

JOB FAMILY CONCEPT

This family consists of five levels of training and development work. Levels are distinguished based on the complexity of the work, level of supervision received, and the degree of autonomy. Positions in this job family are assigned responsibilities involving the training and development of employees, students, children, and community members in a wide range of topics or skills. This may include the preparation of lesson plans and other materials to be used in conducting training; scheduling and coordinating workshops, classes or seminars, content development; and conducting training in a variety of settings and/or facilitating meetings or seminars. This job family is distinguished from the Instructional Design Job Family by developing and delivering content material rather than supporting academic instruction and Distance Education. Positions in this family may assist with preparation of credit classes but do not instruct them. Positions typically perform one or more of the following functions in support of a program or department.

- Developing training curriculum and content
- Delivering training
- Mentoring
- Tutoring
- Outreach
- Conducting program needs analysis
- Training facilitating and coordinating

TYPICAL FUNCTIONS

The functions listed are typical examples of work performed by posit

TRAINING AND DEVELOPMENT

Job Classification

Adopted: September 30, 2007

Revised: July 1, 2009

- Research and analyze data from a variety of sources and effectively present/communicate information
- Evaluate effectiveness of training programs and change/alter training for future sessions
- Monitor and ensure compliance with UA policies, state and federal laws, rules, regulations, requirements, and/or contract agreements
- Provide on the job training to participants
- Coordinate training/educational activities with agency personnel, contractors, community/professional organizations, and other providers
- Provide recommendations regarding problems/needs, effectiveness of training resources, and implement new or modified programs, courses, curriculum, training resources, lesson plans, materials, and visual aids
- Write proposals to secure funding
- Supervise staff

LEVELS AND COMPETENCIES

The primary distinction between levels is reflected in the Level Descriptors. As levels increase, scope, complexity and degree of independence increase. Higher levels may perform duties of lower levels. Education and experience are stated at the minimum threshold for the level. Additional education or experience may be desirable for some positions.

Level 1

PCLS: 03100

**Grade 75
Non-Exempt**

Descriptors

Work is performed under general supervision. This is the entry level where incumbents build skills in developing and presenting training in an adult and/or youth education environment. Conduct training using existing materials or provide assistance to others in the development and/or preparation of training courses or programs. Maintain records and files relating to training and development activities within a program. Non-routine problems/issues are referred to a higher level. This level is distinguished from higher levels by the performance of routine tasks that are defined by established procedures or instruction.

Knowledge, Skills, and Abilities

Knowledge of training principles, equipment and materials. Basic computer skills. Ability to gather information for course/training development; communicate effectively; use small group facilitation tools; establish and maintain effective working relationships with others.

Education and Experience

High School graduation and six months relevant experience or an equivalent combination of training and experience. May require certification (ie: CPR).

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