

Glazer Children's Museum

Special Events & Programs Manager

Job Description

The Special Events & Programs Manager is responsible for **designing, strategizing, planning, managing and implementing fee-based events and programs as a key member of the Museum's education department**. The Special Events & Programs Manager will ensure the effective delivery of the Museum's vision, mission and brand through ticketed programs that generate revenue, interest in the Museum, repeat attendance, are accessible to all and meet diverse outcomes. The Special Events & Programs Manager will lead a program team (part-time staff) and volunteers during day-of event coordination and report to the Chief Executive Officer.

She/He must demonstrate a proven track record in providing **creative and results driven fee-based educational programs and events** with an emphasis on experiences tailored for young children. The successful candidate will have demonstrated skills in event planning, volunteer management, educational programming, and program delivery.

It is an exciting time to join the Glazer Children's Museum. With the leadership and vision of a new President and CEO, the museum is entering a new chapter in its growth, both as a local and national leader.

Essential Functions

Special Program Design & Delivery

- Create and maintain strong relationships with potential fee-based program partners like Scouting organizations, Y's, libraries, etc.
- Develop meaningful fee programs for targeted audiences with a high public interest factor with special attention to the strategies that will cultivate the 5 year old and up audience.
- Take on new projects as assigned.

Special Event Planning

- Lead planning, management, and evaluation of all ticketed and fee-based programs
- Sustain and grow current events
- Administer camp program deliverables for all school break camp offerings, including the creation of content, management of staff, and day-to-day camp operations

- Work strategically with marketing and development departments for both advertising and sponsorship packages for events and programs

Birthday Parties

- Responsible for overseeing birthday party programming including evaluation of themes, purchasing, decor, and designing party packages
- Oversee birthday buddy training
- Manage birthday coordinator position
- Assist birthday coordinator with regular ordering & supply inventory
- Regularly evaluate and summarize birthday guest surveys

Camps

- Design camp programs that are interesting to elementary age students
- Develop daily content as needed
- Ensure camp counselors are well trained on materials and represent the Museum to the highest standards
- Develop a comprehensive evaluation system that looks at the camper, educator, and parent perspective to inform strategic decisions about future camp strategies

Other Duties and Responsibilities

- Participate as an active member of the Museum's Education Team
- Cooperatively work with Marketing Team to develop promotional engaging creative for promotional material that best represents the intended event or program
- Work cooperatively with Reservationist to ensure bookings and sales language is clear and strong
- Strategically assess, iterate and reassess programs via research, audience feedback, and internal and external stakeholder feedback
- Assist in leading the program team's daily activity when needed
- Collaborate with other Museum departments to ensure the seamless flow of information needed for activities such as marketing and development content

Qualifications

The Special Events & Programs Manager must take a visionary and family-centered approach to event management, work well within a small team environment, and have the skills to make flexible changes as needed when working with the public. The Special Events & Programs Manager must have a proven track record of planning popular public programs in a museum or educational setting that generated a profit. The Special Events & Programs Manager must be a student of cutting-edge techniques in learning and child development with an eye and attitude toward innovation.

Specific requirements include:

- Passion for the mission, vision and values of the Glazer Children's Museum
- Minimum 2-3 years teaching experience, either formal or informal
- Bachelor's Degree, Master's Preferred
- Minimum of 3-5 years of comprehensive educational program planning experience in similar roles
- Ability to communicate effectively and articulately
- Team oriented
- Proficient with the Google and Microsoft Office suite of computer programs, specifically Word, Power Point and Excel, as well as, fundraising software.
- Entrepreneurial
- Creative

The ideal Special Events and Programs Manager will have the following personal competencies and characteristics:

- S/he will flourish in a diverse and high-achieving environment and will be energized by the prospect of working with the Museum Team to deliver strong results
- S/he will have a strong data and analysis orientation and a proven ability to use metrics to drive decisions and achieve strategic objectives
- S/he will be a confident and articulate communicator with the ability to work fluidly across all levels.
- S/he will consistently bring innovative ideas and new, cutting edge learning innovations that will add to the museum's repertoire of programs
- S/he will have experience with budget management, cost, and net ratio evaluations
- The Special Events & Programs Manager will have an unquestioned and authentic passion for creating extraordinary learning experiences for children and families

Work Situations:

- x *Communication* - The ability to relate to people in situations involving more than giving and receiving instructions.
- x *Direction, Control and Planning* - Adaptable to accepting responsibility for the direction, control, or planning of an activity. The employee may be in a position to negotiate, organize, direct, formulate practices, or make final decisions.
- x *Feelings or Ideas* - Adaptable to situations involving the interpretation of feelings or ideas in terms of personal viewpoint. The employee may be called upon to use creativity, self-expression, or imagination.
- x *Influencing* - Adaptable to influencing people in their opinions, attitudes, or judgments. The employee may be in a position to motivate, convince, or negotiate.
- x *Measurable or Verifiable Criteria* - Adaptable to making generalizations, judgments, or decisions based on measurable or verifiable criteria. The employee may make evaluations on the basis of data.
- x *Performing Under Stress* - Adaptable to situations requiring the precise attainment of set limits, tolerances, or standards. The employee may need to be precise, thorough, exacting,

or meticulous in regard to material worked; or in activities such as numerical determinations, record preparation, or inspecting.

