



## Career Service Authority

Page 1 of 5

# Senior Workforce Development Advisor

### GENERAL STATEMENT OF CLASS DUTIES

Performs full performance level professional workforce development work in the Division of Workforce Development.

### DISTINGUISHING CHARACTERISTICS

The *Senior Workforce Development Advisor* class performs professional workforce development work that includes providing guidance to other workforce development staff. Incumbents in this class lead, build and support teams and teamwork, coordinate and sometimes directly provide staff learning resources and opportunities to assure good work practice. The *Workforce Development Advisor* class performs standard or intermediate level professional work applying career development theory and techniques to assist and/or coordinate with job seekers, businesses and training institutions involved in workforce development. The *Account Representative* class performs standard or intermediate level professional work providing workforce development or economic development outreach to targeted businesses in partnership with the other Office of Economic Development (OED) divisions, and introduces businesses to OED services. The *Staff Workforce Advisor* class performs entry level professional work in the Division of Workforce Development.

#### ***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 project 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, gathered and discretion and judgment are required within the parameters of the job function.

***Level of Supervision Exercised:***

Performs lead work.

**ESSENTIAL DUTIES**

Performs professional workforce development work and serves as an internal consultant to workforce development staff on professional best practice focused on workforce development and economic development outreach.

Provides guidance to workforce development staff; defines the work team's purpose and focus and supports teams and teamwork; coaches and/or mentors team members, encourages team learning; keeps management informed about the team's work and progress, runs interference for the team, facilitates implementation of operational changes, and coordinates and sometimes directly provides staff learning resources and opportunities to assure good work practice.

Serves as a boundary spanner; is the point of contact for cross-functional teamwork, defines the boundaries of teamwork with input from related functions, obtains and distributes information strategically, sees problems in new ways, crafts solutions, and develops and supports the skills of others.

Develops or modifies work plans, methods and procedures; 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.

Resolves problems encountered during daily operations and determines appropriate solutions. Contributes to the development of the performance enhancement plan, documents performance, provides performance feedback and furnishes information for the formal performance evaluation.

Identifies training needs and develops and implements plans and opportunities for subordinate staff.

Responds orally to informal grievances and relays information to the supervising position.

Documents situations which may be cause for disciplinary action and provides this information to the supervising position.

.....  
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.  
.....

**MINIMUM QUALIFICATIONS**

***Competencies, Knowledges & Skills:***

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

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

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

**Integrity/Honesty** – Displays a high standard of ethical conduct and understands the impact of violating these standards on an organization, self and others; chooses an ethical course of action; is trustworthy.

**Oral Communication** – Expresses ideas and facts to individuals or groups effectively, makes clear and convincing oral presentations, listens to others and facilitates an open exchange of ideas.

**Problem-Solving** – Identifies and analyzes problems; uses sound reasoning to arrive at conclusions; finds alternative solutions to complex problems; distinguishes between relevant and irrelevant information to make logical judgments.

**Written Communication** – Expresses facts and ideas in writing in a succinct and organized manner.

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

**Technical Competence** – Uses knowledge that is acquired through formal training and/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.

**Leadership** – Interacts with others to influence, motivate, and challenge them; adapts leadership styles to a variety of situations.

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

**Leading a Diverse Workforce** – Implements diversity policies for subordinate staff; supports opportunities to develop and retain a diverse workforce; promotes teamwork, acceptance and productivity among diverse persons.

**Managing Human Resources** – Plans, distributes, coordinates, and monitors work assignments; evaluates work performance, provides feedback on performance; ensures staff are appropriately utilized and developed, and are treated in a fair and equitable manner.

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

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

**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.

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

**Decision Making** – Specifies goals and obstacles to achieving those goals, generates alternatives, considers risks and evaluates and chooses the best alternative in order to make a determination, draw conclusions or solve a problem.

**Creative Thinking** – Uses imagination to develop new insights into situations and applies innovative solutions to problems; designs new methods where established methods and procedures are inapplicable or are unavailable.

**Learning** – Uses efficient learning techniques to acquire and apply new knowledge and skills; uses training, feedback, or other opportunities for self-learning and development.

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

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

Knowledge of career development theories, models and techniques as they apply to lifelong career development for people of various gender, age, and ethnic backgrounds.

Knowledge of training methodologies sufficient to be able to facilitate training programs and presentations.

Knowledge of community resources sufficient to be able to use them appropriately as needed.

Knowledge of workforce development business services.

Knowledge and understanding of local, state, national workforce development issues and economic trends.

Knowledge of federal and state regulations governing workforce development.

Skill in applying career development theory and techniques to job seekers.

Skill in independently interpreting career guidance policy.

Skill in independently providing guidance and instruction on the implementation of complex career guidance policies.

Skill in providing pre-employment facilitation to groups of individuals with multiple and complex work barriers.

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:***

Standing: remaining on one's feet in an upright position.

Walking: moving about on foot.

Sitting: remaining in the normal seated position.

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

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

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

Hearing: perceiving the nature of sounds by the ear.

***Working Environment:***

Pressure due to multiple calls and inquiries.

***Education Requirement:***

Baccalaureate degree in business administration, public administration, human resources, psychology or a related field.

***Experience Requirement:***

Three years of professional experience in workforce development, vocational or educational counseling, human resources or a closely related field. Six months of this experience must have included conducting career guidance interviews and assessing the career needs of individuals with multiple and complex work barriers.

***Education/Experience Equivalency:***

A combination of the appropriate type and level of education and experience may be substituted for the minimum education and experience requirements except for the six months of experience that must have included conducting career guidance interviews and assessing the career needs of individuals with multiple and complex work barriers.

***Licensure and/or Certification:***

None.

**CLASS DETAIL**

***FLSA CODE:*** Exempt  
***ESTABLISHED DATE:*** 04/16/2004  
***ESTABLISHED BY:*** Paul Wiberg  
***REVISED DATE:*** 04/01/2006  
***REVISED BY:*** Earline Hill

***CLASS HISTORY***

Class created to establish a senior level class that primarily performs substantial leadwork over a work unit staffed by positions in the Workforce Development Advisor class, which describes the standard or intermediate performance level.

This class was revised 3/17/06 by Earline Hill during the Office of Economic Development (OED) reorganization to update the distinguishing characteristics and essential duties to reflect the demand-driven focus of OED business processes.