

## REGIONAL MENTAL RETARDATION CENTER DIRECTOR

This is administrative and managerial work in directing the operations of a regional mental retardation center, and assuring coordination of services with local program delivery systems within the geographic region. Work requires directing the provision and integration of developmental treatment programming, education, medical care, and support services to ensure a level of resident care for the developmentally disabled conforming with the requirements of Federal regulations, State statutes, departmental policies, and various licensing and certification agencies, boards, and groups.

I. SUPERVISORY/MANAGERIAL FUNCTIONS:

Planning - Employee establishes broad, long-range programs and goals for the center, which include, but are not limited to, annual plans of work, preparation and updating of the five-year plan; internal short and long-range planning; and budgetary planning, as well as planning for utilization of all center staff. Employee plans up to five years in advance, particularly in the areas of capital improvements. Employee plans with Community Mental Health Centers to ensure that needs of common clientele are met.

Organizing and Directing - Employee ensures that equity is maintained in workload balance in all phases of center operation. Employee organizes the center into functional units, and delegates to subordinates the authority to carry out the role of these functional units. Changes in the internal organization and redirection of resources are made when necessary in order to carry out the purpose and mission of the center. Employee provides a framework by which these functions can be carried out for the continued improvement of resident care.

Budgeting - Employee develops, with assistance of subordinates, the continuation, expansion, and capital improvement budgets for the center. Employee justifies for and presents center's budget needs to departmental and legislative budget groups. Employee ensures that center operates within approved budget and in compliance with established fiscal policies.

Training - Employee delegates to a staff development department the responsibility for assessing training needs of the various center units and departments, and for developing and coordinating a broad range of training programs to meet these needs. This varies from basic orientation sessions for all employees to in-depth, continuing education programs for a variety of human service disciplines (i.e., psychologists, social workers, teachers, nurses). Employee retains ultimate decision-making authority for assigning center resources to carry out these programs.

Setting Work Standards - Employee directs the establishment of necessary internal policies, procedures, and work standards to ensure the maintenance of quality resident care as required by departmental regulations and outside licensing and/or surveying agencies.

Reviewing Work - Employee discusses on a daily and weekly basis, with a few top management subordinates, any problems encountered in the normal operation of the center. Employee reviews on a monthly, quarterly, and annual basis, written reports of major accomplishments of center units and committees, and their progress toward meeting established goals and objectives. Employee approves changes in staff utilization, program goals, and timetables based on these reviews.

Counseling and Disciplining - Employee ensures that State and departmental grievance policies and procedures are communicated to center staff, and are implemented and followed by departmental supervisors. Employee determines and communicates center management's final position in serious disciplinary actions.

Performing Other Personnel Functions - Employee makes final decision on hiring, promotion, salary adjustment, or transfer for key top management center personnel. Employee reviews and approves any disciplinary actions that result in employee dismissals. Employee assures equity and merit in the granting of annual salary increases for all center employees.

## II. SCOPE AND NATURE OF WORK SUPERVISED:

Dynamics of Work Supervised - Center management faces constant change, often of major significance, due to changes in organizational structure, treatment methodologies, state and Federal guidelines, and shifting program emphasis.

Variety of Work Supervised - Employee provides overall administrative and programmatic direction to a variety of administrative, technical, and professional discipline supervisors engaged in managing the numerous departmental programs found in a major State institution.

Number of Employees Responsible For - 1,300-1,600.

III. EXTENT OF SUPERVISION RECEIVED: Employee receives periodic guidance and direction from a departmental deputy director on major organizational, budget, or program goal changes. Work is primarily reviewed through correspondence, reports, monthly meetings, and work planning/performance appraisal sessions related primarily to overall goals achieved by the center.

IV. SPECIAL ADDITIONAL CONSIDERATIONS: Employee is responsible for a work force engaged in round-the-clock resident care and supervision. Staff is dispersed in many buildings and outlying work areas, often including satellite units which are geographically removed from the main campus.

## V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Thorough knowledge of educational service needs of the developmentally disabled and standards for service delivery. Working knowledge of institutional management and administration theories, methods, and practices. Working knowledge of the various disciplines involved in the service delivery system, and applicable Federal regulations, State statutes, and departmental policies. Ability to direct the establishment of institutional goals and priorities, and to determine appropriate allocation of resources. Ability to organize and direct a broad range of program and administrative services. Ability to communicate effectively in oral and written form. Ability to establish effective working relationships with center management personnel, local agency directors, community leaders, representatives of advocacy and association groups, and a variety of State, Federal, and local officials.

Minimum Education and Experience - Ph.D. in special education, psychology, mental retardation, or related field and three years of broad management or administrative experience in mental retardation services; or master's degree in one of the fields listed above; or hospital administration and six years of experience in mental retardation services, three of which must have been in a broad management or administrative capacity; or an equivalent combination of education and experience.