

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

Deputy Director/Department of Education

Definition

Functions as the deputy director of the Department of Education, providing primary policy-making level, professional management services which have a major impact on the entire agency; oversees administrative activities in assigned program areas; determines and develops agency-wide strategy and policy in close conjunction with the department director; 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

Oversees the selection, evaluation, reward and discipline of subordinate managers and other key staff; develops plans to ensure personnel policies on equal employment opportunity, career development, safety, performance appraisals, employee rewards, counseling, etc., are implemented by managers.

Collaborates with division administrators on operational issues, which influence management and organization of the agency, and serves as a key resource person in evaluating and recommending solutions to problems.

Establishes structure of the organization and reviews, modifies, or rejects changes in function and staffing levels proposed by subordinate managers; develops operational control measures to obtain necessary program information and data for decision-making.

Represents the department director to other governmental agencies and public interest groups.

Collaborates with the department director on operational problems that influence agency management/organizational structure; provides input on new or revised legislation, regulations, etc.; serves as a key resource person in evaluating and recommending solutions to financial and administrative problems.

Identifies the direction programs should take to most effectively deliver products/services to customers and develops long range program goals/objectives to meet this need; continuously evaluates organizational performance in meeting established program goals/objectives.

Resolves problems not covered by policies and precedents; reports on program accomplishments and justifies critical and far reaching program changes.

Develops working relationships with a broad spectrum of key officials outside of the immediate organization and serves on agency and inter-agency committees where decisions made could impact the operation of critical government programs.

Collaborates with other senior managers to address issues of an agency-wide, state-government-wide, or statewide nature.

Competencies Required

Knowledge:

- 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.
- Personnel and Human Resources – Principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- Education and Training – Principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Customer Service – Principles and processes for providing customer services, including customer needs assessment, meeting quality standards for services, and evaluating 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.
- Economics and Accounting – Economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.

Abilities:

- Written Comprehension – Read and understand information and ideas presented in writing.
- Written Expression – Communicate information and ideas in writing so others will understand.
- Speech Clarity – Speak clearly so others can understand.
- Speech Recognition – Identify and understand the speech of another person.
- 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.
- 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.
- 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:

- Judgment and Decision Making – Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- 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.
- Speaking – Talking to others to convey information effectively.
- Coordination – Adjusting actions in relation to others' actions.
- Management of Personnel Resources – Motivating, developing, and directing people as they work, identifying the best people for the job.
- Social Perceptiveness – Being aware of others' reactions and understanding why they react as they do.
- Negotiation – Bringing others together and trying to reconcile differences.
- Monitoring – Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Complex Problem Solving – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

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 college or university with a master's degree in education or public administration, and experience equal to five years of full-time work in teaching or educational administration.
- 2) A total of nine years of education and full-time experience (as described in number one), where thirty semester hours of accredited college or university course work in education or public administration equals one year of full-time experience.

Effective date: 05/19 SA