Dept.	XXX
Administration Division	XXX

Guide (Continued)

Information Technology Dept.	XXX
Administration Division	XXX
Library Dept.	XXX
Administrative Division	XXX
Municipal Court Dept.	XXX
Administration & Operations Division	XXX
Parks & Recreation Dept.	XXX
Aquatics Division	XXX
Parks & Landscape Maintenance Division	XXX
Recreation & Civic Center Division	XXX
Senior Center Division	XXX
Police Dept.	XXX
Administration & Operations Division	XXX
Animal Control Division	XXX
Code Enforcement Division	XXX
Jail Operations Division	XXX
Public Utilities Dept.	XXX
Administration Division	XXX
Field Operations Division	XXX
Utility Billing Division	XXX
Southwest Regional Communications Center Dept.	XXX
Administration & Operations Division	XXX
Supplemental	XXX
Evaluation(s)	XXX
Progress Outcomes	XXX
Accountability	XXX

Introduction

DeSoto, Texas was established as a home rule municipality in 1949. Located in the southern sector of Dallas County, the City encompasses 21 square miles of land and serves a population of approximately 51,500 citizens. Adhering to those citizens is an elected city council consisting of one mayor and six council members who act as the legislative body of the local government, which functions under the council-manager structure. As such, the administration of governmental duties is overseen by an appointed city manager and primarily executed via twelve departments. All departments are tasked with distinct purposes that are fulfilled by coordinated employees. The City employs nearly 450 personnel who each have specifically assigned responsibilities that collectively contribute to the organization's operational infrastructure.

This comprehensive curriculum denotes the working structures and subsequent functionality of personnel units under the direct authority of the professional working organization recognized as the City of DeSoto, TX.

Notes:

- 1) This comprehensive curriculum serves in a 'descriptive' capacity. Units are non-sequential, organized by department, and categorized by any related divisions therein, to highlight the operative phases of DeSoto's government.
- 2) This comprehensive curriculum does not include, in depth, the City's use of third parties (e.g., consultants, contractors). Instead, it focuses primarily on direct employees and operational units of the City.
- 3) Other operating factors such as employment benefits and overhead are not being included.
- 4) Alternating color differentiation, within each curriculum unit, indicates different groups of information as a way of delineating categorically similar but different sets of information. Example:

Group One
Group Two
Group Three

Administration

Purpose:

To maintain and enhance municipal partnerships among citizens, elected officials, and city employees, through efficient/effective open communication, organizational management, and delivery of public services.

Personnel Units:

Action Center Division
City Secretary Division
Community Initiatives Division
Environmental Health & Facility Maintenance Division
Office of the City Manager Division
Records Management Division

Mission

(Action Center): To serve as an easy access communication conduit that provides employees and citizens with a way to obtain city-related information and/or request city services (via in-person, telephone, website, email, or online systems).

Target Audience:

Senior Customer Service Representative (2)

Performance**Objectives:**

- Provide customer service to the public by answering and routing calls
- Direct visitors to appropriate departments and divisions
- Assist with routine employee and customer inquiries
- Provide general and specific information on City services and functions
- Complete routine research for customers and departments by contacting departments for information and clarification
- Review delivered materials and accept packages and other deliverables
- Maintain mail services by receiving and sorting mail
- Deliver and route mail, as required, to the appropriate City areas
- Work with vendors and suppliers by receiving and distributing supplies and equipment by tracking materials and coordinating scheduled activities
- Assist with special City, department, or division events...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> High School Diploma Level 	<ul style="list-style-type: none"> Three years of working directly with customer calls, complaints, or requests for service
<i>Knowledge, Skills, & Abilities</i>	
<ul style="list-style-type: none"> Knowledge of generally accepted administrative procedures and practices Knowledge of customer service standards for excellence Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials Ability to empathetically interact with customers in a manner which will both assist and reassure them Ability to work in a fast-paced environment, occasionally with irate customers... 	

Resources:

Personnel	\$110,000
Supplies	\$1,000
Services & Professional Fees	\$45,000
Capital Outlay	\$0
Transfers	\$0
Debt Service	<u>\$0</u>
<i>Total Allocation</i>	\$156,000

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> Number of completed surveys returned Number of citizen inquiries Number of Action Center follow-ups Number of mail distribution days 	<ul style="list-style-type: none"> M&O budget per capita M&O budget % of General Fund budget Average (in days) follow-up on Action Center emails Average (in hrs.) to notify staff of packages Average (in hrs.) to notify staff of mail

Mission

(City Secretary): To administrate democratic procedures, oversee established civil processes, record and make open municipal legislation, and aid the City Council (as a Charter-mandated officer of the City)- in accordance with state and federal statutes.

Target Audience:

City Secretary (1)

Performance**Objectives:**

- Complete administrative duties by preparing and monitoring budgets
- Administer oaths of office
- Maintain calendars of Council members
- Manage the elections processes throughout the City
- Post City meeting notices while preparing agendas and packets and supervising support staff- to ensure all appropriate documents are signed and retained
- Manage records requests and retention by preparing and retaining reports, correspondences, ordinances, resolutions, proclamations and other documents
- Maintain originals of contracts and agreements, resolutions, proclamations, deeds, easements, and minutes
- Assign ordinance and resolution numbers
- Administer the City's records management program
- Oversee the compiling and printing of codification updates
- Direct or participate in activities and special projects as assigned by the Mayor, City Council, and City Manager, by defining the purpose of the project, establishing and implementing action plans, gathering necessary information and resources, resolving conflicts, and reporting progress
- Represent the administration before boards and commissions by preparing agendas, attending meetings, offering information/advice/guidance, arranging for support services, and reporting on actions/proposals of the board or commission
- Facilitate the provision of services to citizens or other departments by serving as liaison between the Mayor/City Council and the citizens in responding to inquiries, requests, and concerns of the public
- Respond to internal and external customers, regarding research and data

Performance Objectives (Continued):

- Direct and oversee the administration of charter amendments and elections by serving as the Early Voting Clerk- providing information to candidates and officeholders while conducting training for election officials...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • Associate’s Degree Level 	<ul style="list-style-type: none"> • Five years of experience as a senior administrative assistant performing clerical duties, file organization, scheduling, staff support, and message composition

Knowledge, Skills, & Abilities

- Knowledge of state, federal and local laws governing municipal operations
- Knowledge gained from Municipal Clerk Certification
- Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products
- Ability to prepare budgets, correspondence and reports
- Ability to drive using a valid Class C Texas Driver’s license
- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials...

Resources:

Personnel	\$97,000
Supplies	\$18,000
Services & Professional Fees	<u>\$110,000</u>
<i>Total Allocation</i>	\$225,000

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none">• Number of published minutes• Number of flag notifications• Number of Council meetings• Number of Elections Held• Number of Ordinances published• Number of Resolutions approved• Number of Proclamations prepared	<ul style="list-style-type: none">• M&O budget per capita• M&O budget % of General Fund budget• Average number of voters for City elections• Percentage of ordinances processed within five days• Percentage of resolutions processed within five days

**Mission
(Community
Initiatives):**

To strengthen citizen relationships and community participation within the City, by facilitating community programs, management of residential/commercial services, and open communication with individuals, homeowners, and neighborhood groups.

Target Audience:

Assistant City Manager (1)

Executive Assistant (1)

**Performance
Objectives:**

- Serve as the point of contact between the City and Homeowners Associations
- Managing community events that include departments/citizens
- Oversee community programs that citizens can partake in (i.e., community service)
- Handle waste management contracts and agreements
- Prepare and submit an annual budget
- Administrate the budget, once adopted by the City Council
- Advise the City Council on the financial condition and future needs of the City
- Recommend policies to the City Council; execute the laws and administer the government of the City, as directed by City Council policies
- Attend City Council meetings
- Administrate municipal ordinances, goals, and objectives throughout the City
- Assume management responsibility (development, implementation, evaluation); overseeing the responsibilities and functioning of all non-appointed City staff
- Mediate, negotiate, and monitor the functional relationships between employees
- Help structure business deals between the City and commercial entities, as a part of economic development
- Act on behalf of the citizens and their feedback, by maximizing the value of tax dollars spent through efficient and effective operations of the City personnel units

Performance Objectives (Continued):

- Provide customer service to the public by answering and routing calls
- Direct visitors to appropriate departments and divisions
- Assist with routine employee and customer inquiries
- Provide general and specific information on City services and functions
- Complete routine research for customers and departments by contacting departments for information and clarification
- Work with vendors and suppliers by receiving and distributing supplies and equipment by tracking materials and coordinating scheduled activities; maintains supplies by reviewing inventories; requesting and ordering supplies and materials; and preparing payment authorization
- Assist with special City, department, or division events
- Provide support to the department by responding to inquiries; answering complaints; directing and processing requests to personnel; scheduling and maintaining calendars; making travel arrangements; composing, forwarding and retaining documents and certifications; identifying and analyzing issues; preparing and submitting agenda items; and preparing and submitting special reports, and related documents
- Prepare documents by composing correspondence; completing reports; gathering and preparing materials; and entering data
- Maintain documentation by processing information; filing; and storing data
- Prepare and assemble specific reports and assist in financial planning and budget preparation, including spreadsheets, schedules and charts...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • Associate’s Degree Level or Bachelor’s Degree Level (Business Administration, Public Administration, Management, or Related) 	<ul style="list-style-type: none"> • Four years of experience managing office operations for positions in the department including schedules, memorandums, customer service, projects, file handling
<ul style="list-style-type: none"> • Master’s Degree Level (Business Administration, Public Administration, Management, or Related) 	<ul style="list-style-type: none"> • Five to eight years of working in municipal government or business, at the executive level, overseeing dealings with citizens, customers, department personnel, city council, budget, and projects
<i>Knowledge, Skills, & Abilities</i>	
<ul style="list-style-type: none"> • Knowledge of administrative office procedures and customer service standards for excellence • Knowledge of municipal, state, and federal laws as they pertain to the management of local government departments, divisions, and personnel • Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products- for purposes of research • Skill in assigning, reviewing, managing, and evaluating personnel activity for improved leadership and organizational coordination • Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials • Ability to organize personnel information in an effective manner that is storable for records and usable for research • Ability to strategically plan personnel, allocations, programs, resources, and workplace production • Ability to listen to and then mediate personnel units, in order to accomplish a particular goal/directive... 	

Resources:

Personnel	\$162,000
Supplies	\$1,000
Services & Professional Fees	\$9,000
<i>Total Allocation</i>	\$172,000

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none">• Number of HOA meetings• Number of HOA online distributions• Number of community service hours• Number of HOA/neighborhood groups• Number of Adopt-A-Street volunteers	<ul style="list-style-type: none">• M&O budget per capita• M&O budget % of General Fund budget• Average number of attendees for Mayor's meetings• Average number of attendees for the Adopt-A-Street program• Average number (in hrs.) volunteer time• Average number of HOA Involvement Workshop attendees

**Mission
(Environmental
Health):**

To protect the health of the general public by minimizing the risk of disease and injury via enforcement of health standards through handling of hazardous materials, inspections of commercial/residential facilities, training, and protection programs.

**Mission
(Facility
Maintenance):**

To maintain municipal government buildings, for safety, efficiency, accessibility, and functionality- through the use of structural maintenance and utility management- via the oversight and use of third party contract vendors.

Target Audience:

Environmental Health Specialist (1)

**Performance
Objectives:**

- Inspect and permit food service establishments, retail food establishments, and public/semi-public swimming pools
- Conduct foodborne illness investigations and investigates other environmental complaints including: indoor air, outdoor air, mold, asbestos, pest control, vector control, hazardous spills, smoking, and environmentally-related illnesses
- Provide required training for food service employees
- Provide health-related public education
- Manage the Household Hazardous Waste Program
- Provide environmentally-related support to Emergency Management Coordinator
- Manage the Mosquito Control Program
- Manage the facility maintenance program with work contracted to third party maintenance companies
- Manage day-to-day maintenance requests
- Schedule and assign preventive maintenance for facilities
- Monitor electricity, gas, and water service billing

Performance Objectives (Continued):

- Ensure the completion of a variety of construction and building maintenance projects which may include electrical, plumbing, HVAC, and flooring and walls
- Monitor all contracts by developing and presenting requests for proposal, identifying contractors and vendors, contacting contractors for specialized repairs/supervising work, and responding to emergencies
- Develop maintenance programs by reviewing requirements and repairs, planning projects, developing schedules, coordinating projects with departments, logging information, reviewing work orders/status/requests, prioritizing projects, coordinating materials, and scheduling inspections
- Supervise staff by directing crew leaders on custodial services and tasks, training staff on equipment use, instructing employees on chemical applications and safety methods, defining communication channels, and evaluating work products
- Develop and recommend annual expenditures by estimating budgeted costs, monitoring expenditures, purchasing equipment/materials/supplies, and maintaining all warranties
- Prepare and monitor budget...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • Bachelor’s Degree Level (Health, Public Health, Occupational Safety, Biology, or Related) 	<ul style="list-style-type: none"> • Two years of experience working or training in the biosafety, ecological, or environmental health field to assess and properly manage health safety situations
<ul style="list-style-type: none"> • Bachelor’s Degree Level (Mechanical Engineering, Electrical Engineering, or Related) 	<ul style="list-style-type: none"> • Three years of experience in planning and coordinating facilities maintenance personnel, projects, activities for the purpose of having efficiently run and sustainable buildings
<i>Knowledge, Skills, & Abilities</i>	
<ul style="list-style-type: none"> • Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products • Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials • Ability to assess mechanical efficiencies and inefficiencies, for the purpose of coordinating personnel, in an effort to repair and improve the components of municipal buildings and property • Ability to drive using a valid Class C Texas Driver’s license • Ability to organize personnel information in an effective manner that is storable for records and usable for research • Ability to strategically plan personnel, allocations, programs, resources, and workplace production • Ability to use environmental testing equipment – swimming pool chemistry kit, radiation monitoring equipment, sound meter, light meter, Dragger air monitoring equipment, digital thermometer, food sampling equipment, and well water testing equipment- for assessing public safety... 	

Resources

(Environmental Health):

Personnel	\$105,000
Supplies	\$1,000
Services & Professional Fees	<u>\$4,000</u>
<i>Total Allocation</i>	\$110,000

Resources:

(Facility Maintenance):

Services & Professional Fees	\$162,000
Transfers	<u>\$801,000</u>
<i>Total Allocation</i>	\$963,000

**Measurable(s)
(Environmental Health):**

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of retail food establishments • Number of public and semi-public swimming pools • Number of foster homes • Number of total inspections performed • Number of Health-related trainings provided • Number of Health-related emails provided • Number of recognized food establishments-Award of Excellence 	<ul style="list-style-type: none"> • M&O budget per capita • M&O budget % of General Fund budget • Average retail food establishment inspection score • Average number of inspections per permitted food establishment • Average violations per swimming pool inspection • Average safety violations per foster home inspection • Average number of attendees per Health-related training provided

**Measurable(s)
(Facility Maintenance):**

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of building/facilities • Number of facility maintenance work orders completed • Number of electricity invoices/ESIIDs per month • Number of Atmos Energy gas invoices per month • Number of water invoices per month (Facilities and Parks) 	<ul style="list-style-type: none"> • Percentage of work orders completed within 3 days • Average cost per work order completed • Average time (days) to complete work orders

**Mission
(Office of the City
Manager):**

To oversee City-provided projects, programs, and services by developing, managing, and evaluating departments, divisions, and employees via administrative policies approved by the Council- for purposes of procedural efficiency and effectiveness.

Target Audience:

Assistant City Manager (1)
City Manager (1)
Community Relations Manager (1)

**Performance
Objectives:**

- Manage and handle claims against the City, in conjunction with the City Attorney; review claims and evaluate the City's personnel units that are found to be at fault
- Prepare and submit an annual budget
- Administrate the budget, once adopted by the City Council
- Advise the City Council on the financial condition and future needs of the City
- Recommend policies to the City Council; execute the laws and administer the government of the City, as directed by City Council policies
- Attend City Council meetings
- Administrate municipal ordinances, goals, and objectives throughout the City
- Assume management responsibility (development, implementation, evaluation); overseeing the responsibilities and functioning of all non-appointed City staff
- Mediate, negotiate, and monitor the functional relationships between employees
- Help structure business deals between the City and commercial entities, as a part of economic development
- Act on behalf of the citizens and their feedback, by maximizing the value of tax dollars spent through efficient and effective operations of the City personnel units

Performance Objectives (Continued):

- Represent the City through all major forms of correspondence and news releases (mail, telecommunication, social media), to communicate municipal happenings to the public, as a public information officer
- Record and post City events (i.e., City Council Meetings) that communicate the functioning of the municipal government
- Market the City through positive promotions that enhance the City's image to boost public support (e.g., citizens, business partnerships, sponsoring)
- Plan and implement community events that showcase City offerings and serve as an outreach for awareness...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • Bachelor’s Degree Level (Marketing, Communications, Broadcasting, Journalism, or Related) 	<ul style="list-style-type: none"> • Four years of experience dealing with public relations as a communicator and developer of media, informative material, and appealing advertisement
<ul style="list-style-type: none"> • Master’s Degree Level (Business Administration, Public Administration, Management, or Related) 	<ul style="list-style-type: none"> • Five to eight years of working in municipal government or business, at the executive level, overseeing dealings with citizens, customers, department personnel, city council, budget, and projects
<i>Knowledge, Skills, & Abilities</i>	
<ul style="list-style-type: none"> • Knowledge of trending information and information distribution practices to apply to a wider audience of people- especially using technological advancements • Knowledge of municipal, state, and federal laws as they pertain to the management of local government departments, divisions, and personnel • Skill in assigning, reviewing, managing, and evaluating personnel activity for improved leadership and organizational coordination • Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products- for purposes of research • Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials regarding the happenings of the municipality • Ability to strategically plan personnel, allocations, programs, resources, and workplace production • Ability to listen to and then mediate personnel units, in order to accomplish a particular goal/directive... 	

Resources:

Personnel	\$490,000
Supplies	\$5,500
Services & Professional Fees	<u>\$76,000</u>
<i>Total Allocation</i>	\$571,500

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of City Council Business Plan Objectives • Number of Public Meetings Filmed and Broadcasted • Number of City Lights Newsletters Published • Number of Social Media Postings on Facebook, Twitter, YouTube • Number of City Council and Planning & Zoning Meetings Broadcasted • Number of Management Team Members 	<ul style="list-style-type: none"> • M&O Budget Per Capita • M&O Budget Percentage of General Fund Budget • Average Percentage of Ongoing Objectives • Average Percentage of In Progress Objectives • Average Percentage of Complete Objectives • Average Percentage of Incomplete, On Hold, or Omitted Objectives • Number of Homes Receiving City Lights Newsletters • Number of Management Team Members Actively Participating in Professional Organizations

**Mission
(Records
Management):**

To allow and improve citizens' access into local government by ensuring the proper management of official City records via accurate/timely production, preservation, and provision- in accordance with state law and municipal transparency standards.

Target Audience:

Assistant City Secretary (1)

**Performance
Objectives:**

- Provide support to the department by responding to inquiries
 - Answer citizen, employee, and customer complaints while directing and processing requests to personnel
 - Schedule and maintain calendars for Council members while also making travel arrangements
 - Compose, forward, and retain documents/certifications
 - Identify and analyze Council and records management issues
 - Prepare and submit agenda items, special reports, and related documents
 - Prepare and maintain documents by composing correspondence, completing reports, gathering and preparing materials, processing information, filing, and entering data
 - Maintain supplies by reviewing inventories, requesting, ordering supplies/materials, and preparing payment authorizations
 - Organize and schedule meetings by completing agenda packets, posting notices and advertisements, and preparing meeting rooms
 - Coordinate records retention and open records requests by reviewing documents, coordinating information from departments, maintaining retention schedules, updating staff, and scheduling documents...
-

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

Education

- High School Diploma Level

Experience

- Three years of working directly with customer calls, documentation of events, and record keeping

Knowledge, Skills, & Abilities

- Knowledge of generally accepted administrative procedures and practices
- Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products
- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials
- Ability to drive using a valid Class C Texas Driver's license
- Ability to read, analyze and interpret simple materials, budgets and related documents...

Resources:

Personnel	\$55,000
Supplies	\$500
Services & Professional Fees	<u>\$7,000</u>
<i>Total Allocation</i>	\$62,500

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none">• Number of public information requests• Number of agendas published• Number of Records Destruction Events	<ul style="list-style-type: none">• M&O budget per capita• M&O budget % of General Fund budget• Percentage of public information requests completed within ten days• Percentage of agendas published within 72 hours• Avg. (in lbs.) documents purged

Development Services

Purpose:

To manage the City's physical infrastructure for the purposes of safeguarding, improving, maintaining, and establishing commercial/residential/transport/public property- in conjunction with legal guidelines.

**Personnel
Unit(s):**

Administration & Engineering Division
Building Inspection Division
Facilities Management Services
Fleet/Equipment Services Division
Planning & Zoning Division
Street Maintenance Division

**Mission
(Administration &
Engineering):**

To provide civil engineering review, support, implementation, and regulation to developers, engineers, citizens, programs, and projects taking place within the City- in accordance with legal guidelines and industry standards.

Target Audience:

City Engineer (1)
Construction Inspector (1)
Construction Project Coordinator (1)
Development Services Director (1)
Drainage Engineer (1)
Staff Assistant (1)

**Performance
Objectives:**

- Supervise Development staff functions, as they relate to public works within the community's physical infrastructure, while managing departmental budget
- Assume management responsibility for capital improvement projects while overseeing City maintenance and improvement processes to streets, engineering, equipment maintenance, planning and zoning, facility maintenance, and building inspections
- Review community development proposals and programs presented by citizens, Council, and staff; while reviewing and analyzing project/program progress throughout the term of its implementation (including employee performance in the assignment of duties)
- Assume responsibility for the city's physical infrastructure regarding its planning, designing, construction, construction inspection, and maintenance of the public infrastructure (including streets and drainage)
- Review new private development, related site, and infrastructure issues
- Provides development regulation information to the general public, business owners and developers
- Develop the Capital Improvement Program, "In-House" Design
- Manage Design Consultant Contracts
- Oversee public works' roadway systems, construction plan reviews, and the Flood Plain Administration

Performance Objectives (Continued):

- Monitor current projects, near-future projects, future projects (in design), subdivisions under construction, subdivisions in review
- Operate the storm-water management program to reduce and prevent storm-water pollution
- Ensure contractor compliance to City standards by coordinating geotechnical testing; reviewing engineering plans; completing on-site inspections; conducting follow-up inspections; and resolving issues with agencies and contractors
- Coordinate with staff and contractors by reviewing change orders, construction plans, right-of-way permits and pay applications; attending project coordination meetings; and calculating field measurements on capital improvement projects, and maintaining records
- Complete on-site review by inspecting construction materials and grade elevations; reviewing underground facilities; instructing on safety precautions; assessing road and concrete structures, street light installations, traffic devices and erosion silt control; and coordinating material testing
- Ensure accuracy of contractor progress by calculating project quantities; verifying estimates; maintaining records of materials and quantities used; and reviewing estimates
- Coordinate public works and private development construction projects by working with citizens, developers, engineers, consultants, contractors, and City staff; gathering and providing information; facilitating initial and review meetings; overseeing and implementing plans and project schedules; identifying goals and objectives; and working with franchise utility companies
- Oversee construction projects by scheduling; working with developers; monitoring work orders and costs; preparing estimates; monitoring all phases of construction; assessing job site progress; and reviewing and approving payments
- Complete the inspection process by making final inspections and preparing acceptance documents
- Ensure current requirements meet standards and regulations by reviewing local, state and federal standards; preparing change orders and field modifications; and recommending and updating and maintaining all records

Performance Objectives (Continued):

- Provide support to the department by responding to inquiries; answering complaints; directing and processing requests to personnel; scheduling and maintaining calendars; making travel arrangements; composing, forwarding and retaining documents and certifications; identifying and analyzing issues; preparing and submitting agenda items; and preparing and submitting special reports, grant applications and related documents
- Complete budget activities by researching costs; monitoring expenditures; processing purchase requests and invoices; ordering supplies and equipment; reviewing financial statements; notifying supervision of costs; organizing budget materials; preparing budget transfers; overseeing payroll; and responding to miscellaneous requests
- Organize and schedule meetings by completing agenda packets, posting notices and advertisements, recording official minutes and preparing meeting rooms
- Coordinate records retention programs by reviewing documents; maintaining retention schedules; updating staff; and scheduling documents destruction
- Supervise staff by scheduling and assigning tasks; reviewing performance; overseeing work quality; providing direction; and assisting as required...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • Associate’s Degree Level or Bachelor’s Degree Level (Business Administration, Communications, Management, or Related) 	<ul style="list-style-type: none"> • Four to five years of experience managing office operations for positions in the department including schedules, memorandums, customer service, project organization, file handling, and staff support
<ul style="list-style-type: none"> • High School Diploma Level or Associate’s Degree Level (Civil Engineering, Municipal Design, Construction Management, Public Administration, or Related) 	<ul style="list-style-type: none"> • Three years of working on development projects involving engineering, development, urbanization, and inspecting municipal construction • Five years of increasingly responsible experience in construction management or public works construction inspection for municipalities or companies
<ul style="list-style-type: none"> • Bachelor’s Degree Level (Civil Engineering, Urban Planning, Municipal Design, Construction Management, Public Administration, or Related) 	<ul style="list-style-type: none"> • Three to five years of working on development projects involving engineering, development, urbanization, municipal construction, and employee management
<ul style="list-style-type: none"> • Master’s Degree Level (Civil Engineering, Urban Planning, Municipal Design, Construction, Public Administration, or Related) 	<ul style="list-style-type: none"> • Five to eight years of working in municipal government or business, at the executive level, overseeing dealings with urbanization and municipal improvement projects
<i>Knowledge, Skills, & Abilities</i>	
<ul style="list-style-type: none"> • Knowledge of state, federal and local laws governing municipal operations • Knowledge of administrative office procedures and customer service standards for excellence • Knowledge of TCEQ and TMUCD rules, regulations and specifications • Knowledge gained from Texas Construction Inspector Certification, MUTCD Certification, TCEQ Class C Water/Wastewater Collection II License • Knowledge of standard construction practices related to asphalt streets, concrete streets, wastewater lines, water lines and storm drainage • Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products • Skill in assigning, reviewing, managing, and evaluating personnel activity for improved leadership and organizational coordination 	

- Ability to prepare budgets, correspondence and reports
- Ability to read and interpret (civil) construction plans and specifications
- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials
- Ability to organize personnel information in an effective manner that is storable for records and usable for research
- Ability to strategically plan personnel, allocations, programs, resources, and workplace production
- Ability to drive using a valid Class C Texas Driver’s license
- Ability to listen to and then mediate personnel units, in order to accomplish a particular goal/directive...

