

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

Executive Officer 5

Definition

Performs non-supervisory program management work directing programs that organizationally constitute a division, represent a major part of an agency's total operations, and involve regular participation in policy decisions that impact all agency programs and services; 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.

Develops a program/project plan including a mission statement, goals, objectives, policies, and procedures; determines necessary financial/technological resources, staffing requirements, and evaluation/reporting procedures.

Develops implementation/evaluation methodology and coordinates all aspects of the program/project in its various stages with individuals functionally assigned to the program/project.

Drafts or directs the drafting of internal procedures for improving coordination between staff, keeps employees informed of management goals/objectives, and ensures that new or revised procedures are implemented; works to maintain/improve relationships with internal agency components, community groups, and other state, local, or federal agencies.

Collaborates with the highest levels of agency management on organizational/financial management matters; evaluates/resolves operational problems and prepares supporting justification for equipment, facilities, budget, and staffing; attends management planning/policy-making meetings and provides input.

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; serves in a leadership capacity or as a key player in activities that involve representatives from the community, business, politics, and service providers.

Drafts or directs the drafting of administrative rules, legislative proposals, policies, and procedures; determines impact and informs agency management, customers, and program/project staff.

Analyzes a variety of information (e.g., state and federal laws, rules, or regulations) and recommends solutions for resolving program/project administration problems.

Provides guidance and advice to management or other groups on programmatic, technical, or process-related topics.

Reviews relevant performance data to measure productivity or goal achievement or to identify areas needing cost reduction or program improvement.

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.
- 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 Service – Principles and processes for providing customer services, including customer needs assessment, meeting quality standards for services, and evaluating customer satisfaction.
- Clerical Procedures – Word processing, managing files and records, designing forms, and other office procedures and terminology.

Abilities:

- Law and Government – Understand and adhere to applicable laws, legal codes, administrative rules, and regulations.
- 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.
- 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:

- Monitoring – Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- 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.

- Writing – Communicating effectively in writing as appropriate for the needs of the audience.
- 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 seven years of full-time professional-level work in program administration, program development, program research/evaluation, or management.
- 2) A total of eleven years of education and/or full-time experience (as described in number one), where thirty semester hours of accredited college or university course work in any field equals one year of full-time experience.
- 3) All of the following (a, b, and c):
 - a. Five years of full-time professional-level work experience in program administration, program development, program research/evaluation, or management; 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 a public-service-related area (e.g., public or business administration, social work, public health, law, education, engineering) equals one year of full-time experience. Graduation from the Iowa Certified Public Manager Program is also equivalent to one year of full-time experience or education.
- 4) Current, continuous experience in the state executive branch that includes eighteen months of full-time work as an Executive Officer 3 or thirty months of full-time work as an Executive Officer 2 or comparable specific management-level position.

Effective date: 05/19 SA