



## Career Service Authority

# Data Team Administrator

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### GENERAL STATEMENT OF CLASS DUTIES

Coordinates automation capability with the efforts of an interdisciplinary team to design, implement, and enhance automated and manual systems to finish projects and meet future agency needs.

### DISTINGUISHING CHARACTERISTICS

The Data Team Administrator is distinguished from the *Associate IT Systems Administrator*, which performs standard level professional information technology work installing and configuring operating system hardware and software and user application software; maintains and repairs routine to complex problems with system hardware and software.

The Data Team Administrator is also distinguished from the *Associate IT Systems Analyst*, which performs standard level professional work analyzing, refining and documenting the business requirements of users included in the development, implementation and production of integrated technology software systems. The Associate IT Systems Analyst also creates functional and technical specifications for systems to meet business requirements and serves as an authoritative technical resource on specific business requirements and information needs of users in any phase of the application and system development life cycles.

#### ***Guidelines, Difficulty and Decision Making Level:***

Guidelines are generally but not always clearly applicable, requiring the employee to exercise judgment in selecting the most pertinent guideline, interpret precedents, adapt standard practices to differing situations, and recommend alternative actions in situations without precedent.

Duties assigned are generally complex and may be of substantial intricacy. Work assignment is performed within an established framework under general instructions but requires simultaneous coordination of assigned functions or projects in various stages of completion.

Employee is responsible for determining time, place, and sequence of actions to be taken. Unusual problems or proposed deviations from guidelines, practices, or precedents may be discussed with the supervisor before being initiated.

#### ***Level of Supervision Received and Quality Review:***

Under general supervision, the employee receives assignments and is expected to carry them through to completion with substantial independence. Work is reviewed for adherence to instructions, accuracy, completeness, and conformance to standard practice or precedent. Recurring work clearly covered by guidelines may or may not be reviewed.

#### ***Interpersonal Communications and Purpose:***

Contacts with the public or employees where explanatory or interpretive information is exchanged, defended, and gathered and discretion and judgment are required within the parameters of the job function.

***Level of Supervision Exercised:***

By position, performs lead work.

**ESSENTIAL DUTIES**

Communicates with a wide range of users to determine status of the current automated or manual system, problems with its operation and desired outcomes from an updated system.

Works as a liaison between vendor and staff to design and establish system parameters: including system standards, file formats, access, security, forms used, and modifies system to meet user and agency needs.

Ensures system meets operational needs by directing the development of or by writing programs to control major system elements, such as text and graphics.

Develops and conducts training programs for staff and applies feedback toward enhancement of the system.

Meets with other units to coordinate work efforts or assist with implementation of a similar or parallel system.

By position, may serve on committees which coordinate current automation and program efforts and plan for future needs.

By position, may develop manuals, forms, and written directive to support system use.

By position, may supervise support staff that provides technical input to project completion.

Performs other related duties as assigned or requested.

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Any one position may not include all of the duties listed.  
However, the allocation of positions will be determined by  
the amount of time spent in performing the essential duties  
listed above.  
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**MINIMUM QUALIFICATIONS**

***Competencies, Knowledge, & Skills:***

**Integrity/Honesty** – Contributes to maintaining the integrity of the organization; displays high standards of ethical conduct and understands the impact of violating these standards on an organization, self, and others; is trustworthy.

**Attention to Detail** – Is thorough when performing work and conscientious about attending to detail.

**Reading** – Understands and interprets written material, including technical material rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.

**Interpersonal Skills** – Shows understanding, friendliness, courtesy, tact, empathy, concern, and politeness to others; develops and maintains effective relationships with others; may include effectively dealing with individuals who are difficult, hostile, or distressed; relates well to people from varied backgrounds and different situations; is sensitive to culture diversity, race, gender, disabilities, and other individual differences.

**Decision Making** – Makes sound, well informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change.

**Customer Service** – Works with clients and customers (that is, any individuals who use or receive the services or products that your work unit produces, including the general public, individuals who work in the agency, other agencies, or organizations outside the Government) to assess their needs, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products or services; is committed to providing quality products and services.

**Oral Communication** – Expresses information (for example, ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (for example, technical, sensitive, controversial); makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately.

**Self Management** – Sets well defined and realistic personal goals; displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner; works with minimal supervision; is motivated to achieve; demonstrates responsible behavior.

**Writing** – Recognizes or uses correct English grammar, punctuation, and spelling; communicates information (for example, facts, ideas, or messages) in a succinct and organized manner; produces written information, which may include technical material that is appropriate for the intended audience.

**Teamwork** – Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.

**Stress Tolerance** – Deals calmly and effectively with high stress situations (for example, tight deadlines, hostile individuals, emergency situations, dangerous situations).

**Problem Solving** – Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and to make recommendations.

**Reasoning** – Identifies rules, principles, or relationships that explain facts, data, or other information; analyzes information and makes correct inferences or draws accurate conclusions.

**Technical Competence** – Uses knowledge that is acquired through formal training or extensive on the job experience to perform one's job; works with, understands, and evaluates technical information related to the job; advises others on technical issues.

**Flexibility** – Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; effectively deals with ambiguity.

**Planning and Evaluation** – Organizes work, sets priorities, and determines resource requirements; determines short- or long-term goals and strategies to achieve them; coordinates with other organizations or parts of the organization to accomplish goals; monitors progress and evaluates outcomes.

**Physical Demands** (Physical Demands are a general guide and specific positions will vary based on working conditions, locations, and agency/department needs):

*Sitting:* remaining in the normal seated position.

*Reaching:* extending the hand(s) and arm(s) in any direction.

*Handling:* seizing, holding, grasping, or otherwise working with hand(s).

*Fingering:* picking, pinching, or otherwise working with fingers.

*Talking:* expressing or exchanging ideas by means of spoken words.

*Hearing:* perceiving the nature of sounds by the ear.

*Repetitive motions:* making frequent movements with a part of the body.

*Eye/hand/foot coordination:* performing work through using two or more.

*Near acuity:* ability to see clearly at 20 inches or less.

*Accommodation:* ability to adjust vision to bring objects into focus.

**Working Environment:**

Subject to varying and unpredictable situations.

**Education Requirement:**

Bachelor degree.

**Experience Requirement:**

Two years of experience analyzing business needs, designing systems and writing and testing applications programs.

**Education/Experience Equivalency:**

Additional appropriate education may be substituted for the minimum experience requirement.

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**Licensure and/or Certification:**

By position, requires a valid driver's license.

**CLASS DETAIL**

**FLSA CODE:** Exempt

**ESTABLISHED DATE:** 09/16/1995

**ESTABLISHED BY:** Don Braden

**REVISED DATE:** 11/15/2009

**REVISED BY:** Melissa Fisher

**CLASS HISTORY** 2009: The class spec was updated and placed into the new format; competencies were added.