



## Career Service Authority

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### Agency Trainer

#### **GENERAL STATEMENT OF CLASS DUTIES**

Performs intermediate level training work by conducting classroom and on-the-job training for employees on the methods, techniques, and procedures associated with their work assignment, develops training curriculum and materials, and evaluates the effectiveness on the training program.

#### **DISTINGUISHING CHARACTERISTICS**

This class performs intermediate level training work by conducting classroom and on-the-job training for employees. This class is distinguished from the Agency Training Supervisor class that performs supervisory duties over employees who provide an agency or department with job related training and develops training goals and objectives in conjunction with departmental plans and goals.

#### ***Guidelines, Difficulty and Decision Making Level:***

Guidelines are generally numerous, well established, and directly applicable to the work assignment. Work assignment and desired results are explained by general oral or written instructions.

Duties assigned are generally repetitive and restricted in scope but may be of substantial intricacy. Employee primarily applies standardized practices.

Decisions or recommendations on non-standardized situations are limited to relating organizational policies to specific cases. Problems that are not covered by guidelines or are without precedent are taken up with the supervisor.

#### ***Level of Supervision Received and Quality Review:***

Under general supervision, the employee receives assignments and is expected to carry them through to completion with substantial independence. Work is reviewed for adherence to instructions, accuracy, completeness, and conformance to standard practice or precedent. Recurring work clearly covered by guidelines may or may not be reviewed.

#### ***Interpersonal Communications and Purpose:***

Contacts with the public or employees where explanatory or interpretive information is exchanged, gathered, or presented and some degree of discretion and judgment are required within the parameters of the job function.

***Level of Supervision Exercised:***

No supervisory responsibility.

**ESSENTIAL DUTIES**

Designs, develops, and presents agency specific training programs including classroom and on-the-job training, determines appropriate learning objectives and methodology to be used, develops course curriculums, and reviews course content with managers and subject matter experts.

Develops appropriate assessment tools to collect the necessary information for assessing learning needs and determining the most suitable instructional design and content.

Evaluates student progress using written examinations and/or practical examinations and adjusts teaching approaches to accommodate students' needs.

Consults with staff members and managers to determine if training programs are meeting the needs of the agency.

Updates training materials and methods to keep current with new techniques and evaluates and modifies training programs as needed.

Prepares reports regarding the effectiveness of training and prepares and maintains records on student progress

Performs other related duties as assigned.

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Any one position may not include all of the duties listed. However, the allocation of positions will be determined by the amount of time spent in performing the essential duties listed above.

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**MINIMUM QUALIFICATIONS**

***Competencies, Knowledge, & Skills:***

**Education and Training** – Knowledge of teaching, training, research, making presentations, lecturing, testing, and other instructional methods.

**Teaching Others** – Helps others learn through formal or informal methods, identifies training needs, provides constructive feedback, coaches others on how to perform tasks, and acts as a mentor.

**Reading** – Understands and interprets written material including technical material, rules, regulations, instructions, reports, charts, graphs, or tables and applies what is learned from written material to specific situations.

**Writing** – Recognizes and uses correct English grammar, punctuation, and spelling, communicates information in a succinct and organized manner, and produces written information which may include technical material that is appropriate for the intended audience.

**Self-Management** – Sets well-defined and realistic personal goals, displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner, works with minimal supervision, is motivated to achieve, and demonstrates responsible behavior.

**Interpersonal Skills** – Shows understanding, courtesy, tact, empathy, and concern, develops and maintains relationships, may deal with people who are difficult, hostile, and/or distressed, relates well to people from varied backgrounds and situations, and is sensitive to individual differences.

**Oral Communication** – Expresses information to individuals or groups effectively taking into account the audience and nature of the information, makes clear and convincing oral presentations, listens to others, attends to nonverbal cues, and responds appropriately.

**Problem Solving** – Identifies problems, determines accuracy and relevance information, and uses sound judgment to generate and evaluate alternatives and to make recommendations.

**Planning and Evaluating** – Organizes work, sets priorities, determines resource requirements, determines short or long-term goals and strategies to achieve them, coordinates with other organizations or parts of an organization, monitors progress, and evaluates outcomes.

**Decision Making** – Makes sound, well-informed, and objective decisions, perceives the impact and implications of decisions, commits to action even in uncertain situations to accomplish program goals, and causes change.

**Diversity** – Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce.

**Customer Service** – Works with customers to assess needs, provide assistance, resolves problems, and satisfy expectations, knows products and services, and is committed to providing quality products and services.

**Creative Thinking** – Uses imagination to develop new insights into situations, applies innovative solutions to problems, and designs new methods where established method and procedures are inapplicable or are unavailable.

**Technical Competence** – Uses knowledge that is acquired through formal training and extensive on-the-job experience to perform one's job, works with, understands, and evaluates technical information related to the job, and advises others on technical issues.

**Conflict Management** – Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

**Information Management** – Identifies a need for and knows where or how to gather information and organizes and maintains information or information management systems.

**Technology Application** – Uses machines, tools, instruments, and/or equipment effectively and uses computer applications to analyze and communicate information in the appropriate format.

**Learning** – Uses efficient learning techniques to acquire and apply new knowledge and skills and uses training, feedback, or other opportunities for self-learning and development.

Knowledge of the principles and practices of adult training.

**Physical Demands** (Physical Demands are a general guide and specific positions will vary based on working conditions, locations, and agency/department needs):

Eye/Hand/Foot Coordination: Performing work through using two or more  
Fingering: Picking, pinching or otherwise working with fingers.  
Handling: Seizing, holding, grasping or otherwise working with hand(s).  
Hearing: Perceiving the nature of sounds by the ear  
Reaching: Extending the hand(s) and arm(s) in any direction  
Repetitive Motions: Making frequent movements with a part of the body  
Sitting: Remaining in the normal seated position  
Standing: Remaining on one's feet in an upright position  
Talking: Expressing or exchanging ideas by means of spoken words  
Accommodation: Ability to adjust vision to bring objects into focus.  
Color Vision: Ability to distinguish and identify different colors.  
Far Acuity: Ability to see clearly at 20 feet or more.  
Field of Vision: Ability to see peripherally.  
Near Acuity: Ability to see clearly at 20 inches or less.

**Working Environment:**

Pressure due to multiple calls and inquiries  
Subject to many interruptions

**Education Requirement:**

Bachelor Degree.

**Experience Requirement:**

Two year of experience assisting with educational or training duties and responsibilities in a structured setting.

**Education/Experience Equivalency:**

Additional appropriate education may be substituted for the minimum experience requirement.  
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**Licensure and/or Certification:**

By position, requires a Colorado State Paramedic (EMT) Certification and/or a CPR Certification.

**CLASS DETAIL**

**FLSA CODE:** Exempt

**ESTABLISHED DATE:** 09/1995

**REVISED DATE:** 09/06/2009

**REVISED BY:** Patricia Anderson

**CLASS HISTORY** 9/2009 - The class specification was revised and updated and placed in the new class specification format.