

Iowa Department of Administrative Services – Human Resources Enterprise
Job Classification Description

Training Specialist 1

Definition

Plans and conducts orientation and training for employees; acts as a training resource for management; counsels employees and supervisors on training opportunities; performs related work as required.

The work examples and competencies listed below are for illustrative purposes only and not intended to be the primary basis for position classification decisions.

Work Examples

Conducts orientation sessions, plans the agenda, and arranges for the participation of department heads, supervisors, and program specialists.

Identifies training needs; confers with employees and supervisors, conducts employee surveys, and reviews performance evaluations and accident reports.

Recommends training proposals; presents training plans with projected costs and human resource requirements.

Plans training sessions and outlines curriculum and specifies instructors and participants.

Conducts training in basic skills or primary elements of functional program fields.

Teaches training sessions or arranges for instruction.

Evaluates training and orientation sessions and monitors results through observation of on-the-job performance and consults with supervisors and survey participants.

Counsels employees and supervisors by informing them of educational opportunities and eligibility requirements.

Schedules training sessions and coordinates in-service training or orientation, outside workshops, seminars, and conferences with supervisory personnel.

Competencies Required

Knowledge:

- Education and Training – Principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Customer and Personal Service – Principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- English Language – Structure and content of the English language including the meaning and spelling of words, and rules of composition and grammar.

- Administration and Management – Business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- Personnel and Human Resources – Principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

Abilities:

- Oral Expression – Communicate information and ideas in speaking so others will understand.
- Oral Comprehension – Listen to and understand information and ideas presented through spoken words and sentences.
- Speech Clarity – Speak clearly so others can understand you.
- Speech Recognition – Identify and understand the speech of another person.
- Fluency of Ideas – Come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Originality – Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- Category Flexibility – Generate or use different sets of rules for combining or grouping things in different ways.
- Written Comprehension – Read and understand information and ideas presented in writing.
- Written Expression – Communicate information and ideas in writing so others will understand.

Skills:

- Instructing – Teaching others how to do something.
- Speaking – Talking to others to convey information effectively.
- Learning Strategies – Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Social Perceptiveness – Being aware of others' reactions and understanding why they react as they do.
- Active Listening – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Coordination – Adjusting actions in relation to others' actions.
- Critical Thinking – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Minimum Qualification Requirements

Applicants must meet at least one of the following minimum requirements to qualify for positions in this job classification:

- 1) Four years of full-time work experience in professional training, teaching, course development, facilitation, or counseling within an educational setting; professional human resources

administration including such areas as job analysis, performance appraisal, selection devices, or labor relations; or a technical program area utilized by the employing agency.

- 2) Graduation from an accredited four-year college or university with a degree in any field.
- 3) A total of four years of education and/or full-time experience (as described in number one), where thirty semester hours of accredited college or university coursework in any field equals one year of full-time experience.
- 4) Current, continuous experience in the state executive branch that includes three years of full-time work as described in number one.

Notes

Within a period of time after hire, as determined by the appointing authority, employees in this class may be required to obtain a Chauffeurs License and endorsements.

Effective date: 11/25 SA