

**DESCRIPTION:** Under limited supervision, performs the full scope of training activities such as conducting research, formulating and developing material into a training module or curriculum or modifying existing training programs and/or curriculum, utilizes adult training techniques to present curriculum to agency staff and/or the public; performs related work as assigned.

**DISTINGUISHING CHARACTERISTICS:** (A position is assigned to this class based on the scope and level of work performed as outlined below.)

This is the third level in the five level Training series (Training Instructor, Training Specialist I, Training Specialist II, Coordinator, and Training and Development Manager). The Training Specialist II class is distinguished from the Training Specialist I class by the complexity (nature of content, length of training session which indicates increased complexity, content which includes frequently changing regulations or statutes, need to frequently and substantially modify materiel based on audience) and breadth (variety of audiences, development of new approaches required) of training programs assigned. The Training Specialist II level also requires a significant degree of interface with management and program officials to develop, present and coordinate curriculum. Though the Training Specialist I class is responsible to perform the full scope of training activities which include researching and identifying training needs, developing training objectives, developing and delivering original training and curriculum, developing training materials, and evaluating the effectiveness of training programs, the assigned work lacks the complexity and breadth found in the Training Specialist II level.

**EXAMPLES OF WORK:** (A position may not be assigned all of the duties listed, nor do the listed examples include all the duties that may be assigned.)

Researches, develops and presents highly complex adult learning opportunities involving multiple factors such as interpretation and application of complex federal/ state regulations/legislation, critical thinking skills, rapidly changing environment and other complicating factors. This involves as a minimum: significant research to determine appropriate method of intervention/instruction and related plans, action steps, formats & related tools, implementation and monitoring.

Coordinates development, presentation, and evaluation of training with management/ program officials to assess achievement of desired program outcomes and impact of major Agency initiatives to determine and implement learning opportunity program revisions.

Utilizes advanced instructional developmental skills (such as distance learning or computer based training), alternative learning methodology (such as self study modules), new learning approaches, methods or techniques.

Meets with key facility/division managers to develop and review training needs and objectives, organize and lead developmental committees and task forces and develop formal developmental plan for an agency, division or large facility. Assesses, plans, implements and evaluates educational activities and to ensure compliance with associated regulations, standards or accreditations.

Consults with staff, supervisors, administration and external customers to determine staff training needs based on work unit/department performance deficiency or directed program change.

**KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED:** (These are needed at entry level to perform the work assigned.)

Knowledge of: adult training and development, principles and practices of employee developmental programs, program management, curriculum development, training evaluation techniques and multimedia instruction performance assessment and analysis processes; learning theories and techniques utilized in the field of adult instruction.

Ability to: conduct formal program assessments to determine Agency/client training needs and develop learning opportunities to address identified needs; assess student learning achievement and competency demonstration and develop related individual learning/mentoring programs; evaluate effectiveness of individual training courses and to initiate or recommend course changes based on evaluation; effectively present training courses or information operate audio-visual equipment and computer equipment to present training or instruction; establish and maintain effective working relationships including rapport with audience; facilitate group processes; effectively market training/employee development programs.

**MINIMUM QUALIFICATIONS:** (Applicants will be screened for possession of these qualifications. Applicants who need accommodation in the selection process should request this in advance.)

Two years of experience and/or training in planning and presenting information and/or education to others through formal training, workshops, seminars, or other instructional venues; Bachelor's degree in education, human resources, organizational communication, training and development or related field may be substituted for experience.

**SPECIAL NOTES:**

Some positions may require certification and/or licensure in a specific area of instruction.

State agencies are responsible to evaluate each of their positions to determine their individual overtime eligibility status as required by the Fair Labor Standards Act (FLSA).