Resources:

Personnel	\$506,500
Supplies	\$9,500
Services & Professional Fees	\$125,000
Capital Outlay	\$0
Transfers to Other Funds	<u>\$1,276,000</u>
<i>Total Allocation</i>	\$1,917,000

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of Commercial Construction Plans Reviewed • Number of Subdivision Plans Reviewed • Number of Building Permit Site Plans Reviewed • Number of CIP Projects Scheduled • Number of CIP Projects Implemented • Number of Projects Accepted for Construction • Number of Newsletters published (1/month) 	<ul style="list-style-type: none"> • M&O Budget Per Capita • M&O Budget % of General Fund Budget • Average Time (Days) to Complete Commercial Construction Plan Reviews • Average Time (Days) to Complete Subdivision Plan Reviews • Average Time (Days) to Complete Building Permit Site Plan Reviews • Percentage of Total Projects Implemented for the Applicable Year • Average Frequency (Per Day) Each Construction Site is Inspected • Percentage of CIP Projects within Budget • Number of CIP Projects Completed

**Mission
(Building
Inspection):**

To ensure that new/existing residential and commercial construction, within the City, are compliant in accordance with building, electrical, plumbing, mechanical, fuel gas, energy, and zoning code standards.

Target Audience:

City Building Official (1)
Permit Technician (1)
Senior Building Inspector (1)

**Performance
Objectives:**

- Provide development plan review and inspection services for all building construction projects within the community
- Review and inspect multi-discipline construction plans for residential, commercial, and miscellaneous construction
- Issue building permits and certificates of occupancy for all buildings and structures within the community that require permitting
- Serve as liaison to building/construction boards, on behalf of the City
- Maintain and update building codes to be applied by the City for construction and inspections
- Inspect structures for compliance by reading and interpreting plans; reviewing and interpreting codes; approving or denying installation of materials or systems; developing reports and correspondence; and providing additional information to property owners and construction personnel
- Maintain records and documents by recording progress; preparing reports; and entering data
- Review plans, application and other requests by answering customer inquiries and providing information; conferring with architects, engineers, builders and property owners; explaining codes and ordinances; and scheduling inspections
- Respond to requests by providing information on programs and services
- Determine status of structures by responding to requests; examining structures for safety, allowed occupancy, condemnation, repair or demolition; and determining requirements for codes compliance

Performance Objectives (Continued):

- Assist with the permitting process by reviewing plans, applications and zoning requests; determining permit types; assessing and processing fees; scheduling inspections; and recording information
 - Support the department by responding to requests and inquiries; answering complaints; directing and processing requests to personnel; scheduling and maintaining calendars; composing, forwarding and retaining documents and certifications; identifying and analyzing issues; preparing and submitting agenda items and minutes; assisting with meeting preparations; updating websites; and preparing and submitting reports
 - Prepare documents and notices by composing correspondence; researching information; gathering and preparing materials; and entering data
 - Maintain supplies by reviewing inventories; requesting and ordering supplies and materials; and preparing payment authorizations
 - Retain information by processing documents; and filing and storing data...
-

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • High School Diploma Level 	<ul style="list-style-type: none"> • Two years of working directly with customer calls, complaints, or requests for service
<ul style="list-style-type: none"> • Associate’s Degree Level or Bachelor’s Degree Level (Construction Management, Design Engineering, Architecture, or Related) 	<ul style="list-style-type: none"> • Three to five years of increasingly responsible experience in multi-discipline residential and commercial inspections
<i>Knowledge, Skills, & Abilities</i>	
<ul style="list-style-type: none"> • Knowledge of generally accepted administrative procedures and practices • Knowledge of customer service standards for excellence • Knowledge of the principles of structures and building materials • Knowledge gained from licenses and certifications subject to state requirements (including Permit Technician Certification) • Knowledge of the International Building Codes and the National Electrical Code and/or related regulations • Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products • Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and appointed officials • Ability to interpret and apply City codes and ordinances; good knowledge of the defects and hazards in structural installation and equipment; some knowledge of accessibility requirements for the disabled • Ability to drive using a valid Class C Texas Driver’s license • Ability to read and interpret building construction plans and specifications... 	

Resources:

Personnel	\$240,000
Supplies	\$4,500
Services & Professional Fees	\$38,000
Transfers	<u>\$0</u>
<i>Total Allocation</i>	\$282,500

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of Residential Construction Plans Reviewed • Number of Commercial Plans Reviewed • Number of Residential and Commercial Inspections Conducted 	<ul style="list-style-type: none"> • M&O Budget Per Capita • M&O Budget % of General Fund Budget • Percentage of commercial plan reviews on new commercial projects within ten business days of plan submittal to the Building Inspections Division • Percentage of residential plan reviews within 5 business days of plan submittal to the Building Inspections Division • Percentage of in-house quality control residential/commercial inspections: four residential or commercial inspections each month, specific to on-going single-family residential or commercial projects • Percentage of in-house quality control commercial plan reviews on new commercial projects within two business days after completion of initial plan review process • Percentage of in-house quality control residential plan reviews on new single family residential projects within 2 business days after completion of initial plan review process

**Mission
(Facilities
Management
Services):**

To manage public space aesthetics and sanitation, via custodial services- in an effort to provide employees and visitors, throughout all City facilities, with a clean, functional, and aesthetically pleasing environment.

Target Audience:

Custodian (5)
Custodian, Senior (1)
Facilities Manager (1)

**Performance
Objectives:**

- Ensure the completion of a variety of construction and building maintenance projects which may include electrical, plumbing, HVAC, and flooring and walls
- Monitor all contracts by developing and presenting requests for proposal, identifying contractors and vendors, contacting contractors for specialized repairs/supervising work, and responding to emergencies
- Develop maintenance programs by reviewing requirements and repairs, planning projects, developing schedules, coordinating projects with departments, logging information, reviewing work orders/status/requests, prioritizing projects, coordinating materials, and scheduling inspections
- Supervise staff by directing crew leaders on custodial services and tasks, training staff on equipment use, instructing employees on chemical applications and safety methods, defining communication channels, and evaluating work products
- Develop and recommend annual expenditures by estimating budgeted costs, monitoring expenditures, purchasing equipment/materials/supplies, and maintaining all warranties
- Maintain cleanliness and appearance of facilities by sweeping, mopping, scrubbing, and vacuuming; emptying trash; cleaning sinks, mirrors, drinking fountains and toilets; replacing light bulbs; washing windows; dusting; waxing hallways and stairs; and spot cleaning carpets and rugs
- Maintain exterior of facilities by picking up and removing litter and debris from grounds; sweeping sidewalks; and raking leaves

Performance Objectives (Continued):

- Set up and break down the facilities for events by moving tables, chairs and equipment; placing them in pre-arranged order; storing equipment after events; and reporting any equipment malfunctions
- Maintain vehicles by checking fluids; stocking vehicles with equipment, materials, and supplies; and reporting maintenance or repairs
- Lead a crew of maintenance workers by scheduling work, distributing work among work group members; reviewing work for completion and correctness; providing guidance or direction to work groups; responding to citizen questions and requests; and providing instruction on safety practices
- Maintain cleanliness and appearance of facilities by sweeping, mopping, scrubbing, and vacuuming; emptying trash; cleaning sinks, mirrors, drinking fountains and toilets; replacing light bulbs; washing windows; dusting; waxing hallways and stairs; and spot cleaning carpets and rugs
- Maintain exterior of facilities by picking up and removing litter and debris from grounds; sweeping sidewalks; and raking leaves
- Set up and breaks down the facilities for events by moving tables, chairs and equipment; placing them in pre-arranged order; storing equipment after events; and reporting any equipment malfunctions
- Maintain vehicles by checking fluids; stocking vehicles with equipment, materials, and supplies; and reporting maintenance or repairs...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • High School Diploma Level • Bachelor’s Degree Level (Mechanical Engineering, Management, or Related) 	<ul style="list-style-type: none"> • One to three months of experience and/or training in construction or maintenance of buildings • Three years of experience on a crew in construction or maintenance of buildings, streets, roadways, water and wastewater systems, parks, landscapes or similar activity • Three years of experience in planning and coordinating facilities maintenance personnel, projects, activities for the purpose of having efficiently run and sustainable buildings
<i>Knowledge, Skills, & Abilities</i>	
<ul style="list-style-type: none"> • Knowledge of standard safety processes, work gear and procedures • Knowledge of methods, materials and techniques used in the construction and maintenance of parks, roadways, landscapes or water/wastewater systems • Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products • Skill in the use of hand and power tools • Ability to drive using a valid Class B/C Texas Driver’s license • Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials • Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials • Ability to alphabetize and numerically sequence material... 	

Resources:

Personnel	\$338,500
Supplies	\$2,500
Services & Professional Fees	<u>\$67,000</u>
<i>Total Allocation</i>	<u>\$408,000</u>

**Measurable(s)
(Building Services):**

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of City Facilities Cleaned by City Staff • Number of times Tile floors detailed (Wax, Buffed, Stripped) per year at Recreation Center • Number of times Tile floors detailed (Wax, Buffed, Stripped) per year at City Hall • Number of times Tile floors detailed (Wax, Buffed, Stripped) per year at Library • Number of times Tile floors detailed (Wax, Buffed, Stripped) per year at Police Station • Number of times Carpet shampooed in Civic Center • Number of times Carpet shampooed in Library • Number of times Carpet shampooed at Police Station • Number of times per month Entry Way Glass cleaned • Frequency (hours) that Restrooms are Monitored and Cleaned • Number of Square Feet of Facilities Cleaned by In-house Staff 	<ul style="list-style-type: none"> • M&O Budget Per Capita • M&O % of General Fund Budget • Average Time (Days Per Quarter) Deep Cleaning Carpet • Average Time (Days Per Quarter) Deep Cleaning Tiled Floors • Average Time (Hours per Week) cleaning Glass in Entry Ways • Average Time (Hours per Week per Staff) cleaning Restrooms • Satisfaction (%) on Employee Satisfaction Survey • Ratio of FTE per square foot of Cleaning area (Industry Standard is 1:20,000) • Cost per Square Foot of Facilities Cleaned by City Staff

**Measurable(s)
(Facility Maintenance):**

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of building/facilities • Number of facility maintenance work orders completed • Number of electricity invoices/ESIIDs per month • Number of Atmos Energy gas invoices per month • Number of water invoices per month (Facilities and Parks) 	<ul style="list-style-type: none"> • Percentage of work orders completed within 3 days • Average cost per work order completed • Average time (days) to complete work orders

**Mission
(Fleet/Equipment
Services):**

To maintain and/or repair the conditioning of City-owned vehicles and equipment that are used by employees as tools to manage/improve infrastructure, deliver effective services, and facilitate work output efficiency.

Target Audience:

Fleet Services Coordinator (1)

Mechanic (2)

**Performance
Objectives:**

- Oversee, coordinate, and participate in service providers' repairs/maintenance of the City vehicles and machine equipment
- Schedule repairs and preventative maintenance programs on vehicles and equipment, as a part of controlling costs
- Manage the acquisition, auction, and inventory of supplies, relating to City fleet and equipment
- Maintains safe and efficient operation of vehicles and equipment by inspecting parts for damage, wear, and proper operation; diagnosing damage or malfunctions; completing preventive maintenance activities; and completing repairs
- Estimates repairs by determining and calculating costs of parts, materials, or equipment required; submitting estimates for purchase; and ordering as appropriate
- Repairs vehicles by disassembling, replacing, testing and reassembling parts and equipment
- Prepares new vehicles for service by installing special equipment and fixtures; completing specialized requests; and ensuring vehicles and special equipment are in proper order and functional
- Maintains work area by stacking tires; cleaning tools and equipment; inspecting tools and equipment for damage and wear; completing minor maintenance and repairs; and assisting with general shop cleanup...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

Education

- High School Diploma Level; completion of automotive trade school program or apprentice mechanic program
- Associate's Degree Level or Bachelor's Degree Level (Automotive Technology or Related); Certification through Automotive Service Excellence

Experience

- Two years of related experience in a full-service automotive shop
- Three to five years of related experience in a full-service automotive shop with some supervisory role fulfillment

Knowledge, Skills, & Abilities

- Knowledge of the methods, materials, tools, and standard practices of modern automotive technology
- Knowledge of hazards and standard safety precautions of the trade
- Skill in the maintenance and operation of major automotive systems such as electric, mechanical, heating and cooling pneumatic, or electronic and typical causes of system malfunctions
- Skill in the use of hand and power tools
- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials...

Resources:

Personnel	\$200,000
Supplies	\$420,000
Services & Professional Fees	\$185,500
Transfers	<u>\$33,000</u>
<i>Total Allocation</i>	\$838,500

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of City Vehicles • Number of Vehicle A, B, or C type services • Number of Repairs Made to Vehicles/Equipment • Number of Vehicle Auctions • Number of Vehicles Serviced (Oil, filters, brakes & visual checks) 	<ul style="list-style-type: none"> • M&O Budget Per Capita • M&O % of General Fund Budget • Average Time (in Minutes) to Complete Vehicle A Inspections • Average Time (in Hours) to Complete Vehicle B Inspections • Average Time (in Hours) to Complete Vehicle C Inspections

**Mission
(Planning &
Zoning):**

To manage current land use development and guide future community expansion, within the City, through the administration of zoning, subdivision, and development ordinances- in association with legal guidelines and municipal planning.

Target Audience:

Planning & Zoning Manager (1)
Planning & Zoning Technician (1)

**Performance
Objectives:**

- Implement the City’s Comprehensive Plan
- Set the Planning & Zoning Commission, Development Review Committee, and Board of Adjustment agendas; while assisting these groups in documentation, answering questions, and fulfilling related requests
- Update Zoning Ordinance and maps
- Publish public notices and provide property owner notification for zoning change requests
- Research to provide zoning information to the general public, business owners, and developers
- Update the City website with planning and zoning information
- Serve as liaison to the Planning & Zoning Commission and Board of Adjustment
- Administrate and Interpret the Comprehensive Zoning Ordinance, and Subdivision and Development Ordinance- by overseeing the development of the City via zoning, specific use permit, site plan, variance, and platting requests
- Review Comprehensive Development
- Administrate and interpret the Comprehensive Zoning Ordinance, and Subdivision and Development Ordinance- by overseeing the development of the City via zoning, specific use permit, site plan, variance, and platting requests
- Oversee ‘Land Use Planning’
- Provide ‘Comprehensive Long-Range Planning’
- Review plat applications

Performance Objectives (Continued):

- Review & make recommendations regarding zoning requests
- Make recommendations for requests to the Planning & Zoning Commission, Zoning Board of Adjustment, or City Council
- Serve as liaison to Planning & Zoning Commission, Board of Adjustment, and Development Review Committee...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

Education

- High School Diploma Level or Associate’s Degree Level (Urban Planning, Construction Management, Architecture, or Related)
- Bachelor’s Degree Level (Urban Planning, Construction Management, Architecture, or Related)

Experience

- Two years of experience working with plan reviews, municipal ordinances and codes, and zoning administration
- Three to five years of progressively responsible experience in working with plan reviews, municipal ordinances and codes, and zoning commission and administration

Knowledge, Skills, & Abilities

- Knowledge of generally accepted administrative procedures and practices
- Knowledge of customer service standards for excellence
- Knowledge of the local planning and zoning ordinances/codes and subsequent interpretations, applications, and implications on specified cases

- Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products
- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and appointed officials...

Resources:

Personnel	\$175,000
Supplies	\$5,200
Services & Professional Fees	<u>\$72,500</u>
<i>Total Allocation</i>	\$252,700

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of Zoning Requests Received • Number of Plat Applications Received • Number of Site Plans Received • Number of Landscape Plans Received • Number of Certificates of Occupancy Reviewed 	<ul style="list-style-type: none"> • M&O Budget Per Capita • M&O % of General Fund Budget • Average Time (Days) to Process and Review Zoning Requests • Average Time (Days) to Process and Review Plat Applications • Average Time (Days) to Process and Review Site Plans • Average Time (Days) to Process and Review Landscape Plans • Average Time (Days) to Process and Review Certificates of Occupancy

**Mission
(Street
Maintenance):**

To inspect, maintain, and improve the conditioning of municipal thoroughfares, alleys, drainage structures, inlets, and trafficking tools that serve motorists and pedestrians throughout the City- for the purposes of safety and fluid movement.

Target Audience:

Lead Maintenance Worker (2)
Maintenance Worker (2)
Maintenance Worker, Senior (3)
Street & Fleet Services Manager (1)
Traffic Technician (1)

**Performance
Objectives:**

- Manage the proper maintenance of the city’s roadway and drainage infrastructures via the safe and efficient movement of traffic throughout the city
- Oversee and coordinate service providers’ repairs/maintenance of the riding surface on the city streets (including street sweeping/sanding, pot hole repair, utility cut repair, crack sealing, and curb repair)
- Develop division policies and communication standards to the public when conditions affect transportation
- Complete signal and flasher maintenance by diagnosing problems; replacing lamps; repairing, replacing and aligning signal heads and signs; connecting power failures; and testing the operation of replaced equipment
- Prepare equipment for installation by ordering poles, signs, letters and other related materials; fabricating signs; ensuring current standards are met in the installation and maintenance of signs; testing controllers, controller cabinets and associated equipment; and assembling signal heads and signal associated signs
- Complete preventive maintenance by checking controllers, cabinets and associated equipment; tightening connections and hardware; replacing lamps; checking emergency vehicle and loop detectors; ordering warehouse supplies; and testing operation of replaced equipment

Performance Objectives (Continued):

- Install signals and zone flashers by completing site preparations; running cables and conduits; erecting poles; installing controllers; and installing, connecting and testing signals
- Complete traffic counts by placing and retrieving counters; downloading data; and presenting information
- Lead a crew of maintenance workers by scheduling work, distributing work among work group members; reviewing work for completion and correctness; providing guidance or direction to work groups; responding to citizen questions and requests; and providing instruction on safety practices
- Repair streets, alleys, and sidewalks by removing portions of streets and alleys; patching and repairing surfaces; rebuilding shoulders; reconditioning materials; removing materials from rights of way; and operating equipment
- Ensure site safety by directing traffic flow; placing and removing traffic cones; placing and removing barricades; and routing traffic as appropriate
- Maintain drivable streets and alleyways by sweeping streets and removing debris; removing downed trees and other large objects; hauling and placing sand on roads; and ensuring proper drainage
- Complete signage projects by maintaining and reporting inventories; ordering or developing new signs; delivering signs to areas; and placing signage in assigned spots
- Maintain vehicles by checking fluids; stocking vehicles with equipment, materials, and supplies; and reporting maintenance or repairs
- Repair streets, alleys, and sidewalks by removing portions of streets and alleys; patching and repairing surfaces; rebuilding shoulders; reconditioning materials; removing materials from rights of way; and operating equipment
- Ensure site safety by directing traffic flow; placing and removing traffic cones; placing and removing barricades; and routing traffic as appropriate
- Maintain drivable streets and alleyways by sweeping streets and removing debris; removing downed trees and other large objects; hauling and placing sand on roads; and ensuring proper drainage
- Complete signage projects by maintaining and reporting inventories; ordering or developing new signs; delivering signs to areas; and placing signage in assigned spots

Performance Objectives (Continued):

- Maintain vehicles by checking fluids; stocking vehicles with equipment, materials, and supplies; and reporting maintenance or repairs
- Work as lead for a unit or group by assigning work unit tasks; scheduling equipment and services; overseeing the maintenance and repair of equipment; ensuring all safety practices are followed; and resolving unexpected problems
- Schedule and assign activities by reviewing and scheduling priorities; reviewing, recording and filing work orders; and referring jobs for contract work
- Strive for safe work environment by scheduling and attending training; scheduling safety meetings; ensuring safety equipment and risk practices are followed; and filing claims as they occur
- Maintain records by entering work information; recording maintenance activities; and tracking job costs...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none">• High School Diploma Level	<ul style="list-style-type: none">• One to three months of experience and/or training in machine operations, construction, or street maintenance• Two Years of experience constructing and repairing traffic signal systems and signs• Three years of experience on a crew in construction or maintenance of streets, roadways, water and wastewater systems, parks, landscapes or similar activity
<ul style="list-style-type: none">• Bachelor’s Degree Level (Construction Management, Mechanical Engineering, or Related)	<ul style="list-style-type: none">• Three to five years of increasingly responsible experience in construction or maintenance of streets, roadways, machine operations, trafficking, water and wastewater systems, parks, landscapes or similar activity

Knowledge, Skills, & Abilities

- Knowledge of methods, materials and techniques used in the construction and maintenance of parks, roadways, landscapes or water/wastewater systems
- Knowledge of standard safety processes, work gear and procedures
- Knowledge of methods, materials and techniques used in the maintenance, construction, installation and repair of traffic signals and signs, electricity and related wiring, and electronics as it related to traffic signal equipment
- Knowledge gained from IMSA Level I & II Certifications and Work Zone Certification for Signage
- Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products
- Skill in the operation of bucket trucks, hand and power tools and two way radios
- Skill in the use of hand and power tools

- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials
- Ability to alphabetize and numerically sequence materials
- Ability to organize personnel information in an effective manner that is storable for records and usable for research
- Ability to strategically plan personnel, allocations, programs, resources, and workplace production
- Ability to drive using a valid Class B/C Texas Driver’s license
- Ability to listen to and then mediate personnel units, in order to accomplish a particular goal...

Resources:

Personnel	\$581,000
Supplies	\$151,000
Services & Professional Fees	\$131,500
Capital Outlay	\$0
Transfers	\$1,302,000
Debt Service	\$0
<i>Total Allocation</i>	\$2,165,500

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Total Miles of F-Grade Streets in the City • Total Miles of Asphalt Streets • Number of Traffic Signal Lights in the City • Number of Repairs Made to Traffic Signal Lights • Number of Work Orders Received and Addressed • Number of A & B Streets Crack Sealed 	<ul style="list-style-type: none"> • M&O Budget Per Capita • M&O % of General Fund Budget • Average Time (Hours) to Repair Each Traffic Signal Light • Average Time (Days) to Clean One Quadrant of the City Streets • Percentage of Residential & Arterial Streets Swept

Financial Services

Purpose:

To plan, budget, monitor, report, and account for the finances, policies, and financial standing of all City departments, divisions, programs, and projects- based on fiscal responsibility to taxpayers- in accordance with local, state, and federal statutes.

