

Iowa Department of Administrative Services – Human Resources Enterprise
Job Classification Description

Performance Results Facilitator

Definition

Within the Department of Management, promotes/facilitates implementation of an enterprise-wide or statewide performance management and improvement program. Programs encompass one of the following performance results initiatives – organizational development, planning and deployment, performance measurement and reporting, performance auditing, or risk management; facilitates/develops performance management and improvement activities and provides training and development; performs related work as required.

The work examples and competencies listed below are for illustrative purposes only and not intended to be the primary basis for position classification decisions.

Work Examples

Coordinates/plans/implements/facilitates performance results program by implementing process improvement activities (e.g., project selection, organizational development, planning and deployment, implementation, sustainability, performance measurement and reporting, performance auditing, capacity building, or risk management; facilitates/develops performance/process management and improvement activities, training and development).

Promotes process improvement programs and assists in the identification of projects/opportunities for improvement; plans breakthrough events, coordinates ongoing continuous improvement projects, acts as a mentor to department program facilitators and enterprise practitioners, and conducts follow-up audits to insure process improvement exercises are completed and results are realized.

Plans/manages breakthrough events; drives the department's continuous improvement methodologies, breakthrough strategies, promotes process improvement programs.

Manages/facilitates department Lean Six Sigma or Kaizen activities and establishes project priorities/objectives; coordinates the selection of cross-functional department team members/leaders and provides leadership/direction to the project leaders and teams.

Assures that project progress is monitored/documented during breakthrough events; conducts formal and informal status reviews with department management assuring projects are implemented and savings are documented/audited and maintained.

Identifies enterprise performance management and improvement opportunities/projects or risk management strategies and implements long-range program goals, objectives and requirements.

Interprets state and federal legislative and governmental processes for application to process improvement initiatives.

Consults with department facilitators on problems regarding general/specific process improvement issues or projects and provides mentoring, coaching, project management advice/support/direction to achieve process completion.

Identifies, develops, and implements program policies/procedures that support internal/external total customer satisfaction and ensures sound risk management principles and reasonable balance between strategic and tactical events.

Identifies social, environmental, legal, technological, financial, and political factors impacting the process improvement programs, projects, and services delivered in the executive branch of state government.

Acts as an interface/change agent, tool mentor, coach, facilitator between/among organizational divisions/state agencies to ensure proper communications and priorities are established; champions improvement activities and promotes/sells the benefit of these activities.

Determines method/timing/content of process improvement training with a goal of integrating continuous improvement into the enterprise culture; assists with coordination of Department of Management enterprise-wide training, including trainers and training materials from both internal/external sources.

Manages/oversees training from internal/external trainers/training materials to department team members on Lean Six Sigma or Kaizen events and other continuous improvement techniques.

Coordinates with enterprise administrators to ensure that activities are consistent with the overall continuous improvement vision; supports efforts to reduce costs and develops, monitors, and continuously improves total system costs.

Benchmarks world-class business process performance improvements and establishes tangible measures of time, cost, and quality throughout all divisions where feasible.

Conducts research/analysis of project operations following up on completed projects and ensuring improvements are achieved, maintained, and documented. Applies quantitative and analytical applications involving statistics, Minitab, and other similar computer software to process improvement activities.

Serves as a key player in activities that involve representatives from the community, business, politics, and service providers.

Competencies Required

Knowledge:

- Customer and Personal Service – Principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Law and Government – Laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
- English Language – The structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar.
- Basic Arithmetic – Addition, subtraction, multiplication, and division.
- Clerical Procedures – Word processing, managing files and records, designing forms, and other office procedures and terminology.
- Administration and Management – Business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

- Computers and Electronics – Circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Abilities:

- Law and Government – Understand and adhere to applicable laws, legal codes, administrative rules, and regulations.
- Clerical – Maintain complex clerical records.
- Written Expression – Communicate information and ideas in writing so others will understand.
- Written Comprehension – Read and understand information and ideas presented in writing.
- Speech Clarity – Speak clearly so others can understand.
- Speech Recognition – Identify and understand the speech of another person.
- Oral Expression – Communicate information and ideas in speaking so others will understand.
- Oral Comprehension – Listen to and understand information and ideas presented through spoken words and sentences.
- Deductive Reasoning – Apply general rules to specific problems to produce answers that make sense.
- Inductive Reasoning – Combine pieces of information to form general rules or conclusions.
- Information Ordering – Arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Fluency of Ideas – Come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Problem Sensitivity – Tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

Skills:

- Active Listening – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Critical Thinking – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Reading Comprehension – Understanding written sentences and paragraphs in work related documents.
- Speaking – Talking to others to convey information effectively.
- Writing – Communicating effectively in writing as appropriate for the needs of the audience.
- Negotiation – Bringing others together and trying to reconcile differences.
- Active Learning – Understanding the implications of new information for both current and future problem-solving and decision-making.
- Judgment and Decision Making – Considering the relative costs and benefits of potential actions to choose the most appropriate one.

- Service Orientation – Actively looking for ways to help people.
- Complex Problem Solving – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Operations Analysis – Analyzing needs and product requirements to create a design.
- Systems Analysis – Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.

Minimum Qualification Requirements

Applicants must meet at least one of the following minimum requirements to qualify for positions in this job classification:

- 1) Graduation from an accredited four-year college or university with a degree in any field, and experience equal to four years of full-time work in performance management, management-oriented process improvement, or risk management.
- 2) All of the following (a, b, and c):
 - a. Two years of full-time work experience in performance management, management-oriented process improvement, or risk management; and
 - b. A total of four years of education and/or full-time experience (as described in part a), where thirty semester hours of accredited college or university coursework in any field equals one year of full-time experience; and
 - c. A total of two years of graduate-level education and/or full-time experience (as described in part a), where twenty-four semester hours of accredited graduate college or university coursework in any field equals one year of full-time experience.
- 3) All of the following (a, b, c, and d):
 - a. Completion of an accredited performance management, process improvement, or risk management certificate program; and
 - b. One year of full-time work experience in performance management, management-oriented process improvement, or risk management; and
 - c. A total of four years of education and/or full-time experience (as described in part a), where thirty semester hours of accredited college or university coursework in any field equals one year of full-time experience; and
 - d. A total of two years of graduate-level education and/or full-time experience (as described in part a), where twenty-four semester hours of accredited graduate college or university coursework in any field equals one year of full-time experience.
- 4) Current, continuous experience in the state executive branch that includes twelve months of full-time work as a Performance Results Practitioner.

Effective date: 11/25 SA