PROGRAMMER ANALYST ROLE

Role Summary
The Programmer Analyst Role consists of three grade levels (14-16). Incumbents provide professional support (planning, organization, coordination, analysis, design, programming, and unit testing) for computer applications within the department. Work involves developing and maintaining code for customized programs, troubleshooting problems or issues for department applications, and recommending modifications to state and departmental Information Technology (IT) standards and business practices. Primary contacts are with the bureau chief, department management, external/internal customers, other IT staff, Department of Administration's Information Technology Services Division (ITSD) staff, vendors, and contractors.

Incumbents are to set an example for the appropriate utilization of information technology resources by not only adhering to but by enforcing all enterprise and department computing policies. Incumbents must be above reproach and are to never knowingly jeopardize the confidentiality, integrity, or availability of the computing resources and the data over which they have been given stewardship.

Working Conditions
Mental stress can be encountered as a result of critical deadlines, managing a heavy workload, the technical nature of the work, and the significance of decisions made. Work hours routinely exceed 40 hours per week.

Education and Experience
- Grade 14: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to a bachelor's degree in computer science, math, or closely related field and three years of programming experience. Other combinations of education and experience will be evaluated on an individual basis.

- Grade 15: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to a bachelor's degree in computer science, math, or closely related field and four years of programming experience. Other combinations of education and experience will be evaluated on an individual basis.

- Grade 16: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to a bachelor's degree in computer science, math, or closely related field and five years of progressively responsible experience in a computing environment. Other combinations of education and experience that could provide these knowledge, skills and abilities will be evaluated on an individual basis.

Department Core Competencies
In addition to the role specific competencies, there are four, department core competencies that all employees are expected to successfully achieve. These are:

- *Interpersonal Skills:* Builds constructive and effective relationships with internal and external customers and is committed to meeting customer needs in a timely and accurate manner. Listens actively and attentively and demonstrates an appreciation of other perspectives. Builds the appropriate rapport required to do business. Openly demonstrates an understanding of and respect for the value of co-workers' contributions to the department mission.

- *Decision-Making and Accountability*: Considers the department's vision, mission, and values in making decisions and taking actions. Identifies and considers possible alternatives before making decisions. Bases decisions on achieving desired outcomes pursuant to the departmental business plan or management direction. Uses a combination of analysis, experience, and sound judgment that results in fairness and consistency, while being accountable for actions. When serious ethical issues are at stake, takes all necessary actions.

- *Commitment to Continuous Improvement*: Ability and willingness to continually seek greater efficiency in agency programs, is results driven, and meets changing requirements in work or direction. Adapts to changing conditions and work responsibilities. Accepts constructive criticism and suggestions and uses them to improve performance.

- *Personal and Work Ethics*: Creates own measures of excellence, and practices what he/she promotes. Sets goals that provide challenges and measures goal attainment regularly. Displays a contagious optimism about the work to be done. Goes beyond traditional ways to address issues despite obstacles or resistance. Is able to generate ideas, fresh perspectives, and original approaches and engages in open-minded thinking. Employs strategies to promote ideas and proposals to increase probability of acceptance. Mentors others to improve the performance necessary to achieve success. Reflects a belief that the results achieved are a direct result of his/her personal decisions and actions.

Grade Levels
Each grade level lists the essential duties that describe work performed 50 percent or more of the time (predominant work). Established work plans identify day-to-day tasks.

Grade 14
Predominant/Essential Duties
- Develop and maintain code for customized programs within established timeframes.
- Apply current technology methods and procedures to modify and develop applications.
- Perform unit tests on code modifications.
- Maintain functional and technical documentation.
- Ensure timely and effective customer service and follow-up.
- Solicit input and feedback from department personnel to determine application needs.
- Strictly adhere to and enforce all Enterprise and department computing policies.
- Ensure confidentiality, integrity, and availability of data is maintained.
- Identify potential threats to department computing systems and bring them to the attention of the Information Security Officer.
- Provide application support during non-business hours or on-call support as needed.
- Remain current in technology advancements.