Personnel

Unit(s):

Administration & Accounting Division
Purchasing Division

**Mission
(Administration &
Accounting):**

To outline, collect, record, summarize, and report the results of all City financial transactions, in accordance with generally accepted accounting principles, to ensure compliance with applicable statutes, covenants, contracts, and polices.

Target Audience:

Accountant (1)
Accounting Manager (1)
Accounts Payable Representative (1)
Accounts Receivable Representative (1)
Assistant Finance Director (1)
Finance and Budget Analyst (1)
Finance Director (1)
Payroll Clerk (1)

**Performance
Objectives:**

- Complete account reconciliations by preparing journals and ledgers; analyzing and reconciling expenditures and revenues; preparing and distributing financial statements, revenue and expenditure reports; overseeing deposits; reconciling statements and preparing transfers
- Analyze and reconcile general ledger and monthly bank accounts
- Work with payroll activities by making transfers, preparing payroll and related deposit files; preparing journal entries; and overseeing funding transfers
- Calculate and prepare reimbursement billings and track receivables; reconcile monthly accounts receivable
- Coordinate audit activities by preparing audit information and schedules; organizing data and information; scheduling and completing internal audits; completing inventories; reviewing fixed assets and schedules; and responding to requests
- Conduct internal control audits and be responsible for the inventory of City property
- Assist with budget by submitting requests for expenditures; recommending staffing preparing and modifying requests; and reviewing information

**Performance
Objectives
(Continued):**

- Complete yearend activities by assisting with fixed asset schedules; preparing special reports; and completing and submitting all required reports and forms
- Be responsible for the review and/or preparation of cash receipts
- Assist in the development and implementation of goals, policies, priorities, and procedures relating to financial management, budget, accounting, and/or payroll
- Supervise and participate in the preparation of various financial statements and reports
- Direct the installation and maintenance of accounting records to show receipts and expenditures
- Direct the maintenance of general and subsidiary ledgers, accounts receivable, revenue distribution, depreciation, cost, property, operating expenses, and insurance records
- Direct and participate in cost analyses and rate studies
- Prepare statements and reports of estimated future costs and revenues
- Direct internal audits involving review of accounting and administrative controls
- Establish system controls for new financial systems and develop procedures to improve existing systems
- Coordinate preparation of external audit materials and external financial reporting
- Review financial statements with management personnel
- Direct the installation and maintenance of new accounting, timekeeping, payroll, inventory, property, and other related procedures and controls
- Supervise Accounting Staff
- Manage department functions by ensuring proper staffing; complying with all federal, state and local regulations; preparing and managing financial records and reports; auditing financial transactions; establishing customer service procedures and related tasks; and coordinating reporting processes for agencies and audits

Performance Objectives (Continued):

- Manage bond ratings, programs, and audits by coordinating document preparation and submission; reviewing reports and related information; gathering and disseminating budget information; preparing documents and financial reports; recommending system and program improvements; and representing the department to boards and commissions
 - Coordinate the operational budget by developing budget materials; preparing estimates; reviewing revenues and expenditures; assisting departments in gathering materials; compiling information; and coordinating budget reviews and presentations
 - Supervise the audit by reviewing requests; gathering documents and materials; working with departments on requests; ensuring work paper accuracy; supervising accounting processes; authorizing journal entries; compiling audit papers; and preparing special reports
 - Participate in policy and procedure review by analyzing new and existing systems and software; reviewing fiscal year budget data; analyzing, reviewing, and projecting revenues; and recommending accounting, purchasing and inventory practices
- Compile and sort documents, such as invoices and checks- substantiating business transactions
 - Verify and post details of business transactions, such as funds received and disbursed, and total accounts to ledgers or computer spreadsheets and databases
 - Audit invoices against purchase orders, research discrepancies, and approve for payment
 - Investigate problems that vendors or purchasing agents have with obtaining payment for bills
 - Compute and record charges, refunds, cost of lost or damaged goods, freight charges, rentals, and similar items
 - Prepare vouchers, invoices, checks, account statements, reports, and other records; review for accuracy
 - Reconcile general ledger accounts with various registers; extract general ledger information; compile cost reports and revenue/balance sheets

Performance Objectives (Continued):

- Reconcile bank statements; monitor accounts payable and receivable- to ensure that payments are up to date; reconciles report discrepancies and problems
- Code data for input to financial data processing system according to company procedures; review, balance, and interpret computer reports to make corrections
- Assist employees, vendors, clients, or customers by answering questions related to accounts, procedures, and services
- Provide customer service to the public by greeting visitors and responding to requests; providing directions; researching general information; receiving payments; and researching accounts
- Process payments by entering information and data; calculating bills; posting transactions; verifying monies received; balancing funds; and preparing bank deposits
- Assist callers and visitors by answering the phone; taking messages; and referring callers to the appropriate individual or department
- Maintain documentation by processing information; filing; and storing data
- Provide customer service to the public by answering and routing calls
- Direct visitors to appropriate departments and divisions
- Assist with routine employee and customer inquiries
- Provide general and specific information on City services and functions
- Complete routine research for customers and departments by contacting departments for information and clarification
- Review delivered materials and accept packages and other deliverables
- Maintain mail services by receiving and sorting mail
- Deliver and route mail, as required, to the appropriate City areas
- Work with vendors and suppliers by receiving and distributing supplies and equipment by tracking materials and coordinating scheduled activities
- Assist with special City, department, or division events
- Work with department budgets by analyzing data; generating documents; preparing budget submissions; preparing journals and ledgers; analyzing and reconciling expenditures and revenues; preparing and distributing financial statements, revenue and expenditure reports; reviewing financial data; coordinating activities with departments; and recommending expenditures

Performance Objectives (Continued):

- Compile reports by researching and gathering data; reviewing financial information and budgets; creating and developing spreadsheets; and analyzing information
 - Recommend departmental changes by reviewing and evaluating department data, policies and procedures, and management techniques; identifying areas for improvement; and implementing changes
 - Work with grants by assisting with reporting requirements; reconciling revenues and expenditures; and developing and submitting reports...
-

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • High School Diploma Level 	<ul style="list-style-type: none"> • One year of experience as a clerk or cashier • Three years of working directly with customer calls, complaints, or requests for service
<ul style="list-style-type: none"> • Associate’s Degree Level or Bachelor’s Degree Level (Accounting, Finance, or Related) 	<ul style="list-style-type: none"> • One to two years of experience in governmental (possible business) financial analysis or accounting which includes reconciling large bank accounts with a minimum of fifty (50) transactions per day • Three to five years of related municipal finance experience and/or training • Five years of experience in governmental accounting, two of which must be in supervision
<ul style="list-style-type: none"> • Master’s Degree Level (Finance, Accounting, or Related) 	<ul style="list-style-type: none"> • Five to eight years of working in municipal government or business, at the executive level, overseeing dealings with finance, accounting, and related municipal projects

Knowledge, Skills, & Abilities

- Knowledge of generally accepted administrative procedures and practices
- Knowledge of customer service standards for excellence
- Knowledge gained from being a CPA, CGFO, CIA, and Certified Government Finance Officer Certifications
- Skill in 10 key operations
- Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products
- Ability to count monies and process payments
- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials
- Ability to empathetically interact with customers in a manner which will both assist and reassure them
- Ability to organize and provide technical assistance
- Ability to drive using a valid Class C Texas Driver’s license
- Ability to work in a fast-paced environment, occasionally with irate customers...

Resources:

Personnel	\$647,000
Supplies	\$16,000
Services & Professional Fees	\$282,000
Capital Outlay	<u>\$0</u>
<i>Total Allocation</i>	\$945,000

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Average investment portfolio balance • Number Investment Compliance Reports • Average Benchmark yield • Average Portfolio yield • Weighted average maturity of portfolio (in days) • Total interest earnings • Number of journal entries • Number of manual journal entries • Number of accounts payable invoices • Number of accounts payable checks • Number of total employee payments processed • Number of direct deposits processed • Number Active Funds • Amount of ambulance billing and collection fees • Amount of ambulance collections 	<ul style="list-style-type: none"> • M&O budget per capita • M&O Budget % of General Fund Budget • Percentage of funds invested • Average number of days to issue monthly reports • Number days to reconcile consolidated bank account • Budget distribution Date • Receive GFOA Budget Award • Number of GFOA budget review outstanding comments • Percentage of actual to budgeted revenues • Variance between benchmark and portfolio yield • Percentage of direct deposits to total employee payments • Average number of invoices per accounts payable check • Average number of lines per journal entry posted • Average number of lines per manual journal entry posted • Receive GFOA CAFR Award • Number favorable audit opinions received • Number of audit adjustments • Number of auditor comments • Percentage of ambulance collection fees to dollars(\$) collected

**Mission
(Purchasing):**

To monitor and coordinate City purchasing activity for the acquisition of goods and services- via developed policies, procedures, and programs- to take maximize pricing, save City funds, and assure compliance with state laws and City guidelines.

Target Audience:

Purchasing Manager (1)

**Performance
Objectives:**

- Manage the procurement process by contacting and maintaining vendor lists; researching information; preparing documents and specifications; drafting and advertising as appropriate; scheduling and conducting pre-bid meetings; receiving and reviewing proposals; recommending vendors and processing related information
- Oversee purchases by issuing and reviewing purchase orders; approving requisitions and payments; issuing credit cards and reviewing purchases; responding to customer, supplies and vendor issues; creating and submitting reports; and monitoring standards
- Develop and monitor policies and procedures by reviewing and interpreting local, state and federal guidelines and regulations; outlining processes; reviewing and implementing goals and objectives; developing and implementing small business programs and outreach activities; and ensuring audit corrections are in compliance
- Direct the disposal of surplus property by reviewing inventories; processing equipment information; recommending pricing; and arranging items for auction or sale
- Prepare and monitor the annual budget by reviewing costs and expenditures; reviewing procurement processes; estimating costs; developing goals and objectives; monitoring monthly expenditures; and forecasting and recommending staffing
- Manage all staffing functions by developing and recommending staffing levels; directing and participating in recruiting activities; initiating, monitoring and evaluating performance; coaching and counseling; establishing and reviewing training activities; and initiating disciplinary proceedings...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

Education

- Bachelor's Degree Level (Business, Finance, Accounting, or Related)

Experience

- Three years of experience in procuring/purchasing supplies, materials, and equipment

Knowledge, Skills, & Abilities

- Knowledge of purchasing local, state and federal policies and regulations
- Knowledge of standard accounting and purchasing processes
- Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products
- Ability to drive using a valid Class C Texas Driver's license
- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials...

Resources:

Personnel	\$81,000
Supplies	\$19,000
Services & Professional Fees	\$41,000
Transfers	<u>\$0</u>
<i>Total Allocation</i>	\$141,000

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none">• Number of FTEs• Number of formal bids processed• Number of quotes processed• Number of purchase orders processed• Amount of PO's issued• Requisitions converted to PO• Cities in local purchase agreements• Number of bid responses	<ul style="list-style-type: none">• M&O budget per capita• M&O Budget % of General Fund Budget• PO's issued in less than a day• PO's issued in less than 2 days• Avg. dollar amount per PO

Fire Rescue

Purpose:

To avert, lessen, and eliminate the damage to life and property caused by fires, disasters, health-related traumas, and dangerous materials within the City- by means of expert fire rescue personnel, public safety professionals, and education.

Personnel

Unit(s):

Administration & Operations Division

Fire Prevention Division

Fire Training Academy Division

**Mission
(Administration &
Operations):**

To manage and deliver resources, fire suppression, disaster response, medical care, and hazardous materials containment, while also inspecting properties for potential risks, in a safe and time efficient manner, throughout the City.

Target Audience:

Assistant Fire Chief (1)
Battalion Chief (3)
EMS Billing Coordinator (1)
Fire Captain (9)
Fire Chief (1)
Fire Engineer/Paramedic (9)
Firefighter/Paramedic (45)
Staff Assistant (1)

**Performance
Objectives:**

- Plan and direct department activities by establishing priorities and programs, coordinating project meetings, analyzing and recommending staff and resource levels/processes, and monitoring department operations, staffing and productivity levels
- Manage all staffing functions by developing and recommending staffing levels, directing and participating in recruiting activities, initiating/monitoring/evaluating performance, coaching and counseling, establishing and reviewing training activities, and initiating disciplinary proceedings
- Direct departmental financial processes by developing and recommending budget and program costs, responding to financial inquiries, interpreting directives, and ensuring compliance with federal, state and local laws
- Direct all activities and operations of the Fire Department which responds to activities including suppression, emergency management, hazardous materials, and emergency medical services, plus a fire training academy
- Supervise personnel and three fire stations' staffing which includes firefighters, engineers, paramedics, captains, and battalion chiefs
- Direct the application of local, state and federal laws and mandates as well as applicable policies and procedures

Performance Objectives (Continued):

- Direct the activities of a shift and their respective assignments and stations by coordinating organization/staffing/operational activities, directing equipment and station maintenance, monitoring workflow, reviewing and evaluating work products/methods/procedures, coordinating public relations activities, ensuring training is scheduled and provided, completing required reports and documentation, coordinating training and site inspections, and preparing reports
- Implement management directives by recommending goals and objectives, establishing schedules and methods for personnel, and implementing policies and procedures
- Manage budgets by participating in preparation and administration, monitoring and approving expenditures, and recommending and controlling expenditures of equipment and related purchases
- Command emergency incidents by supervising and performing firefighting/rescue/emergency medical duties, acting as incident commander at structure fires/hazardous materials incidents/other large or unusual events, deploying additional resources, evaluating incidents, developing strategies, ensuring that departmental guidelines/operational procedures/medical protocols are followed, managing and requesting additional resources for emergency scene operations, and maintaining communications
- Provide for the care, inspection, and readiness of equipment and vehicles by ensuring preventive and regular maintenance is completed, inspecting apparatus and stations, maintaining hose inventories and monitoring inspections of equipment and facilities
- Complete administrative tasks which may include participating in the procurement and bidding process, recommending budget expenditures, filing information with reporting agencies on activities performed, compiling statistical data, and developing and participating in special programs

**Performance
Objectives
(Continued)**

- Coordinate activities by researching data, managing external contracts, formulating business plans, analyzing data, contrasting potential versus existing practices, generating documents, preparing budget submissions, analyzing and reconciling expenditures and revenues, working with EMS billing contractors, reviewing cost recovery and EMS billing rates, preparing revenue and expenditure reports, reviewing financial data, creating best practice models, and recommending expenditures
- Compile reports by researching and gathering data, reviewing financial information and budgets, creating and developing spreadsheets, and analyzing information
- Recommend departmental changes by reviewing and evaluating department data/policies/procedures/management techniques, identifying areas for improvement, and implementing changes
- Work with grants by assisting with reporting requirements, reconciling revenues and expenditures, and developing and submitting reports
- Work with vendors and contractors by reviewing past practice and existing contracts, forecasting potential cost savings and efficient practices, recommending changes, and reviewing true costs versus cost recovery
- Supervise station activities by establishing and reviewing scheduling; assigning, supervising and reviewing staff work; evaluating operations and activities; recommending improvements and modifications; and preparing reports
- Review and monitor budget activities by participating in budget preparation and administration; reviewing expenditures; submitting requests for equipment or supplies; assisting with goals and objectives; implementing policies and procedures; and approving purchases and expenses
- Complete fire suppression activities by responding to and from emergencies; laying and connecting hoses; maintaining pumping apparatus; ventilating structures; searching for hidden fires; controlling hoses; climbing ladders; searching for victims; and eliminating the possibility of rekindling
- Provide emergency medical services by answering calls and responding to requests for service; extricating victims from accident scenes; lifting and transporting patients; checking vital signs; and providing life support

Performance Objectives (Continued):

- Educate the public by providing instruction on fire prevention; conducting fire station tours; conducting first aid classes; and answering general questions
- Gather tactical data by conducting safety surveys and developing pre-fire plans
- Maintain the fire station by cleaning the facility; maintaining the grounds; completing preventive maintenance and repairs on the facility and apparatus; cleaning, inspecting and replacing hoses, equipment and apparatus; and maintaining protective equipment
- Assist fire investigators by assisting with investigations and preserving fire scenes
- Complete fire suppression activities by driving assigned apparatus to and from emergencies; laying and connecting hoses; operating apparatus pumps; maintaining apparatus; ventilating structures; searching for hidden fires; controlling hoses; climbing ladders; searching for victims; and eliminating the possibility of rekindling
- Provide emergency medical services by answering calls and responding to requests for service; extricating victims from accident scenes; lifting and transporting patients; checking vital signs; and providing life support
- Educate the public by providing instruction on fire prevention; conducting safety surveys; developing pre-fire plans; conducting fire station tours; conducting first aid classes; and answering general questions
- Ensure all apparatus and equipment are in good working order by completing inspections and routine maintenance
- Maintain the fire station by cleaning the facility; maintaining the grounds; completing preventive maintenance and repairs on the facility and apparatus; cleaning, inspecting and replacing hoses, equipment and apparatus; and maintaining protective equipment
- Assist in fire investigations by preserving fire scenes
- Complete fire suppression activities by driving assigned apparatus to and from emergencies; laying and connecting hoses; maintaining pumping apparatus; ventilating structures; searching for hidden fires; operating hose lines; climbing ladders; searching for victims; and eliminating the possibility of rekindling

Performance Objectives (Continued):

- Provide emergency medical services by answering calls and responding to requests for service; extricating victims from accident scenes; lifting and transporting patients; checking vital signs; and providing life support and emergency medical treatment
- Educate the public by providing instruction on fire prevention; overseeing fire drills; conducting fire station tours; facilitating first aid classes; conducting fire safety surveys; developing pre-fire plans; and answering general questions
- Maintain the fire station by cleaning the facility; maintaining the grounds; completing preventive maintenance and repairs on the facility and apparatus; cleaning, inspecting and replacing hoses, inspecting equipment and apparatus; and maintaining protective equipment
- Assist with fire investigations by reviewing information and preserving evidence
- Provide support to the department by responding to inquiries; answering complaints; directing and processing requests to personnel; scheduling and maintaining calendars; making travel arrangements; composing, forwarding and retaining documents and certifications; identifying and analyzing issues; preparing and submitting agenda items; and preparing and submitting special reports, grant applications and related documents
- Complete budget activities by researching costs; monitoring expenditures; processing purchase requests and invoices; ordering supplies and equipment; reviewing financial statements; notifying supervision of costs; organizing budget materials; preparing budget transfers; overseeing payroll; and responding to miscellaneous requests
- Organize and schedule meetings by completing agenda packets, posting notices and advertisements, recording official minutes and preparing meeting rooms
- Coordinate records retention programs by reviewing documents; maintaining retention schedules; updating staff; and scheduling documents destruction
- Supervise staff by scheduling and assigning tasks; reviewing performance; overseeing work quality; providing direction; and assisting as required...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> High School Diploma Level 	<ul style="list-style-type: none"> Two years of experience as a firefighter in the City of Desoto Two years of experience as a Fire Engineer in the City of Desoto Two years of experience as a Fire Captain in the City of Desoto
<ul style="list-style-type: none"> Associate’s Degree Level or Bachelor’s Degree Level (Business Administration, Communications, Management, or Related) 	<ul style="list-style-type: none"> Four to five years of experience managing office operations for positions in the department including schedules, memorandums, customer service, project organization, file handling, and staff support
<ul style="list-style-type: none"> Bachelor’s Degree Level (Accounting, Finance, or Related) 	<ul style="list-style-type: none"> Two years of experience in governmental (possible business) financial analysis or accounting reconciling accounts and handling multiple transactions
<ul style="list-style-type: none"> Bachelor’s Degree Level or Master’s Degree Level (Fire Science, Emergency Management, Public Administration, or Related) 	<ul style="list-style-type: none"> Five to eight years of experience in municipal fire service or equivalent, with a minimum of three years of experience in a command-level position no more than two positions below Chief; Fire management experience in a comparable or larger Fire Department within an urban environment Ten (10) years of experience in municipal fire service or equivalent, with a minimum of five (5) years of experience in a command-level position no more than two positions below Chief; Fire management experience in a comparable or larger Fire Department within an urban environment

Knowledge, Skills, & Abilities

- Knowledge of administrative office procedures and customer service standards for excellence
- Knowledge of principles and practices of supervision and budget administration
- Knowledge gained from State Intermediate Fire Fighter Certification, State Head of Fire Suppression Department Certification, Basic Firefighter Certification, Emergency Medical Technician Certification, and Paramedic Certification
- Skill in 10 key operations
- Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products
- Skill in assigning, reviewing, managing, and evaluating personnel activity for improved leadership and organizational coordination
- Ability to alphabetize and numerically sequence materials
- Ability to effectively communicate verbally, in writing, and in public settings; with co-workers, the public, and elected and appointed officials
- Ability to strategically plan personnel, allocations, programs, resources, and workplace production
- Ability to listen to and then mediate personnel units, in order to accomplish a particular goal/directive
- Ability to organize and provide technical assistance
- Ability to successfully complete the written exam, rigorous physical agility, psychological and polygraph testing, and additional background screening and investigation
- Ability to drive using a valid Class B/C Texas Driver's license
- Ability to obtain Paramedic Certification within 18 months of employment and retain while employed
- Ability to obtain Basic Firefighter Certification / EMT within 18 months of employment and retain while employed...

Resources:

Personnel	\$6,331,500
Supplies	\$113,500
Services & Professional Fees	\$271,500
Transfers	<u>\$271,000</u>
<i>Total Allocation</i>	\$6,987,500

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of calls for service-combined • Number of emergency fire calls for service-DeSoto • Number of medical emergency calls for service-DeSoto • Number of non-emergency calls for service-DeSoto • Number of inter-agency assistance calls for service • Number annual company standard performance drills per shift • Number regional training and exercise drills per shift • Number of active fire hydrants to be serviced • Number of personnel attending outside/specialized training classes • Number of Company Safety Surveys completed • Number 60 hours per year of state required fire and EMS training 	<ul style="list-style-type: none"> • M&O budget per capita • M&O Budget % of General Fund Budget • Turnout Time-90 seconds 90% of the time (per CPSE Standard) • Average fire emergency response time (DTA-in minutes) • Average medical emergency response time (DTA-in minutes) • Percentage of active fire hydrants serviced during the year • Percentage of non-residential businesses receiving a Safety Survey during the year • Average training hours per station/company per month • Percentage of 1st time pass of company standard performance drill

Mission

(Fire Prevention): To consult, inspect, and investigate properties for hazards, in an effort to enforce adopted fire code compliance standards and ordinances that mitigate or prevent property damage, loss of life, or danger- via education/coordinated activity efforts.

Target Audience:

Fire Marshal (1)

Performance

Objectives:

- Create and administer Fire Prevention/Education Programs
- Conduct fire inspections and Certificates of Occupancy inspections for commercial and retail buildings to ensure the safety and well-being of the occupants, as well as the customers
- Investigate all suspicious and incendiary fires within the City; if the fire is found to be arson once the cause and origin are determined, a criminal investigation is begun
- Coordinate with the Fire Department, Building Inspections personnel unit, and Health personnel unit
- Implement into organizational processes the 2009 International Fire Code and 2011 National Electric Code...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • Bachelor’s Degree Level (Fire Science, Emergency Management, Public Administration, or Related) 	<ul style="list-style-type: none"> • Five to seven years of experience in municipal fire service, fire inspections, fire incident surveillance, or equivalent, with a minimum of two years of experience in a command-level position no more than two positions below Chief; Fire management experience in a comparable or larger Fire Department within an urban environment

Knowledge, Skills, & Abilities

- Knowledge of principles and practices of supervision and budget administration
- Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products
- Ability to effectively communicate verbally, in writing, and in public settings; with co-workers, the public, and elected and appointed officials
- Ability to listen to and then mediate personnel units, in order to accomplish a particular goal/directive
- Ability to organize and provide technical assistance
- Ability to interpret and apply City fire codes and ordinances; good knowledge of potential hazards in various scenes and cases...

