

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

Public Service Deputy Director

Definition

Serves as the deputy director of a cabinet-level agency, providing primary policy-making authority level, professional management services for the entire agency; through direct reports manages administrative activities; 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

Supervises and evaluates the work of direct reports; effectively recommends personnel actions relating to selection, disciplinary procedures, performances, leaves of absence, grievances, work schedules, and assignments, and administers personnel policies and procedures.

Provides broad operations, budget, and policy development support for the department; serves on the Director's senior management team, interacting with the department director and division administrators in establishing policy and budget direction for the department.

Represents department director to other government agencies and public interest groups.

Collaborates with organizational unit and division leaders on operational issues that influence agency management and organization and serves as a key resource to evaluate and recommend solutions to problems.

Guides staff members to establish appropriate priorities; periodically evaluates division performance on goals and objectives.

Reviews, modifies, or rejects changes in functions, structure, position design, staffing levels, and related actions proposed by direct report managers; establishes functional work activities and organizational relationships to meet specific goals and objectives.

Develops and maintains effective working relationships with a broad spectrum of key officials outside immediate organization to gain executive, legislative, and related support for management decisions about program priorities and goals.

Resolves broad spectrum of general administration and program problems not covered by precedent or established policies.

Provides input on proposals of new or revised legislation, regulations, and related changes with direct impact on programs directed; suggests administrative rule changes.

Competencies Required

Knowledge:

- Administration and Management – Business and management principles involved in strategic

planning, resource allocation, human resources modeling, leadership technique, production methods, and coordinating people and resources.

- Customer and Personal Service – Principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluating customer satisfaction.
- Personnel and Human Resources – Principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- English Language – 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.
- Law and Government – Laws, legal codes, court procedures, precedents, government regulations, executive orders, and agency rules.

Abilities:

- Oral Comprehension – Listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression – Communicate information and ideas in speaking so others will understand.
- 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.
- Written Comprehension – Read and understand information and ideas presented in writing.
- Written Expression – Communicate information and ideas in writing so others will understand.
- 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.

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.
- Coordination – Adjusting actions in relation to others' actions.
- Reading Comprehension – Understanding written sentences and paragraphs in work-related documents.
- Critical Thinking – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- Judgment and Decision Making – Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Complex Problem Solving – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

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- Monitoring – Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
 - Social Perceptiveness – Being aware of others’ reactions and understanding why they react as they do.
 - Speaking – Talking to others to convey information effectively.
 - Time Management – Managing one’s own time and the time of others.
 - Management of Personnel Resources – Motivating, developing, and directing people as they work, identifying the best people for the job.

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 bachelor’s degree and experience equal to nine years of full-time management/executive-level work.
- 2) All of the following (a, b, and c):
 - a. Seven years of full-time management/executive-level work; 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 public administration, business administration, or a related field equals one year of full-time experience.
- 3) Current, continuous experience in the state executive branch that includes experience equal to one year of full-time work as a Public Service Executive or comparable management-level position.
- 4) Current, continuous experience in the state executive branch that includes experience equal to two years of full-time work as a Public Service Manager 2 or comparable management-level position.

Effective date: 07/24 KC