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

Performance Results Administrator

Definition

Within the Department of Management, directs/promotes an enterprise-wide or statewide performance management and improvement or risk management program. Programs encompass one of the following performance results initiatives – organizational development, planning and deployment, performance measurement and reporting, performance auditing, or risk management; plans enterprise-wide or statewide activities and coordinates ongoing performance management and improvement or risk management activities; oversees statewide performance management and improvement or risk management training/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

Assists supervisor by performing such duties as instructing employees, answering questions, distributing and balancing the workload, and checking work; may make suggestions on selection, promotions, and reassignments.

Directs an enterprise-wide or statewide performance results/process improvement program; develops, manages and continuously improves all major program components including capacity building, project selection, implementation and sustainability; responsible for identifying enterprise or statewide performance management and improvement opportunities/projects or risk management strategies and establishing long-range program goals, objectives and requirements.

Oversees a budget including money for staffing, travel, and promotional/informational expenses (i.e., books, research papers, dues/subscriptions); identifies/secures alternative funding.

Drafts or directs the drafting of administrative rules, legislative proposals, and policies/procedures; determines their impact and informs IGOV, IDOM, and agency leadership.

Identifies, develops, implements, and leads improvement of enterprise-wide or statewide program policies and procedures that support internal/external customer satisfaction, sound risk management principles and ensures a balance between strategic/tactical events.

Acts as an interface between different state agencies to ensure proper communications and priorities are established; champion's performance management, process improvement activities, or risk management practices to achieve results and promotes activities.

Directs enterprise-wide or statewide activities/initiatives and establishes enterprise or statewide project priorities and objectives; selects cross-functional team members/leaders and provides leadership/direction to the project leaders and teams.

Oversees agency team leader training and members on enterprise-wide performance management/continuous improvement techniques, or risk management strategies/practices; determines method, timing and content of the training with a goal of integrating continuous

improvement into enterprise culture; coordinates Department of Management enterprise-wide training, including trainers and training materials from both internal/external sources.

Monitors progress of projects documented during performance management/process improvement projects; conducts ongoing status/formal reviews with agency management to insure projects are implemented and savings documented/maintained.

Benchmarks world-class business performance management, process improvement initiatives and risk management practices; establish tangible measures of time, cost and quality throughout all agencies/divisions.

Serves as a key player in activities that involve representatives from the community, business, politics, and service providers; maintains contact with businesses, interest groups, and other public/private organizations through written business communications (reports, letters, memos, and position papers) and makes oral presentations.

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 six 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. Four 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. Three years 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 Facilitator.

Effective date: 11/25 SA