

REGIONAL MANAGER ROLE

Role Summary

The Regional Manager Role consists of one grade level (18). Incumbents are responsible for leading one of six Property Assessment Division regions. Duties involve budget, supervision of personnel, and organizational issues. The technical aspects of the regions are left to the area manager, management analysts, and business experts. Primary contacts are with the director, division administrators, area managers, regional 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 because of the extent of the workload and the challenging nature of contacts with taxpayers, elected officials, and the coordination of all functions of the region. Must work under severe time constraints, be able to maintain numerous projects at one time, and determine priorities on a daily basis.

Education and Experience

- Grade 18: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to a bachelor's degree in business administration, management, economics, or related field, five years of experience in the property tax field, and four years of experience in management principles and practices, including three years of budgetary and 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 18

Predominant/Essential Duties

- Set overall direction of the region.
- Set goals and objectives for region.
- Responsible for building consensus.
- Determine key operational process measures and assess results to achieve organizational goals and objectives.
- Establish and monitor an operational plan for the region. Allocate funds, equipment, and staff to ensure maximum effectiveness in achieving objectives.
- Update division administrator on needs and changes in the department.
- Advise division administrator on policy and procedures for efficient development and operation of all region functions.
- Responsible for coordinating the efforts of other divisions, agencies, and labor management organizations to achieve cohesive approaches.
- Monitor and analyze the regional budget on a monthly basis. Project future expenditures and year-end balances, identify areas of concern and discrepancy, and make status reports to the division administrator to determine program budgetary actions.
- Provide guidance, direction, and support to subordinate staff.
- Ensure regional staff activities are in compliance with vision and policies.
- Take disciplinary action as required and when appropriate.
- Respond to and resolve grievance allegations by and between staff.
- Conduct performance evaluations on 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 – Regional Manager Role

Competencies	Grade 18 Independently
Demonstrated ability to understand the value, objectives, and political structure of the organization.	D
Demonstrated skill and ability to make decisions based on less than complete information.	D
Demonstrated ability to provide timely and effective written, oral, and interpersonal communication.	D
Demonstrated ability to think creatively and recommend innovative solutions.	D
Proactively focus efforts and energy on successfully attaining goals and objectives, assuming accountability for decisions, actions, and results. Follow issues through to completion.	D
Demonstrated skill and ability to identify and allocate resources.	C
Demonstrated knowledge and ability in conflict resolution techniques relative to the role.	D
Demonstrated knowledge of department business processes and ability to apply that knowledge effectively.	C
Demonstrated knowledge of concepts and practices of personnel management and supervision.	D
Demonstrated ability to analyze operations and apply theoretical knowledge of management principles.	C
Demonstrated knowledge of property tax types and their relationships within the organization.	D
Demonstrated skill and ability to build long-term internal and external relationships with customers critical to the organization.	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.