Grade 15

Predominant/Essential Duties

- Troubleshoot problems or issues for department applications within established timeframes.
- Design, develop, and implement new procedures and techniques to improve efficiency and effectiveness of applications.
- Define and write program specifications and test plans.
- Provide technical and professional support for training department personnel on department applications.
- Perform feasibility analysis of computer applications.
- Identify inefficiencies in, and recommend changes to, IT practices, procedures, and approach to customer service.
- Mentor team members, users, and contacts on supported applications.

Grade 16

Predominant/Essential Duties

- Resolve complex programming problems.
- Research, review, and recommend system design and program coding methods and procedures.
- Recommend modifications to state and department IT standards and business practices.
- Direct the research, planning, design, and implementation of new technologies.
- Take ownership of, and manage, complex computer application projects end to end.
- Lead for ad-hoc technical committees.
- Research, develop, and present recommendations to management.
- Assist with assigned special projects.
- Represent the IT and the department in technical counsel when required.

Competencies and Degrees of Proficiency

The Competency/Proficiency Chart identifies the role specific competencies, degrees of proficiency, and guidance required for each grade level. Role specific competencies describe the knowledge, skills, and abilities required to perform the essential duties. The degrees of proficiency indicate the difficulty and/or complexity level of the tasks and assignments.

Competency/Proficiency Chart - Programmer Analyst Role

Competencies	Grade 14 Under Guidance	Grade 15 Minimal Guidance	Grade 16 Independently
Demonstrated knowledge of department Information Technology processes and procedures.	B	C	D
Demonstrated skills in programming languages used by the department.	B	C	D
Demonstrated knowledge of the hardware, software, and applications used by department personnel.	B	C	D
Demonstrated knowledge of the design, theory, and functions of computer applications.	B	C	D
Demonstrated analytical skills relative to the role.	B	C	D
Demonstrated ability to adapt readily to new situations and effectively resolve problems.	B	C	D
Demonstrated ability to make appropriate decisions and use good judgment	B	C	D
Demonstrated self-motivation and ability to work effectively with little or no guidance	N/A	C	D
Demonstrated skill and ability to adhere to ethical standards	C	C	C
Demonstrated ability to read technical materials and interpret, comprehend, and utilize information obtained.	B	C	C
Demonstrated ability to communicate and mentor coworkers, users, and contacts regarding supported hardware/software.	B	C	C
Demonstrated knowledge and effective application of federal/state statutes, administrative rules, and state policies and procedures as related to role.	B	C	C
Proactively focus efforts and energy on successfully attaining goals and objectives, assuming accountability for decisions, actions and results. Follow issues through to completion.	B	C	C
Demonstrated ability to prioritize, multitask, and work effectively within tight timelines.	B	C	C
Demonstrated ability to provide timely and effective written, oral, and interpersonal communication.	B	B	C
Demonstrated knowledge of theory and functions of computer application testing procedures.	A	B	C
Demonstrated skill and ability to perform needs assessment, requirements gathering, and feasibility analysis of computer systems.	A	B	C
Demonstrated knowledge of department business processes and ability to apply that knowledge effectively.	A	B	B
Demonstrated knowledge of project management practices.	N/A	N/A	B

Degree of Proficiency

A: A degree of knowledge, skill, or ability commensurate with the performance of elementary-level tasks and assignments.
B: A degree of knowledge, skill, or ability commensurate with the performance of intermediate-level tasks and assignments.
C: A degree of knowledge, skill, or ability commensurate with the performance of advanced-level tasks and assignments.
D: An advanced degree of knowledge, skill, or ability commensurate with considerable experience and the application of the competency to non-standard tasks and assignments.
E: The most advanced degree of knowledge, skill, or ability, evidencing complete mastery and understanding of the subject.