



Human Resources Job Family: **Training /Organizational Development Progression**

These generic job title summaries are intended to indicate the kinds of tasks and levels of work complexity that will be required of positions classified to any of these titles and are not intended to be construed as declaring the specific duties and responsibilities of any particular position. The use of particular expressions or illustrations describing functions within a specific job title does not exclude other duties of a similar kind and/or level of complexity. Positions are classified to a particular job title based upon the predominant level of expected work complexity. ***A position that is classified into this title and band must meet the Cornell requirements for exemption under the FLSA***

GENERIC JOB PROFILE SUMMARIES

| Training/ Organizational Development Specialist II INDIVIDUAL CONTRIBUTOR | Training/ Organizational Development Specialist III INDIVIDUAL CONTRIBUTOR | Training/ Organizational Development Specialist IV INDIVIDUAL CONTRIBUTOR | Director Training/ Organizational Development I MANAGEMENT | Director Training/ Organizational Development II MANAGEMENT |
|---|--|--|---|---|
| Obtain data and research best practices in training, career planning, and talent retention. Manage and support programs and services. | Obtain data and research best practices in training, career planning, and talent retention. | Obtain data and research best practices in training, career planning, and talent retention. | | |
| Work collaboratively with colleagues on occasion in the consultation, design, facilitation, and delivery of programs and services. | Consult with staff, faculty and leadership to understand their objectives and challenges; Designs and delivers custom facilitation and complex conflict resolution in both the academic, administrative and systems environment. | Consult with staff, faculty and leadership to understand their objectives and challenges; Designs and delivers custom facilitation and complex conflict resolution in both the academic, administrative and systems environment. | Consult with staff, faculty and leadership to understand their objectives and challenges; Plans, directs, designs, implements, and administers training programs. | Plan and direct Organizational Development, Organizational Effectiveness, and training programs. |
| Consult with employees regarding career management tools and programs; support managers in providing direction and development for their staff. | Design, develop, and implement career planning and development strategies, programs and services for staff; serve as lead facilitator for programs, services and systems. | Design, develop, and implement programs, services, and development strategies for staff and faculty; serve as lead facilitator for programs, services and systems. | Directs and leads broad-spectrum programming having significant impact across the university's colleges and units. | Direct, lead and shape strategies, approaches, and broad-spectrum programming having significant impact across the university's colleges and units. |
| | Design and facilitate customized interventions or individual coaching requests. | Design and facilitate customized interventions or individual coaching requests. | Design and facilitate customized organizational development (OD) or effectiveness (OE) programs. | Plan and direct the design and facilitation of customized organizational development (OD) or effectiveness (OE) programs. |

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|---|---|---|---|---|
| | Design and administer metrics evaluation and analysis; create and administer surveys for the university and clients. Record and track related measures; Manage the development, collection, analysis, and delivery of program data. | Provide high quality, value-add custom designs as measured by client feedback that influence, increase effectiveness and enhance performance on an individual and organizational level. | Provide high quality, value-add custom designs as measured by client feedback that influence, increase effectiveness and enhance performance on an individual and organizational level. | Oversee the high quality, value-add custom designs as measured by client feedback. |
| | Administer and train on instruments related to OD/training work (such as MBTI, 360 degree feedback, Emotional Social Competency Indicator, DiSC, Strengths Finder, HRIS systems etc.). | Administer and train on instruments related to OD/training work (such as MBTI, 360 degree feedback, Emotional Social Competency Indicator, DiSC, Strengths Finder, HRIS systems etc.). | Administer and train on instruments related to OD/training work (such as MBTI, 360 degree feedback, Emotional Social Competency Indicator, DiSC, Strengths Finder, HRIS systems etc.). | |
| | Proactively assist in university or general culture change initiatives; May advise, consult, co-create, facilitate the delivery of major university system changes and re-engineering efforts. | Plan and prioritize internal or external initiatives; Advise, consult, co-create, facilitate the delivery of major university system changes and re-engineering efforts. | | |
| Facilitate training programs; create, organize, prepare, and distribute materials for training workshops; respond to inquiries regarding training programs. | Research, design and facilitate training program/presentations; create, organize, prepare, and distribute materials for training workshop and/or presentations; respond to inquiries regarding training programs. | Develop, design, lead and facilitate training programs and/or presentations; develop materials for training workshops/ presentations. | Partner with leadership to design, develop and execute strategy aligned with university and college/unit objectives; may establish and execute a communications strategy. | Partner directly with the VP for HR and senior leadership to design, develop and execute strategy aligned with university and college/unit objectives; establishes and executes compensation communications strategy. |
| | | | Provide leadership and supervision for the programmatic and consultative operations; establishes positions and service structure, assigns responsibilities, selects, manages performance, development and rewards for staff; establishes service standards. | Provide leadership and supervision for the programmatic and consultative operations; establishes positions and service structure, assigns responsibilities, selects, manages performance, development and rewards for staff; establishes service standards. |

