General Statement of Duties

Develops and delivers learning content. May maintain a Learning Management System or other educational repository. Evaluates program results and generates reports that guide the direction and training decisions for the program.

Distinguishing Characteristics

This class is part of the Learning and Development job series. The job series encompasses the following job classifications and a summary of their essential job function is as follows:

• Learning and Development Analyst: This job is the first level of a three-level series. The essential function of this job is to develop and deliver learning content, potentially maintain a Learning Management System or other educational repository, evaluate program results, and generate reports that guide the direction and training decisions for the program.

• Senior Learning and Development Analyst: This job is the second level of a three-level series. The essential function of this job is to design content for the online learning system by consulting Subject Matter Experts, develop and track evaluations, design, develop and deliver competency-based learning programs, resources and curriculum, and serve as an advocate for City University online learning system.

• Learning and Development Administrator: This job is the third level of a three-level series. The essential function of this job is to design content for learners and facilitators by evaluating organizational needs, via needs assessments, interviews, evaluation results, or intakes with clients (such as employees or managers) and subject matter experts, potentially manage part or all of an individualized program, including serving as content designer and/or facilitator, and evaluate and continuously improve organizational and individual training.

Guidelines, Difficulty and Decision-Making Level

Guidelines are generally in the form of stated objectives only, with issues and factors largely undefined, requiring the employee to exercise creativity and ingenuity in devising criteria, techniques, strategy, and methodologies for approaching assigned functions or projects.

Duties performed involve concepts, theories, and concrete factors to be evaluated and weighed requiring a high degree of analytical ability, independent judgment, and decision-making.

Work assignment is generally unstructured and employee is responsible for organizing complex, varied, and simultaneous coordination of several functions, programs, or projects in various stages of completion.

Level of Supervision Received & Quality Review

Under administrative supervision, the employee has personal accountability for carrying out an assigned function, program, or project within the scope of established guidelines and objectives and is expected to resolve problems that arise in the normal course of the work. Completed work is generally reviewed for soundness of judgment, conclusion, adequacy, and conformance to policy.

Interpersonal Communication & Purpose

Contacts of a remedial nature involving the resolution of problems and where some degree of discretion and judgment are required in carrying out a major program and/or function of the organization.
**Level of Supervision Exercised**

By position, performs lead work.

By position, supervises clerical and/or technical staff.

**Essential Duties**

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.

**Competencies**

- **Working with People** - Shows respect for the views and contributions of other team members. Shows empathy, listens, supports, and cares for others, and reconciles conflict.

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

- **Influencing/Negotiating** - Persuades others to accept recommendations, cooperate, or change their behavior, works with others towards an agreement, and negotiates to find mutually acceptable.

- **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.

- **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.

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

- **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.

**Knowledge & Skills**

- Knowledge of hiring, classification, benefits, labor relations, negotiation, and federal, state and local employment regulations.

- Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

- Knowledge of teaching, training, research, making presentations, lecturing, testing, and other instructional methods.

- Knowledge of the principles and practices of adult training.

**Education Requirement**

Bachelor’s Degree in Business Administration, Human Resources, or a related field.

**Experience Requirement**

Six (6) years of experience in a Learning and Development field.
**Education & Experience Equivalency**

One (1) year of the appropriate type and level of experience may be substituted for each required year of post-high school education.

Additional appropriate education may be substituted for the minimum experience requirements.

**Licensure & Certification**

None

**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:

(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
Education Check
Employment Verification

**Assessment Requirement**

None
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Class History:
Updated classification to Library specifics.