

AREA MANAGER

Role Summary

The Area Manager Role consists of one grade level (16). Incumbents are responsible for leading a unit in one of six regions in the Property Assessment Division. Incumbents are responsible for determining short and long-range goals and objectives for the unit, ensuring assigned projects or deadlines are accomplished or met, and working with the regional manager in meeting division goals and objectives. Management activities include the development and implementation of policies and procedures, preparation of budgets, and coordinating work unit programs and services. Primary contacts are with the division administrators, regional managers, staff, internal/external customers, local governments, and other state agencies.

Working Conditions

Extensive travel, sometimes on poor road conditions and in adverse weather conditions. Considerable mental stress and pressure due to supervisory issues, workload, deadlines, time constraints, and significance of decisions made. Must be able to supervise numerous projects at one time and determine priorities on a daily basis. Work hours may exceed 40 hours per week from time to time. A valid driver's license is required.

Education and Experience

- Grade 16: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to a bachelor's degree in construction technology, business, economics, public administration, or related field and five years of experience in the property tax field including two years of supervisory experience. Must be certified in residential, agricultural, and commercial appraisal. 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 16

Predominant/Essential Duties

- Set parameters for unit decisions.
- Implement a planned team-wide appraisal strategy.
- Identify upstream and downstream concerns, resolve or elevate issues, and recommend solutions.
- Ensure implementation of division changes and management directives.
- Ensure that training is identified and properly assigned as needed and conduct or assign-on-the-job training for staff.
- Work in conjunction with the regional manager to measure and ensure performance measures/goals of the unit are met.
- Define work responsibilities for the unit while ensuring statewide consistency.
- Identify unit issues and concerns, resolve or recommend solutions to regional manager.
- Supervise, coordinate, monitor, and review assigned duties of subordinate staff to ensure work plan goals are met and tasks are completed accurately. Requires frequent field office visits.
- Prepare monthly progress reports to regional manager.
- Make and enforce decisions dealing with hiring, discipline, individual performance, leave or flextime, and recommend termination.
- Develop work-plans, ensure work is completed in accordance with the timeframes and work allocations identified in the work plans, and maintain progress reporting at individual and county level.
- Call meetings of ad hoc teams as needed.
- Resolve or elevate unit issues.
- Assure communication between assigned teams and team members is defined and maintained.
- Mentor staff.
- Provide or obtain technical expertise for the unit and assist in completion of assignments as necessary.
- Communicate with external customers to ensure consistent responses.

- Serve as a resource for referrals of customer inquiries that cannot be resolved by initial contact with staff.
- Identify additional opportunities for the unit and be available to implement them.
- Develop and conduct performance evaluations on staff.
- Provide training, direction, and support to regional staff.

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 – Area Manager Role

Competencies	Independently Grade 16
Demonstrated ability to understand the value, objectives, and political structure of the organization.	C
Demonstrated skill and ability to make decisions based on less than complete information.	C
Demonstrated ability to provide timely and effective written, oral, and interpersonal communication.	C
Demonstrated ability to think creatively and recommend innovative solutions.	C
Demonstrated skill and ability to identify and allocate resources.	C
Demonstrated ability to analyze operations and apply theoretical knowledge of management principles.	B
Proactively focus efforts and energy on successfully attaining goals and objectives, assuming accountability for decisions, actions, and results. Follow issues through to completion.	C
Demonstrated knowledge and ability in conflict resolution techniques relative to the role.	C
Demonstrated knowledge of department business processes and ability to apply that knowledge effectively.	B
Demonstrated knowledge of concepts and practices of personnel management and supervision.	C
Demonstrated knowledge of property tax and its relationship within the organization.	D
Demonstrated skill and ability to build long-term internal and external relationships with customers critical to the organization.	C

Degree of Proficiency

A: A degree of knowledge, skill, or ability commensurate with elementary-level tasks and assignments.

B: A degree of knowledge, skill, or ability commensurate with intermediate-level tasks and assignments.

C: A degree of knowledge, skill, or ability commensurate with 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.