



Career Service Authority  
Program Coordinator

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### GENERAL STATEMENT OF CLASS DUTIES

Performs administrative and paraprofessional work organizing the administrative aspects for a program area(s), develops and establishes work processes and procedures to deliver program services, evaluates effectiveness of program services and efficiency of processes, and implements prescribed program guidelines and objectives.

### DISTINGUISHING CHARACTERISTICS

There are three classes in the program series; however, this is not a progressive series. This class develops and establishes work processes and procedures to deliver program services and evaluates effectiveness of program services and efficiency of processes. This class is distinguished from the Program Administrator which implements, administers, and develops program activities and functions. This class is distinguished from the Staff Assistant that performs paraprofessional work assisting professional staff in the execution and application of specific administrative functions to the operations of a department/agency.

#### **Definition of a Program:**

A program is a specialized area with specific components that include its own policies, procedures, goals, objectives, budget, and tasks that distinguish it from the main body of a department/agency. A program may complement the core goals and objectives of an agency/department but it is separate from the functional areas that support the core goals and objectives.

#### ***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 programs 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/or 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**

Designs, organizes, establishes, and evaluates work processes to ensure delivery of program services and to fulfill program objectives. Studies existing policies, procedures, and directives and recommends revisions or additions when necessary.

Interprets/explains policies, processes, applicable laws, rules, regulations, and guidelines specific to a program to resolve problems, functions as an information clearinghouse for program questions, and provides information and advice to current and potential program participants on program issues and requirements.

Coordinates action where several organizational entities are involved and follows up to ensure that all details and requirements are met.

Reviews program operations for compliance, identifies program strengths and weaknesses and problem areas of non-compliance, recommends corrective action, and instructs individuals and groups on proper methods and procedures for compliance with program regulations.

Assists with planning, monitoring, and evaluating the program area.

Writes or revises procedural and training manuals and summary reports.

Conducts orientation, training demonstrations, and presentations for individuals, groups, and organizations.

Recruits and trains volunteers.

Conducts customer/participant surveys to gather information on program services and customer satisfaction, monitors program participants to ensure quality services are rendered, and provides continuous support to program participants to identify gaps in services.

Assists in the development of the program budget, approves and processes pre-approved expenditures, and assists with preparing grants.

By position, develops or modifies work plans, methods, and procedures and determines work priorities and develops work schedules to provide adequate staff coverage. Provides work instruction and assists employees with difficult and/or unusual assignments. Assigns and distributes work, reviews work for accuracy and completeness, and returns assignments with recommendations for proper completion.

By position, resolves problems encountered during daily operations and determines appropriate solutions.

By position, contributes to the development of the performance enhancement plan, documents performance, provides performance feedback, and furnishes information for the formal performance evaluation.

By position, responds orally to informal grievances and relays information to the supervisor.

By position, documents situations which may be cause for disciplinary action and provides this information to the supervisor.

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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, Knowledges & Skills:***

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

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

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

**Interpersonal Skills** – Shows understanding, courtesy, tact, empathy, and concern, develops and maintains relationships, may deal with people who are difficult, hostile, and/or distressed, relates well to people from varied backgrounds and situations, and is sensitive to individual differences.

**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, and demonstrates responsible behavior.

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

**Oral Communication** – Expresses information to individuals or groups effectively taking into account the audience and nature of the information, makes clear and convincing oral presentations, listens to others, attends to nonverbal cues, and responds appropriately.

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

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

**Planning and Evaluating** – Organizes work, sets priorities, determines resource requirements, coordinates with other organizations or parts of an organization, monitors progress, and evaluates outcomes.

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

**Customer Service** – Works with customers to assess needs, provide assistance, resolve problems, and satisfy expectations, knows products and services, and is committed to providing quality products and services.

**Diversity** – Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce.

**Teaching Others** – Helps others learn through formal or informal methods, identifies training needs, provides constructive feedback, coaches others on how to perform tasks, and acts as a mentor.

**Conflict Management** – Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

Knowledge of supervisory theories and methods sufficient to be able to perform a variety of supervisory functions.

Knowledge of supervisory principles and practices sufficient to be able to perform a variety of lead work functions.

Knowledge of supervisory principles and practices sufficient to be able to contribute to the development of an employee performance plan.

Skill in applying existing guidelines or recommending new approaches to the development and modification of work plans, methods, and procedures for the work unit or function.

Skill in prioritizing and scheduling work to allow for its efficient and effective completion.

Skill in reviewing work for accuracy and completeness.

### ***Physical Demands:***

Sitting: remaining in the normal seated position.

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.

Depth Perception: ability to judge distances and space relationships.

Field of Vision: ability to see peripherally.

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

***Working Environment:***

Pressure due to multiple calls and inquiries.  
Subject to many interruptions.  
Subject to long irregular hours.

***Education Requirement:***

Associate Degree in Public Administration, Management, Sociology, Psychology, Political Science, or a related field.

***Experience Requirement:***

Three years of technical or administrative experience performing standard research and evaluation, case management, and/or implementing work processes.

***Education/Experience Equivalency:***

A combination of appropriate education and experience may be substituted for the minimum education and experience requirements.

**CLASS DETAIL**

***FLSA CODE:*** Exempt

***ESTABLISHED DATE:*** 07/16/2003

***REVISED DATE:*** 05/20/2007

***REVISED BY:*** Patricia Anderson

***CLASS HISTORY*** 1/16/2003 -This is a new class.  
5/16/2007 – Clarified the definition of a program to ensure the class is used properly. Definition has been moved to the first page.