

MANAGEMENT ANALYST ROLE

Role Summary

The Management Analyst Role consists of two grade levels (16 and 17). Incumbents are responsible and accountable for multiple project development, implementation, and outcome within the division. This involves the design and development of programs and projects; documenting, tracking, and resolving operational issues; identification of tactical and strategic issues; quantifying the estimated cost and time requirements; arrangement for allocating resources; and ensuring quality assurance. Incumbents provide technical and administrative expertise on functions necessary to ensure the consistent quality and effectiveness of the work of the division. Incumbents are assigned special studies and/or projects relative to assigned area(s) of expertise and assist in legislative issues, policies, procedures, rules, laws, and practices. Primary contacts are with division administrators, bureau chief, regional managers, area managers, legal staff, information technology staff, other department staff throughout the six regions, legislators, city/county officials, taxpayers, and groups such as Montana Association of Counties and Montax.

Working Conditions

Periods of high stress, often weeks at a time, due to working under pressure of critical projects with statutory deadlines, managing a heavy workload, the technical nature of the work, dealing with confidential or sensitive material, and the significance of decisions made. Work hours routinely exceed 40 hours per week. Extensive travel 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 business management or related field and three years of experience in managing a program preferably including budgetary and supervisory responsibilities. Other combinations of education and experience will be evaluated on an individual basis. **This is a training level because the complexity of the work is less. Newly hired incumbents will remain at this level until they demonstrate the ability to work at the higher complexity level.**
- Grade 17: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to a bachelor's degree in business management or related field and five years of experience in managing a program, including three years budgetary and supervisory responsibilities. 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

The assignments given at this level are typically the same as those at grade 17 except that they are less complex. Knowledge required, approaches to the work, supervision received, and communication skills, while somewhat less at this level, are still within the same high-level range as the grade 17. This is a training level. A newly hired incumbent will remain at this level until they demonstrate the ability to work at the higher complexity level.

Grade 17

Predominant/Essential Duties

- Determine operational policies and long-range strategic goals and objectives of the program(s) the incumbent is responsible for. Ensure efficient development and operation of all program functions.
 - Design and implement organizational and operational changes necessary for program operations.
 - Highly complex decisions require seasoned judgment in decision-making.
 - Work is performed with minimal guidance and within broad guidelines.
- Develop, implement, and revise project implementation plans, goals, and strategies.
 - Develop, prepare, and present project updates to division leadership.
 - Develop, implement, and evaluate effectiveness of training for assigned staff.
 - Prepare written status reports.
 - Project liaison for internal/external customers.
 - Serve as a member of a project management team.

- Provide project leadership to assigned staff.
- Develop and monitor project status reporting, including schedules, cost, and issues.
- Responsible for quantifying the estimated cost and time requirements of the work.
- Identify, develop, and coordinate the project team.
- Accountable for project outcome.
- Responsible for project quality assurance.
- Advanced communication skills are critical to the work. Contacts involve negotiation and conclusions of issues and can range from cooperative to hostile.
 - Primary contact for sensitive or controversial issues/assignment relative to the area of expertise.
 - Primary contact with internal/external customers to ensure consistent responses to assigned area of expertise.
- Work extensively with legislators and the public on property tax issues.
 - Testify extensively before legislative committees and administrative rule hearings.
 - Provide analysis of the impacts of comprehensive major tax reform proposals, including analysis of relationship with guiding principles of taxation and strategic revenue policies.
 - Provide fiscal impact analysis on proposed constitutional initiatives.
 - Provide the fiscal impact and administrative costs of proposed legislation (fiscal notes).
 - Prepare and present papers at legislative hearings and interim committees.
- Effectively search and use Montana Code Annotated (MCA) and Administrative Rules of Montana (ARM).
- Work in conjunction with administrators, managers, and other management analysts to implement division changes.
- Responsible for developing and implementing procedures and standards.
- Develop performance measures consistent with performance measurement framework.
 - Develop statewide quality assurance programs to ensure consistency and adherence to established standards and procedures, as well as organizational goals and objectives.
- Provide to the administrators, managers, and teams the technical and strategic expertise necessary for legislative issues, policies, procedures, guidelines, rules, laws and practices.
- Apply management principles and use organizational skills.
- Advise administrators in planning, development, and implementation of program strategies.
 - Set overall direction of program.
 - Set goals and objectives for program.
- Ensure efficient development and operation of all program functions.
- Identify resource needs of the division and recommend adjustments in resource allocations for administrator approval.
- Assist administrators to ensure that operational deadlines and process measures/goals are determined and met.
- Advise leadership on policy and procedures for efficient development and operation of the division.
- Work with legal staff in interpreting the laws, rules, and procedures.
- Develop unique solutions and generate break-through ideas.
- Responsible for data processing, manipulation, and conversion with respect to both word processing and data analysis software. For example, is familiar with most mathematical and statistical functions; can create and use data analysis tools in standard spreadsheet applications; and spreadsheet features using multiple regression analysis, lookup tables, advanced charting techniques, data filtering, using pivot tables etc.

- Research, design, and develop training curriculum and provide training to staff on an ongoing basis.
 - Develop and/or coordinate the preparation of training manuals and materials.
- Contribute information on work quality and quantity for use in conducting performance appraisals.
- Ensure work is performed within industry and agency standards.

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 – Management Analyst Role

Competencies	Grade 16 Independently	Grade 17 Independently
Proactively focus efforts and energy on successfully attaining goals and objectives, assuming accountability for decisions, action and results. Follow issues through to completion.	D	D
Demonstrated ability to think creatively and recommend innovative solutions.	D	E
Demonstrated understanding of the organization’s mission, vision, and goals to help influence and shape the decisions of management.	C	D
Demonstrated knowledge of specific revenue sources and market trends.	D	D
Demonstrated ability to provide timely and effective written, oral, and interpersonal communication.	D	D
Demonstrated skill and ability to analyze and resolve unique and highly technical issues.	D	E
Demonstrated knowledge of property tax and its relationship within the organization.	C	D
Demonstrated knowledge and skill of word processing, spreadsheet, database, and software applications/programs relative to the role.	D	D
Demonstrated knowledge and ability of department business processes and ability to apply that knowledge effectively.	C	D
Demonstrated knowledge and effective application of federal/state statutes, administrative rules, and state policies and procedures.	D	D
Demonstrated skill and ability to identify and allocate resources.	C	C
Demonstrated knowledge and ability in conflict resolution techniques relative to the role.	D	D
Demonstrated ability to analyze operations and apply theoretical knowledge of management principles.	C	C
Demonstrated skill and ability to build long-term internal and external relationships with customers critical to the organization.	D	D

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.