

TECHNOLOGY ANALYST ROLE

Role Summary

The Technology Analyst Role consists of three grade levels (14 -16). Incumbents are expected to provide consistent, professional support of technical computer resources. Work involves installing, supporting, and operating computer resources; researching hardware/software specifications, pricing and availability as requested by authorized personnel; and developing procedures and techniques to improve the efficiency and effectiveness of the department's computing environment. Primary contacts are with the bureau chief, department management, external/internal customers, other Information Technology (IT) staff, the DOR Statewide Facilities Manager, and Department of Administration's Information Technology Services Bureau (ITSD) staff.

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. The ability to work effectively with frequent interruption is required. Work hours routinely exceed 40 hours per week. Travel to county offices is required.

Education and Experience

- Grade 14: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to an associate's degree in computer science, math, or closely related field and two years of experience including network operating systems; local area networks and associated equipment; installing, supporting and operating microcomputers and associated operating systems; hardware/software troubleshooting and problem isolation; and end-user assistance. 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 two years of experience including network operating systems; local area networks and associated equipment; installing, supporting and operating microcomputers and associated operating systems; hardware/software troubleshooting and problem isolation; and end-user assistance. 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 related field and four years of experience including network operating systems; local area networks and associated equipment; installing, supporting and operating microcomputers and associated operating systems; hardware/software troubleshooting and problem isolation; and end-user assistance. Other combinations of education and experience 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

- Manage personal workflow and productivity using Helpdesk Expert Automation Tool (HEAT).
- Install, manage, and support the department's desktop computing environment.
- Provide first-line information technology support to end-users. Deliver desktop support as needed.
- Ensure timely and effective customer service and follow-up.
- Provide technical assistance to end-users in the use of department-supplied computing tools.
- Create and manage network security profiles.
- Manage hardware and software license inventory and ensure for its accurate accounting.
- 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 on-call support as needed.
- Remain current in technology advancements.

Grade 15

Predominant/Essential Duties

- Install, manage, and support the department's server environment.
- Provide escalation services to support the desktop computing environment.
- Proactively analyze HEAT logs to identify problems or trends that may require corrective action.
- Participate in the research of new technology and aid in the planning, design, and implementation of new technology rollouts.
- Maintain functional and technical documentation.
- Research hardware and software specifications, pricing, and availability as requested by authorized personnel. Purchase all requested hardware and software in accordance with state procurement procedures and policies.
- Identify inefficiencies in, and recommend changes to, IT practices, procedures, and approach to customer service.
- Mentor team members and end-users on supported technologies.

Grade 16

Predominant/Essential Duties

- Lead ad-hoc technical committees.
- Direct the research, planning, design, and implementation of new technologies.
- Take ownership of, and manage, complex network-related projects end to end.
- Manage and perform proactive monitoring of all technical areas of responsibility; develop standard operating procedures for those areas to bring improved efficiency and effectiveness to the work unit.
- Coordinate space and equipment needs with the Facilities Manager.
- Provide escalation services to support the desktop computing and server environment.
- Represent IT and the department in technical counsel as needed
- May serve as a Team Lead managing day-to-day network operations.

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 – Technology Analyst Role

Competencies	Grade 14 Under Guidance	Grade 15 Minimal Guidance	Grade 16 Independently
Demonstrated knowledge of department Information Technology process.	B	C	D
Demonstrated knowledge of the hardware, software, and applications used by department personnel.	B	C	D
Demonstrated knowledge of network systems.	B	C	D
Demonstrated knowledge of desktop operating systems.	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 read technical materials and interpret, comprehend, and utilize information obtained.	B	C	C
Demonstrated skill and ability to adhere to ethical standards.	C	C	C
Demonstrated knowledge of network topology.	B	C	C
Demonstrated knowledge of inventory and licensing practices.	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 skill and ability to work on multiple tasks and manage time effectively.	B	C	C
Demonstrated ability to provide timely and effective written, oral, and interpersonal communication.	B	B	C
Demonstrated skill and ability to perform needs assessment services 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 mid-range and mainframe systems.	A	A	A

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.