



**Code: 06G9**

Family: IT-Leadership

Service: Administrative

Group: Clerical, Accounting and General Office

Series: Information Technology

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## **CLASS TITLE: INFORMATION SECURITY LEAD**

### **CHARACTERISTICS OF THE CLASS**

Under direction, this is a Lead classification. The class is primarily supervisory in nature overseeing the Cyber Security Operations; Cyber Security Support; Operational Tech Security; or Governance, Risk, and Compliance Units, 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**

- Drives the day-to-day enablement of AIS IT security strategy
- Oversees assigned team responsible for the execution of their respective functional area
- Completes performance appraisals for subordinate staff, administers disciplinary functions, and approves staff time off requests
- Sets goals and objectives for team members for achievement of operational results
- Ensures the confidentiality, integrity, and availability of systems, networks, and data through the planning, analysis, development, implementation, maintenance and enhancement of information systems security programs, policies, procedures, and tools
- Facilitates information security governance through the implementation of governance programs, security committees and advisory boards
- Develops, maintains, and publishes information security policies, standards, and guidelines
- Assures security practices and process meet federal, state, and local laws and regulations
- Ensures policies, practices and procedures are understood and followed by direct reports, customers, and stakeholders

**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 Computer Science, Cybersecurity, Information Systems or a directly related field, plus three (3) years management experience of cybersecurity teams, and eight (8) years of work experience in information security management or network architecture, or an equivalent combination of education, training, and experience.

#### **Licensure, Certification, or Other Qualifications**

- Preference may be given to applicants who possess a Master's degree in a directly related field, a Masters of Business Administration degree, professional IT security, firewall, and network certifications

**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**

Comprehensive knowledge of:

- \*IT security theories, concepts, and practices
- \*IT security environment
- \*network, operations and protocols
- \*enterprise architecture models
- \*incident handling and response
- \*requirement analysis principles and methods

Considerable knowledge of:

- \*project management principles, methods, and practices
- Cloud security best practices
- new and emerging IT security technologies and trends
- virtual computing technologies

Some knowledge of:

- management and supervisory 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
  - SYSTEMS ANALYSIS - Determine how a system should work and how changes in conditions, operations, and the environment will affect outcomes
  - \*SYSTEMS EVALUATION - Identify measures or indicators of system performance and the actions needed to improve or correct performance relative to the goals of the system
  - \*OPERATIONS ANALYSIS - Analyze needs and product requirements to create a design
  - TECHNOLOGY DESIGN - Generate or adapt equipment and technology to serve user needs
- 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 – Communicates in a timely manner with others upon the discovery of potential problems or change. Presents information or data that has a strong effect on others as evidenced by their reactions to it. Seeks clarification when necessary by giving and receiving feedback. Encourages the open expression of dissent and contrary viewpoints.
- GROWTH MINDSET – Explores how to use previous knowledge, ideas or techniques that have worked in the past and can be applied to other settings. Demonstrates resourcefulness in

acquiring necessary knowledge, skills and competencies based on a thorough understanding of personal strengths and development needs. Keeps up to date on current research and trends.

- INITIATIVE – Describes future scenarios and related opportunities. Plans potential responses involving resource holders, peers, processes and technology. Leads a timely response, seeking internal/external advice and consultation. Sustains progress through uncharted territories.
- OWNERSHIP AND COMMITMENT – Sets enhanced objectives for self and others. Monitors performance trends and identifies opportunities to improve standards. Provides regular feedback and suggests alternative approaches necessary to ensure that organizational objectives and high standards are achieved. Delegates responsibility and reallocates resources as needed to ensure that priorities are met.
- CHANGE ADVOCATE – Leads the planning and implementation of change programs that impact critical functions/processes. Partners with other resource managers/change agents to identify opportunities for significant process enhancements. Recommends changes that impact strategic business direction. Sets expectations for monitoring and feedback systems and reviews performance trends. Evaluates progress and involves peers and team members in analyzing strengths and weaknesses in performance. Improves efficiency by spearheading pilots and planned functional change initiatives.
- CUSTOMER PARTNERSHIP – Participates in cross-functional activities to achieve organizational objectives. Interacts with customers in order to identify opportunities that meet organizational and technological needs. Identifies the customer's operational requirements and technological needs related to the customer's organizational strategy. Mines for operational and functional enhancements to projects and services. Assesses the potential capabilities of available, cost-effective technology. Develops tactical initiatives that proactively address customer needs and provides recommendations that align short-term needs with strategic performance drivers. Anticipates unstated ways of better satisfying the customer's needs. Develops networks and builds alliances.
- DECISION MAKING – Makes key decisions that have an enterprise wide or strategic impact. Predicts how a decision will affect key stakeholder groups (internal and external) and develops strategies to build support for the decision and overcome obstacles. Rapidly identifies the key issues that need to be considered when making strategic decisions.
- LEADERSHIP – Continually measures the organization's performance against the "best in class" in its peer group and sets a vision and plan to exceed these benchmarks. Allocates functional roles, levels of accountabilities and strategic assignments. Empowers and enables team members to carry out and implement that vision. Effectively coaches, mentors and trains new and existing team members in political, organizational, industry/business, behavioral and technical skills.
- OUTCOME DRIVEN – Sets challenging goals for his/her area of responsibility in relation to business opportunities. Measures the risks involved while taking a course of action. Engages in action at the right time and to achieve results.
- SELF CONFIDENCE – Seeks opportunities to try out and gain new skills. Shares information, ideas, and opinions openly. Presents alternative viewpoints to managers, customers, and peers. Tests acceptance for controversial and/or political issues. Provides constructive feedback when agreed-upon standards are unfulfilled. Shares advice. Solicits honest feedback.
- STRATEGIC BUSINESS PLANNING – Develops business cases for strategic initiatives. Defines rationale, cost and benefits, and planning assumptions for proposals. Analyzes operations, staffing requirements and capital improvements from a multi-year and multi-

functional perspective. Develops analytical input for IT strategic plans. Presents recommendations to senior management team. Monitors functional plan.

- STRATEGIC RELATIONSHIP MANAGEMENT – Interacts with customers in order to identify opportunities that meet organizational and technological needs, as well as meet internal criteria for best practices that meet the customer’s specific operational requirements as they relate to the customer’s organizational strategy. Provides recommendations that align short-term needs with strategic performance drivers.

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

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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.

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City of Chicago  
Department of Human Resources  
March, 2023