

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

## Workforce Development Supervisor

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### Definition

Supervises a program area or areas within a Workforce Development Center; 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 subordinates; recommends personnel actions related to selection, disciplinary procedures, performance, leaves, grievances, work schedules, and assignments; administers personnel policies and procedures.

Plans, organizes, and directs the activities of a program unit by assigning/reviewing work, identifying training needs, and providing in-service training.

Responds to inquiries from claimants, job seekers, employers, and the general public by explaining Unemployment Insurance laws and administrative rules; investigates complaints from employers/applicants, establishes facts, and determines if remedial action is required.

Promotes available services by contacting local, private, and public organizations and explaining existing services and assessing manpower needs; represents IWD at related business meetings.

Monitors unit(s) supervised to assure efficiency of operations by analyzing work production, applicant flow, and employer/employee suggestions, and modifying operating procedures as necessary.

Prepares various reports to provide narrative and statistical data of unit activities by gathering, analyzing and compiling relevant data into the required format.

Provides input into the development/modification of internal and external unit policies, methods, and procedures (e.g., work flow, applicant flow and recordkeeping).

Informs employees about management policies, procedures, and goals and answers questions or obtains information from specialists when technical knowledge is required; explains criterion for evaluations, status of projects or program activities, coverage and limitations of services or programs, and how systems function and processes interrelate.

### 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.

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- Personnel and Human Resources – Principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
  - 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.
  - 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.
  - Education and Training – Principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
  - Mathematics – Arithmetic, algebra, geometry, calculus, statistics, and their applications.

**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.
- 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.
- 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).
- 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.
- Monitoring – Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- 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.
- Social Perceptiveness – Being aware of others' reactions and understanding why they react as they do.
- 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.

### 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 one year of full-time work in employment interviewing, referral and job placement, or determining eligibility benefits for unemployment insurance.
- 2) Five years of full-time work experience in employment interviewing, referral and job placement, or determining eligibility benefits for unemployment insurance.
- 3) All of the following (a and b):
  - a. One year of full-time professional work experience in employment interviewing, referral and job placement, or determining eligibility benefits for unemployment insurance; 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.
- 4) Current, continuous experience in the state executive branch that includes two years of full-time work as a Workforce Advisor or Business Engagement Consultant.

### Notes

Travel may be required for positions in this class. Employees must arrange transportation to and from assigned work areas.

*Effective date: 04/26 SA*