



Code: 06F1

Family: IT-Leadership

Service: Administrative

Group: Clerical, Accounting, and General Office

Series: Information Technology

CLASS TITLE: CONTENT MANAGER LEAD

CHARACTERISTICS OF THE CLASS

Under direction, this is a Lead level classification. The class is primarily supervisory in nature overseeing the development of a consistent brand identity for the City's technology platform and establish its online presence; and performs related duties as required.

This class is assigned to the Leadership Technology Job Family which consists of positions responsible for overseeing the identification, prioritization, and delivery of work activities, coach and developing employees, providing thought leadership to business partners, and shaping and executing the technology vision and strategy to maximize business values.

ESSENTIAL DUTIES

- Leads a high-performing team responsible for writing research, including managing editorial queues, leading research initiatives, training and developing best practices in research and writing, hiring, coaching, and inspiring the team to achieve goals set
- Analyzes content performance and makes decisions on the direction of the content strategy
- Leads or participates in the design of new types of high-impact content
- Guides the collaborative content planning process including brainstorming, refinement, and finalization of content topics for editorial calendars
- Collaborates with project teams to ensure content plans meet the needs of the business
- Oversees marketing strategies to engage customers and ensure that they have a positive view of the company and its products or services
- Uses information such as metrics and statistics about the target customers' demographics and preferences to create multimedia content that raises brand awareness
- Leads the on-time creation and delivery of high-quality and engaging content
- Builds a thought leadership reputation
- Forecasts content performance to align content strategy with business goals and collaboratively make longer-view decisions on team expansion and breadth and depth of content coverage
- Works to collaboratively formulate and execute change initiatives that will keep teams, systems, and content on the leading edge

NOTE: *The list of essential duties is not intended to be inclusive; there may be other duties that are essential to particular positions within the class.*

MINIMUM QUALIFICATIONS

Education, Training, and Experience

- Graduation from an accredited college or university with a Bachelor's degree in English or a directly related field, plus four (4) years of work experience in research content delivery or technology-related content, or an equivalent combination of education, training, and experience
- **Licensure, Certification, or Other Qualifications**
- None

WORKING CONDITIONS

- General office environment

EQUIPMENT

- Standard office equipment (e.g., phone, printer, copier, computers, mobile devices)
- Standard productivity suites (e.g., Microsoft Office Suite, OpenOffice, Google Workspace)

PHYSICAL REQUIREMENTS

- No specific requirements

KNOWLEDGE, SKILLS, ABILITIES, AND OTHER WORK REQUIREMENTS

Knowledge

Considerable knowledge of:

- *content management systems
- *content creation and delivery
- *HTML
- *technical, financial, and business terminology
- *editorial processes and publishing environments

Some knowledge of:

- supervisory and management principles, methods, practices and procedures

Knowledge of applicable City and department policies, procedures, rules, and regulations

Other knowledge as required for successful performance in the lower-level series.

Skills

- *ACTIVE LEARNING - Understand the implications of new information for both current and future problem-solving and decision-making
- *ACTIVE LISTENING - Give full attention to what other people are saying, take time to understand the points being made, ask questions as appropriate, and not interrupt at inappropriate times
- *CRITICAL THINKING - Use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems
- *LEARNING STRATEGIES - Select and use training/instructional methods and procedures appropriate for the situation when learning or teaching new things
- MONITORING - Monitor and assess performance of one's self, other individuals, or organizations to make improvements or take corrective action
- *COMPLEX PROBLEM SOLVING - Identify complex problems and review related information to develop and evaluate options and implement solutions
- MANAGEMENT OF PERSONNEL RESOURCES - Motivate, develop, and direct people as they work and identify the best people for the job
- *TIME MANAGEMENT - Manage one's own time or the time of others
- *COORDINATION WITH OTHERS - Adjust actions in relation to others' actions
- INSTRUCTING - Teach others how to do something

- *JUDGEMENT AND DECISION MAKING - Consider the relative costs and benefits of potential actions to choose the most appropriate one

Other skills as required for successful performance in the lower-level series.

