



## A.D.A. Job Description\* *Essential Functions*

**Job Title: Professional Development Manager**

**Status: Exempt**

**Contact Person: Deputy Director**

### **Education/Training/Experience/License Required:**

Minimum of a college degree with an emphasis in human resources or personnel management; minimum of two years of work experience as a trainer or instructor; skilled in identifying the educational needs of others, developing formal educational or training programs and teaching or instructing others; skilled in creative thinking, such as developing, designing or creation of new ideas, systems and processes; knowledgeable of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and personnel information systems; must be fluent in the English language; possess the ability to coordinate the work and activities of others, schedule work and activities, organizing, planning and prioritizing work, and developing and building teams; be able to establish and maintain interpersonal relationships; be able to communicate effectively with supervisors, peers, personnel and the public; must possess basic administration and management skills; skilled in active listening, speaking, monitoring/assessing performance; maintain a high level of accuracy in preparing and entering information; excellent interpersonal, verbal, and written communication skills; analytical and problem solving skills; stress, organizational and time management skills; computer skills including the use of Microsoft Office software; be able to work in a fast-paced work environment; possess a high degree of trustworthiness; respect and sensitivity for others; flexibility and sound work ethic; and meet set job related goals and objectives.

### **Narrative Functions**

#### **Brief Narrative Description of Job Functions (tasks and activities) with approximate percentages performed per day.**

The essential functions factors illustrated in this job description will demonstrate relevancy to the narrative functions described below. You may need to refer back to these functions as you read through the ADA job description.

#### **1. Manage Training and Development**

Creatively plan, direct or coordinate the training and development efforts of the organization. Plan, develop and provide training and staff development programs, using various educational modalities, such as Teaching Fellow academies, classroom training, demonstrations, online education, on-the-job training, team or peer training, meetings, conferences, seminars or workshops. Regularly analyze training needs of personnel in an effort to develop new training programs or modify and improve existing programs. Coach and train instructors and supervisors in effective and proven techniques and skills for training and working with employees. Formulate effective policies and procedures related to company training and development efforts. Assist the director of personnel with new hire orientations and onboarding process, such as

communicating and implementing new hire trainings and coaching new hires on selecting a career path track. Establish and maintain a system by which a staff member's career path is monitored, measured and followed-up on ensuring staff members are reaching their goals. Confer with upper management over the creation, application and development of training tracks associated with the TF academies. Conduct or arrange for ongoing technical and skill-based training and professional development classes for staff members. Coordinate with school district partners in meeting district and COE goals and expectations related to training. Establish and maintain relationships with staff and outside agencies. Provide consultation and advice to management, staff and other groups on training processes and other related matters in the organization. Develop, organize and maintain training manuals, multimedia visual aids, and other related educational materials. **(Performs approximately 70% of the day)**

## **2. Appraisal of Training Efforts**

Confer with management and conduct surveys to identify training needs based on projected processes, changes and other factors. Develop testing and evaluation procedures to assess staff retention of content knowledge and its application in the workplace. Put together effective and proven evaluation metrics to accurately record staff responses and feedback. Develop and maintain an instructor evaluation performance instrument and retain results of instructor performances and the effectiveness of training programs. Annually review and interpret results of evaluations conducted throughout the prior year and submit an annual report of the results, impact on personnel and recommendations for improvement to the director of personnel. (Performs approximately 20% of day)

## **3. Manage Training Budget**

Prepare training budget for the organization and work within the financial limits allocated. Each year, submit budget proposals to the director of personnel for consideration and approval. Obtain approval from the director of personnel for any expenses which may exceed the training budget. Estimate time, costs, resources or materials needed for activities. **(Performs approximately 5% of day)**

## **4. Perform Other Duties as Assigned**

Perform other duties as assigned. **(Performs approximately 5% of day)**

### **Environment Conditions**

1. **Exposure to Weather:** Exposure to hot, cold, wet, humid, or windy conditions, caused by the weather. This factor is rated important when exposure to weather results in marked body discomfort. **Exposed approximately 10% of the day; risk to self; relevant to essential function 1, 2 and 4.**
2. **Extreme Cold:** Exposure to non-weather related cold temperatures. This factor is rated important when temperatures are sufficiently low to cause marked bodily discomfort. **Does not apply.**
3. **Extreme Heat:** Exposure to non-weather related hot temperatures. This factor is rated important when temperatures are sufficiently high to cause marked bodily discomfort. **Does not apply.**
4. **Wet and / or Humid:** Contact with weather or other liquids; or exposure to non-weather related humid conditions; this factor is rated important when contact with water or other liquids or exposure to humidity causes marked bodily discomfort. **Does not apply.**

