

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

Workforce Program Coordinator

Definition

Plans, develops, coordinates, evaluates, and administers either a statewide Iowa Workforce Development program or multiple Iowa Workforce Development programs for an assigned area of the state; 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

Develops, writes, interprets, and implements administrative program policies, methods, and procedures to conform with federal, regional, and state rules, regulations, guidelines, executive orders, mandates, and legislative acts.

Reviews narrative and statistical plans of service or responses to requests for proposals for the assigned programs to ensure conformation with Iowa Workforce Development objectives, to gain ideas for future statewide initiatives, and where appropriate, make recommendations for funding.

Establishes program budgets and plans of service based upon the number of customers served, projected customer needs, and approved state and federal allocations to justify budget proposals and to conform with established rules and regulations.

Analyzes program expenditures in coordination with a budget analyst to effectively utilize the funds available; recommends alternatives such as shifting resources from one area to another; monitors and corrects over-spending in any local area.

Monitors and evaluates program activity to determine effectiveness and deficiencies of the programs in relation to their plan of service annual goals.

Compiles reports for local program managers to point out significant program progress or deviations from planned levels of performance; provides training or technical assistance where appropriate.

Coordinates program activity with local, state, or federal officials, department support staff, and the media to ensure conformance to policy guidelines and to promote Iowa Workforce Development activities in an effort to meet local workforce needs.

Travels to attend meetings and conferences, or to participate in training.

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.

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- 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 three years of full-time work in employment interviewing, counseling, management, program planning, or occupational, budget, or labor market analysis.
- 2) Seven years of full-time work experience in employment interviewing, counseling, management, program planning, or occupational, budget, or labor market analysis.
- 3) All of the following (a, b, and c):
 - a. One year of full-time work experience in employment interviewing, counseling, management, program planning, or occupational, budget, or labor market analysis; 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 business, public administration economics, planning, or a closely-related field equals one year of full-time experience.
- 4) Current, continuous experience in Iowa Workforce Development that includes two years of full-time work in employment interviewing, counseling, management, program planning, or occupational, budget, or labor market analysis.

Effective date: 04/26 SA