



## 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 positions in this job classification. Not all functions assigned to every position are included, nor is it expected that all positions will be assigned every typical function.***

- Develop and/or assist in development of curriculum and course content
- Guide, advise or tutor participants
- Prepare and maintain records
- Collect and prepare information and materials to be used in conducting and/or facilitating training, meetings or seminars, including lesson plans, training guides, participant manuals, videos, slides and other materials
- Develop and distribute training materials
- Determine training and professional development needs through needs assessments, surveys, interviews, or other sources; review and analyze special requests for training and professional development
- Schedule, coordinate, and promote training classes, workshops, seminars, conferences or meetings
- Select and develop training methods such as individual coaching, group instruction, demonstrations, meetings and workshops
- Provide individualized assistance and group training to participants



- 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).



**Level 2**

**PCLS: 03102**

**Grade 77**

**Non-Exempt**

***Descriptors***

Work is performed under intermittent supervision. Within defined guidelines; develop, modify, and/or customize training/program course materials that are narrow in complexity\* AND scope\*. Implement and deliver course materials and lesson plans. Work is reviewed by supervisor to verify content and compliance with laws, policies and procedures. Conduct needs assessment to determine training needs. Perform logistical functions to include registration and classroom/lab set-up. Assist or provide computer-aided training and testing. May assist in supervising the daily operation of a large center or laboratory complex that supports participant learning. May lead\*\* staff and/or students. This level is distinguished from level 1 by developing training and course materials that are narrow in scope\* and complexity\* and the ability to lead\*\*.

***Knowledge, Skills, and Abilities***

Same as level one, plus: Knowledge of course development methods and techniques. Strong computer software skills. Ability to apply knowledge of specialty area or subject material. Ability to apply knowledge of the operation of audiovisual and laboratory equipment, and of media and computer-aided trainings. Ability to conduct classroom training, workshops or seminars; ability to use video, audio and other types of equipment to present training. Ability to plan and organize adult and/or child education trainings and facilitation activities; and to plan and evaluate training activities. Ability to lead\*\*.

***Education and Experience***

Associate's degree in related field or an equivalent combination of training and experience. May require licensure and/or certification.

**Level 3**

**PCLS: 03104**

**\*\*\*Alternate PCLS: 09300**

**Grade 78**

**Non-Exempt**

***Descriptors***

Work is performed under administrative supervision. Employees are assigned responsibility for a full range of activities in developing and presenting training courses and programs that are moderate in complexity\* AND scope\*. This includes preparing course material, designing participant manuals, collecting appropriate videos and other materials, and conducting or facilitating training, meetings or seminars in various settings. Responsible for conducting needs assessments and/or provide guidance to staff and students to determine appropriate learning styles and academic ability for youth, adult learners, and/or special populations (e.g., disabled or at-risk). Write proposals to secure funding. Perform train-the-trainer instruction for course development and delivery. May supervise the daily operation of a moderately large center or laboratory complex that supports participant learning. Ensure compliance with applicable rules, regulations, processes, policies, and procedures. May supervise\*\* staff. This level is distinguished from lower levels by increased independence, developing original training and course material, and determining the training needs of participants.



**Knowledge, Skills, and Abilities**

Same as level two, plus: Knowledge of methods and techniques for conducting needs assessment. Knowledge of grant writing processes and ability to write proposals. Ability to apply knowledge of instructional methods for youth, adult learners, and/or special populations (e.g., disabled or at-risk). Ability to develop original training content and material. Ability to supervise\*\*.

**Education and Experience**

Bachelor's degree in related field and one year experience (i.e. training or human resource development), or an equivalent combination of training and experience. May require licensure and/or certification.

**Level 4**

**PCLS: 03106**

**\*\*\*Alternate PCLS: 09310**

**Grade 79**

**Exempt**

**Descriptors**

Work is performed under administrative supervision. Consult with staff and/or outside entities to conceptualize, define, design, and construct training programs, course materials and/or series of courses that are large in complexity\* OR scope\*. Is recognized as a specialist. Assess and evaluate course content, method of the delivery, and effectiveness of the training. Monitor fiscal resources and activities. Ensure compliance with applicable rules, regulations, processes, policies, and procedures. Interpret and apply current best practices, theories, concepts, industry standards, and methods of a specialized function. May certify participants in specialized area. Positions in this level are distinguished from lower levels by the specialized knowledge and latitude in determining appropriate training methods for target audience.

**Knowledge, Skills, and Abilities**

Same as level three, plus: Advanced knowledge of training principles. Ability to apply knowledge in teaching aids and techniques. Ability to keep current in topics of specialty area. Ability to communicate effectively with outside organizations, staff, and professional training group members.

**Education and Experience**

Bachelor's degree in related field and two years experience (i.e. training or human resource development), or an equivalent combination of training and experience. May require licensure and/or certification.

**Level 5**

**PCLS: 03108**

**Grade 81**

**Exempt**

**Descriptors**

Work is performed under general direction. Employees are responsible for coordinating and determining training and organizational development needs and services for a large organization, or geographical division of an organization with dispersed facilities, and/or entities outside UA system. Has expertise in defined area of responsibility that is large in complexity\* AND scope\* and may



include training consultation, strategic planning, policy and procedure development, training provision, supervision of staff, budget development and monitoring, conducting business needs assessment, research and analysis, program and organizational development evaluation, and consultation to senior administrators and outside organizations. Interacts with internal and external contacts to plan, develop, and deliver training programs and organizational development initiatives to participants. May determine participant qualification for credentials in specialized area and ensure certification and/or licensure compliance. May supervise\*\* as a secondary function. This level is distinguished from lower levels by the responsibility for maintaining a large or complex function/area that impacts outside organizations, participants, and MAU.

### ***Knowledge, Skills, and Abilities***

Same as level four, plus: Expert knowledge in subject matter. Skilled in writing and editing reports and other materials in the training and development area. Ability to apply knowledge of budget development and administration. Ability to apply knowledge of business needs assessment and analysis. Ability to apply knowledge of professional adult training and development, program management, non-credit curriculum development and evaluation methodology.

### ***Education and Experience***

Master's Degree in related field and two years progressively responsible experience, or an equivalent combination of training and experience. Requires licensure and/or certification in specialized area.

- \* **Complexity:** Refers to the higher level of content delivery and interpretation of and diversity of rules and regulations (e.g. Federal, State and University policies and regulations). Complexity increases as the application, interpretation, and frequency of working with these rules and regulations increases. In addition, complexity increases as the content of the training or course becomes more specialized and the target audience in which the training is presented. Complex positions typically work with external constituencies, multiple departments, faculty, and campuses. Complexity increases as positions more frequently work with these entities. Complex positions train in advanced areas.
- \* **Scope:** Refers to the impact that a training or course has on the organization or those it impacts, or the size of the organization.
- \*\* **Lead:** Provide day-to-day guidance, training and direction for staff in addition to other duties. Regularly assign and review work. Fluent in assigned area of responsibility.
- \*\* **Supervise:** Hire, train, evaluate performance, and initiate corrective action.
- \*\*\* Exemption status determined on a case-by-case basis. Essential functions of each job will be reviewed and evaluated in accordance with Fair Labor Standards Act regulations.

[July 2009 revisions included formatting document for consistency, and adding alternate PCLS information.]