5. **Noise:** Exposure to constant or intermittent sounds of a pitch or level sufficient to cause marked distraction or possible hearing loss. **Does not apply.**
6. **Vibration:** Exposure to a shaking object or surface. This factor is rated important when vibration causes a strain on a body or extremities. **Does not apply.**
7. **Atmospheric Conditions:** Exposure to conditions, such as fumes, noxious odors, dusts, mists, gases, and poor ventilation that affect the respiratory system, eyes, or the skin. This factor is rated important if these conditions are present to a degree or length of time sufficient to cause marked bodily discomfort or possible injury. **Does not apply.**
8. **Hazards:** A hazard is a condition in the work environment that subject or exposes the worker to the possibility of serious bodily injury or danger to the worker's life or health. A hazard is specific, related to the job, and has a greater likelihood of occurring than it would away from the job. The following conditions are evaluated as possible hazards. **Does not apply.**

### **Temperaments**

1. **Working Alone:** Performing work activities by oneself and away from others. **Performs approximately 30% of the day; critical to performance; relevant to all essential functions.**
2. **Directing Others:** Adaptability to accepting responsibility for the direction, control, or planning of an activity. **Performs approximately 40% of the day; critical to performance; relevant to all essential functions.**
3. **Expressing Personal Feelings:** Adaptability to situations involving the interpretation of feelings, ideas, and facts in terms of personal viewpoint. **Performs approximately 30% of the day; critical to performance; relevant to all essential functions.**
4. **Influencing People:** Adaptability to influencing people about the opinions, attitudes, or judgments about ideas or things. **Performs approximately 40% of the day; critical to performance; relevant to all essential functions.**
5. **Making Judgments:** Adaptability to making generalizations, evaluations or decisions based on sensory or judgmental criteria. **Performs approximately 40% of the day; critical to performance; relevant to all essential functions.**
6. **Performing Repetitive Work:** Adaptability to performing repetitive work, or to continuously perform the same work, according to procedures, sequence, or pace. **Performs approximately 60% of the day; critical to performance; relevant to all essential functions.**
7. **Performing Under Stress:** Adaptability to performing under stress when confronted with emergency, critical, unusual, or dangerous situations; or in situations in which working speed and sustained attention are make or break aspects of the job. **Performs approximately 30% of the day; critical to performance; relevant to all essential functions.**
8. **Attaining Tolerances:** Adaptability to situations requiring the precise attainment of set limits, tolerances, or standards. **Performs approximately 40% of the day; critical to performance; relevant all essential functions.**

9. **Working Under Instructions:** Adaptability to dealing with people beyond giving and receiving instructions. **Performs approximately 30% of the day; critical to performance; relevant to all essential functions.**
10. **Performing a Variety of Duties:** Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure. **Performs approximately 60% of the day; critical to performance; relevant to all essential functions.**

### **Physical Demands**

#### **1. Strength**

- **Standing:** Remaining on one's feet in an upright position at a workstation without moving about. **Performs approximately 40% of the day; critical to performance; risk to self; relevant to all essential functions.**
- **Walking:** Moving about on foot. **Performs approximately 30% of the day; critical to performance; risk to self; relevant to all essential functions.**
- **Sitting:** Remaining in the normal seated position. **Performs approximately 30% of the day, critical to performance; risk to self; relevant to all essential functions.**
- **Lifting:** To exert physical strength necessary to move objects from one level to another. **Performs approximately 10% of the day; critical to performance; risk to self; relevant to essential all functions.**

**Lifting under 10 lbs., is approximately performed frequently 31-60% of the day; lifting 10 to 25 lbs. is approximately performed rarely 1 – 10% of the day; heaviest item lifted is a box of file folders, weighing approximately 20 to 25 lbs; item is lifted from a shelf to a tabletop, approximately 1 time a month.**

- **Carrying:** Transporting an object, usually holding it in the hands or arms or shoulders. **Performs approximately 10% of the day; critical to performance; risk to self; relevant to all essential functions.**

**Carrying essentially correlates with the lifting pounds and frequencies designated (reference lifting category above; the heaviest item carried is a box of file folders, weighing approximately 20 to 25 lbs., item is carried 10-20 feet, 1 time per month.**

- **Pushing:** Exerting force upon an object so that the object moves away from the force (includes slapping, striking, kicking, and treadle actions). **Performs approximately 15% of the day; critical to performance; risk to self; relevant to all essential functions.**
- **Pulling:** Exerting force upon an object so that the object moves toward from the force (includes jerking). **Performs approximately 15% of the day; critical to performance; risk to self; relevant to all essential functions.**

