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|---|--|---|---|
| Working Title<br>Training Sergeant, Induction |  | Name                                      |   |
| Position Number                               | Reports to Position No.,<br>Class & Level<br>M41Z2 | Division, Branch/Unit<br>Training Academy | Ministry<br>Justice and Solicitor General |
| Present Class<br>Program Services 3           |  | Requested Class                           |   |
| Dept ID                                       | Program Code                                       | Project Code (if applicable)              |   |

**PURPOSE:** Give a brief summary of the job, covering the main responsibilities, the framework within which the job has to operate and the main contribution to the organization (see Non-Management Job Description Writing Guide [Pages 7-8](#)).

The Training Sergeant, Induction is responsible for leading and collaborating on the design, development and delivery of induction training for peace officers through collaboration with Training Academy resources, other Training Sergeants and key internal and external stakeholders to ensure quality, professional, relevant and cost efficient programs and initiatives are available and delivered on a regular basis. The Training Sergeant continually reviews training programs for relevancy and alignment with Peace Officer Act certification requirements as well as addressing current and future needs with input/feedback from participants and stakeholders.

The position is responsible for ensuring that seconded instructors have the skills, and knowledge to deliver the (re)certification training.

**RESPONSIBILITIES AND ACTIVITIES:** The purpose of the job can be broken down in different responsibilities and end results. Each end result shows what the job is accountable for, within what framework and what the added value is. Normally a job has 4-8 core end results. For each end result, approximately 3-6 activities should be described (see Writing Guide [Pages 9-10](#)).

**1. Developing and designing induction training programs that ensure correctional and public security professionals continually have the skills, knowledge and abilities necessary to fulfill their responsibilities in a safe and proficient manner. This involves:**

- Identifying the requirements under the Peace Officer Act (POA) in developing a framework and standards against which to measure course outcomes.
- Collaborating with internal and external key stakeholders to identify situations, nuances and requirements for the development of training exercises, role playing and discussion exercises.
- Liaising and collaborating with Training Sergeants to ensure consistency in training program content, delivery and use of expert resources.
- Developing and implementing any course customization through creating innovative approaches to meet regional differences and needs (including different adult training methodologies).
- Maintaining oversight and coordination of the induction training, making modifications as needed.
- Reviewing and analyzing course evaluation and making changes as required.

**2. Oversees and manages the delivery of training including ensuring qualified trainers/instructors are available. This involves:**

- Identifying skills, competencies and knowledge requirements necessary to be a seconded trainer/instructor.
- Leading discussions with Ministry management to identify trainers/instructors for secondment.
- Providing training in adult learning principles, methods and practice.
- Providing full supervisory oversight including ongoing mentoring and coaching to build a knowledgeable, competent and experienced cadre of trainers/instructors to meet training delivery challenges.

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- Monitoring to ensure all trainers/instructors understand and adhere to training standards.
- Managing the ongoing logistics of training throughout the province. (5 regions).
- Coordinating venue booking, scheduling/rescheduling, pre-course material, hosting services, etc. in a fiscal responsible manner.
- Collaborating with other Training Sergeants on availability and scheduling of presenters/experts.
- Promoting the use of a learning management system for enrolment and tracking of course completion for certification.

**3. Proactively developing and maintaining productive working partnerships with Training Academy staff, Ministry staff, other GoA ministries, subject matter experts and other stakeholders to provide relevant current and future training programs. This is accomplished by:**

- Ongoing assessment of course evaluation to determine changes in training requirements and delivery methodologies.
- Collaborating on curriculum development and the assessment of in-house versus outsourcing and/or purchasing.
- Acting as a subject matter resource for curriculum designers in building course content and curriculum.
- Reviewing and assessing impact of legislative/regulatory changes to the POA as well as changes in the public expectations of crime prevention, enforcement practices, and public safety.
- Continually reviewing current training initiatives to ensure relevance and learning outcomes are achieved.

**4. Proactively researching best practices and doing needs assessment to determine and recommend training initiatives, assessments, tools, etc. for enhancing the learning experience and the ability to apply train to increase job performance. This includes:**

- Networking with certification training organizations to remain current and apply learnings and knowledge to course development and delivery.
- Proactively researching best and emerging practices in delivery methodologies and adult learning in the area of induction training and certification.
- Maintaining on-going discussions with Ministry and other GoA ministry management to assess the 'ability to apply learning' by front-line staff.
- Providing managers/supervisors with feedback of staff participation, issues and concerns.
- Providing advice and guidance on course of action for staff failing to complete or certify.

**5. Contribute to Training Academy's Culture and Leadership by:**

- Promoting collaboration and positive relationships within and across groups and builds commitment to reach desired results.
- Ensuring communication is ongoing by setting up processes or structures that facilitate communication and collaboration.
- Considering how changes might impact colleagues, clients and stakeholders and actively seeks input and involvement.
- Building trust by being open to perspectives while looking for long-term and mutually beneficial outcomes.
- Courageously and respectfully taking a stand on issues based on APS values, even if it is not immediately accepted.
- Working with others to address interdependent activities that require collaboration.
- Finding ways to improve TA systems or structures to better meet goals and outcomes.

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**6. As a member of the Training Academy, contributes to the success of the Training Academy in achieving its mandate. This involves:**

- Sharing information gained from learning and interaction with stakeholders, front-line staff and resources, partners, and consultants.
- Providing advice and recommendations on delivery methodologies to meet varying learning styles and regional differences.
- Reviewing current approaches and those under consideration by other jurisdictions and organizations providing certification/recertification training.
- Identify opportunities to coordinate/collaborate on certification/recertification initiatives to maximize financial resources.

