Office of Human Resources

Agency Trainer - LA2458

**General Statement of Duties**

Performs full performance 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 full performance 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 but not always clearly applicable, requiring the employee to exercise judgment in selecting the most pertinent guideline, interpret precedents, adapt standard practices to differing situations, and recommend alternative actions in situations without precedent.

Duties assigned are generally complex and may be of substantial intricacy. Work assignment is performed within an established framework under general instructions but requires simultaneous coordination of assigned functions or projects in various stages of completion.

Employee is responsible for determining time, place, and sequence of actions to be taken. Unusual problems or proposed deviations from guidelines, practices, or precedents may be discussed with the supervisor before being initiated.

**Level of Supervision Received & 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 Communication & 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**

None

**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.

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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<th>Competencies</th>
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<td>Customer Service – Interacts with customers in a friendly and professional manner, works to resolve issues quickly and effectively, and is knowledgeable about products and services.</td>
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<td>Decision Making – Specifies goals and obstacles to achieving those goals, generates alternatives, considers risks, and evaluates and chooses the best alternative in order to make a determination, draw conclusions, or solve a problem.</td>
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<td>Interpersonal Skills – Shows understanding, friendliness, courtesy, tact, empathy, cooperation, concern, and politeness to others and relates well to different people from varied backgrounds and different situations.</td>
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<td>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.</td>
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<td>Problem Solving – Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and to make recommendations.</td>
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<td>Teaching Others – Helps others learn through formal or informal methods; identifies training needs; provides constructive feedback; coaches others on how to perform tasks; acts as a mentor.</td>
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<th>Knowledge &amp; Skills</th>
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<td>Knowledge of the principles and practices of adult training.</td>
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<th>Education Requirement</th>
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<td>Bachelor's Degree.</td>
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<th>Experience Requirement</th>
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<td>Two (2) years of experience assisting with educational or training duties and responsibilities in a structured setting.</td>
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<th>Education &amp; Experience Equivalency</th>
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<td>One (1) year of the appropriate type and level of experience may be substituted for each required year of post-high school education.</td>
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A combination of appropriate education and experience may be substituted for the minimum education and experience requirements.

**Licensure & Certification**

By position, requires professional certification or licensure related to area of work.

**Working Environment**

For DPL Positions Specifically:

Atmospheric Conditions: conditions that affect the skin, eyes or respiratory system.
Handles absentee replacement on short notice.
Handles emergency or crisis situations.
Occasional pressure due to multiple calls and inquiries.
Subject to pressure for multiple calls, inquiries, and interruptions.

**Level of Physical Demand**

For DPL Positions Specifically:

1-Sedentary (0-10 lbs.) - 2-Light (10-20 lbs.)

**Physical Demands**

For DPL Positions Specifically:

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

- Sitting: Remaining in a stationary position.
- Reaching: Extending the hands, arms, or other device in any direction.
- Handling: Seizing, holding, grasping, through use of hands, fingers, or other means.
- Fingering: Picking and pinching, through use of fingers or otherwise.
- Talking: Communicating ideas or exchanging information.
- Hearing: Perceiving and comprehending the nature and direction of sounds.
- Repetitive Motions: Making frequent or continuous movements.
- Eye/Hand/Foot Coordination: Performing work through using two or more body parts or other devices.
- Vision Near Acuity: Ability to perceive or detect objects at 20 inches or less.
- Vision Far Acuity: Ability to perceive or detect objects clearly at 20 feet or more.
- Depth Perception: Ability to judge distances and space relationships.
- Lifting: By Position, may move objects up to 10 pounds, or 10-20 pounds from one level to another.

**Background Check Requirement**

- Criminal Check
- Employment Verification
- Education Check
- By position, Licensure/Certification

**Assessment Requirement**

None

**Probation Period**

None
## Class Detail

Pay Grade: A-809  
FLSA Code: Y  
Management Level: 10  
Established Date: 9/21/2018  
Established By: Lori Schumann  
Revised Date: 1/17/2020  
Revised By: Ryland Feno  
Class History:  
Updated classification to Library specifics.