Resources:

Personnel	\$108,500
Supplies	\$1,500
Services & Professional Fees	<u>\$3,000</u>
<i>Total Allocation</i>	\$113,000

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of commercial occupancies • Number of commercial inspections made • Number of commercial re-inspects made • Number of fire investigations • Number of fire investigations with determination of cause • Number of investigations resulting determination of arson • Number of building plans received and reviewed • Number of fire prevention/training programs 	<ul style="list-style-type: none"> • M&O budget per capita • M&O Budget % of General Fund Budget • Average number of attendees per program • Average time (in Days) to completion of building plan review • Percentage of commercial inspection & re-inspection completed • Percentage of fire reports completed within 72 hours • Average completion time (days) for building plan reviews

**Mission
(Fire Training
Academy):**

To educate potential fire officers and emergency medical services personnel on basic level fire and/or health-related emergency knowledge, skills, and abilities for practical application- in accordance with the Texas Commission on Fire Protection.

Target Audience:

Secretary (1)

**Performance
Objectives:**

- Provide customer service to the public by greeting visitors and responding to requests; researching general information; and receiving payments
- Assist callers and visitors by answering the phone; taking messages; and referring callers to the appropriate individual
- Prepare documents by composing correspondence; completing reports; gathering and preparing materials; and entering data
- Maintain supplies by reviewing inventories; requesting and ordering supplies and materials; and preparing payment authorizations
- Maintain documentation by processing information; filing; and storing data...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> High School Diploma Level 	<ul style="list-style-type: none"> One year of experience as a clerk or cashier, working directly with customer calls, documentation of events, and record keeping
<i>Knowledge, Skills, & Abilities</i>	
<ul style="list-style-type: none"> Knowledge of generally accepted administrative procedures and practices Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials Ability to count monies and process payments... 	

Resources:

Personnel	\$156,000
Supplies	\$42,000
Services & Professional Fees	\$61,500
Transfers to Other Funds	\$50,500
Debt Service	\$0
<i>Total Allocation</i>	\$310,000

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

Human Resources

Purpose/Mission:

To provide centralized personnel services for all City departments, divisions, and employees, while liaising with the Civil Service Commission to maintain compliance with the Texas Local Government Code involving employed Civil Service personnel.

Personnel Unit(s):

Administration Division

Target Audience:

- Administrative Assistant I (1)
- Administrative Assistant II (1)
- Assistant Human Resources Director (1)
- Human Resources Director (1)
- Staff Assistant (1)

Performance Objectives:

- Supervise department functions by managing compliance with policies, procedures, and federal, state and local regulations
- Manage the recruiting and training process by interacting with vendors; working with departments on the hiring process; conducting and reviewing backgrounds; completing new employee processes; identifying and delivering training; defining and communicating processes; and maintaining and reviewing statistics
- Coordinate the operational budget by developing budget materials; preparing estimates; reviewing revenues and expenditures; compiling information; and coordinating budget reviews and presentations
- Develop wellness, events and benefits (including insurance) by managing the vendor process; developing programs and materials; communicating events with employees; developing awards programs; and maintaining statistics
- Implement compensation programs by completing and reviewing pay practices; developing structures; participating in salary and benefits surveys; and preparing reports

Performance Objectives (Continued):

- Administer safety programs by working with employee injuries; reporting information to vendors and insurance companies; and coordinating pay programs
- Provide customer service to the public by answering and routing calls
- Direct visitors to appropriate departments and divisions
- Assist with routine employee and customer inquiries
- Provide general and specific information on City services and functions
- Complete routine research for customers and departments by contacting departments for information and clarification
- Review delivered materials and accept packages and other deliverables
- Maintain mail services by receiving and sorting mail
- Deliver and route mail, as required, to the appropriate City areas
- Work with vendors and suppliers by receiving and distributing supplies and equipment by tracking materials and coordinating scheduled activities
- Assist with special City, department, or division events
- Provide support to the department by responding to inquiries; answering complaints; directing and processing requests to personnel; scheduling and maintaining calendars; making travel arrangements; composing, forwarding and retaining documents and certifications; identifying and analyzing issues; preparing and submitting agenda items; and preparing and submitting special reports, grant applications and related documents
- Complete budget activities by researching costs; monitoring expenditures; processing purchase requests and invoices; ordering supplies and equipment; reviewing financial statements; notifying supervision of costs; organizing budget materials; preparing budget transfers; overseeing payroll; and responding to miscellaneous requests
- Organize and schedule meetings by completing agenda packets, posting notices and advertisements, recording official minutes and preparing meeting rooms
- Coordinate records retention programs by reviewing documents; maintaining retention schedules; updating staff; and scheduling documents destruction
- Supervise staff by scheduling and assigning tasks; reviewing performance; overseeing work quality; providing direction; and assisting as required

Performance Objectives (Continued):

- Provide customer service by greeting customers; answering the phone; taking and responding to requests for service; completing forms or applications; generating orders for service; researching and compiling information; and referring callers
- Maintain documents by processing information; reviewing for quality control; scanning; and filing
- Process materials by reviewing information; entering data; and contacting users and other parties
- Assist with the completion and distribution of department documents by compiling and reviewing information, printing, collating, copying, and distributing
- Maintain department inventories by reviewing items on hand, assisting with purchases, and ordering general supplies...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • High School Diploma Level 	<ul style="list-style-type: none"> • Three years of working directly with customer calls, complaints, or requests for service
<ul style="list-style-type: none"> • Associate’s Degree Level (Business Administration, Communications, Management, or Related) 	<ul style="list-style-type: none"> • Four to five years of experience managing office operations for positions in the department including schedules, memorandums, customer service, project organization, file handling, and staff support
<ul style="list-style-type: none"> • Bachelor’s Degree Level (Human Resources, Management, Mediation, or Related) 	<ul style="list-style-type: none"> • Four to five years of working in municipal government or business, at the executive level, overseeing personnel dealings with policies, procedures, insurance, compensation, benefits, municipal programs, and improvement projects
<ul style="list-style-type: none"> • Master’s Degree Level (Human Resources, Management, Mediation, or Related) 	<ul style="list-style-type: none"> • Five to eight years of working in municipal government or business, at the executive level, overseeing personnel dealings with policies, procedures, insurance, compensation, benefits, municipal programs, and improvement projects

<i>Knowledge, Skills, & Abilities</i>
<ul style="list-style-type: none"> • Knowledge of state, federal and local cases/laws governing municipal operations in the human resources field as they pertain to the management of local government departments, divisions, and personnel • Knowledge of generally accepted administrative procedures and practices • Knowledge gained from PHR Certification, SPHR Certification • Knowledge of customer service standards for excellence • Knowledge of administrative office procedures and customer service standards for excellence • Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products • Skill in assigning, reviewing, managing, and evaluating personnel activity for improved leadership and organizational coordination

- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials
- Ability to empathetically interact with customers in a manner which will both assist and reassure them
- Ability to work in a fast-paced environment, occasionally with irate customers
- Ability to drive using a valid Class C Texas Driver’s license
- Ability to prepare budgets, correspondence and reports
- Ability to organize personnel information in an effective manner that is storable for records and usable for research
- Ability to strategically plan personnel, allocations, programs, resources, and workplace production
- Ability to listen to and then mediate personnel units, in order to accomplish a particular goal/directive...

**Resources
(Human
Resources):**

Personnel	\$293,000
Supplies	\$8,000
Services & Professional Fees	<u>\$75,000</u>
<i>Total Allocation</i>	\$376,000

**Resources
(Civil Service):**

Supplies	\$500
Services & Professional Fees	<u>\$40,500</u>
<i>Total Allocation</i>	\$41,000

**Measurable(s)
(Human Resources):**

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of jobs posted • Number of fulltime employees • Number of fulltime separated employees • Number of applications received • Number of hires (full time and part time) • Number of workplace injuries • Number of workplace claims • Number of wellness events and programs • Number of wellness program participants 	<ul style="list-style-type: none"> • M&O budget per capita • M&O Budget % of General Fund Budget • New Hires processed within first three working days • Notifications to unsuccessful applicants within 48 hours • Jobs posted within 48 hours of posting details received • Percentage of Injuries resulting in established claims • Percentage change in # of workplace injuries versus the previous year • Percentage change in # of workplace claims versus the previous year • Percentage of fulltime employee turnover • Percentage of fulltime employee participation in wellness activities and programs

**Measurable(s)
(Civil Service):**

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • # of entry levels tests given • # of entry level applicants • # of promotional applicants • # of vacancies filled • # of promotional vacancies filled 	<ul style="list-style-type: none"> • M&O budget per capita • M&O Budget % of General Fund Budget • Percentage of applicants who take and pass the written test for entry level firefighters & police officers • Percentage of promotional applicants who take and pass the written test • Number of meeting minutes prepared submitted to the City Secretary's Office with five (5) days of Commission approval

Information Technology

Purpose/Mission:

To provide employees with technical support and expertise, for all used hardware and software- while managing computer networks, systems, and online/telecommunications- to sustain efficiency in the City via employees' technical processes.

Personnel Unit(s):

Administration Division

Target Audience:

I.T. Assistant Manager (1)

I.T. Manager- Systems Administrator (1)

I.T. Support Technician (2)

Performance Objectives:

- Manage various interconnected local-area networks that form the City's wide-area network, the backbone of the infrastructure that allows data sharing between all City facilities
- Oversee a number of file, print, application, web, e-mail and domain controller servers used to direct information flow across the networks
- Provide first, second, and third-level technical support for all software and hardware issues within the City
- Install, maintain, and repair IT equipment (such as workstations, printers, servers, and network/telecommunications hardware)
- Manage the telephone and voicemail systems for all buildings including a mixture of digital and IP-based platforms
- Develop, design, administer a revolving technology replacement program that ensures scheduled replacement of hardware such as desktop computers and servers before they become obsolete
- Create and maintain the City's web presence
- Act in an advisory and project management capacity for departmental technology purchases used to streamline work flow and improve productivity
- Schedule and host classroom training for City employees for a range of applications
- Analyze emerging technology and determines how and when its application becomes relevant and cost effective to City business

Performance Objectives (Continued):

- Administer the network by configuring, identifying issues and repairing or referring to vendors; repairing and maintaining computers, servers and networks; maintaining and updating hardware, software and peripherals; troubleshooting issues; repairing or replacing parts; documenting repairs; supervising backups; adding and changing users; moving equipment; and researching related issues
- Support a variety of systems by assisting contract users; contacting and working with vendors; ensuring timely completion of vendor assistance; researching issues and problems; and managing related licensing
- Act as liaison between users, vendors and consultants by determining if issues are network or consultant related; providing user support; ensuring timely diagnoses; resolving issues; notifying consultants when required; logging issues; completing follow up; and reviewing and assessing customer satisfaction
- Manage replacement schedules by reviewing and documenting inventories; researching and updating solutions; budgeting for purchases; working with vendors; configuring and installing replacements; and managing disposal of computers and peripherals
- Support budget activities by researching and costing replacement equipment; maintaining replacement schedules; researching software and technology trends and upgrades; examining short and long term strategies and goals; studying use and disposal of replaced equipment; and projecting long term solutions
- Ensure issue resolution by working with department personnel; responding to requests and inquiries; prioritizing and documenting customer requests; diagnosing problems; resolving issues; and supporting users working with dispatch, records and jail management software
- Support hardware and software by contacting and working with vendors; ensuring timely completion of vendor assistance; and researching and resolving issues and problems
- Assist with inventories by counting and recording computer equipment and associated peripherals

Performance Objectives (Continued):

- Support budget activities by researching cost of new or replacement equipment; maintaining knowledge of industry trends; researching software and technology trends and upgrades; examining short and long term strategies and goals; and projecting long term solutions
- Ensure issue resolution by working with department personnel; responding to requests and inquiries; entering work orders; prioritizing and properly documenting requests; diagnosing problems; resolving issues; and supporting users
- Maintain the city website and intranet by updating forms; adding and deleting accounts; and updating information
- Complete computer deployment activities by imaging new equipment; installing hardware, software and peripherals; and disposing of used equipment
- Provide ancillary support by escalating equipment repairs to vendors or manufacturers; creating and deleting user accounts; and completing training activities...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • High School Diploma Level 	<ul style="list-style-type: none"> • Two years of fulltime experience working with and maintaining computer systems and peripherals
<ul style="list-style-type: none"> • Associate’s Degree Level (Information Technology, Computer Science, or Related) 	<ul style="list-style-type: none"> • Five years of experience working with and maintaining computer systems and peripherals
<ul style="list-style-type: none"> • Bachelor’s Degree Level (Information Technology, Computer Science, or Related) 	<ul style="list-style-type: none"> • Three to four years of experience working with and maintaining computer systems and peripherals • Five to six years of experience working with and maintaining computer systems and peripherals with strong focus on network administration and troubleshooting, with experience working in a public safety setting • Seven to eight years of experience working with and maintaining computer systems and peripherals

Knowledge, Skills, & Abilities

- Knowledge gained from Comp TIA A+, Network+, Dell, Panasonic, HP, Lexmark, MSCE, or Cisco CCNA hardware and software certifications
- Knowledge of Microsoft Active Directory
- Knowledge encompassing the analyzing, diagnosing, and installation of information systems, networks, and databases
- Knowledge of Cisco hardware including routers, switches, firewalls and wireless access
- Skill in the operation, use and troubleshooting of standard office software and PC operating systems and standard Microsoft products
- Skill in the ready comprehension and application of a variety of technical manuals and documents
- Skill in the operation, use and troubleshooting of standard office software and operating systems
- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials
- Ability to provide superior service to both internal and external customers
- Ability to diversify and constantly update one’s skillset and knowledgebase with market tech. changes
- Ability to successfully pass background investigation for required security standards
- Ability to maintain, repair, and construct various computer systems and programs...

Resources:

Personnel	\$297,000
Supplies	\$2,000
Services & Professional Fees	\$401,000
Transfers	<u>\$184,000</u>
<i>Total Allocation</i>	\$884,000

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of current Fiscal Year (FY) electronic equipment replaced • Number of successfully installed new technology/projects • Number of PCs, servers and iDevices supported/number of technicians • Number of website updates monitored 	<ul style="list-style-type: none"> • M&O budget per capita • M&O budget % of city budget • Percentage of help desk calls resolved at time of call (industry standard 55%) • Percentage of replacement equipment recipients satisfied (Questions 1-2-3) • IT spending per enterprise employee, benchmarked against the multiple industry standard per Gartner (\$12,708 for 2012) • Percentage level of satisfaction reported as good to excellent through a randomized sampling customer service survey • Percentage of network uptime, relative to the entire year

Library

Purpose/Mission:

To provide to the public a collection of print/non-print/media materials, technology, classes, programs, and open spaces that promote literacy, community engagement, and lifelong learning- via information, ideas, and experiences.

Personnel Unit(s):

Administration Division

Target Audience:

Librarian (5)

Circulation Supervisor (1)

Library Assistant (2)

Library Clerk (11)

Library Director (1)

Staff Assistant (1)

Technical Services Instructor (2)

Performance Objectives:

- Manage information technology activities by developing webpages, researching and reviewing websites, coordinating internet service activities and subscriptions, maintaining online calendars, setting up and maintaining automation systems, developing and maintaining procedures manuals, training staff, troubleshooting hardware and software issues, completing reports of activities, and compiling data and inventories
- Maintain the library's collection by selecting books and materials, guides and other professional library tools; compiling updated information; identifying materials specifically for area users; entering data; reviewing the collection; and selecting and replacing titles as appropriate
- Supervise programs and services by participating in the hiring process, developing and implementing programs and services, scheduling and assigning staff and volunteer tasks, reviewing, evaluating and monitoring activities, investigating complaints, comments and suggestions, and approving time and attendance

Performance Objectives (Continued):

- Work any public service desk by checking materials in and out, answering questions, responding to general inquiries, placing items on hold, interfacing with other libraries for materials, compiling and reporting statistics, troubleshooting library equipment, ordering supplies, and collecting fines
- Maintain documentation of accounts by preparing statements, mailings, and statistical reports on library usage
- Provide library assistance to patrons by: aiding them in the use of microfilm, microfiche, and other library equipment; working the circulation desk; responding to and resolving difficult questions; processing interlibrary loans; and by instructing patrons in research methods
- Provide information to the public by answering the telephone; creating and distributing publicity, correspondence, and newsletters; scheduling and presenting workshops and meetings
- Ensure availability and access to materials by: keeping records of damaged audiovisual materials and appropriate action taken; re-shelving books and reference materials; processing all new and donated materials; repairing damaged items; maintaining catalogs of collections, databases, and inventories; and by performing minor maintenance on machines and equipment as required
- Provide guidance, training and assignment of work to a library page
- Preserve and enhance the quality of life of the citizens of Desoto, Texas, by observing the City's guiding principles
- Provide customer service to the public by working at any assigned public service desk; greeting users and assisting with requests; directing patrons to the appropriate library area; updating user information; processing, checking out and renewing materials; assisting with computer lab use; completing patron registrations; and collecting fines and fees
- Return materials to the shelves by arranging books and materials for shelving; checking for damaged materials; and returning damaged materials
- Process overdue material by reviewing information and contacting users
- Plan and direct department activities by establishing priorities and programs; coordinating project meetings; analyzing and recommending staff and resource levels; and monitoring department operations, staffing and productivity levels

Performance Objectives (Continued):

- Manage all staffing functions by developing and recommending staffing levels; directing and participating in recruiting activities; initiating, monitoring and evaluating performance; coaching and counseling; establishing and reviewing training activities; and initiating disciplinary proceedings
- Direct departmental financial processes by developing and recommending budget and program costs; responding to financial inquiries; interpreting directives; and ensuring compliance with federal, state and local laws
- Ensure operation efficiency by configuring and managing resources; participating in strategic planning, technology planning, and results coordination; reviewing and managing responses; and researching and recommending new processes and technologies
- Develop and maintain relationships with departments, customers, elected officials, and outside agencies by participating in meetings and on committees; preparing and presenting information in public settings; negotiating agreements; reviewing contracts; and responding to complaints and inquiries
- Provide customer service to the public by greeting visitors and responding to requests; researching general information; and receiving payments
- Assist callers and visitors by answering the phone; taking messages; and referring callers to the appropriate individual
- Prepare documents by composing correspondence; completing reports; gathering and preparing materials; and entering data
- Maintain supplies by reviewing inventories; requesting and ordering supplies and materials; and preparing payment authorizations
- Maintain documentation by processing information; filing; and storing data
- Provide support to the department by responding to inquiries; answering complaints; directing and processing requests to personnel; scheduling and maintaining calendars; making travel arrangements; composing, forwarding and retaining documents and certifications; identifying and analyzing issues; preparing and submitting agenda items; and preparing and submitting special reports, grant applications and related documents

Performance Objectives (Continued):

- Complete budget activities by researching costs; monitoring expenditures; processing purchase requests and invoices; ordering supplies and equipment; reviewing financial statements; notifying supervision of costs; organizing budget materials; preparing budget transfers; overseeing payroll; and responding to miscellaneous requests
- Organize and schedule meetings by completing agenda packets, posting notices and advertisements, recording official minutes and preparing meeting rooms
- Coordinate records retention programs by reviewing documents; maintaining retention schedules; updating staff; and scheduling documents destruction
- Supervise staff by scheduling and assigning tasks; reviewing performance; overseeing work quality; providing direction; and assisting as required
- Develop and present computer classes by designing and writing instructional materials; identifying types of classes to be provided; scheduling dates, times and participants; and facilitating classes
- Provide assistance to patrons by aiding them in the use of electronic hardware, software and peripherals; assisting with patron wireless access; and researching issues and questions
- Deploy and repair department equipment by reviewing needs and requirements; changing out parts; working with vendors; and logging issues
- Install software by reviewing needs and requirements; working with vendors; and ensuring reliability
- Assist individual patrons by reviewing needs and requirements; researching questions; and instructing on individual use...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • Completion of the 10th Grade Level 	<ul style="list-style-type: none"> • Introductory level customer service and intermediate computer knowledge
<ul style="list-style-type: none"> • High School Diploma Level 	<ul style="list-style-type: none"> • One year of experience as a clerk or cashier, working directly with customer calls, documentation of events, and record keeping
<ul style="list-style-type: none"> • Associate’s Degree Level; Two-Year Technical Degree 	<ul style="list-style-type: none"> • Six months to one year related experience of working directly with library services, customer requests, and records/materials management
<ul style="list-style-type: none"> • Associate’s Degree Level or Bachelor’s Degree Level (Business Administration, Communications, Management, or Related) 	<ul style="list-style-type: none"> • Four to five years of experience managing office operations for positions in the department including schedules, memorandums, customer service, project organization, file handling, and staff support (as a senior level administrator)
<ul style="list-style-type: none"> • Bachelor’s Degree Level (Library Science, Library and Information Science, Information Technology, or Related) 	<ul style="list-style-type: none"> • One year of experience working with the public, developing materials, servicing customer, and making presentations
<ul style="list-style-type: none"> • Master’s Degree Level (Library Science, Library and Information Science, or Related) 	<ul style="list-style-type: none"> • Two years of working directly with library services, customer requests, and records/materials management • Eight years of working in the library and information science field, at the executive level (no more than one level below director), overseeing dealings with employees, customers, and patrons
<i>Knowledge, Skills, & Abilities</i>	
<ul style="list-style-type: none"> • Knowledge of cataloging standards in an automated library system • Knowledge of administrative office procedures and customer service standards for excellence • Skill in assigning, reviewing, managing, and evaluating personnel activity for improved leadership and organizational coordination • Skill in the operation and use of hardware and peripherals plus standard office software which includes databases and presentation programs, along with standard Microsoft products 	

- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials
- Ability to present programs and materials to the public, both internally and externally
- Ability to count monies and process payments
- Ability to alphabetize and numerically sequence materials
- Ability to organize personnel information in an effective manner that is storable for records and usable for research
- Ability to strategically plan personnel, allocations, programs, resources, and workplace production
- Ability to listen to and then mediate personnel units, in order to accomplish a particular goal/directive
- Ability to diagnose and repair personal computers
- Ability to drive using a valid Class C Texas Driver's license
- Ability to prepare budgets, correspondence and reports...

Resources:

Personnel	\$698,500
Supplies	\$142,500
Services & Professional Fees	<u>\$105,000</u>
<i>Total Allocation</i>	\$946,000

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of Items Checked Out /Used by Patrons • Number of Active Library Cards • Number of New Adult Items Placed into Circulation • Number of Customer Service Surveys Completed • Number of New Children's Items Placed into Circulation • Number of Adult, Teen, Youth Programs Hosted • Number attending Adult, Teen Youth Programs • Number of Uses of Public Computers • Number of Adult and Youth E-Books Added to Collection • Number of Visitors per year 	<ul style="list-style-type: none"> • M&O Budget Per Capita • M&O Budget % of General Fund Budget • Average Turn-around Time (Hours) for Shelving Materials • Average number of computer log-ins per day • Average number of visitors per day • Percentage of Satisfaction Reported Through Customer Service Surveys • Average Number (Per Program) of Participants in Library Programs • TMLDA Excellence In Libraries Award

Municipal Court

Mission/Purpose:

To manage/adjudicate legal and court-related proceedings within the municipality's justice system, regarding unresolved cases involving local ordinances, due process, and possible state laws- in accordance with lawful guidelines and provided powers.