**SCOPE:** List specific information that illustrates the challenges, problem solving and creativity requirements and decision making capacity of the position. Also identify the internal or external areas the job impacts (see Writing Guide [Pages 11-12](#)).

The focus of the position is the supervision of training instructors as well as the development and implementation of a training framework, standards and policies including collaborating on the development, design and delivery of induction training programs. The position:

- Provides the full scope of leadership and supervisory oversight to the training instructor positions.
- Provides training initiatives, programs, and courses to ensure front-line staff have the skills, knowledge, and certification necessary to fulfill their responsibilities in a proficient and professional manner.
- Provides recommendations and advice in the development of training programs and initiatives to enhance internalization, and ability to appropriately apply learning.
- Uses creativity and innovation to address identified needs and flexibility to meet changing priorities and direction.
- Assesses training requests, course evaluations to influences and balance different needs and perspectives, while maintaining focus on alignment with legislative requirement and desired outcomes.

**KNOWLEDGE, SKILLS & ABILITIES:** Include information on required diplomas and degrees along with identifying the most important knowledge factors, including knowledge about practical procedures, administrative, technical or professional techniques, technical, scientific or program related processes, etc. Detail specific training if there is an occupational certification/registration requirement for the position. Specify the type of experience required for the position (see Writing Guide [Pages 12-14](#)).

The position requires a post-secondary education in a related field supplemented by adult education/training and several years of progressively related experience in the area of Correctional and/or Peace Officer work/training.

The position requires in-depth knowledge and experience in the following areas:

- *Peace Officer Act* and *Security Services and Investigators Act* and regulations
- Delegated authority given to the Training Academy by the Director of Law Enforcement regarding Peace Officer training
- Development of policies, processes, accreditation criteria
- Adult learning theories with experience applying theory into practice through the provision of training and/or adult learning initiatives.
- Designing, developing, delivering and evaluating training initiatives
- Different training delivery methodologies, emerging methods, technology and tools
- Research methodologies
- Ministry business strategies, priorities, programs, and resources
- GoA learning, training and development initiatives and strategies

Specific skills required include:

- Leadership skills to successfully lead staff, projects, working groups, committees and focus groups.

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- Effective communication, facilitation and negotiating skills
- Ability to interpret and apply legislative/regulatory training requirements to accreditation criteria and development of applicable training programs.
- Ability to successfully manage multiple projects, meet timelines and work under pressure
- Ability to collaborate with all levels and with a variety of internal and external stakeholders
- Ability to build strong work relationships
- Ability to plan, organize and prioritize work
- Creativity and analytical ability to provide oversight, leadership and knowledge to instructor and correctional centre trainers/instructors in delivering recertification training programs
- Ability to work both independently and in a team environment
- Project management skills
- Presentation and facilitation skills

**CONTACTS:** Identify the main contacts the position communicates with and the purpose of the communication (See Writing Guide [Pages 14-15](#)).

Training Academy management and staff (Regular contact): To consult, collaborate, coordinate regarding legislative/regulatory certification/recertification training requirements related to the Correctional Services

Ministry staff/management (Regular contact): To collaborate and coordinate staff training and logistics to training sessions. To provide feedback on staff performance and provide advice and recommendations regarding failure to recertify.

Seconded instructors/trainers: To provide advice, mentoring and coaching regarding adult training, consistent delivery of course material, and course evaluations, and solicit input regarding program improvements.

**SUPERVISION EXERCISED:** List position numbers, class titles, and working titles of positions directly supervised (see Writing Guide [Page 15](#))

Supervises seconded instructors

**CHANGES SINCE LAST CLASSIFICATION REVIEW:** Identify significant changes, that have impacted the responsibilities assigned to your position since the last review (see Writing Guide [Pages 15-16](#)).

Supervisor Requirements:

- Assist with developmental competencies of Instructors at the Training Academy by facilitating training, coaching and mentoring.
- Facilitate on-going recognition of employees, within your unit, in regards to noteworthy and/or significant performance.
- Provide context, guidance and coaching as needed to help supervise employee's fulfillment of their commitment's; including regular, focused performance conversations throughout the year.
- Provide open and balanced feedback to enable career growth and development.
- Be utilized as a subject matter expert from their respective backgrounds in the development of curriculum.

**ORGANIZATION CHART:** An organization chart that includes supervisor, peers and staff **MUST** be attached (see Writing Guide [Page 17](#)).

*This information is being collected under the authority of Section 10 of the Public Service Act and will be used to allocate positions within a classification plan and to manage the Alberta government human resources program. If you have any questions about the collection of this information, contact the Job Evaluation Unit, 6<sup>th</sup> Floor, Peace Hills Trust Tower, 10011 - 109 Street, Edmonton, Alberta, T5J 3S8, phone 780/408-8400 or contact your Ministry Human Resource Office.*

**Signatures**

The signatures below indicate that the incumbent, manager and division director/ADM have read, discussed and agreed that the information accurately reflects the work assigned (see Writing Guide **Page 16**)

**Incumbent**

|       |           |       |
|-------|-----------|-------|
| _____ | _____     | _____ |
| Name  | Signature | Date  |

**Manager**

|       |           |       |
|-------|-----------|-------|
| _____ | _____     | _____ |
| Name  | Signature | Date  |

**Division Director/ADM**

|       |           |       |
|-------|-----------|-------|
| _____ | _____     | _____ |
| Name  | Signature | Date  |