2. **Climbing:** To ascend or descend ladders, scaffolding, stairs, poles, inclined surfaces. **Does not apply.**
3. **Balancing:** To maintain a body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery or erratically moving surfaces. **Performs approximately 10% of the day; critical to performance; risk to self and others; relevant to essential functions 1 and 4.**

4. **Stooping:** Bending the body downward and forward by bending the spine at the waist. This factor is important if it occurs to a considerable degree and requires full use of lower extremities and back muscles. **Performs approximately 20% of the day; critical to performance; risk to self; relevant to essential functions 1, 2 and 4.**
5. **Kneeling:** Bending the legs at the knees to come to rest on the knee or knees. **Does not apply.**
6. **Crouching:** Bending body downward and forward by bending legs and spine. **Performs approximately 20% of the day; critical to performance; risk to self; relevant to essential functions 1, 2 and 4.**
7. **Crawling:** Moving about on hands and knees or hands and feet. **Does not apply.**
8. **Reaching:** Extending the hand(s) and arm(s) in any direction. **Performs approximately 70% the day; critical to performance; risk to self; relevant to all essential functions.**
9. **Handling:** Seizing, holding, grasping, turning or otherwise working with hand or hands (fingering not involved). **Performs approximately 70% of the day; critical to performance; risk to self; relevant to all essential functions.**
10. **Fingering:** Picking, pinching, or otherwise working with fingers primarily (rather than with whole hand or arm as in handling). **Performs approximately 80% of the day; critical to performance; risk to self; relevant to essential function 1.**
11. **Feeling:** Perceiving attributes of objects such as size, shape, temperature or texture by means of receptors in skin, particularly those of finger tips. **Performs approximately 10% of the day; critical to performance; risk to self; relevant to all essential functions.**
12. **Talking:** Expressing or exchanging ideas by means of the spoken word. **Performs approximately 60% of the day; critical to performance; risk to self; relevant to all essential functions.**
13. **Hearing:** Perceiving the nature of sounds by the air. **Performs approximately 60% of the day; critical to performance; risk to self; relevant to all essential functions.**
14. **Tasting / Smelling:** Distinguishing, with a degree of accuracy, differences or similarities in intensity or quality of flavors and/or odors, using tongue and/or nose. **Does not apply.**
15. **Near Acuity:** Clarity of vision at 20 inches or less. This factor is important when special and minute or accuracy is demanded and when defective near acuity would adversely affect job performance and/or the safety of others. **Performs approximately 60% of the day; critical to performance; risk to self; relevant to all essential functions.**
16. **Far Acuity:** Clarity of vision at 20 feet or more. This factor is important when visual efficiency in terms of far acuity is required and defective far acuity would adversely affect job performance and/or the safety of others. **Performs approximately 40% of the day; critical to performance; risk to self; relevant to all essential functions.**
17. **Depth Perception:** Three-dimensional vision. Ability to judge distances and spatial relationships so as to see objects where and as they really are. This factor is important when depth perception is required for successful job performance and/or for reason of safety to oneself and others. **Performs approximately 60% of the day; critical to performance; risk to self; relevant to all essential functions.**

18. **Accommodation:** Adjustment of lens of eye to bring an object into sharp focus. This factor is important when doing near point at varying distances from eye. **Performs approximately 40% of the day; critical to performance; risk to self; relevant to all essential functions.**
19. **Color Vision:** Ability to identify and distinguish colors. **Performs approximately 30% of the day; critical to performance; risk to self; relevant to all essential functions.**
20. **Field of Vision:** Observing an area that can be seen up and down or right to left when eyes are fixed on a given point. This factor is important when job performance requires seeing a large area while keeping eye fixed. **Performs approximately 60-70% of the day, critical to performance; risk to self; relevant to all essential functions.**

### **A.D.A. Accommodation Decision Factors**

The employer determines what job duties are considered essential for work performance, what functions are considered a risk to self or others and if the essential functions are considered critical or non-critical to performance. At the discretion of the employer, the identified job title may exist in order to perform one or more task(s) or activity (ies). The employer reserves the right to change the job duties at any time with or without notice to the employee.

The employer will comply with the Americans with Disabilities Act on behalf of qualified disabled individuals. Toward determination if reasonable work modification or accommodation is feasible, the employer will attempt to view available alternatives such as available employees that may assist with tasks when needed, physical changes to work environments, possible changes to work hours or any other potential consideration. Our question as to whether a job can be reasonably accommodated is based on whether the accommodation is an undue hardship to the employer in terms of cost, time, business disruption or other complications.

\*Compliant with the Federal Americans with Disabilities Act