Personnel Unit(s):

Administration & Operations Division

Target Audience:

City Marshal (1)
Court Clerk (1)
Court Director: Judge (1)
Deputy-Level Court Clerk (5)
Juvenile Case Manager (1)

Performance Objectives:

- Supervise Court staff functions, as they relate to the management of cases, funds, fees, appearances, court holdings, and related
- Preside over the City courtroom to judge its pretrial hearing, cases, misdemeanors (listening to prosecuting and defending parties) to make a ruling determination
- Review and research prior cases for purposes of establishing applicable precedents within the municipal system
- Coordinate with associate judges to ensure that dockets are covered during the absence of the presiding judge
- Audit all existing policies and procedures of the court; including (but not limited to) local rules, magistrate's/court forms to ensure that court is acting in accordance with current law
- Act as magistrate to review and execute all search/arrest warrants and probable cause affidavits
- Conduct all magistrate hearings at the tri-city jail
- Serve as the on-call magistrate (24/7) for all search/arrest warrants after hours and holidays

Performance Objectives (Continued):

- Serve as the magistrate for the taking of juvenile statements pursuant to Title 3 of the Texas Family Code
- Work with junior high to high school age individuals who have been identified by the court as a classified case, in an effort to improve their standing- a part of therapeutic jurisprudence
- Develop programs and resources that mitigate/eliminate the need for disciplinary action against youth and foster individual achievement
- Evaluate client needs to develop individualized performance improvement plans
- Visit clients in the field to determine case by case situations and monitor progress
- Interview clients for needs assessment, education sessions, and referrals
- Make professional recommendations that will improve youth outcomes
- Complete the warrant process by reviewing documents; working with administration on processes; contacting defendants; arranging payment program; completing forms; serving warrants; and filing documents
- Process warrants, summons and citations by researching addresses and information; serving warrant; serving summons to prospective jurors; arresting prisoners and issuing citations; transporting prisoners; and completing booking processes
- Serve as court bailiff by calling defendants to the court; screening entrants; reviewing rules with the public; assisting the judge with identity and insurance verification; providing court security; and assisting with court activities
- Complete banking transactions by verifying monies received and transporting monies to banking institutions
- Supervise staff by scheduling and assigning tasks; reviewing and documenting performance; recommending staffing levels; developing working guidelines; assigning special projects; and assisting in resolving customer inquiries

Performance Objectives (Continued):

- Assist judicial staff by researching information; developing and implementing procedures; identifying, recommending and implementing business system changes; reviewing software processes; ensuring compliance with local, state and federal regulations; ensuring the accuracy of legal notices; managing the calendar; retaining relevant documents; overseeing work plans and assignments; maintaining websites; overseeing payment calculations; and monitoring internal controls
- Manage dockets by preparing files and notices; arranging for court room; preparing and issuing jury summons; registering jurors; and processing related documents
- Administer budgets by reviewing expenditures and revenues; recommending changes; reviewing staffing levels; approving invoices and documents; and monitoring changes
- Manage records by preparing and reviewing warrants and disposition forms and hearing documents; reviewing correspondence; responding to inquiries; and retaining records
- Provide customer service to the public by greeting visitors and responding to requests; providing directions; researching general information; receiving payments; and researching accounts
- Process payments by entering information and data; calculating bills; posting transactions; verifying monies received; balancing funds; and preparing bank deposits
- Assist callers and visitors by answering the phone; taking messages; and referring callers to the appropriate individual or department
- Maintain documentation by processing information; filing; and storing data
- Set cases for trial by reviewing information; entering data; setting dates and times; notifying potential jurors; informing defendants of case dates; preparing dockets; and processing post-trial monies and records
- Complete administrative duties by sorting and distributing mail; processing judicial correspondence; updating court calendars; processing warrant information, bonds, accident and jail information; answering the phone and responding to inquiries; communicating with outside agencies; and ensuring all records are filed and retained

Performance Objectives (Continued):

- Provide customer service by answering the phone and referring callers; processing correspondence and requests from defendants; receiving payments; scheduling payment plans; processing deferred disposition cases; and responding to defensive driving inquiries...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • High School Diploma Level 	<ul style="list-style-type: none"> • One year of experience as a clerk or cashier • Three years of administrative experience including managing municipal court activities, civilians, documentation, programs, working directly with customer calls, complaints, or requests for service
<ul style="list-style-type: none"> • Associate’s Degree Level (Law, Criminal Justice, Management, or Related) 	<ul style="list-style-type: none"> • Active/Certified police officer during the most recent two years from current date
<ul style="list-style-type: none"> • Bachelor’s Degree Level (Public Administration, Business Administration, Management, or Related) 	<ul style="list-style-type: none"> • Five years of experience managing municipal court activities, civilians, documentation, and programs

- Bachelor’s Degree Level (Social Work, Psychology, Criminal Justice, or Related)
- Three to five years of experience managing municipal court activities, working with youth-aged civilians, managing documents, and participating preventive programs for individuals under 18 years old
- Master’s Degree Level or Terminal Degree Level (Law Degree, Criminal Justice, or Related)
- Eight to ten years of working in varied municipal, state, and federal court systems, at the executive level, overseeing dealings with cases, personnel, civilians; typically operating as a certified/qualified lawyer or judge recognized as such by the state of Texas and all subsequent legal requirements that follow

Knowledge, Skills, & Abilities

- Knowledge of youth behavioral delinquency theoretical applications
- Knowledge of relevant local, state and federal laws and regulations
- Knowledge of the principles and practices of municipal court administration
- Knowledge gained from TCLEOSE Certification, Municipal Court Clerk I, II, & III Certifications
- Knowledge of customer service standards for excellence
- Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products
- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed official
- Ability to empathetically interact with customers in a manner which will both assist and reassure them
- Ability to be certified for TCIC/NCIC and TLETS
- Ability to listen and then make studious, fair, and timely decisions
- Ability to count monies and process payments
- Ability to drive using a valid Class C Texas Driver’s license
- Ability to organize and provide technical assistance
- Ability to work in a fast-paced environment, occasionally with irate customers...

Resources:

Personnel	\$518,000
Supplies	\$6,000
Services & Professional Fees	<u>\$68,000</u>
<i>Total Allocation</i>	<u>\$592,000</u>

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none">• Number of citations filed with the court• Number of Capias Pro Fine warrants issued• Number of Alias warrants issued• Total Number of warrants issued• Total Number of warrants cleared• Number of uncollectible accounts sent to collection agency• Number of completed surveys	<ul style="list-style-type: none">• M&O budget per capita• M&O Budget % of General Fund Budget• Number of citations disposed• Percentage of citations disposed• Percentage of warrants cleared• Avg. percentage level of satisfaction

Parks & Recreation

Purpose:

To physically beautify the City by developing, maintaining, enhancing, and protecting its public lands, sites, and facilities, while growing municipal amenities, programs, and recreational opportunities for citizens and visitors seeking leisure.

**Personnel
Unit(s):**

Aquatics Division
Parks & Landscape Maintenance Division
Recreation and Civic Center Division
Senior Center Division

**Mission
(Aquatics):**

To coordinate the City's pool programs/projects, manage service offerings, and ensure the safety of visitors- while promoting swimming as a crucially needed life skill, enjoyable recreation activity, and health exercise.

Target Audience:

Assistant Pool Manager (2)

Cashier (5)

Lifeguard (23)

Pool Manager (1)

**Performance
Objectives:**

- Assist with pool staff supervision by scheduling and assigning tasks; reviewing performance; reviewing daily revenues; and completing timesheets
- Direct pool activities by working with users; scheduling classes, events, and rentals; maintaining the area; and cleaning
- Maintain the pool by testing water; balancing and using chemicals; vacuuming; and maintaining safe and sanitary conditions
- Provide customer service to the public by greeting users and assisting with requests; directing customers to the appropriate areas; and collecting fees
- Supervise pool staff by scheduling and assigning tasks; training aquatics staff; coordinating lifeguard rotations and assisting at lifeguard stands; reviewing performance; reviewing daily revenues; and completing timesheets
- Direct pool activities by working with users; scheduling classes, events, and rentals; maintaining the area; rendering emergency care; and cleaning
- Maintain health and safety standards in and around the pool by testing water; balancing and using chemicals; vacuuming; and maintaining safe and sanitary conditions
- Implement and supervise cash management activities by installing procedures; verifying revenue accuracy; reconciling reports; and instituting controls on cash handling
- Oversee general facility maintenance and cleanliness by reviewing water balances; reviewing chemicals and regulations; backwashing and filling pool; and ensuring the cleanliness of the bathhouse

Performance Objective (Continued):

- Provide customer service to the public by working at the main entry area; greeting users and assisting with requests; accepting fees and making change; directing patrons to the appropriate area; issuing season passes; and answering the phones and responding to requests
- Complete sales data by operating cash registers; counting monies; and completing cash reports
- Maintain the area by cleaning in and around the pool; emptying trash; and sweeping as necessary
- Inspect equipment by observing and testing ladders, steps and guard stands; making small repairs; taking appropriate safety precautions; and reporting safety issues and concerns
- Provide swimming programs by instructing a variety of levels of youth and adults; and answering questions on water safety
- Observe and caution patrons by observing behaviors in the pool; instructing on regulations; answering questions about programs, safety, and swimming; anticipating unsafe behaviors; and enforcing rules
- Assist with opening and closing procedures by inspecting pool and equipment; storing equipment; and ensuring all materials are locked and stored...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • 10 Grade Education Level 	<ul style="list-style-type: none"> • Minimal experience needed (minimum age of 16) • Three years of experience as an active lifeguard (minimum age of 18)
<ul style="list-style-type: none"> • High School Diploma Level 	<ul style="list-style-type: none"> • Two years of experience as an active lifeguard (minimum age of 18)
<i>Knowledge, Skills, & Abilities</i>	
<ul style="list-style-type: none"> • Knowledge gained from American Red Cross Lifeguard Certifications, CPO, CPR and First Aid Certifications • Skill in the operation and use of standard Microsoft products • Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials • Ability to accurately count monies • Ability to operate cash registers and count and balance monies... 	

Resources:

Personnel	\$78,500
Supplies	\$8,500
Services & Professional Fees	\$9,200
Transfers	<u>\$21,000</u>
<i>Total Allocation</i>	\$117,200

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of Chemical Inspections Performed • Number of Issues/Violations Discovered • Number of Special Programs Provided • Number of Daily Admission Passes per season • Teen Programming Opportunities • Number of Customer Satisfaction Surveys Completed 	<ul style="list-style-type: none"> • M&O Budget Per Capita • M&O % of General Fund Budget • Number of Chemical Inspections Completed • Number of Issues/Violations Corrected • Average number of Participants Enrolled in Special Programs • Number of Teens Participating in Programs • Customer Satisfaction

Mission
(Parks & Landscape Maintenance): To conduct routine inspections, landscaping, irrigation, maintenance, and debris control of municipal fields, medians, streets, parks, trails, rights-of-way, athletic complexes, restrooms, and playgrounds- providing a safe, clean, and attractive City.

Target Audience:

Lead Maintenance Worker (3)
Maintenance Worker (10)
Manager of Parks (1)
Senior Maintenance Worker (3)

Performance Objectives:

- Conduct quality assurance reviews, by inspecting maintenance and litter crew maintenance efforts following litter pickup, debris removal, landscaping, complex's upkeep, and open area management
- Assign work duties to personnel for City projects and programs; provide logistical support to the Special Event Team
- Schedule irrigation repairs and improvements, chemical applications/fertilization, outdoor park repairs and improvements, mowing and weed trimming, trail maintenance, playground and park inspections, athletic field maintenance, playground maintenance, restroom cleaning and maintenance, and graffiti removal from City property
- Dispatch crews to respond to illegal dumping complaints
- Evaluate crew performance and make recommendations for improvements/training, as needed
- Work as lead for a unit or group by assigning work unit tasks; scheduling equipment and services; overseeing the maintenance and repair of equipment; ensuring all safety practices are followed; and resolving unexpected problems
- Schedule and assign activities by reviewing and scheduling priorities; reviewing, recording and filing work orders; and referring jobs for contract work
- Strive for safe work environment by scheduling and attending training; scheduling safety meetings; ensuring safety equipment and risk practices are followed; and filing claims as they occur

Performance Objectives (Continued):

- Maintain records by entering work information; recording maintenance activities; and tracking job costs
- Lead a crew of maintenance workers by scheduling work, distributing work among work group members; reviewing work for completion and correctness; providing guidance or direction to work groups; responding to citizen questions and requests; and providing instruction on safety practices
- Maintain the appearance and safety of grounds, medians, rights-of-way, greens, fairways, roughs, and other property by mowing, trimming and edging; spraying shrubs and trees with fertilizers, herbicides and insecticides; removing debris; and planning grass, flowers, trees and shrubs
- Ensure the readiness of athletic fields by leveling and smoothing the surface; painting; completing repairs; and inspecting equipment
- Maintain the appearance and safety of playground and picnic areas by removing litter; emptying trash; and inspecting and repairing or replacing worn or damaged equipment parts
- Maintain vehicles by checking fluids; stocking vehicles with equipment, materials, and supplies; and reporting maintenance or repairs
- Maintain the appearance and safety of grounds, medians, rights-of-way, greens, fairways, roughs, and other property by mowing, trimming and edging; spraying shrubs and trees with fertilizers, herbicides and insecticides; removing debris; and planning grass, flowers, trees and shrubs
- Ensure the readiness of athletic fields by leveling and smoothing the surface; painting; completing repairs; and inspecting equipment
- Maintain the appearance and safety of playground and picnic areas by removing litter; emptying trash; and inspecting and repairing or replacing worn or damaged equipment parts
- Maintain vehicles by checking fluids; stocking vehicles with equipment, materials, and supplies; and reporting maintenance or repairs...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • High School Diploma Level 	<ul style="list-style-type: none"> • One to three months of experience and/or training in machine operations, construction, or field maintenance • Three years of experience on a crew in construction or maintenance of streets, roadways, water and wastewater systems, parks, landscapes or similar activity
<ul style="list-style-type: none"> • Associate’s Degree Level (Management or Related) 	<ul style="list-style-type: none"> • Three to five years of increasingly responsible experience in managing fields, parks, and facilities, while managing personnel

Knowledge, Skills, & Abilities

- Knowledge of methods, materials and techniques used in the construction and maintenance of parks, roadways, landscapes or water/wastewater systems
- Knowledge of standard safety processes, work gear and procedures
- Knowledge of methods, materials and techniques used in the filed/park maintenance, construction, and repair on municipal property
- Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products
- Skill in the use of hand and power tools

- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials
- Ability to alphabetize and numerically sequence materials
- Ability to organize personnel information in an effective manner that is storable for records and usable for research
- Ability to strategically plan personnel, allocations, programs, resources, and workplace production
- Ability to drive using a valid Class B/C Texas Driver’s license
- Ability to listen to and then mediate personnel units, in order to accomplish a particular goal/directive...

Resources:

Personnel	\$784,000
Supplies	\$40,000
Services & Professional Fees	\$545,000
Transfers	<u>\$360,000</u>
<i>Total Allocation</i>	\$1,729,000

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of Athletic Complexes Maintained • Number of City Parks Maintained • Number of Athletic Fields Maintained • Number of Playground Inspections and Safety Reports Completed • Number of Miles of Right of Way, Medians, and Streets Required for Maintenance • Number of Park Acreage that Requires Daily Servicing • Number of Times of Applying Pesticides/Herbicides to Athletic Fields (Annual) • Number of Times of Applying Fertilizer to Athletic Fields (Annual) • Number of Times of Applying Herbicides to sidewalk (33 miles) cracks to control Weeds (Annual) • Number of Customer Satisfaction Surveys Completed 	<ul style="list-style-type: none"> • M&O Budget Per Capita • M&O % of General Fund Budget • Average Mileage of Litter Collection (Per Day) • Average Time (Days) Per Playground Safety Violation Correction • Average Time (Hours per Qtr. Per 2 FTE) spent applying Herbicides to Sidewalks • Average Time (Hours per Qtr. Per 2 FTE) spent applying Fertilizer • Average Time (Hours per Qtr. Per FTE) spent applying Pesticides/Herbicides to Athletic Fields • Average number of mows (per week during the months of March, April, May, June) • Ratio of Litter Crew FTE (4) to required/street mileage (50) • Ratio of Maintenance FTE (Parks & Athletic Crew (9)) required to service Park Acreage (466) • Citizens Satisfaction with the Appearance of Parks and Medians

**Mission
(Recreation &
Civic Center):**

To provide citizens, visitors, and employees with various health, wellness, and recreational opportunities/programs, as well as community-wide special events and projects that promote interpersonal enrichment and a strengthened City base.

Target Audience:

Administrative Assistant I (1)
Football Coordinator (1)
Manager of Recreation (1)
Parks and Recreation Director (1)
Program Supervisor (1)
Recreation Attendant (26)
Recreation Coordinator (1)
Recreation Specialist (2)
Recreation Supervisor (1)
Senior Recreation Attendant (2)
Staff Assistant (1)

**Performance
Objectives:**

- Oversee department progress (in various health and wellness opportunities, enrichment programs, structured and unstructured recreational opportunities, and community-wide special events) by supervising the budget and Parks and Recreation staff functions, as they relate to publicly available amenities including the City pool, parks/field/median maintenance, recreation and civic centers, and the senior activity center
- Monitor funding from revenue-producing programs and facilities, while managing the department's operating budget affecting personnel units
- Act as the staff representative for the Park Development Corporation Board
- Assume management responsibility for the Parks & Recreation Master Plan affecting municipal parks, recreation areas, open-spaces, and trails
- Lead Parks and Recreation accreditation efforts
- Market and schedule City facilities (e.g., recreation center, civic center, corner theatre, pavilions, athletic complexes) for occupancy with events and programs that have large and small groups

Performance Objectives (Continued):

- Oversee the preparation, physical maintenance, and upkeep of facilities, equipment, and materials
- Create, promote, and implement Civic/Recreation Center usage, programs, activities, events, and classes to occupy facilities and outdoor areas- while tracking reception and attendance
- Collect and oversee revenue gained from Civic and Recreation Center rental, programs, activities, events, and classes
- Coordinate partnerships for programs
- Negotiate contract fee instructors/classes
- Recruit and coordinate volunteers, events, and promotional opportunities
- Develop program effectiveness and customer satisfaction surveys
- Measure and create an action plan to increase customer satisfaction with offered programs
- Supervise the security of fields and facilities by opening for activities; ensuring all fields and facilities are closed and locked; and setting up game fields
- Monitor all activities surrounding sports by scheduling and supervising monitors and scorekeepers; and managing concession and surrounding areas
- Work with customers by answering questions and responding to inquiries; resolving issues, removing or suspending officials or players from the facility or field; and handling discrepancies or protests
- Schedule and manage activities by updating websites; acting as point of contact for officials; and monitoring field activities during events
- Provide information to the public by answering the phone and responding to requests; and posting information on activities and programs
- Assist with programs and events by registering patrons for classes and events; entering or documenting registrations; setting up equipment or supplies; completing cleanup activities; and checking out and ensuring equipment is returned
- Ensure equipment inventories are complete by distributing and checking out games, balls, mats and related supplies; documenting check out and return; and ensuring all equipment is used safely

Performance Objectives (Continued):

- Monitor payments by accepting payments for registrations and events; documenting or entering payments; providing change; preparing receipts and cash reports; and securing all receipts and payments for processing
- Coordinate marketing and media efforts by working with boards and commissions; planning and marketing events; preparing flyers and brochures; and booking venues.
- Oversee events by ordering and coordinating rentals; overseeing inventories, equipment and services; reviewing floor plans with customers; scheduling security, alcohol and logistics plans; and scheduling and coordinating event staff functions
- Provide administrative support by greeting visitors, answering calls and responding to requests; researching general information; receiving payments; processing invoices; creating and reviewing budgets and expenditures; processing requests for services; and researching accounts
- Provide administrative support by greeting visitors, answering calls and responding to requests; researching general information; receiving payments; processing invoices; creating and reviewing budgets and expenditures; processing requests for services; administering accreditation efforts; and researching accounts
- Assist with marketing efforts by coordinating with department, the public and outside agencies; developing media tools; and distributing materials
- Work with youth programs by coordinating special events; working with committees; and planning, administering and evaluating special and summer programs
- Maintain records by monitoring activities and reports; requesting data; and submitting reports
- Coordinate recreation programs by responding to inquiries and requests for information; scheduling recreation, fitness, wellness and special events; monitoring participation; designing and promoting marketing materials; creating reports; and evaluating services
- Manage the budget process by reviewing expenditures; ordering parts and supplies; recommending purchases and new programs; and approving invoices

Performance Objectives (Continued):

- Supervise staff by scheduling and assigning tasks and work schedules; participating in the hiring process; evaluating performance; and recommending staffing levels
- Manage the center by inspecting building and equipment; repairing or scheduling servicing of fitness equipment; providing information to the public on programs and services, policies and procedures; coordinating facility usage with contractors and vendors; and identifying new amenities
- Provide information to the public by answering the phone and responding to requests; and posting information on activities and programs
- Assist with programs and events by registering patrons for classes and events; entering, documenting or reviewing registrations; setting up equipment or supplies; assigning or completing cleanup activities; and checking out and ensuring equipment is returned
- Ensure equipment inventories are complete by distributing and checking out games, balls, mats and related supplies; documenting check out and return; and ensuring all equipment is used safely
- Monitor payments by accepting and reviewing payments for registrations and events; documenting or entering payments; providing change; preparing receipts and cash reports; and securing all receipts and payments for processing
- Provide support to the department by responding to inquiries; answering complaints; directing and processing requests to personnel; scheduling and maintaining calendars; making travel arrangements; composing, forwarding and retaining documents and certifications; identifying and analyzing issues; preparing and submitting agenda items; and preparing and submitting special reports, and related documents
- Prepare documents by composing correspondence; completing reports; gathering and preparing materials; and entering data
- Maintain supplies by reviewing inventories; requesting and ordering supplies and materials; and preparing payment authorizations
- Maintain documentation by processing information; filing; and storing data
- Prepare and assemble specific reports and assist in financial planning and budget preparation, including spreadsheets, schedules and charts...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none">• 10 Grade Education Level	<ul style="list-style-type: none">• Minimal experience needed (minimum age of 16)
<ul style="list-style-type: none">• High School Diploma Level	<ul style="list-style-type: none">• One year of experience operating in recreation programs, coordinating employees, training in the recreation process, some possible managerial experience• One year of experience in managing sports leagues• Two years of helping to develop and working directly with recreational programs for varied ages, dealing with customer, complaints, and special requests for service• Three years of experience in the administrative or clerical field managing office operations for positions in the department including schedules, memorandums, client service, customer calls and requests, projects, file handling

<ul style="list-style-type: none"> • Associate’s Degree Level or Bachelor’s Degree Level (Hospitality Services, Parks and Recreation Administration, Sports Management, Public Administration, Kinesiology, Business Management, or Related) 	<ul style="list-style-type: none"> • Two to three years of increasingly responsible experience in managing operations concerning hospitality and recreation programs • Three to five years of increasingly responsible experience in managing operations concerning hospitality and civic/recreation programs, while supervising, managing and/or coordinating personnel
<ul style="list-style-type: none"> • Bachelor’s Degree Level (Hospitality Services, Parks and Recreation Administration, Sports Management, Public Administration, Kinesiology, Business Management, or Related) 	<ul style="list-style-type: none"> • Three to five years of supervisory experience working the logistics of one or more recreation centers including specialty activities, personnel, equipment, supplies, calendar programs, and sports functions
<ul style="list-style-type: none"> • Master’s Degree Level (Recreation, Hospitality Services, Parks and Recreation Administration, Sports Management, Public Administration, Kinesiology, Business Management, or Related) 	<ul style="list-style-type: none"> • Five to eight years of working in municipal government or business, at the executive level, overseeing parks and recreation dealings with employees, citizens, and customers, while managing departmental personnel in an effort to promote the entity

Knowledge, Skills, & Abilities

- Knowledge of state, federal and local laws governing municipal operations
- Knowledge of administrative office procedures and customer service standards for excellence
- Knowledge gained from CPR Certification
- Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products
- Skill in assigning, reviewing, managing, and evaluating personnel activity for improved leadership and organizational coordination

- Ability to prepare budgets, correspondence and reports
- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials
- Ability to organize personnel information in an effective manner that is storable for records and usable for research
- Ability to strategically plan personnel, allocations, programs, resources, and workplace production
- Ability to listen to and then mediate personnel units, in order to accomplish a particular goal/directive
- Ability to empathetically interact with customers in a manner which will both assist and reassure them
- Ability to drive using a valid Class C Texas Driver’s license
- Ability to work in a fast-paced environment, occasionally with irate customers
- Ability to operate cash registers, count, and balance monies...

Resources:

Personnel	\$683,500
Supplies	\$35,000
Services & Professional Fees	\$337,200
Capital Outlay	\$60,000
Transfers to Other Funds	\$122,000
<i>Total Allocation</i>	\$1,237,700

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
• Number of Contract Fee Classes Offered	• M&O Budget Per Capita
• Number of Civic Center Bookings	• M&O % of General Fund Budget
• Number of Pavilion Bookings	• Number of Participants in Contract Fee Classes
• Number of Fitness Center Members	• Number of Civic Center Rentals
• Number of Teen Programs	• Number of Pavilion Rentals
• Number of Customer Satisfaction Surveys Completed	• Annual number of Membership Scans
	• Number of Teen Participants
	• Customer Satisfaction with Activities Offered

Mission

(Senior Center): To facilitate a customized and catered social environment, for senior citizens, that increases knowledge, recreational opportunities, interpersonal relationships, health, and wellness- based on programs, services, and facilities provided by the City.

