

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

Program Planner 3

Definition

Performs advanced professional level program planning work of a broad technical scope and depth in a comprehensive, statewide, or master plan area; may act as a lead worker; 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.

Provides advanced planning assistance to state and local planning councils in developing area program plans; guides groups in the preparation of program funding applications.

Develops and updates statistics on economic and sociological conditions on a municipality, county and/or statewide basis; designs research projects and conducts field investigations, surveys, and demographic studies to guide planning of program services.

Reports on specific planning projects and problems on municipal, county, or state level; coordinates and administers federal grant-in-aid projects working with local planning units.

Develops and coordinates a grant program, including goals and objectives, evaluation criteria, and mission statement.

Provides technical assistance to local providers in grant availability, preparation, funding disbursement, and reporting requirements.

Determines and implements processes to ensure compliance with contractual performance measures; provides technical assistance and consultation to local sub-contractors.

Develops resource data and assembles background information for urban, regional, or statewide planning; coordinates, reviews, and provides technical assistance to local governments, schools, and community organizations on planning needs and requirements of an assistance program.

Recommends/drafts policies and procedures for carrying out a planning program; provides assistance to local governmental units on policy and technical issues.

Assures conformance with standards in plans developed by other state departments, regional and local planning officials, and/or consultants.

Prepares technical reports and public informational materials for other professional planners/organizations, local and state government officials, and the public; performs planning research including legislation analysis.

Coordinates agency objectives and activities with local governments; makes public appearances to represent the agency program.

Competencies Required

Knowledge:

- Law and Government – Laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
- 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.
- English Language – Structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar.

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.
- Documenting/Recording Information – Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Written Expression – Communicate information and ideas in writing so others will understand.
- Written Comprehension – Read and understand information and ideas presented in writing.
- 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.
- 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.
- 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.
- 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) Seven years of full-time work experience in the administration or operation/execution (i.e., providing consultation and/or technical assistance to stakeholders, research and analysis, or enforcement of program guidelines/policies/procedures) of a program (i.e., the provision of a service or an administrative oversight/enforcement responsibility).
- 2) All of the following (a, b, and c):
 - a. One year of full-time work experience in the administration or operation/execution (i.e., providing consultation and/or technical assistance to stakeholders, research and analysis, or enforcement of program guidelines/policies/procedures) of a program (i.e., the provision of a service or an administrative oversight/enforcement responsibility); and
 - b. A total of four years of education and full-time experience (as described in part a), where thirty semester hours of accredited college or university course work in any field equals one year of full-time experience; and
 - c. A total of two years of graduate-level education and full-time experience (as described in part a), where twenty-four semester hours of accredited graduate college or university course work in any field equals one year of full-time experience.
- 3) Graduation from an accredited school of law.
- 4) Current, continuous experience in the state executive branch that includes nine months of full-time work as a Program Planner 2 or twenty-seven months of full-time work as a Program Planner 1.

Effective date: 11/19 SA