



## **REGIONAL SERVICE OFFICER**

### **CHARACTERISTICS OF WORK:**

This is administrative work in which the incumbent serves as the first line of contact with school district superintendents and other school district administrators. Work involves formulating improvement programs for school districts upon need established through performance-based accreditation reports, results of the basic skills assessment program, the functional literacy testing program, and other criteria which indicate serious problems that impede adequate functioning at the district level. The incumbent exercises individual initiative and final authority in formulating, recommending, and reviewing progress on improvement plans designed to correct inadequacies in school district functioning. Work is subject to review by the Division Director and Bureau Director since the incumbent will be assisting districts on probation as a result of not meeting performance-based accreditation standards.

### **EXAMPLES OF WORK:**

**Examples of work performed in this classification include, but are not limited to, the following:**

Serves as contact person for local school districts.

Analyzes all available data to determine if school districts need assistance in correcting problem.

Meets with local school administrators and school boards to determine possible solutions to identified problems.

Gives administrative leadership to all phases of the program within the division.

Performs all functions and exercises with full authority necessary in administering the operation of the program.

Serves as liaison between local school districts and State Department of Education for delivery of services to correct school district deficiencies.

Ensures coordination of activities of the division with other divisions within the bureau.

Maintains effective public relations with other state agencies and the public, including interpretation of agency policy.

Performs related or similar duties as required or assigned.

### **COMPETENCIES:**

The following competencies describe the knowledge, skills, abilities, and attributes that lead to a successful employee in this position. An applicant will be expected to exhibit these competencies or the ability to reach competency achievement within a specified time. These competencies are linked to the essential functions of the job. Employees in this position may be evaluated on these competencies as part of the performance appraisal system. Example behaviors are listed below each competency and are used for illustrative purposes only. Specific behaviors may be identified and

included later by the hiring agency. It is understood that some of these behaviors might not be acquired until a reasonable time after hire. Failure of an employee to successfully demonstrate some or all of these competencies, as deemed important by his or her reporting official, may result in the employee being placed on a performance improvement plan. If after a reasonable period of time, usually three (3) months, the employee fails to demonstrate successful performance, the employee may be terminated. These competencies include, but are not limited to, the following:

**PUBLIC SECTOR COMPETENCIES:**

**Integrity:** Demonstrates a sense of responsibility and commitment to the public trust through statements and actions.

Models and demonstrates high standards of integrity, trust, openness, and respect for others. Demonstrates integrity by honoring commitments and promises. Demonstrates integrity by maintaining necessary confidentiality.

**Work Ethic:** Is productive, diligent, conscientious, timely, and loyal.

Conscientiously abides by the rules, regulations, and procedures governing work. Meets deadlines. Work product is of a high quality. Follows through on assigned tasks until they are completed correctly. Takes ownership of tasks and duties.

**Service Orientation:** Demonstrates a commitment to quality public service through statements and actions.

Seeks to understand and meet and/or exceed the needs and expectations of customers. Treats customers with respect, responding to requests in a professional manner, even in difficult circumstances. Provides accurate and timely service. Develops positive relationships with customers. Obtains first-hand customer information and uses it to improve projects and/or services.

**Accountability:** Accepts responsibility for actions and results.

Is productive and carries fair share of the workload. Focuses on quality and expends the necessary time and effort to achieve goals. Demonstrates loyalty to the job and the agency and is a good steward for state assets. Steadfastly persists in overcoming obstacles and pushes self for results. Maintains necessary attention to detail to achieve high level performance. Deals effectively with pressure and recovers quickly from setbacks. Takes ownership of tasks, performance standards and mistakes. Knows the organization's mission and functions and how it fits into state government.

**Self Management Skills:** Effectively manages emotions and impulses and maintains a positive attitude.

Encourage and facilitates cooperation, pride, trust and group identity. Fosters commitment and team spirit. Works effectively and cooperatively with others to achieve goals. Treats all people with respect, courtesy, and consideration. Communicates effectively. Remains open to new ideas and approaches. Avoids conflicts of interest. Promotes cooperation and teamwork. Continuously evaluates, adapts, and copes effectively with change. Allows self and others to make mistakes and learns from those mistakes. Adheres to high ethical standards.

**Interpersonal Skills:** Shows understanding, courtesy, tact, empathy, and concern to develop and maintain relationships.

Demonstrates cross-cultural sensitivity and understanding. Identifies and seeks to solve problems and prevent or resolve conflict issues. Encourages others through positive reinforcement. Expresses facts and ideas both verbally and in writing in a clear, convincing and organized manner, helping others translate vision into action. Models appropriate behavior. Recognizes and develops potential in others; mentors. Builds constructive and effective relationships.

**Communication Skills:** Receives, attends to, interprets, and responds to verbal messages and expresses information to individuals or groups effectively.

Receives nonverbal cues, such as body language in ways that are appropriate to listeners and situations. Takes into account the audience and nature of the information. Listens to others and responds appropriately. May make oral presentations. Communicates ideas, suggestions and concerns as well as outcomes and progress throughout the course of an activity. Provides thorough and accurate information. Can accurately restate the opinions of others even when he/she disagrees.

**Self-Development:** Adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles.

Seeks efficient learning techniques to acquire and apply new knowledge and skills. Uses training, feedback, or other opportunities for self-learning and development. Develops and enhances skills to adapt to changing organizational needs. Remains open to change and new information and ideas. Is committed to and actively works to continuously improve himself/herself.