Target Audience:

- Food Service Worker (4)
- Recreation Coordinator (1)
- Senior Center Supervisor (1)
- Van Driver (3)

Performance Objectives:

- Develop Senior Activity Center correspondence to highlight ongoing/upcoming information, events, and programs
- Oversee food safety via purchases, preparations, and servings made by Senior Center staff
- Create, promote, and implement Senior Center programs, activities, events, and classes- while tracking attendance
- Schedule and regulate transportation of citizens 50 years old or over; while maintaining vehicle upkeep through equipment services and self-management
- Ensure upkeep of fitness room equipment and materials, as fitness classes and health screenings are made available to members
- Liaise with the DeSoto Senior Center Site Council, to function as a vehicle for participant involvement in the planning and administration of the Center's activities and policies
- Receive, store, prepare, and serve meals to Center patrons by maintaining a safe, clean, sanitary kitchen and dining service area during operating hours; and preparing for activities the following day
- Plan, implement, and evaluate programs by coordinating projects; attending planning and organizing meetings; overseeing classes and instructors; ordering supplies; managing registrations; assisting with budgets and financial reconciliations; attending programming meetings, ordering supplies and collecting program registrations; and maintaining records and reports

Performance Objectives (Continued):

- Provide administrative support by responding to requests and inquiries; managing the requisition process; ordering and maintaining supplies and equipment; balancing petty cash; ordering and maintaining supplies and equipment; coordinating the purchase of daily meals; and preparing reports
- Monitor activities by setting up for events and programs; confirming time and attendance; conducting meetings for future events and programs; working with contractors, participants and the public on programming; and evaluating activities
- Work to improve operations by evaluating turnaround times for programs; streamlining work processes; working with citizens and staff; and stimulating interest and support for activities
- Complete passenger trips by visiting with patrons; learning locations within the established parameters; and driving
- Assist passengers in and out of vehicles by determining needs and requirements; ensuring patrons are secure in the vehicles; enforcing safety rules; and operating handicap-accessible equipment
- Maintain vehicles by cleaning the insides; reporting any maintenance issues; refueling the vehicles; and completing minor repairs...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • High School Diploma Level 	<ul style="list-style-type: none"> • Prior food service experience including use of standard kitchen equipment and various cleaning products • One year of experience transporting passengers
<ul style="list-style-type: none"> • Associate’s Degree Level or Bachelor’s Degree Level (Sports Management, Public Administration, Hospitality, Business Management, or Related) 	<ul style="list-style-type: none"> • Two years of experience in planning and coordinating recreational activities, preferably with seniors • Two to three years of increasingly responsible experience in managing operations concerning hospitality and programs • Three to five years of increasingly responsible experience in managing operations concerning hospitality and programs, while managing personnel
<i>Knowledge, Skills, & Abilities</i>	
<ul style="list-style-type: none"> • Knowledge gained from Local Food Handlers Certification, Defensive Driving Certification, First Aid Certification, and CPR Certification • Knowledge of state, federal and local laws governing municipal operations • Knowledge of standard safety processes, work gear and procedures • Knowledge of the objectives and principles of planned and diversified recreation programs appealing to senior citizens • Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products • Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials • Ability to operate handicap-accessible lift equipment • Ability to organize personnel information in an effective manner that is storable for records and usable for research • Ability to strategically plan personnel, allocations, programs, resources, and workplace production • Ability to drive using a valid Class C Texas Driver’s license • Ability to listen to and then mediate personnel units, in order to accomplish a particular goal/directive... 	

Resources:

Personnel	\$205,500
Supplies	\$28,500
Services & Professional Fees	\$4,500
Transfers	<u>\$15,000</u>
<i>Total Allocation</i>	\$253,500

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of Senior Center Members • Number of Transports • Number of Senior Citizen Programs Offered • Active Programs Offered • Social Programs Offered • Number of Customer Satisfaction Surveys Completed 	<ul style="list-style-type: none"> • M&O Budget Per Capita • M&O % of General Fund Budget • Average Number of Center Members attending monthly • Average number of Riders Per Transit Route • Average number of Participants Per Program • Average number of Participants Per Active Program • Average number of Participants Per Social Program • Customer Satisfaction

Police

Purpose:

To enhance the quality of life in the City by means of enforcing/upholding the law and ordinances, preserving order, protecting individuals and property, preventing criminal activity, safeguarding citizens, and community policing.

**Personnel
Unit(s):**

Administration & Operations Division

Animal Control Division

Code Enforcement Division

Jail Operations Division

**Mission
(Administration &
Operations):**

To administer and supervise the general police procedures of the City, in multiple settings, via patrols, investigations, regional coordination, system analysis, planning activities, records management, training, and procedural reviews- to mitigate crime.

Target Audience:

Administrative Assistant I (1)
Administrative Assistant II (2)
Assistant Police Chief (1)
Captain (2)
Corporal (5)
Lieutenant (5)
Motorcycle Officer (2)
Police Chief (1)
Police Officer (47)
Public Service Officer (6)
Records Coordinator (1)
Records Technician (2)
Reserve Officer (11)
Sergeant (8)
Staff Assistant (2)

**Performance
Objectives:**

- Assist with department management by developing, planning and implementing goals and objectives; recommending and administering policies and procedures; directing and organizing activities and operations; developing and administering work plans, projects and programs; monitoring work flow; and reviewing and evaluating work products, methods and procedures
- Develop and presents the annual budget by reviewing population growth and development trends; developing staffing and deployment plans; creating and updating strategic plans and needed resources, and forecasting expenditures and revenues

Performance Objectives (Continued):

- Manage purchasing activities by researching products and trends; developing specifications for apparatus and equipment; obtaining bids and quotes; developing requests for proposal; monitoring and approving expenditures; and recommending vendors and purchases
- Coordinate management and training programs by reviewing trends, activities, budgets and programs; coordinating training; developing and delivering public awareness programs; managing recruitment; administering tests; and participating and advising the Chief with regard to promotional processes, commendations and disciplinary actions
- Command emergency incidents by supervising and performing police, rescue, and emergency duties; acting as incident commander at incidents and other large or unusual events; deploying additional resources; evaluating incidents; developing strategies; ensuring that departmental guidelines, regulations and medical protocols are followed; managing and requesting additional resources for emergency operations; and maintaining communications
- Represent the department to outside officials and agencies by serving on boards and commissions; attending public functions and meetings; participating on City committees; coordinating activities with the department; presenting issues and agenda items; reviewing information and plans with staff; and attending meetings with regulatory agencies, professional organizations, and local businesses and civic groups
- Command department divisions by scheduling meetings; reviewing programs and services; analyzing statistics; evaluating department functions and units; monitoring workloads; providing technical support; and inspecting equipment
- Oversee daily operations by coordinating projects and daily activities with subordinates, conducting meetings, reviewing significant incidents involving Patrol, reviewing methods and procedures, ensuring compliance of rules, regulations and laws, identifying and resolving problems and providing leadership, support and guidance
- Monitor the budget process by recommending programs, services and purchases; reviewing accounts and expenditures; researching programs and projects; participating in budget meetings; monitoring division expenditures; and approving new projects and programs

Performance Objectives (Continued):

- Respond to major incidents or emergency situations by assisting incident commanders; coordinating or handling media relations; reviewing information to be published or provided to the public; working with other agencies or departments; and assisting with scene management
- Supervise officers by scheduling and reviewing time sheets; conducting daily briefings; entering daily activities; responding to calls as needed; recommending and carrying out disciplinary actions; ensuring vehicle are maintained; assisting in evaluations; and assuming responsibilities of shift commanders in their absence
- Patrol assigned geographical areas and enforces laws and regulations by observing areas; enforcing traffic laws; issuing citations; conducting security checks; gathering information from the public or callers; processing crime scenes; interviewing callers; and making arrests
- Investigate accidents by interviews witnesses; clearing vehicles and debris from roadways; completing reports; and assisting other departments as necessary
- Prevent crime by meeting with the public; discussing crime topics and prevention techniques; enforcing speed limits; and writing citations to violators
- Complete specialized duties by maintaining police operations systems; ensuring supplies and forms are available for use; and conducting field training of new officers
- Manage workgroups by coordinating resources, ensuring personnel are scheduled; providing leadership to subordinates; approving reports; evaluating tasks; reviewing statistics of calls for service; monitoring workloads and making adjustments as necessary; ensuring workgroup goals and objectives are met; coordinating projects and daily activities; conducting meetings; ensuring compliance with rules, regulations and laws; identifying and resolving problems; and acting in the absence of the supervisor
- Assist with budget activities by reviewing needs and requests; participating in the planning process, assisting in budget preparation, reviewing, approving and monitoring time worked and overtime requested; identifying purchasing needs and approving purchases; and monitoring expenditures

Performance Objectives (Continued):

- Ensure that vehicles are maintained and in good working order by reviewing inspection and maintenance schedules; assigning tasks and activities; and reviewing reports
- Patrol assigned geographical areas and enforce laws and regulations by observing areas; responding to calls; enforcing traffic laws; issuing citations; conducting security checks; gathering information from the public or callers; processing crime scenes; interviewing callers; and making arrests
- Investigate accidents by interviews witnesses; clearing vehicles and debris from roadways; completing reports; and assisting other departments as necessary
- Prevent crime by meeting with the public; discussing crime topics and prevention techniques; enforcing speed limits; and writing citations to violators
- Respond to calls, disturbances, or crime scenes and completes processes by documenting incidents; interviewing witnesses; gathering evidence; preserving crime scenes; arresting and booking prisoners; completing reports; compiling statistics; and gathering information for further investigations
- Complete follow up activities by submitting reports; testifying in court; serving warrants; transferring prisoners; attending community meetings; and assisting in special investigations and crime prevention duties
- Report to the City Manager and supervise a department with 74 sworn officers and 42 civilian personnel with an operating budget
- Be strongly committed to public service, dedicated to community policing, and understand of the importance of managing crime and perceptions of public safety
- Develop and implement effective management approaches and programs to address emerging trends and patterns
- Coordinate programs and activities by researching data and discussing with department; determining appropriate paths for program completion; meeting with program participants; managing grants and performance programs; working with local and state agencies; submitting required reports; and maintaining records and documents

Performance Objectives (Continued):

- Initiate reports and budgets by developing and monitoring expenditures; completing purchases; responding to financial inquiries; researching costs; ensuring compliance with local, state and federal mandates; and maintaining records
- Maintain websites by researching best practices; gathering updates from staff and the public; entering data; and ensuring sites are current and monitored
- Develop and maintain relationships with departments, the public, and outside agencies by participating in meetings and on committees; acting as department liaison for programs and activities; preparing and presenting information; reviewing grants and applications; and responding to inquiries
- Complete complaint information by responding to calls; documenting incidents; obtaining facts; taking statements; determining responses; explaining processes; determining follow up; and filing information
- Manage reporting by reviewing incidents and information; compiling statistics; preparing court documents; filing complaints; entering data; and filing related documents
- Enforce laws and regulations by patrolling areas; observing actions; issuing citations; conducting security checks; gathering information from the public or callers; assisting with the processing of crime scenes; directing traffic; and testifying in court
- Maintain equipment by reviewing needs; responding to requests; ordering parts and supplies; reviewing and processing invoices; and maintaining records
- Assist with accident investigation by interviews witnesses; clearing vehicles and debris from roadways; completing reports; and assisting other departments as necessary
- Patrol assigned geographical areas and enforces laws and regulations by observing areas; responding to calls; enforcing traffic laws; issuing citations; conducting security checks and surveillance; gathering information from the public or callers; interviewing callers; and making arrests
- Complete rescue functions by directing traffic; administering first aid; assisting victims; and assisting with evacuations

Performance Objectives (Continued):

- Investigate accidents by interviews witnesses; clearing vehicles and debris from roadways; completing reports; and assisting other departments as necessary
- Prevent crime by meeting with the public; discussing crime topics and prevention techniques; enforcing speed limits; and writing citations to violators
- Respond to calls, disturbances, or crime scenes and completes processes by documenting incidents; mediating disputes; advising witnesses of rights; interviewing witnesses; gathering evidence; preserving crime scenes; arresting, transporting and booking prisoners; completing reports; compiling statistics; and gathering information for further investigations
- Complete follow up activities by submitting reports; testifying in court; serving warrants; transferring prisoners; and assisting in special investigations and crime prevention activities
- Supervise a unit by directing the work of subordinates; providing technical and administrative support, reviewing subordinate work products for compliance; briefing subordinates on department, division or unit activities; and reviewing performance
- Patrol assigned geographical areas and enforces laws and regulations by observing areas, responding to calls; enforcing laws, investigating accidents, issuing citations, clearing roadways, conducting security checks; gathering information from the public or callers, processing crime scenes, interviewing callers; and making arrests
- Investigate or follow up on complaints initiated by the public or police administration by reviewing and discussing facts; gathering data and information; reviewing documentation; recommending actions; and completing formal investigations
- Work with the public by coordinating police resources, attending public meetings and events; maintaining police equipment, and working with business and citizen

Performance Objectives (Continued):

- Manage records by establishing policies and procedures on handling, retention and recovery; implementing disaster recovery processes; reviewing retention and open records schedules and opinions; responding to public information requests; entering and reviewing data; preparing reports; developing statistical analyses; and updating practices, per mandated schedules
- Coordinate staff operations by providing direction and support; assigning tasks and activities; reviewing progress; participating in the hiring process; conducting training; evaluating performance; reviewing records requests; coordinating requests with departments and attorneys; and approving records dissemination
- Manage fee collection by reviewing fees and fines; recommending modifications; supervising money collection; and reviewing revenues and projections
- Monitor budget activities by researching information; approving purchases and invoices; monitoring ongoing expenditures; and recommending budget modification
- Assist customers by responding to requests and inquiries; assisting with open records requests; and recommending courses of action for citizen requests
- Track information by preparing, processing and validating information submitted; entering data; preparing and submitting reports; and advising personnel of regulations
- Maintain records by reviewing reports submitted; entering information; attaching documents to reports; and filing
- Act as court liaison by routing officers to court; furnishing documents; maintaining the court system; and contacting officers for appearances
- Provide support to the department by responding to inquiries; answering complaints; directing and processing requests to personnel; scheduling and maintaining calendars; making travel arrangements; composing, forwarding and retaining documents and certifications; identifying and analyzing issues; preparing and submitting agenda items; and preparing and submitting special reports, grant applications and related documents

Performance Objectives (Continued):

- Complete budget activities by researching costs; monitoring expenditures; processing purchase requests and invoices; ordering supplies and equipment; reviewing financial statements; notifying supervision of costs; organizing budget materials; preparing budget transfers; overseeing payroll; and responding to miscellaneous requests
- Organize and schedule meetings by completing agenda packets, posting notices and advertisements, recording official minutes and preparing meeting rooms
- Coordinate records retention programs by reviewing documents; maintaining retention schedules; updating staff; and scheduling documents destruction
- Supervise staff by scheduling and assigning tasks; reviewing performance; overseeing work quality; providing direction; and assisting as required
- Provide customer service to the public by greeting visitors and responding to requests; researching general information; and receiving payments
- Assist callers and visitors by answering the phone; taking messages; and referring callers to the appropriate individual
- Prepare documents by composing correspondence; completing reports; gathering and preparing materials; and entering data
- Maintain supplies by reviewing inventories; requesting and ordering supplies and materials; and preparing payment authorizations
- Maintain documentation by processing information; filing; and storing data
- Provide support to the department by responding to inquiries; answering complaints; directing and processing requests to personnel; scheduling and maintaining calendars; making travel arrangements; composing, forwarding and retaining documents and certifications; identifying and analyzing issues; preparing and submitting agenda items; and preparing and submitting special reports, and related documents
- Prepare documents by composing correspondence; completing reports; gathering and preparing materials; and entering data
- Maintain supplies by reviewing inventories; requesting and ordering supplies and materials; and preparing payment authorizations
- Maintain documentation by processing information; filing; and storing data
- Prepare and assemble specific reports and assist in financial planning and budget preparation, including spreadsheets, schedules and charts...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

<ul style="list-style-type: none"> • Associate’s Degree Level (Business Administration, Communications, Management, or Related) 	<ul style="list-style-type: none"> • Five years of experience managing office operations, as a senior level administrator, for positions in the department including schedules, memorandums, customer service, project organization, file handling, and staff support
<ul style="list-style-type: none"> • Bachelor’s Degree Level (Business Administration, Public Administration, or Related) 	<ul style="list-style-type: none"> • Two years of experience working with law enforcement personnel, emergency management programs, and citizens for the purposes of coordinating special programs/activities within the police department • Three years of customer service experience working directly with customer calls, complaints, or requests for service; two years of supervision of a clerical or customer service staff
<ul style="list-style-type: none"> • Bachelor’s Degree Level (Police Administration, Criminal Justice, Public Administration, Emergency Management, Law, Communications, or Related) 	<ul style="list-style-type: none"> • Five years of experience as a Police Officer, with two years of experience at the Sergeant, Lieutenant or Captain level in the City of DeSoto • Ten years of experience in municipal law enforcement or equivalent, with a minimum of five (5) years in a command level position no more than two levels below Chief

Knowledge, Skills, & Abilities

- Knowledge of principles and practices of supervision and budget administration
- Knowledge of local, state and federal regulations, department administrative directives, civil service rules, human resources policies, and municipal operations
- Knowledge of the local, state and federal statutes, law enforcement rules, and the court system
- Knowledge gained from current TCLEOSE Master Certification, Advanced Peace Officer Certification from the Texas Commission on Law Enforcement Standards and Education, NCIC Certification, TCIC Certification, Records Manager Certification
- Knowledge of administrative office procedures and customer service standards for excellence
- Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products
- Skill in assigning, reviewing, managing, and evaluating personnel activity for improved leadership and organizational coordination

- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials
- Ability to organize personnel information in an effective manner that is storable for records and usable for research
- Ability to strategically plan personnel, allocations, programs, resources, and workplace production
- Ability to listen to and then mediate personnel units, in order to accomplish a particular goal/directive
- Ability to successfully complete the written exam, rigorous physical agility, psychological and polygraph testing, and additional background screening and investigation
- Ability to count monies and process payments
- Ability to prepare budgets, correspondence and reports
- Ability to analyze and interpret laws, rules, regulations, standards and policies
- Ability to drive using a valid Class C/M Texas Driver's license

*State Law requires applicants to be at least 21 years of age and under age 45 on exam date

*State Law requires applicants to be United States citizens

*Position requires shift work both at night and on weekends on a rotating basis 24/7

*Position requires the ability to perform the duties of the next higher level when called upon

*Eyesight must be correctible to 20/20 and applicants must be able to distinguish color

*Applicants must meet all physical requirements including the ability to use the five senses...

Resources:

Personnel	\$7,654,500
Supplies	\$83,000
Services & Professional Fees	\$163,000
Transfers	<u>\$280,000</u>
<i>Total Allocation</i>	\$8,180,500

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none">• Number of calls for service• Number of assigned offenses• Number of personnel assigned cases• Number of officers responding to calls for service/traffic• Number of sworn officers• Number of crime prevention related meetings attended• Number of traffic stops• Number of attendees at crime prevention related meetings	<ul style="list-style-type: none">• M&O budget per capita• M&O Budget % of General Fund Budget• Average response time (in minutes) for calls for service• Average Number of training hours per officer• Average Number of cases cleared

Mission

(Animal Control): To provide animal-related services by responding to all issues involving pets and wildlife, in an effort to enforce City ordinances and state laws pertaining to animal cruelty, dangers, and nuisances, while educating the community on animal safety.

Target Audience:

Animal Control Officer (3)

Performance

Objectives:

- Enforce ordinances and public health codes by patrolling for loose and stray animals; investigating code violations; issuing citations; and providing testimony in legal actions
- Protect the general health of the community by responding to citizen complaints about stray animals or other animal threats; apprehending stray animals; and investigating bite cases and reports of animal cruelty
- Control the spread of disease by capturing, euthanizing, and preparing specimens for analysis
- Provide information to citizens about animal care and codes by meeting with citizen groups; visiting residences; and distributing educational materials...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> High School Diploma Level 	<ul style="list-style-type: none"> Two years of experience working with animals in veterinary sciences, law enforcement, or related

Knowledge, Skills, & Abilities

- Knowledge gained from Texas Basic Animal Control Certification, Euthanasia Certification, and Chemical Capture and Restraint Certification
- Knowledge of techniques for the control and euthanizing of animals
- Knowledge of local, state and federal regulations regarding animal control and animal cruelty; including ordinances and codes
- Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products
- Ability to drive using a valid Class C Texas Driver’s license
- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials...

Resources:

Personnel	\$159,500
Supplies	\$3,000
Services & Professional Fees	\$173,500
Transfers	\$0
Debt Service	<u>\$51,000</u>
<i>Total Allocation</i>	\$387,000

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> Number of presentations given/public education events attended Number of animal control officers Number of animal control calls Number of loose/stray animal complaints Number of animals deemed dangerous 	<ul style="list-style-type: none"> M&O budget per capita M&O Budget % of General Fund Budget Average number of attendees for all presentations/events Average turn-around time (in days) to resolve the animal control call

Mission

(Code Enforcement): To improve the health, safety, and appearance of the Community through the enforcement of City’s code of ordinances- while seeking opportunities to develop, educate, and promote citizen cooperation, support, and input in compliance efforts.

Target Audience:

Administrative Assistant II (1)

Code Enforcement & Animal Control Manager (1)

Code Enforcement Officer (3)

Performance

Objectives:

- Ensure the enforcement of City’s Code of Ordinances by monitoring code enforcement staff progress and procedural outcomes
- Attend citizen meetings to address concerns of the community while providing code enforcement information
- File liens on properties in violation of the City Weed Ordinance
- Respond to reported code violations to ensure compliance of City Ordinances; coordinate with the Action Center personnel unit, in obtaining information that signals violations and potential issues
- Manage code enforcement programs that proactively enable citizens to manage neglected areas, through their respective Homeowners Association
- Respond to violations by patrolling the city, determining the violation, inspecting properties and construction, consulting with complainants, issuing citations, answering phone calls to explain laws and codes, and monitoring and following up on violations
- Research property information by identifying property locations, corresponding with potential violators, tracking progress, updating records, and preparing information for possible court actions
- Complete apartment inspections by scheduling and coordinating with owners, walking grounds, determining conditions of building, stairwells and landscaping, monitoring any illegal storage, preparing reports and addressing tenant complaints

Performance Objectives (Continued):

- Maintain logs and reports of field work by researching and entering information, mailing correspondence and citations, receiving service requests, preparing hearing information, and providing information to management and elected officials
- Provide support to the department by responding to inquiries; answering complaints; directing and processing requests to personnel; scheduling and maintaining calendars; making travel arrangements; composing, forwarding and retaining documents and certifications; identifying and analyzing issues; preparing and submitting agenda items; and preparing and submitting special reports, and related documents
- Prepare documents by composing correspondence; completing reports; gathering and preparing materials; and entering data
- Maintain supplies by reviewing inventories; requesting and ordering supplies and materials; and preparing payment authorizations
- Maintain documentation by processing information; filing; and storing data
- Prepare and assemble specific reports and assist in financial planning and budget preparation, including spreadsheets, schedules and charts...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none">• High School Diploma Level	<ul style="list-style-type: none">• Two years of experience working as a code enforcement officer for a fulltime position; two years of experience in field inspections using municipal codes or construction for part-time positions• Three years of experience in the administrative or clerical field managing office operations for positions in the department including schedules, memorandums, client service, customer calls and requests, projects, file handling
<ul style="list-style-type: none">• Bachelor’s Degree Level (Public Administration, Architecture, Criminal Justice, HVAC, Construction Management, or Related)	<ul style="list-style-type: none">• Three to five years of working in the code enforcement field conducting field inspections, urbanization, municipal improvement projects, code/ordinance development and enforcement, and employee management
<i>Knowledge, Skills, & Abilities</i>	
<ul style="list-style-type: none">• Knowledge gained from Code Enforcement Officer Certification• Knowledge of state, federal and local laws governing municipal operations• Knowledge of administrative office procedures and customer service standards for excellence• Skill in reading and understanding of maps, drawings and construction plans• Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products	

- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials
- Ability to count monies and process payments
- Ability to alphabetize and numerically sequence materials
- Ability to organize personnel information in an effective manner that is storable for records and usable for research
- Ability to prepare budgets, correspondence and reports
- Ability to organize personnel information in an effective manner that is storable for records and usable for research
- Ability to strategically plan personnel, allocations, programs, resources, and workplace production
- Ability to drive using a valid Class C Texas Driver’s license
- Ability to listen to and then mediate personnel units, in order to accomplish a particular goal/directive...

