

## STAFF DEVELOPMENT SPECIALIST II

Positions in this class plan and conduct multiple training programs to meet organizational training needs. Work involves performance of tasks designed to enhance the competence of individual employees, in-service training, and training to develop skills in administrative and supervisory development.

I. DIFFICULTY OF WORK:

Variety and Scope - Assignments include a number of work units and a variety of training disciplines such as skills, behavior management, and supervisory training. The employee may have full responsibility for staff development and training in a small division or institution.

Intricacy - The employee applies training principles, techniques, and theory in assessing needs, setting objectives, identifying resources, developing lesson plans and training packages on a variety of subjects, and developing and administering the evaluation process.

Subject Matter Complexity - The employee must have a good understanding of a variety of program areas. Areas of training include and encompass all levels of work.

Guidelines - The employee receives instructions on new assignments from the supervisor or co-workers. Training manuals, policies, procedures, and standards on specific training requirements are applied in work.

II. RESPONSIBILITY:

Nature of Instructions - Employee plans work and performs with considerable independence within guidelines and policies of the division or institution. General oral or written instructions are received from the supervisor on new areas of responsibility.

Nature of Review - Objectives and work plans are discussed with the supervisor on a regular basis. Supervisor occasionally monitors training functions. At the end of a course, the participants evaluate teaching and course content.

Scope of Decisions - Work and decisions made affect groups and/or individuals involved in career development, skills, or administrative and supervisory training.

Consequence of Decisions - A bad decision or error in judgment may curtail a phase of training or result in erroneous, irrelevant, or ineffective training to individuals, and cost of time and money to the organization.

III. INTERPERSONAL COMMUNICATIONS:

Scope of Contacts - Contacts are with employees at all levels within the organization, and with potential providers of training resources.

Nature and Purpose - In contacts with employees, receives requests for training; provides training, discusses training progress of employees with management; may serve as lead worker for a small teams staff development and training technicians and specialists; may obtain training resources and audio-visual aids from technical institutes, community colleges, or other resources; may negotiate a contract for the purchase of services from an outside source.

V. OTHER WORK DEMANDS:

Work Conditions - Work is usually performed in an office or classroom setting. Otherwise normal working conditions might involve some mildly disagreeable elements such as an excessive noise level during a training session.

Hazards - Infrequent contacts with patients of a mental hospital or resident of a mental retardation center may pose as threat or expose employee to a contagious disease.

V. JOB REQUIREMENTS:

Knowledges, Skills, and Abilities - Considerable knowledge of training theory, principles and techniques. Ability to interpret, apply, and communicate a variety of policies, procedures, and regulations. Ability to exercise sound judgment in assessing training needs, development of objectives, recommending training goals, and evaluating student learning. Ability to develop course outlines and lesson plans. Ability to adapt and communicate information to a wide range of audiences and situations. Skills in counseling and relating to others.

Minimum Education and Experience - Graduation from a four-year college or university and three years of experience in a human service program, counseling, or training in the subject matter specified; or an equivalent combination of education and experience to demonstrate required skills and knowledge.

Special Note: This is a generalized representation of position in this class and is not intended to identify essential functions per ADA. Examples of work are primarily essential functions of the majority of positions in this class, but may not be applicable to all positions.