#### **MANAGEMENT COMPETENCIES:**

**Emotional Maturity:** Conducts oneself in a professional, consistent manner when representing the organization.

Has the ability to work through adversity and hold self and others accountable for work actions. Takes risks appropriate to one's level of responsibility. Acts as a settling influence in a crisis. Exhibits the ability to work through challenges and create opportunities.

**Macro-Oriented:** Exercises good judgment and makes sound, well-informed decisions.

Understands and appropriately applies procedures, requirements, and regulations related to specialized areas of expertise. Understands the effects of decisions on the organization and on other organizations.

Acts as a change agent by initiating and supporting change within the agency when necessary.

**Working Through Others:** Supports, motivates, and is an advocate for staff

Creates effective teams; shows a willingness to get work done through others. Clearly and comfortably delegates work, trusting and empowering others to perform. Reinforces and rewards team efforts and positive behaviors. Is fair, yet firm with others. Monitors workloads and provides feedback.

**Results Oriented:** Plans effectively to achieve or exceed goals, sets and meets deadlines.

Identifies, analyzes, and solves problems. Develops standards of performance and know what and how to measure.

**Resource Management:** Acquires, effectively and efficiently administers, and allocates human, financial, material, and information resources. Demonstrates ability to plan, prioritize, and organize.

**TECHNICAL COMPETENCIES:**

**Technical Proficiency:** The ability and willingness to exhibit competency in the technical areas needed to do a specific job.

Reads, comprehends, and correctly applies all rules, regulations, and policies applicable to work assignments. Performs work with a minimum amount of supervision in areas that are familiar.

**Workflow Management:** The ability and willingness to perform work within defined specifications and timelines and to manage conflicting priorities.

Operates under specific time constraints and within specified deadlines. Effectively prioritizes tasks in order to meet deadlines. Works on appropriate priorities to get the job done.

**Problem Solving/Decision Making:** The ability and willingness cooperate with other employees in identifying and solving problems in order to effectively and efficiently complete assigned tasks

Exhibits ability to identify and address issues. Ensures that all problems encountered are addressed at the appropriate level and communicates all relevant information on a timely basis with accuracy and completeness. Exercises sound reasoning. Displays the ability and willingness to work with other offices or other divisions in order to collectively complete assigned tasks or problems as that arise.

**Stakeholder Relations:** The ability and willingness to interact and communicate effectively with stakeholders.

Proactively provides stakeholders with proper information in an effort to reduce occurrences of future problems. Supports the agency mission and goals in all interactions with internal and external stakeholders. Acts as an advocate for agency policy.

**ESSENTIAL FUNCTIONS:**

**The essential functions include, but are not limited to, the following. Additional essential functions may be identified and included by the hiring agency.**

1. Coordinates development of a plan of operation and monitoring Level 1 school districts using standard operating procedures.
2. Coordinates communication and collaboration among staff and evaluates their performance.
3. Maintains communication with other state agencies and public entities in order to coordinate activities.

**MINIMUM QUALIFICATIONS:**

These minimum qualifications have been agreed upon by Subject Matter Experts (SMEs) in this job class and are based upon a job analysis and the essential functions. However, if a candidate believes he/she is qualified for the job although he/she does not have the minimum qualifications set forth below, he/she may request special consideration through substitution of related education and experience, demonstrating the ability to perform the essential functions of the position. Any request to substitute related education or experience for minimum qualifications must be addressed to the State Personnel Board in writing, identifying the related education and experience which demonstrates the candidate's ability to perform all essential functions of the position.

**PHYSICAL REQUIREMENTS:** These physical requirements are not exhaustive, and additional job related physical requirements may be added to these by individual agencies on an as needed basis. Corrective devices may be used to meet physical requirements. These are typical requirements; however, reasonable accommodations may be possible.

**Light Work:** May frequently walk or stand and/or frequently exert force equivalent to lifting up to approximately 10 pounds and/or occasionally exert force equivalent to lifting up to approximately 20 pounds.

**Vision:** Requires the ability to perceive the nature of objects by the eye.

**Near Acuity:** Clarity of vision at 20 inches or less.

**Midrange:** Clarity of vision at distances of more than 20 inches and less than 20 feet.

**Far Acuity:** Clarity of vision at 20 feet or more.

**Field of Vision:** Ability to observe an area up or down, left or right while eyes are fixed on a given point.

**Depth Perception:** Three-dimensional vision. Ability to judge distance and space relationships so as to see objects where and as they actually are.

**Accommodation:** Ability to adjust focus.

**Speaking/Hearing:** Ability to give and receive information through speaking and listening skills.

**Motor Coordination:**

While performing the duties of this job, the incumbent is regularly required to sit; use hands to finger, handle or feel objects, tools or controls; and reach with hands and arms. The incumbent is frequently required to stand; and walk. The incumbent is occasionally required to climb or balance; and stoop, kneel, crouch, or bend.

**EXPERIENCE/EDUCATIONAL REQUIREMENTS:**

**Education:**

A Master's degree from an accredited four-year college or university;

**AND**

**Experience:**

Six (6) years experience in work related to the above described duties;

**OR**

**Certification:**

Possession of a valid Mississippi "AA" teaching certificate from the Department of Education in the area specified by the agency;

**AND**

**Experience:**

Six (6) years experience in work related to the above- described duties.

**Required Document:** Applicant must submit a valid copy of his/her Mississippi "AA" teaching certificate.

**INTERVIEW REQUIREMENTS:**

Any candidate who is called to an agency for an interview must notify the interviewing agency in writing of any reasonable accommodation needed prior to the date of the interview.

**Additional essential functions and behavioral anchors may be identified and included by the hiring agency.**