Resources:

Personnel	\$281,500
Supplies	\$2,000
Services & Professional Fees	\$8,000
Transfers	<u>\$0</u>
<i>Total Allocation</i>	\$291,500

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of Code Enforcement officers • Number of public meetings attended • Number of liens filed • Number of inspections by Code Enforcement officers • Number of attendees at public meetings • Number of liens released • Number of citations issued as a result of inspections 	<ul style="list-style-type: none"> • M&O budget per capita • M&O Budget % of General Fund Budget • Average turnaround time (in days) to reach compliance standards

Mission

(Jail Operations): To house, screen, and monitor, arrested and detained inmates in a safe, secure, and humane environment- as an assumed part of the corrections process- in accordance with ethical and legal requirements.

Target Audience:

Administrative Assistant I (1)

Jail Commander (2)

Jailer (18)

Performance

Objectives:

- Process inmates by completing searches; conducting inventories; confiscating personal property, unauthorized items, and related materials; conducting screening tests; recording personal and medical information, completing identifying processes including fingerprinting and photographing; collecting revenues; and ensuring inmate safety and security
- Escort prisoners by removing inmates from cells; handcuffing inmates; and escorting or transporting
- Ensure inmates are fed by preparing and serving food
- Supervise prisoner safety by conducting checks and counting inmates; controlling internal and external doors; monitoring surveillance systems; monitoring behaviors; reviewing inmate populations; and cleaning or monitoring the cleaning of the facility
- Process paperwork and related information by reviewing requests; releasing appropriate information; reporting incidents; disseminating relevant information; testifying when required; and submitting to the appropriate section or organization
- Ensure the responsible provision of the City's jail by monitoring its staff, treatment of inmates, and personnel unit procedural outcomes (i.e., weekly inspection of the jail facility for safety purposes and cleanliness)
- Manage the City jail's deposit revenue

Performance Objectives (Continued):

- Coordinate inmate activities by classifying and segregating inmates; reviewing orders; communicating with court, police and detention personnel; addressing complaints; escorting inmates; scheduling medical visits; scheduling meals; directing and conducting searches; documenting inmate activities; and coordinating work assignments
- Supervise the shift by reviewing and ordering supplies; directing searches; managing the inmate population; overseeing paperwork; assigning tasks; and coordinating work details
- Manage monies received by accepting and recording monies; entering data; preparing requisitions; issuing receipts; processing deposits; and submitting reports
- Maintain records of work performed by entering data; recording incidents; documenting inmate incidents; and maintaining documents
- Provide customer service to the public by greeting visitors and responding to requests; providing directions; researching general information; receiving payments; and researching accounts
- Process payments by entering information and data; calculating bills; posting transactions; verifying monies received; balancing funds; and preparing bank deposits
- Assist callers and visitors by answering the phone; taking messages; and referring callers to the appropriate individual or department
- Maintain documentation by processing information; filing; and storing data...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • High School Diploma Level 	<ul style="list-style-type: none"> • Six months of working experience managing inmate housing or detention facilities (possible law enforcement experience) • One year of experience as a clerk or cashier • Two years of working experience managing inmate housing or detention facilities (possible law enforcement experience) while supervising personnel
<ul style="list-style-type: none"> • High School Diploma Level or Associate’s Degree Level (Management or Related) 	<ul style="list-style-type: none"> • Three years of supervisory experience managing personnel who oversee inmate housing or detention facilities , while facilitating programs, supplies, and equipment
<i>Knowledge, Skills, & Abilities</i>	
<ul style="list-style-type: none"> • Knowledge of generally accepted administrative procedures and practices • Knowledge of state, federal and local laws governing municipal operations • Knowledge of customer service standards for excellence • Knowledge gained from Intoxilyzer Certifications and Food Handlers’ Licenses, Basic TCLEOSE Certification, and Corrections Officer Certification • Knowledge of standard safety processes, work gear and procedures • Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products • Ability to count monies and process payments • Ability to prepare budgets, correspondence and reports • Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials • Ability to read and interpret documents • Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists • Ability to alphabetize and numerically sequence materials • Ability to drive using a valid Class C Texas Driver’s license • Ability to work in a fast-paced environment, fairly occasionally with irate inmates... 	

Resources:

Personnel	\$852,500
Supplies	\$28,000
Services & Professional Fees	<u>\$99,500</u>
<i>Total Allocation</i>	\$980,000

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none">• Number of jail personnel/shift• Number of inmates housed/year	<ul style="list-style-type: none">• M&O budget per capita• M&O budget as a percentage of total budget• Average cost per prisoner per day• Number of jail inspections• Number of timely deposits/week

Public Utilities

Purpose:

To provide the City with a dependable water supply and dispose of sewage, through the effective management of municipal water and wastewater distribution systems- while handling payments that contribute back into the funding of local government.

Personnel

Unit(s):

Administration Division
Field Operations Division
Utility Billing Division

Mission

(Administration): To oversee all activities, personnel, processes, projects, and policies associated with the effective delivery, maintenance, and improvement of water and sewer services in the City- regarding public health, water conservation, and sustainability.

Target Audience:

Public Utilities Director (1)

Staff Assistant (1)

Performance

Objectives:

- Oversee the delivery of safe, reliable drinking water, dependable sanitary sewer service, and excellent customer service, by managing the Water/Wastewater and Water Utility Billing staff, processes, policies, and functions
- Manage and monitor the departmental operating budget affecting the Utility Billing and Water/Wastewater personnel units
- Contract and liaise with Dallas Water Utilities and wastewater treatment services from the Trinity River Authority- to ensure the adequacy of water and sewer rates
- Provide support to the department by responding to inquiries; dispatching service calls to Water Maintenance; sending follow-up letters to customers who receive assistance with sewer stoppages; generating purchase requisitions; processing invoices for payment; ordering supplies; answering complaints; directing and processing requests to personnel; scheduling and maintaining calendars; making travel arrangements; composing, forwarding and retaining documents and certifications; identifying and analyzing issues; preparing and submitting agenda items; and preparing and submitting special reports, and related documents
- Prepare documents by composing correspondence; completing reports; gathering and preparing materials; and entering data
- Maintain supplies by reviewing inventories; requesting and ordering supplies and materials; and preparing payment authorizations
- Maintain documentation by processing information; filing; and storing data
- Prepare and assemble specific reports and assist in financial planning and budget preparation, including spreadsheets, schedules and charts...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • High School Diploma Level 	<ul style="list-style-type: none"> • Three years of experience in the administrative or clerical field managing office operations for positions in the department including schedules, memorandums, client service, customer calls and requests, projects, file handling
<ul style="list-style-type: none"> • Master’s Degree Level (Civil Engineering, Urban Planning, Mechanical Engineering, Electrical Engineering, Construction, Public Administration, or Related) 	<ul style="list-style-type: none"> • Five to eight years of working in municipal government or business, at the executive and/or management level, overseeing dealings with urbanization, water utilities, sewage, natural gas, electricity, and municipal improvement projects
<i>Knowledge, Skills, & Abilities</i>	
<ul style="list-style-type: none"> • Knowledge of state, federal and local laws governing municipal operations • Knowledge of administrative office procedures and customer service standards for excellence • Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products • Skill in assigning, reviewing, managing, and evaluating personnel activity for improved leadership and organizational coordination 	

- Ability to prepare budgets, correspondence and reports
- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and elected and appointed officials
- Ability to organize personnel information in an effective manner that is storable for records and usable for research
- Ability to strategically plan personnel, allocations, programs, resources, and workplace production
- Ability to listen to and then mediate personnel units, in order to accomplish a particular goal/directive...

Resources:

Personnel	\$198,000
Supplies	\$3,000
Services & Professional Fees	<u>\$12,000</u>
<i>Total Allocation</i>	\$213,000

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of customers on the water and wastewater system • Number of invoices paid annually • Number of calls received for sewer blockage assistance 	<ul style="list-style-type: none"> • Public Utilities Administration Budget Per Capita • Public Utilities Administration as a % of Departmental Budget • Ratio of revenues to expenses for Public Utilities Administration • Percent of customers who are sent follow-up letters, within 5 business days of receiving assistance with a sewer back up • Number of days prior to July 1st deadline that annual Water Quality Reports are generated and mailed to customers • Percent of invoices that are coded for payment and forwarded to Accounts Payable within 5 business days or receipt

Mission

(Field Operations): To operate, monitor, inspect, repair, and enhance the water distribution system and wastewater collection system of the City, for safety and freshness- in accordance with the Texas Commission on Environmental Quality.

Target Audience:

Inspector (1)
Maintenance Worker (10)
Senior Maintenance Worker (4)
Utility Service Manager (1)
Utility Services Supervisor (4)

Performance Objectives:

- Investigate valid complaints, concerns, and inquiries brought by staff or citizens regarding the provided water service or servicing system
- Consult with property owning citizens, business owners, and contractors concerning water usage at their respective sites
- Generate water service reports involving the City's physical water-based infrastructure, operations, and any needed maintenance
- Inspect water quality, pressure (i.e., pressure tests), possible flavors/smells, and faulty equipment; while providing solutions to repair the utility system malfunction
- Oversee and supervise field service providers' 'Proactive Sewer Flushing Program,' fire hydrant flushing, sewer backup services, 'Valve Exercising Program,' water & sewer repair and maintenance, and 'Industrial Pretreatment Program'
- Inspect the City's water supply to generate and provide water quality reports
- Evaluate water/wastewater crew progression and outcomes of assigned duties
- Work as lead for a unit or group by assigning work unit tasks; scheduling equipment and services; overseeing the maintenance and repair of equipment; ensuring all safety practices are followed; and resolving unexpected problems
- Schedule and assign activities by reviewing and scheduling priorities; reviewing, recording and filing work orders; and referring jobs for contract work

Performance Objectives (Continued):

- Strive for safe work environment by scheduling and attending training; scheduling safety meetings; ensuring safety equipment and risk practices are followed; and filing claims as they occur
- Maintain records by entering work information; recording maintenance activities; and tracking job costs
- Prepare sites for work or repair by excavating sites and backfilling areas; digging holes; repairing and replacing water and sewer lines; fitting pipes; repairing manhole covers; connecting water and sewer lines; and pumping water from sites
- Maintain water and sewer systems by repairing water leaks and mains; replacing and adjusting meter boxes; repairing or replacing hydrants; and constructing water lines
- Ensure site safety by directing traffic flow; placing and removing traffic cones; placing and removing barricades; and routing traffic as appropriate
- Restore sites by removing excess dirt and materials and replacing greenery
- Maintain vehicles by checking fluids; stocking vehicles with equipment, materials, and supplies; and reporting maintenance or repairs
- Lead a crew of maintenance workers by scheduling work, distributing work among work group members; reviewing work for completion and correctness; providing guidance or direction to work groups; responding to citizen questions and requests; and providing instruction on safety practices
- Prepare sites for work or repair by excavating sites and backfilling areas; digging holes; repairing and replacing water and sewer lines; fitting pipes; repairing manhole covers; connecting water and sewer lines; and pumping water from sites
- Maintain water and sewer systems by repairing water leaks and mains; replacing and adjusting meter boxes; repairing or replacing hydrants; and constructing water lines
- Ensure site safety by directing traffic flow; placing and removing traffic cones; placing and removing barricades; and routing traffic as appropriate
- Restore sites by removing excess dirt and materials and replacing greenery
- Maintain vehicles by checking fluids; stocking vehicles with equipment, materials, and supplies; and reporting maintenance or repairs...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none">• High School Diploma Level or Associate's Degree Level (Construction Management, Electrical Engineering, Civil Engineering, or Related)	<ul style="list-style-type: none">• One to three months of water utilities, civil engineering, construction, or systems maintenance experience/training• Three years of experience on a crew in construction or maintenance of streets, roadways, water and wastewater systems, parks, landscapes, or similar activity• Three years of increasingly responsible experience in multi-discipline electrical, plumbing, pollution, machinery, gas, and water system inspections
<ul style="list-style-type: none">• Associate's Degree Level or Bachelor's Degree Level (Construction Management, Electrical Engineering, Civil Engineering, or Related)	<ul style="list-style-type: none">• Three to five years of working on development projects involving civil engineering that include development, urbanization, water systems construction, and program/personnel management

Knowledge, Skills, & Abilities

- Knowledge of methods, materials and techniques used in the construction and maintenance of parks, roadways, landscapes or water/wastewater systems
- Knowledge of standard safety processes, work gear and procedures
- Knowledge of the principles of engineering structures and materials; good knowledge of state, federal, and local codes and related regulations
- Skill in the use of hand and power tools
- Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products
- Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and appointed officials
- Ability to interpret and apply City codes and ordinances; good knowledge of the defects and hazards in structural installation and equipment; some knowledge of accessibility requirements
- Ability to drive using a valid Class B/C Texas Driver’s license
- Ability to read and interpret construction and engineering plans and specifications
- Ability to alphabetize and numerically sequence materials...

Resources:

Personnel	\$1,201,000
Supplies	\$70,000
Services & Professional Fees	\$9,351,500
Capital Outlay	\$0
Transfers to Other Funds	\$1,861,000
Debt Service	<u>\$500</u>
<i>Total Allocation</i>	\$12,484,000

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Billion Gallons (BG) of water pumped • BG of wastewater collected • Daily Water Allowance from Dallas without penalty (Gallons) • Number of dead-end water lines within the distribution system • Linear feet of sewer line in the wastewater collection system • Number of water distribution valves exercised annually • Number of bacteriological samples to be collected annually • Number of service repairs made • Number of water quality complaints received 	<ul style="list-style-type: none"> • Field Operations budget per capita • Field Operations budget % of Public Utilities O&M budget • Percent of dead-end lines flushed monthly • Average number of valves exercised per month • Average number of bacteriological samples collected monthly • Average daily water usage (MGD) • Average time to complete service repairs after concrete removal • Average linear feet of sewer main cleaned and flushed per month • Average time to respond to water quality complaints

Mission

(Utility Billing): To provide timely and accurate billing to water and sewer customers in the City, via water meter monitoring/management, service connections, work order fulfillments, accounts processing, and customer assistance.

Target Audience:

Meter Reader (1)
Utility Billing Clerk (5)
Utility Billing Manager (1)
Utility Maintenance Worker (2)
Utility Service Representative (1)
Utility Service Supervisor (1)
Senior Utility Billing Clerk (1)
Senior Utility Maintenance Worker (1)

Performance

Objectives:

- Service citizens by managing the connection and disconnection of water service
- Read meters for accurate utility account management by means of turn-ons, leakage detection, meter/parts replacement, equipment inspection, atypical water consumption detection, and complaint follow-up
- Ensure prompt and courteous water/sewer customer service while maintaining an accurate and efficient water billing system, by overseeing the operations of customer service and field meter-reading staff
- Coordinate service to customers with the water/wastewater division, as needed
- Direct the maintenance/service and monthly reading of water meters
- Manage the online bill payment system by collecting and processing
- Serve as the utility representative point of contact (i.e., fielding customer calls), by researching to provide utility billing and water service information to the general public, business owners, and developers, following new information developments, requests, and inquiries
- Oversee and supervise field service providing crews/ progression and outcomes of meter reading, servicing, replacement, and maintenance

Performance Objectives (Continued):

- Provide customer service to the public by answering and routing calls
- Direct visitors to appropriate departments and divisions
- Assist with routine employee and customer inquiries
- Provide general and specific information on City services and functions
- Complete routine research for customers and departments by contacting departments for information and clarification
- Review delivered materials and accept packages and other deliverables
- Maintain mail services by receiving and sorting mail
- Deliver and route mail, as required, to the appropriate City areas
- Work with vendors and suppliers by receiving and distributing supplies and equipment by tracking materials and coordinating scheduled activities
- Assist with special City, department, or division events
- Provide customer service to the public by greeting visitors and responding to requests; providing directions; researching general information; receiving payments; and researching accounts
- Process payments by entering information and data; calculating bills; posting transactions; verifying monies received; balancing funds; and preparing bank deposits
- Assist callers and visitors by answering the phone; taking messages; and referring callers to the appropriate individual or department
- Maintain documentation by processing information; filing; and storing data
- Lead a crew of maintenance workers by scheduling work, distributing work among work group members; reviewing work for completion and correctness; providing guidance or direction to work groups; responding to citizen questions and requests; and providing instruction on safety practices
- Determine customer consumption of water by following routes; recording readings; responding to requests for re-reads; testing for leaks; explaining readings; notifying customers of leaks; answering customer questions; and exposing buried meters
- Monitor condition of meters and connections by inspecting them for defects, damage, or unauthorized connections; reporting unusual readings or illegal use
- Check for addresses with zero consumption by testing meters; verifying readings; checking hoses; reporting findings; and changing meters if required

Performance Objectives (Continued):

- Maintain meters and automated reading devices by replacing broken meters; cleaning dials; changing out meters; raising or sealing meters; repairing waters leaks; repairing or replacing broken parts; installing or repairing automated reading devices; and raising or lowering meter boxes
- Maintain vehicles by checking fluids; stocking vehicles with equipment, materials, and supplies; and reporting maintenance or repairs
- Determine customer consumption of water by following routes; recording readings; responding to requests for re-reads; testing for leaks; explaining readings; notifying customers of leaks; answering customer questions; and exposing buried meters
- Monitor condition of meters and connections by inspecting them for defects, damage, or unauthorized connections; reporting unusual readings or illegal use
- Check for addresses with zero consumption by testing meters; verifying readings; checking hoses; reporting findings; and changing meters if required
- Maintain meters and automated reading devices by replacing broken meters; cleaning dials; changing out meters; raising or sealing meters; repairing waters leaks; repairing or replacing broken parts; installing or repairing automated reading devices; and raising or lowering meter boxes
- Maintain vehicles by checking fluids; stocking vehicles with equipment, materials, and supplies; and reporting maintenance or repairs...

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none"> • High School Diploma Level 	<ul style="list-style-type: none"> • One year of experience as a clerk or cashier • Three years of working directly with customer calls, complaints, or requests for service (utility billing questions, inquiries, and applications)
<ul style="list-style-type: none"> • High School Diploma Level or Associate’s Degree Level (Electrical Engineering, Construction Management, or Related) 	<ul style="list-style-type: none"> • Two years of experience working with field equipment and diagnostic machines for administration, repair, and installation purposes
<ul style="list-style-type: none"> • High School Diploma Level or Associate’s Degree Level (Construction Management, Electrical Engineering, Civil Engineering, or Related) 	<ul style="list-style-type: none"> • One to three months of water utilities, civil engineering, construction, or systems maintenance experience/training • Three years of experience on a crew in construction or maintenance of streets, roadways, water and wastewater systems, parks, landscapes, or similar activity
<ul style="list-style-type: none"> • Associate’s Degree Level or Bachelor’s Degree Level (Construction Management, Electrical Engineering, Civil Engineering, or Related) 	<ul style="list-style-type: none"> • Four to five years of experience managing field operations for servicing positions in the department including logistics, personnel coordination, customer service, project implementation, and staff support
<ul style="list-style-type: none"> • Bachelor’s Degree Level (Civil Engineering, Urban Planning, Municipal Design, Construction, Public Administration, or Related) 	<ul style="list-style-type: none"> • Three to five years of working on development projects involving logistical operations, engineering, development, urbanization, employee management, and construction

Knowledge, Skills, & Abilities

- Knowledge of state, federal and local laws governing municipal operations
 - Knowledge of methods, materials and techniques used in the construction and maintenance of parks, roadways, landscapes or water/wastewater systems
 - Knowledge of standard safety processes, work gear and procedures
 - Knowledge of generally accepted administrative procedures and practices
 - Knowledge of customer service standards for excellence
 - Skill in the use of hand and power tools/field equipment
 - Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products
 - Ability to effectively communicate, both verbally and in writing, with co-workers, the public, and appointed officials
 - Ability to empathetically interact with customers in a manner which will both assist and reassure them
 - Ability to work in a fast-paced environment, occasionally with irate customers
 - Ability to count monies and process payments
 - Ability to prepare budgets, correspondence and reports
 - Ability to organize personnel information in an effective manner that is storable for records and usable for research
 - Ability to strategically plan personnel, allocations, programs, resources, and workplace production
 - Ability to listen to and then mediate personnel units, in order to accomplish a particular goal/directive
 - Ability to alphabetize and numerically sequence materials...
-

Resources:

Personnel	\$669,500
Supplies	\$31,000
Services & Professional Fees	\$253,000
Transfers to Other Funds	<u>\$517,000</u>
<i>Total Allocation</i>	\$1,470,500

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none">• Number of active accounts• Number of meter reads• Number of meter re-reads• Number of bills generated• Number of work orders• Number of service disconnects for nonpayment	<ul style="list-style-type: none">• Utility Billing budget per capita• Utility Billing budget % of Public Utilities O&M budget• Percentage of water bills generated on time• Average number of service disconnects per month• Average time to complete work orders• Average time to reconnect service after receiving past due payment• Percentage of customer contacts numbers updated annually

Southwest Regional Communications Center

Purpose/Mission:

To facilitate the delivery of emergency communications, by serving as the City’s Public Safety Answering Point of 9-1-1 calls for collection and dissemination of vital information to Police/Fire departments dispatching personnel and equipment.

Personnel Unit(s):

Administration & Operations Division

Target Audience:

- Dispatch Director (1)
- Dispatch Information Technology Manager (1)
- Dispatch Trainer (1)
- Dispatcher (21)
- Emergency Dispatch Supervisor (4)
- Manager of Emergency Dispatch (1)
- Staff Assistant (1)

Performance Objectives:

- Direct all activities of a regional communication center which responds to emergency and non-emergency responses for police, fire and emergency medical services with current staffing of 25–30
- Supervise personnel which include call takers, dispatchers and technical support and provides 24/7 support to the cities
- Manage the CAD system and works with each of the three cities on their addressing procedures
- Direct the application of local, state and federal laws and mandates as well as applicable policies and procedures
- Work with the city managers and police and fire representatives to determine budgeting, new technology, staffing and priorities; maintains records and logs; and submits reports for review by all cities
- Manage a tri-city alarm system which involves set-up, monitoring and billing activities

Performance Objectives (Continued):

- Oversee shift dispatch staff by scheduling and assigning tasks, monitoring data entry and information received by message takers and dispatchers, monitoring radio transmissions, training employees, completing public records requests; completing reports; and ensuring all personnel have available information for responses
- Answer incoming calls by receiving inquiries from the public and from officers for various requests; gathering and providing requested information; answering calls from other agencies requesting assistance; contacting departments; monitoring channels; and dispatching information for service
- Assist with the hiring and training process by reviewing applications; researching applicant information; interviewing; recommending selections; and preparing hiring and training schedules
- Process incoming calls for service by gathering information; requesting emergency type; evaluating needs; determining emergency or non-emergency status; contacting the appropriate responder; dispatching services; monitoring activities; and receiving and transmitting updated information
- Prioritize calls for service by evaluating information; processing requests; prioritizing calls; contacting the appropriate agency; coordinating response of primary, back-up and support units; and providing other agency assistance as required
- Maintain records of work performed by creating and filing information
- Respond to requests from agency personnel by monitoring units and calls; entering information into local, state and national systems; confirming warrants; and processing miscellaneous service requests
- Assist with training activities by answering questions; instructing new employees on processes, priorities and systems; evaluating trainees; and submitting progress reports
- Ensure issues resolution by working with department personnel; responding to requests and inquiries; prioritizing and documenting customer requests; diagnosing problems; resolving issues; and supporting users working with dispatch, records and jail management software
- Support hardware and software by contacting and working with vendors; ensuring timely completion of vendor assistance; and researching and resolving issues and problems

Performance Objectives (Continued):

- Assist with inventories by counting and recording computer equipment and associated peripherals
 - Support budget activities by researching cost of new or replacement equipment; maintaining knowledge of industry trends; researching software and technology trends and upgrades; examining short and long term strategies and goals; and projecting long term solutions
 - Develop and review emergency processes by researching training processes; identifying skills; reviewing requirements; updating manuals and standards; revising workbooks and class instructional materials; communicating with supervisors, dispatchers and management; and reviewing mandated training classes and certifications
 - Schedule and facilitate training classes by creating schedules; posting and advertising information; discussing certifications with supervisors; and delivering classes
 - Ensure training compliance by tracking attendance; maintaining records; submitting documents to regulatory agencies; monitoring performance; tracking statistics; and maintaining certifications
 - Provide support to the department by responding to inquiries; answering complaints; directing and processing requests to personnel; scheduling and maintaining calendars; making travel arrangements; composing, forwarding and retaining documents and certifications; identifying and analyzing issues; preparing and submitting agenda items; and preparing and submitting special reports, and related documents
 - Prepare documents by composing correspondence; completing reports; gathering and preparing materials; and entering data
 - Maintain supplies by reviewing inventories; requesting and ordering supplies and materials; and preparing payment authorizations
 - Maintain documentation by processing information; filing; and storing data
 - Prepare and assemble specific reports and assist in financial planning and budget preparation, including spreadsheets, schedules and charts...
-

Plan of Action:

To accomplish the performance objectives assigned to this personnel unit, the planned activities required for the target audience include adhering to the drafted policies of the municipal government and following the standard work procedures of each respective position. This typically includes:

- Arriving to his/her worksite or office space on time, prepared, and ready to function in a mental and/or physical capacity
- Using position-specific hardware and/or software to accomplish assigned daily tasks, within set working hours
- Being prepared to work beyond set standard hours, as a result of a work-related emergency/urgency, community function, City meeting, or special event
- Travelling to other locations, to fulfill a duty, as a part of his/her work function...