Abilities

- *COMPREHEND ORAL INFORMATION - Listen to and understand information and ideas presented through spoken words and sentences
- *SPEAK - Communicate information and ideas in speaking so others will understand
- *COMPREHEND WRITTEN INFORMATION - Read and understand information and ideas presented in writing
- *WRITE - Communicate information and ideas in writing so others will understand
- *CONCENTRATE - Concentrate on a task over a period of time without being distracted
- *RECOGNIZE PROBLEMS - Tell when something is wrong or is likely to go wrong
- *REASON TO SOLVE PROBLEMS - Apply general rules to specific problems to produce answers that make sense
- COME UP WITH IDEAS - Come up with a number of ideas about a topic
- *MAKE SENSE OF INFORMATION - Quickly make sense of, combine, and organize information into meaningful patterns
- *REACH CONCLUSIONS - Combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events)

Other abilities as required for successful performance in the lower-level series.

Additional Competency Requirements

- COMMUNICATION FOR RESULTS – Writes, speaks and presents effectively. Explains the immediate context of the situation, asks questions with follow-ups and solicits advice prior to taking action. Develops presentations to influence others by using graphics, visuals or slides that display information clearly. Listens and asks questions to understand other people’s viewpoints.
- GROWTH MINDSET – Takes ownership of personal growth. Identifies knowledge gaps. Asks questions of subject matter experts and seeks help when needed. Keeps abreast of information, developments and best practices within a field of expertise (e.g., by reading, interacting with others or attending learning events).
- INITIATIVE – Volunteers to undertake tasks that stretch his or her capability. Identifies who can provide support and procures their input. Identifies problems and acts to prevent and solve them.
- OWNERSHIP AND COMMITMENT – Volunteers to undertake tasks that stretch his or her capability. Checks the scope of responsibilities of self and others. Monitors day-to-day performance and takes corrective action when needed to ensure desired performance is achieved. Identifies problems and acts to prevent and solve them. Identifies who can provide support and procures their input.
- CHANGE ADVOCATE – Participates in change initiatives by implementing new directions and providing appropriate information and feedback. Offers ideas for improving work and team processes. Experiments with new approaches and improves productivity through trial and error.

- CUSTOMER PARTNERSHIP –In response to requests for new types of assistance, refers representatives of the customer to the appropriate IT contact. Gathers information about customers' business and technology products and services. Solicits customer recommendations for improved day-to-day functionality and translates simpler recommendations into technical business requirements.
- DECISION MAKING –Evaluates situations objectively. Gathers data to support recommendations and seeks approval for taking action that will set precedent while minimizing potential risk. Appropriately solicits the input of those who will be affected by the decision.
- LEADERSHIP – Leads project teams by facilitating an understanding of the team's mission, vision and values. Sets short-term goals. Assigns team member's roles and accountabilities and fosters an environment of collaboration, commitment and trust. Provides timely guidance and feedback to help staff accomplish a task or solve a problem.
- OUTCOME DRIVEN – Establishes specific performance standards and measures for own work. Assesses performance against metrics, deadlines and quality. Ensures that personal performance meets the standards and expectations of internal and external customers, as well as the organization.
- SELF CONFIDENCE – Volunteers to try new activities. Experiments with new tasks. Takes measured risks. Asks for help, advice and feedback when needed. Shares knowledge with others.
- STRATEGIC BUSINESS PLANNING – Recommends departmental components of the strategic IT plan and its alignment with specific needs of business partners, and assesses the plan's impact on budgets and capital expenditure. Provides detailed analysis and summary of departmental issues for strategic planning. Develops strategies, alternatives and scenarios for reviewing project-specific initiatives. Tracks and reports progress against plan.
- STRATEGIC RELATIONSHIP MANAGEMENT – Asks questions that identify customers' priorities as well as their rationale for action. Supports customers by devising immediate solutions that align with the overall direction of the enterprise.

Other competencies as required for successful performance in the lower-level series.

All employees of the City of Chicago must demonstrate commitment to and compliance with applicable state and federal laws, and City ordinances and rules; the City's Ethics standards; and other City policies and procedures.

The City of Chicago will consider equivalent foreign degrees, accreditations, and credentials in evaluating qualifications.

* May be required at entry.

City of Chicago
Department of Human Resources
March 2023