- x *Repetitive, Continuous* - Adaptable to performing repetitive work, or to continuously performing the same work, according to set procedures, sequence, or pace. The employee may perform work that is inherently of a repetitive nature.
- x *Sensory or Judgmental Criteria* - Adaptable to making generalizations, judgments, or decisions based on sensory or judgmental criteria. The employee may rely on one or more of the five physical senses, or rely on knowledge gained by experience to make evaluations.
- x *Set Limits, Tolerances, or Standards* - Adaptable to performing under stress when confronted with emergency, critical, unusual, and/or dangerous situations; or in situations in which working speed and sustained attention are make or break aspects of the job.
- x *Variety and Change* – Adaptable to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure. Several duties in a job that require significant differences in technologies, techniques, procedures, working conditions, physical demands, and/or situations constitute this factor.

Physical Demands:

- x *Light Work* - Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently, and/or a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects.
- x *Balancing* - Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery, or moving surfaces.
- x *Carrying* - Supporting the weight of an object with hands and arms and moving from one place to another.
- x *Climbing* - Ascending or descending ladders, stairs, scaffolding, ramps, poles, and the like, using feet and legs and/or hands and arms.
- x *Crouching* - Bending the body downward and forward by bending legs and spine.
- x *Fingering* - Picking, pinching, or otherwise working with fingers.
- x *Eye-Hand-Foot Coordination* - The ability to coordinate hand and/or foot motions with visual stimuli in order to engage in or perform physical activities, such as typing, operating vehicles or mechanical equipment, etc.
- x *Handling* - Seizing, holding, grasping, turning, or otherwise working with fingers and/or hands.
- x *Hearing* - Perceiving the nature, intent or meaning of sounds.
- x *Kneeling* - Bending legs at the knee to come to a rest on knee or knees.
- x *Lifting* - Raising objects from a lower to a higher position or moving objects horizontally from position-to-position.
- x *Pulling* - Exerting a force so as to move an object toward the individual.
- x *Pushing* - Using upper extremities to press against something with steady force in order to move forward, downward, or outward.
- x *Reaching* - Extending hand(s) and arm(s) in any direction, especially upward in placing or retrieving objects.
- x *Sitting* - To rest the body upright supported by the buttocks and thighs.
- x *Standing* - To be upright supported by the buttocks and thighs.
- x *Talking* - Expressing or exchanging ideas by means of the spoken word.
- x *Walking* - Moving about on foot to accomplish tasks.
- x *Seeing* - The ability to perceive the nature of objects by the eye. The important aspects of vision are:

- (a) Clarity of vision at 20 inches or less.
- (b) Clarity of vision at 20 feet or more.
- (c) The ability to judge distance and space relationships.
- (d) The ability to identify and distinguish colors.

Other Requirements:

- x Travel - may require occasional travel
- x Valid State Driver's License
- x Will require some evening/weekend work
- x Will require both indoor and outdoor work

Supervision/Contacts:

- x Receives supervision from Director of Education and President/CEO.
- x Daily contact with Museum employees, volunteers and management.
- x Daily contact with visitors; occasional contact with outside vendors.
- x May serve in supervisory role with some employees and volunteers.

Environment:

- x Employee is subject to inside and occasional outside environmental conditions. Protection from weather conditions but not necessarily from temperature changes when inside.

Tools and Equipment Used:

- x Personal computer, fax machine, telephone, computer printers, calculator, copier, postage machines, museum alarm system, lighting controls, small and large home appliances, and automobile.

I certify that I have reviewed and understand all of the requirements of performing this job and that I am capable of meeting each and every requirement, with or without reasonable accommodation. I understand that the essential and/or non-essential functions and the associated abilities, requirements and conditions outlined above describe the general nature and level of the work performed. I understand that they are not intended to and in no way represent an exhaustive listing of all tasks involved in performing the job. I understand that business necessity may dictate changes in the position requirements at any time. I understand that even though I may be able to perform the job, there are other requirements I must meet before being offered the job. I understand that I must perform all essential and non-essential functions in a manner that is not hazardous to myself or to others. I also understand that any employment relationship with this company is of an "at-will" nature, which means that if

employed I will be free to resign at any time, and that the Company may terminate my employment at any time, with or without prior notice.

Signature

Date

About The Glazer Children's Museum

Named one of the top five Children's Museums in America, Glazer Children's Museum is an innovative educational and culture resource for the Tampa region. Opened in Downtown Tampa in 2010, the Museum sits among skyscrapers as well as green space, and is a central part of the cultural corridor featuring other museums, libraries and a performing arts center. The mission of Glazer Children's Museum is to create learning environments where children play, discover and connect to the world around them in order to develop as lifelong learners and leaders. The hands-on, minds-on Museum attracts more than 210,000 visitors annually with a 53,000 sq ft building full of themed galleries and 170 interactive exhibits for children aged birth to ten. A combination of permanent and traveling exhibits, comprehensive year-round educational programs, and dynamic special events provide children, parents, caregivers, and teachers a rich, cutting edge, ever-changing environment for playful learning. Glazer Children's Museum, a 501c3 non-profit, also offers over 5,000 sq ft of event space, 2,500 sq ft of classroom space and a 1,000 sq ft roof top terrace overlooking the picturesque Downtown Riverwalk, along the Hillsborough River.