Required & Preferred:

<i>Education</i>	<i>Experience</i>
<ul style="list-style-type: none">• High School Diploma Level	<ul style="list-style-type: none">• Minimal experience needed.• One year of experience as an emergency communication center supervisor• Two years of fulltime experience working with and maintaining computer systems and peripherals• Two years of experience working as an emergency call taker or dispatcher dealing with emergency dispatch calls, emergency situations with callers, emergency management, and fire/police/9-1-1 personnel• Three years of experience as an emergency call taker or dispatcher• Three years of experience in the administrative or clerical field managing office operations for positions in the department including schedules, memorandums, client service, customer calls and requests, projects, file handling

<ul style="list-style-type: none"> • Associate’s Degree Level or Bachelor’s Degree Level (Public Administration, Emergency Management, Education, Communications, Management, Criminal Justice, or Related) 	<ul style="list-style-type: none"> • Four to five years of experience working as an emergency call taker or dispatcher dealing with emergency dispatch calls, emergency situations with callers, emergency management, and fire/police/9-1-1 personnel; also some management of emergency personnel
<ul style="list-style-type: none"> • Bachelor’s Degree Level or Master’s Degree Level (Emergency Management, Criminal Justice, Communications, or Related) 	<ul style="list-style-type: none"> • Seven years of working in municipal government or business, at the executive level, overseeing dealings with emergency dispatch calls, emergency management, and fire/police/9-1-1 personnel

Knowledge, Skills, & Abilities

- Knowledge of local, state and federal regulations regarding emergency calls and operations, and standard operating procedures for emergency call centers
- Knowledge of administrative office procedures and customer service standards for excellence
- Knowledge of state, federal and local laws governing municipal operations
- Knowledge gained from Comp TIA A+, Network+, Dell, Panasonic, HP, Lexmark, MSCE, or Cisco CCNA hardware and software certifications
- Knowledge of Microsoft Active Directory
- Knowledge gained from attaining CTO, APCO, EMD, TCLEOSE, TLETS, and TCIC/NCIC certifications
- Skill in assigning, reviewing, managing, and evaluating personnel activity for improved leadership and organizational coordination
- Skill in the operation and use of standard office software which includes databases and presentation programs, along with standard Microsoft products
- Skill in adult learning techniques
- Skill in the development, review, and analysis of data related to emergency operations
- Skill in the ready comprehension and application of a variety of technical manuals and documents

- Ability to prioritize and facilitate the effective operations of an emergency call center
 - Ability to effectively communicate verbally, in writing, and in public settings; with co-workers, the public, and elected and appointed officials
 - Ability to successfully pass background investigation for required security standards
 - Ability to alphabetize and numerically sequence materials
 - Ability to hear and understand callers through each ear while wearing a headset
 - Ability to distinguish colors
 - Ability to enter information into systems while conversing with callers
 - Ability to prepare budgets, correspondence and reports
 - Ability to organize personnel information in an effective manner that is storable for records and usable for research
 - Ability to strategically plan personnel, allocations, programs, resources, and workplace production
 - Ability to drive using a valid Class C Texas Driver's license
 - Ability to listen to and then mediate personnel units, in order to accomplish a particular goal/directive
 - Ability to count monies and process payments...
-

Resources:

Personnel	\$2,089,000
Supplies	\$72,000
Services & Professional Fees	\$667,500
Transfers to Other Funds	\$0
Debt Service	\$0
Capital Outlay	<u>\$0</u>
<i>Total Allocation</i>	\$2,828,500

Measurable(s):

<i>Activity Demand/Workload</i>	<i>Efficiency/Effectiveness Measures</i>
<ul style="list-style-type: none"> • Number of emergency calls received • Number of non-emergency calls received • Number of calls for Priority P Service received for Police • Number of calls for Priority 1 Service received for Police • Number of calls for Priority P Service received for Fire • Number of alarm-monitored customers 	<ul style="list-style-type: none"> • M&O budget per capita for the Participating Cities • Percentage of emergency calls answered in 10secs or less • Average dispatching time (in seconds) per Priority P Call for Police • Average dispatching time (in seconds) per Priority 1 Call for Police • Average dispatching time (in seconds) per call Priority P Call for Fire Dept. • Percentage increase of Alarm Monitoring customers from prior year

Supplemental

Evaluation Individualized Employee Performance

Rate your employee's performance, on a scale of "1(lowest) to 7 (highest)," in the following categories, over the past year. You will be evaluating seven factors, concerning the employee. You must include feedback to support the scoring of the evaluated employee for each Core Factor by providing evidence, examples, opinions, helpful advice, future recommendations, etc.

Problem Solving, Decision Making, & Competency

The employee is able to creatively and effectively solve or prevent problems in the workplace by identifying issues and searching for the best solutions. Problems are solved by the employee's knowledge of his/her position and other related positions as well as a familiarity with policies and procedures applicable to the position.

Other Factors to Consider:

The employee (1) responds quickly to new challenges, (2) makes clear, consistent, transparent decisions, (3) understands the overall vision of the organization, (4) acts with integrity in decision making, and (5) is able to work independently while learning new skills and maintaining up-to-date job related information.

Score:

1 2 3 4 5 6 7

Explain your scoring:

Why did the evaluated receive this score? What was done correctly that should be continued? What was done that needs improvement?

Flexibility & Stewardship

The employee has the ability to adjust to change with minimal disruption to productivity, contributes useful ideas for improving the performance of the position (minimizes cost, reduces risk, etc.), and is willingly responsible for the outcome of assignments.

Score:

1 2 3 4 5 6 7

Explain your scoring:

Why did the evaluated receive this score? What was done correctly that should be continued? What was done that needs improvement?

Teamwork, Working Relationships, Customer Service

The employee can work effectively & successfully as a team member with others to achieve desired results, by contributing to team projects and exchanging ideas and opinions. The employee also values the importance of delivering high quality, innovative service to internal and external clients by listening and understanding the reasonable needs of the client.

Other Factors to Consider:

The employee (1) identifies solutions, responds quickly, and follows up, (2) helps to prevent and resolve conflicts while developing positive working relationships, and (3) is flexible, open minded, and promotes mutual respect- embracing diversity in daily work life.

Score:

1 2 3 4 5 6 7

Explain your scoring:

Why did the evaluated receive this score? What was done correctly that should be continued? What was done that needs improvement?

Productivity, Quality Improvement, & Accomplishments

The employee demonstrates accuracy, thoroughness, and reliability in the performance of assignments by using effective time-management, decision making and prioritization skills. Meanwhile he/she accomplishes any specialized tasks and goals assigned during an earlier period alongside daily job-related duties.

Other Factors to Consider:

The employee (1) develops and follows work procedures while pursuing goals with commitment and initiative, (2) works steadily and actively with self-confidence and a positive attitude, and (3) strives for efficient, effective, high-quality performance in self and the unit while delivering timely and accurate results.

Score:

1 2 3 4 5 6 7

Explain your scoring:

Why did the evaluated receive this score? What was done correctly that should be continued? What was done that needs improvement?

Organizational Compliance & Workplace Safety

The employee is willing to participate in following any-and-all safety laws, rules, and standard operating procedures, along with having a commitment to maintaining a safe working environment on a day-to-day basis. Also, the employee shows an ability and willingness to observe and follow all policies & procedures, written rules, and organizational structures set by the organization.

Score:						
1	2	3	4	5	6	7

Explain your scoring: Why did the evaluated receive this score? What was done correctly that should be continued? What was done that needs improvement?

Communication

The employee effectively connects (orally & written) with peers, subordinates and customers in the sharing of information, ideas & directions, while actively listening. He or she negotiates effectively between separate parties and seeks to clarify and confirm others' understanding of unfamiliar/vague terms and instructions.

Score:						
1	2	3	4	5	6	7

Explain your scoring: Why did the evaluated receive this score? What was done correctly that should be continued? What was done that needs improvement?

Attendance & Punctuality

The employee arrives to work on time and is ready to begin his/her assigned tasks at the start of the first work hour, and arrives to professional meetings & gatherings on time (barring unforeseen circumstances). The employee returns promptly from lunch breaks and is responsible with his/her "personal breaks" throughout the work day. Finally, the employee provides notice, ahead of time, for any foreseeable absences.

Score:						
1	2	3	4	5	6	7

Explain your scoring: Why did the evaluated receive this score? What was done correctly that should be continued? What was done that needs improvement?

Evaluation Individualized Supervisor Performance

Rate your supervisor's performance, on a scale of "1(lowest) to 7 (highest)," in the following categories, over the past year. You will be evaluating six factors, concerning the supervisor. You must include feedback to support the scoring of the evaluated supervisor for each Core Factor by providing evidence, examples, opinions, helpful advice, future recommendations, etc.

Problem Solving, Decision Making, & Competency

The supervisor is knowledgeable of all policies and procedures (technical/procedural) applicable to the positions he/she is responsible for managing in the department. The supervisor also makes sure that all personnel are learning new skills and remaining knowledgeable of important up-to-date job related information. As a result, the supervisor and answerable positions are able to creatively and effectively solve or prevent problems in in applicable areas.

Other Factors to Consider Under the Supervisor's Management:	The group can (1) identify problems, (2) search for the best solutions, (3) respond quickly, (4) make clear, consistent, transparent decisions, and (5) act with integrity in deciding what's best for the organization.
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Score:

1	2	3	4	5	6	7
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Explain your scoring:

Why did the evaluated receive this score? What was done correctly that should be continued? What was done that needs improvement?

Communication & Listening Skills

In a respectful manner, the supervisor effectively connects (both orally and written) with peers, subordinates and customers in the sharing of information, ideas, and directions. The supervisor negotiates effectively between different groups and seeks to clarify and confirm others' understanding if something is unfamiliar or vague. Also, the supervisor attentively listens to significant issues, concerns, and problems brought by employees of the departments.

Other Factors to Consider Under the Supervisor's Management: The supervisor (1) acts as quickly as possible to rectify any problematic areas that have surfaced, and (2) takes into consideration any helpful recommendations, advice, or suggestions provided by employees.

Score:

1	2	3	4	5	6	7
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Explain your scoring: Why did the evaluated receive this score? What was done correctly that should be continued? What was done that needs improvement?

Productivity, Quality Improvement, & Accomplishments

The supervisor ensures that all personnel demonstrate accuracy, thoroughness, and reliability in the performance of assignments. The supervisor develops effective work procedures and goals and measures employees' accomplishment of all tasks and goals (job related duties or specifically assigned projects). The end result is high departmental performance output, effective time-management, decision making and prioritization of tasks.

Other Factors to Consider Under the Supervisor's Management: Employees (1) pursue all goals with commitment and initiative, and (2) deliver timely and effective results. This all happens in a positive atmosphere and allows for an enjoyable place to work.

Score:

1	2	3	4	5	6	7
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Explain your scoring: Why did the evaluated receive this score? What was done correctly that should be continued? What was done that needs improvement?

Working Relationships, Teamwork, & Customer Service

The supervisor works effectively & successfully as a team leader with employees to achieve desired results, by contributing to team projects and exchanging ideas & opinions. The supervisor also helps to guide employees and prevents/resolves conflicts, while developing positive working relationships and promoting mutual respect in their sector. Likewise, the supervisor values the importance of delivering high quality, and innovative service to all clients.

Other Factors to Consider Under the Supervisor's Management: The supervisor (1) places an emphasis on the importance of customer service to the sector, and (2) makes sure that all employees listen and understand the reasonable needs of the client, can identify solutions, respond, and follow up.

Score:

1 2 3 4 5 6 7

Explain your scoring:

Why did the evaluated receive this score? What was done correctly that should be continued? What was done that needs improvement?

Accountability & Equal Treatment

The supervisor makes sure that employees are fully knowledgeable of what's expected in their job performance for daily responsibilities & special projects. The supervisor maintains an "open door policy" so that all personnel can bring forth relevant issues and receive any needed clarification and holds personnel responsible for any missteps or failures. Also, the supervisor treats everyone equitably and fairly, across departmental lines (e.g. special treatment is not given to any particular employee over another for any reason) - instead the supervisor embraces diversity among employees.

Score:

1 2 3 4 5 6 7

Explain your scoring:

Why did the evaluated receive this score? What was done correctly that should be continued? What was done that needs improvement?

Organizational Compliance

The supervisor ensures that the department (including himself/herself) shows an ability and willingness to follow all policies & procedures, written rules, and organizational structures established by the City.

Score:							
	1	2	3	4	5	6	7
Explain your scoring:	Why did the evaluated receive this score? What was done correctly that should be continued? What was done that needs improvement?						

Evaluation Weighted Scoring System

Employee	Weighted Rankings (1 Lowest to 7 Highest)						
Factors	1	2	3	4	5	6	7
#1	0	2.88	5.77	8.65	11.53	14.42	17.3
#2	0	2.71	5.44	8.15	10.86	13.59	16.3
#3	0	2.55	5.1	7.65	10.2	12.75	15.3
#4	0	2.38	4.77	7.15	9.53	11.92	14.3
#5	0	2.22	4.43	6.65	8.87	11.08	13.3
#6	0	2.05	4.1	6.15	8.2	10.25	12.3
#7	<u>0</u>	<u>1.86</u>	<u>3.74</u>	<u>5.6</u>	<u>7.46</u>	<u>9.34</u>	<u>11.2</u>
Total	0	16.65	33.35	50	66.65	83.35	100

Supervisor	Weighted Rankings (1 Lowest to 7 Highest)						
Factors	1	2	3	4	5	6	7
#1	0	3.16	6.34	9.5	12.66	15.84	19
#2	0	3	6	9	12	15	18
#3	0	2.83	5.67	8.5	11.33	14.17	17
#4	0	2.66	5.34	8	10.66	13.34	16
#5	0	2.5	5	7.5	10	12.5	15
#6	<u>0</u>	<u>2.5</u>	<u>5</u>	<u>7.5</u>	<u>10</u>	<u>12.5</u>	<u>15</u>
Total	0	16.65	33.35	50	66.65	83.35	100

Progress Outcomes

The following work plan document is used by the City of DeSoto as part of a performance system that keeps timely track of each department, division, and/or employee's progression in completing objectives which contribute to the larger goal(s) of the municipal government. Many of the results and benefits from implementing the curriculum vary by unit/assignment, and can typically be gauged through employees' detailed fulfillment of these documents, over time. However, the targeted outcome, amongst all units, is universal, throughout each fiscal year: The direct or indirect benefit of the citizens.



**-Fiscal Year 20XX-
Work Plan**



Specify Department

Specify Division

**Council Work Plan or Dept. Work
Plan**

-Work Plan Objective-

-This field should contain a statement explaining what objective is to be accomplished, as a specific goal for the fiscal year. In this statement should simply be, "what will be accomplished."

-Work Plan Background-

-This field should contain a detailed description of the Work Plan Objective. This section should be composed of three main components which include:

- (1) **The History of the Work Plan:** What has been done in the past, what was the typical process of the work plan, what were the outcomes, describe past successes & failures, previously problematic areas, etc.
- (2) **Background Information to the Work Plan:** Definitions of key terms or phrases used in detailing the work plan that might not be common knowledge outside of the workplace, explanation of the process(es) involved, and the actual audience(s) this work plan targets
- (3) **The Importance of the Work Plan:** Explain the purpose, benefits to implementation, and the dangers to not fully completing the Departmental Objective

-Accountability-

-This field should have two parts, the "Primary" & the "Secondary" parties that are to be held responsible for meeting the Work Plan Objective. The "Primary" is the person that will be answerable to any concerns about the Departmental Objective (i.e. questions or concerns, making any necessary changes to the objective, etc.). The "Secondary" is any other responsible person or persons held to meeting the Work Plan Objective in a supporting role to the Primary.

The format of this field is as follows: (Primary) First and Last Name- Position Title; (Secondary) either Name & Title or Staffing Group Name

-Benchmarking-

-This field should contain what the department will be measured by during periods of evaluation, in determining whether or not the Work Plan Objective has been met. This section should contain:

- (1) **Targets or Measurements** that are to be reached by specified times of evaluation during the fiscal year (i.e. the department will achieve "X" by the end of the first quarter)
- (2) **Stated Turn-In Material** that will be used as your deliverable during each evaluating process (i.e. A quarterly report will be submitted from the Accounting Standards Board showing compliance and achievement of the Departmental Objective) showing that the work plan is in progress or completed
- (3) **Estimated Time to Completion** for the entire Work Plan Objective as a whole (i.e. all aforementioned targets are to be met no later than "X amount of time")



-Departmental Quarterly Progress Report-

Quarter One:

-Detail all of the progress made in the first quarter (October – December) of the Fiscal Year

Quarter Two:

-Detail all of the progress made in the second quarter (January – March) of the Fiscal Year

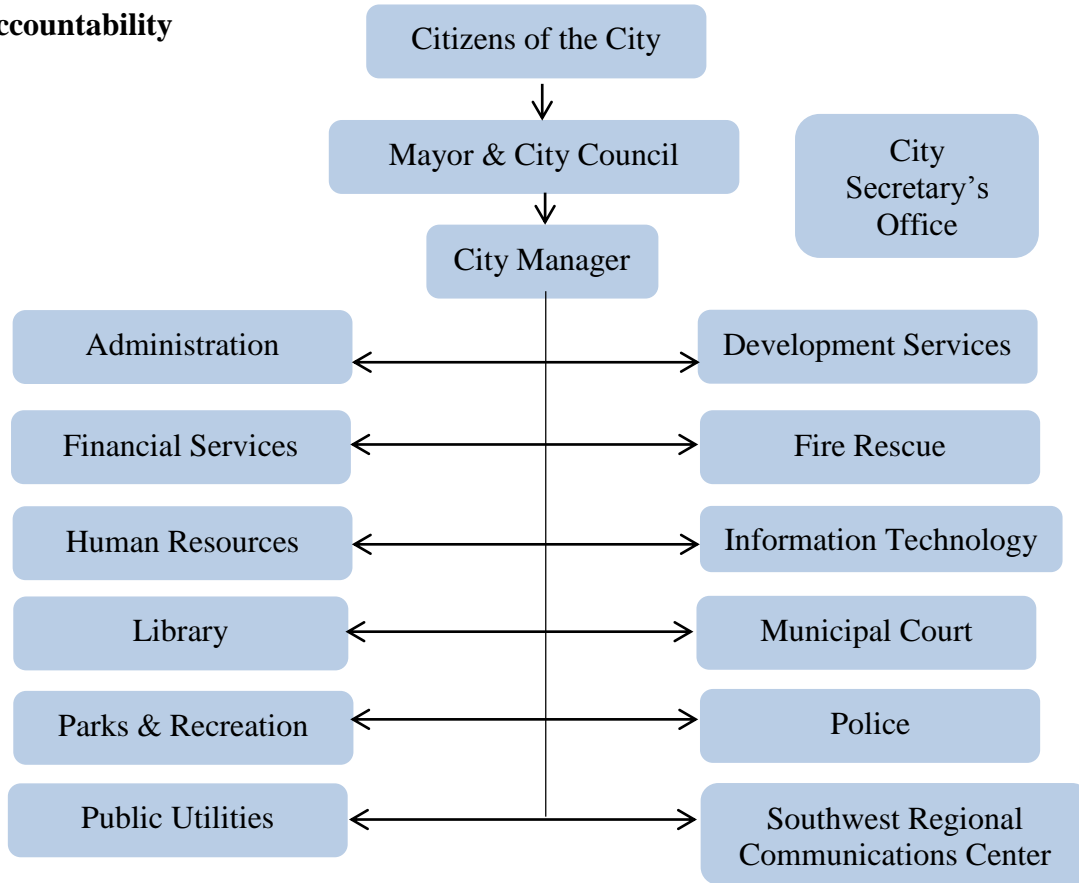
Quarter Three:

-Detail all of the progress made in the third quarter (April – June) of the Fiscal Year

Quarter Four:

-Detail all of the progress made in the fourth quarter (July – September) of the Fiscal Year

Accountability



The justification in assigning essential goals (e.g., purpose, mission), objectives, personnel units, employee backgrounds, allocated resources, activities, and measurement tools comes primarily from executive management’s strategic decision making. Based on the council-manager system of government, the City Manager has authority over the administrative operations of the city- including personnel, budget, and function. Specifically, the “responsibility of function,” within each department, is primarily delegated to a hired Managing Director; from this executive level, directors structure their respective departments and delegate responsibilities/authorities to assigned employees. As such, each department can vary in appearance, efficiency, and effectiveness. At this point, the linear logic of the City’s operational infrastructure can be accounted for. As of fiscal year 2015, under the purview of the current City Manager, twelve municipal departments exist and work to administrate government duties.

Appendix B

Semi-Structured Interview Guide/Outline for Managers and Employees

Personnel Background (All Members)

- What is your educational background (e.g., highest level of schooling completed, type of degrees, certifications obtained)?
- Has any aspect of your educational background assisted you in the performance of your professional responsibilities and/or work processes, for your respective occupational position?
 - If so, in what ways and in which areas?

Personnel Experience I (All Members)

- Is additional training and education needed/recommended to fulfill the professional responsibilities and/or perform the work processes of your position, beyond your formal educational background?
 - If so, what specific types of additional training and education are required/recommended to actively function in your position?
 - What knowledgebase, skillsets, and abilities are intended to be developed through the training and education that is provided?
 - In what ways are training and education provided to your occupational position (i.e., resource avenues within and outside of the [PWO] organization- learning modules/experiences)?

- Following applicable training and education, how are your new knowledgebase, skills, and abilities implemented into your occupational position?
- In your occupational position, is there a need or emphasis for continuous ‘training and education’ and/or ‘knowledgebase, skillsets, and abilities’ development?
 - If so, why?

Personnel Experience II (Managerial Members)

- Does training and education play a role in the successful implementation of internal work processes and the achievement of overarching goals within the [PWO] organization?
 - If so, ‘how’ and then ‘why’?
- What steps are taken to train and educate employees (e.g., setting aside money in the budget, requiring a minimum number of instructional lessons)?
 - How is the type of training and education that is required/recommended of employees determined?
 - Are employees advised/required to take the aforementioned training at a certain point during their career of employment with the organization (i.e., certification training is required at the 5-year mark) or is it based on a priority system (e.g., employment level, level of responsibilities, number of duties), or some other method?
 - Why is the above method of selection chosen?

- In what ways (options) are training and education provided to the numerous appropriate occupational positions within the [PWO] organization (i.e., internal and/or external resource avenues- learning modules/experiences)?
- How is the training and education of employees certifiably integrated into the internal work processes of not only the personnel member's responsibilities, but the entire [PWO] organization as a whole? Can an example be provided?

Finis.