

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

Public Service Supervisor

Definition

Provides supervisory direction of day-to-day program and/or support services operations in conformance with policies, goals, and priorities established by higher levels of management; 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.

Assigns ongoing work to subordinates; explains methods and procedures giving special instructions on unusual problems and situations; spot checks work in process or upon completion; participates in ongoing work.

Coordinates work activities with others in matters that directly impact assigned program operations.

Makes recommendations concerning budget, personnel, and related resource requirements for the area supervised based upon past experience, anticipated workload, and production capability of the unit.

Provides financial and program/operational data for higher-level management decisions; gathers, analyzes, and compiles data to prepare narrative and statistical reports on unit activities.

Drafts recommendations for policy and procedural changes for approval by a higher authority.

Plans work activities and sequential operations on a daily, weekly, monthly, or longer-term basis.

Works with agency program specialists and supervisors and explains and interprets regulations and procedures; coordinates and improvises work schedules and systems.

Provides detailed responses about technical support programs and organization activities; explains criterion for evaluations, status of projects or program activities, coverage and limitations of services or programs, reasons for regulations or procedures, and how systems function and processes interrelate.

Compiles statistical or narrative information for agency personnel, other state, federal, county, or municipal officials, legislators, the news media, and the general public.

Explains the work of the unit, program policies, and procedures to interested parties and staff; drafts detailed responses about programs, regulations, procedures, activities, and status of projects; compiles statistical or narrative information about the program.

Represents the department at various and related business meetings.

Exercises a substantial measure of responsibility and accountability for the technical soundness of the work which is supervised.

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.
- Personnel and Human Resources – Principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- Customer Service – Principles and processes for providing customer services, including customer needs assessment, meeting quality standards for services, and evaluating 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.
- 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:

- Administration – Plan, organize, control, and effectively direct the work of assigned staff.
- 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.
- 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.
- 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.

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- Critical Thinking – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
 - Service Orientation – Actively looking for ways to help people.
 - 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.
 - Monitoring – Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
 - 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.

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 high school (or GED equivalent) and experience equal to four years of full-time work experience in general office administrative support; specialized technical program support; or program administration, development, management, or operations.
- 2) All of the following (a, b, and c):
 - a. Graduation from high school (or GED equivalent); and
 - b. One year of full-time work experience in general office administrative support; technical program support; or program administration, development, management, or operations; and
 - c. A total of three years of education and full-time experience (as described in part b), where thirty semester hours of accredited college or university course work in any field 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.

Notes

Within a period of time after hire, as determined by the appointing authority, persons in this class may be required to obtain a Commercial Driver's License (CDL) and endorsements.

Effective date: 03/19 SA