JOB FACTOR PROFILE TABLE

| FACTOR PROFILE | 11830 TRAINING /ORGANIZATIONAL DEVELOPMENT SPECIALIST II, BAND E | 11831 TRAINING /ORGANIZATIONAL DEVELOPMENT SPECIALIST III, BAND F | 11832 TRAINING /ORGANIZATIONAL DEVELOPMENT SPECIALIST IV, BAND G | 11833 DIRECTOR TRAINING /ORGANIZATIONAL DEVELOPMENT I, BAND H | 11834 DIRECTOR TRAINING /ORGANIZATIONAL DEVELOPMENT II, BAND I |
|---|---|--|---|---|---|
| MINIMUM EDUCATION AND EXPERIENCE EQUIVALENCY | Bachelor's degree up to 2 years experience or equivalent | Bachelor's degree; more than 3, to than 5 years experience or equivalent | Bachelor's degree; more than 5, but less than 7 years experience or equivalent | Bachelor's degree; more than 7, but less than 10 years experience or equivalent | Master's degree; more than 10 years experience or equivalent |
| IMPACT | Moderate impact | Moderate impact | Moderate impact | Significant impact | Significant impact |
| CONTACTS - INSIDE | Assists others Cooperation of task completion | Provide guidance to others Coordinate activities | Persuading others to take a particular course of action Coordinate major activities | Contribute to group projects Coordinate major activities | Contribute to group projects Coordinate major activities |
| CONTACTS - OUTSIDE | Provide information within pre-established documents or programs | Provide information within pre-established documents or programs | Providing/receive guidance, advice or information that must be analyzed and developed by the position | Providing/receive guidance, advice or information that must be analyzed and developed by the position | Develop/make presentations/negotiate with others |
| CONTACTS - STUDENTS | Limited contact | Limited contact | Limited contact | Limited contact | Limited contact |

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|----------------------------------|---|---|---|--|--|
| SUPERVISION | Provide guidance, counsel and information to employees throughout the University in specific support areas | Provide guidance, counsel and information to employees throughout the University in specific support areas | Day-to-day supervision to employees within the dept | Provide supervisory direction to other supervisors | Provide supervisory direction to other supervisors |
| COMPLEXITY | Frequently adapt, combine or make improvements in an existing service, product, process or program. Work requires reasoning skills and judgment | Occasionally required to develop new, imaginative or innovative solutions, services, products, process or programs. Work requires sophisticated reasoning skills. | Occasionally required to develop new, imaginative or innovative solutions, services, products, process or programs. Work requires sophisticated reasoning skills. | Continually required to develop new, imaginative or innovative solutions, services, products, processes, and programs. Work requires conceptual and imaginative thinking in a highly complex and uncharted environment | Continually required to develop new, imaginative or innovative solutions, services, products, processes, and programs. Work requires conceptual and imaginative thinking in a highly complex and uncharted environment |
| LEVEL OF DECISION MAKING | Responsible for assisting in and influencing decisions concerning policy-setting, research, planning, or students | Responsible for assisting in and influencing decisions concerning policy-setting, research, planning, or students | Responsible for assisting in and influencing decisions concerning policy-setting, research, planning, or students | Responsible for making decisions concerning policy-setting, research, planning or students | Responsible for making decisions concerning policy-setting, research, planning or students |
| FREEDOM OF ACTION | General supervision Some interpretation of established policies and procedures required | General supervision Some interpretation of established policies and procedures required | Very general supervision Interpretation of work policies and procedures, and, at times, deviation from standard work practices | Very general supervision Interpretation of work policies and procedures, and, at times, deviation from standard work practices | Very general supervision Interpretation of work policies and procedures, and, at times, deviation from standard work practices |
| EFFECT OF DECISION MAKING | Directly affect multiple functional areas Limited effect on students and employees | Directly affect an entire department Moderate effect on students and employees | Directly affect an several departments Significant effect on students and employees | Decisions directly affect more than one college, school, administrative unit. | Decisions directly affect more than one college, school, administrative unit. |
| WORKING CONDITIONS | Normal working conditions | Normal working conditions | Normal working conditions | Normal working conditions | Normal working conditions |