



Office of Human Resources
Workforce Development Advisor Senior - CA1723
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General Statement of 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.

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.

Competencies

Influencing/Negotiating - Persuades others to accept recommendations, cooperate, or change their behavior; works with others towards an agreement; negotiates to find mutually acceptable solutions.

Interpersonal Skills – Shows understanding, friendliness, courtesy, tact, empathy, cooperation, concern, and politeness to others and relates well to different people from varied backgrounds and different situations.

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.

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

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.

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

Working with People – Shows respect for the views and contributions of other team members. Shows empathy, listens, supports, and cares for others, and reconciles conflict.

Knowledge & Skills

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.

Education Requirement

Bachelor's Degree in Business Administration, Public Administration, Human Resources, Psychology or a related field.

Experience Requirement

Three (3) years of professional experience in workforce development, vocational or educational counseling, human resources or a closely related field. Six (6) 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

One (1) year of the appropriate type and level of experience may be substituted for each required year of post-high school education.

Additional appropriate education may be substituted for the minimum experience requirements.

Licensure & Certification

None

Working Environment

Pressure due to multiple calls and inquiries.

Level of Physical Demand

1-Sedentary (0-10 lbs.)

Physical Demands

(Physical Demands are a general guide and specific positions will vary based on working conditions, locations, and agency/department needs.):

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

Lifting: raising or lowering objects weighing no more than 10 pounds, from one level to another.

Background Check Requirement

Criminal Check

Employment Verification

Education Check

Assessment Requirement

None

Probation Period

Six (6) months.

Class Detail

Pay Grade: A-808

FLSA Code: Y

Established Date: 9/21/2018

Established By: LS

Revised Date:

Revised By:

Class History: