Update

Ministry

Service Alberta and Red Tape Reduction

Describe: Basic Job Details

Position

Position ID

Position Name (200 character maximum)

Senior Training Specialist

Job Focus

Supervisory Level

Agency (ministry) code   Cost Centre   Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

☐ Current organizational chart attached?

Supervisor's Position ID   Supervisor's Position Name (30 characters)   Supervisor's Current Class

Design: Identify Job Duties and Value

Changes Since Last Reviewed

Date yyyy-mm-dd

Responsibilities Added:

Responsibilities Removed:

Job Purpose and Organizational Context

Why the job exists:

The Procurement Services branch is responsible for the Government of Alberta's (GoA) mandate for efficient, open, and transparent procurement. The Branch allows ministries to meet essential and complex program goals, by leading or facilitating cost effective procurement in a fair and equitable manner, in alignment with national & international trade agreements and provincial legislation. Procurement Services has responsibilities for GoA corporate purchasing, warehousing services, surplus sales, inter-provincial trade, vendor relationship management, and category management.

Reporting to the Training and Standards Manager in the Procurement Services Branch under the Financial and Administrative Shared Services Division, the Senior Training Specialist plays a pivotal role in supporting the Procurement Services Branch and the Government of Alberta by designing, implementing, and overseeing innovative training initiatives. They are responsible for assessing training needs, developing learning/e-learning materials, and delivering engaging training sessions to enhance the capabilities of the program team members and stakeholders across the organization.

A professional demeanor and strong communication skills are required to liaise with executive leadership on sensitive topics, and to maintain stakeholder relationships. Maintaining positive and productive working relationships in these dynamic situations is vital to the success of the unit.

Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

Senior Training Specialist

1. Training Needs Assessment:

Job Outcome: Collaborate with program leadership and stakeholders to identify training needs and gaps in training expectations provided by the Procurement Services Branch.

Activities:

• Engage with program leadership and stakeholders to understand their training needs and expectations.

• Conduct surveys, interviews, and evaluations to gather comprehensive feedback and data on training requirements.

• Conduct focus groups or workshops to delve deeper into specific training needs and gather qualitative insights from stakeholders.

• Analyze survey results and evaluation data to determine priority areas for training intervention.

• Utilize data analytics tools to conduct in-depth analysis of training data, identifying trends and patterns to inform training interventions.

2. Training Program Design and Development:
Job Outcome: Design comprehensive training programs aligned with the goals and objectives of the Government of Alberta and the needs of the Branch Procurement Services.
Activities:
• Develop detailed training programs tailored to meet the specific requirements of the Training Program and Procurement Services Branch.
• Utilize expertise in learning/e-learning development tools and platforms to create engaging and interactive training modules, videos, simulations, and multimedia resources.
• Ensure all training materials are user-friendly, accessible, and optimized for maximum engagement and learning retention.
• Develop customized learning pathways for different target audiences within the Procurement Services Branch and broader GoA, catering to varying skill levels and job roles.
• Implement adaptive learning techniques to dynamically adjust training content based on individual learner

progress and proficiency.

3. Integration with 1GX Learning Module:
Job Outcome: Incorporate learning/e-learning training materials into the 1GX learning module, ensuring seamless integration with existing learning management systems.
Activities:
• Collaborate with key stakeholders to seamlessly integrate learning/e-learning materials into the 1GX learning module.
• Work closely with IT, 1GX, and learning management system administrators to ensure technical compatibility and functionality.
• Identify and implement best practices for integration to ensure effectiveness and alignment with program goals.

4. Training Delivery:
Job Outcome: Facilitate dynamic and interactive learning/e-learning training sessions for program team members and GoA stakeholders, utilizing innovative approaches to engage participants.
Activities:
• Conduct engaging learning/e-learning training sessions for program team members and GoA stakeholders, employing innovative techniques to enhance participant engagement.
• Design and deliver virtual instructor-led training (VILT) sessions, webinars, and other online training formats to cater to remote learners.
• Provide ongoing support and guidance to trainees, leveraging learning/e-learning technologies to facilitate asynchronous learning experiences.
• Create job aids, reference guides, and performance support tools to complement formal training programs and assist learners in applying newly acquired skills on the job.
• Implement microlearning modules focusing on specific tasks or skills to provide just-in-time support to learners when needed.

5. Prerequisite Course Structure and Documentation:
Job Outcome: Develop a prerequisite course structure plan to ensure trainees have the foundational knowledge required for more advanced training modules.
Activities:
• Create a structured prerequisite course framework to ensure trainees acquire essential foundational knowledge.
• Maintain documentation to track course completion, ensuring all trainees complete prerequisite courses before advancing to higher-level training.

6. Content Evaluation:
Job Outcome: Conduct regular evaluations of content to assess its effectiveness, relevance, and alignment with program objectives.
Activities:
• Evaluate training content regularly to gauge its effectiveness, relevance, and alignment with program objectives.
• Gather feedback from participants and stakeholders to identify areas for improvement in learning content and delivery methods.
• Utilize evaluation results to enhance learning strategies and materials, ensuring continuous improvement.
• Conduct regular meetings with program leadership, stakeholders, and subject matter experts to gather feedback on training effectiveness and address any emerging training needs.
• Collaborate with cross-functional teams to ensure alignment of training programs with organizational goals and objectives.

7. Knowledge Management:
Job Outcome: Maintain a dynamic repository of learning materials, resources, and documentation, utilizing modern platforms and technology.
Activities:

- Curate and maintain a comprehensive repository of learning materials, resources, and documentation.
- Stay updated on industry best practices and emerging trends in learning development methodologies.
- Share knowledge and insights with the program team and Procurement Services Branch to foster continuous learning and development.

8: Facilitation of Training Sessions:

Job Outcome: Facilitate dynamic and interactive training sessions for program team members and stakeholders, employing effective facilitation techniques to enhance participant engagement and learning outcomes.

Activities:

• Design and plan engaging training sessions aligned with learning objectives, utilizing a variety of facilitation techniques.

• Create a supportive and inclusive learning environment by encouraging open dialogue, respecting diverse perspectives, and managing group dynamics effectively.

• Adapt facilitation approach based on participant needs and preferences, providing clear instructions, guidance, and feedback throughout the session to promote understanding and application of concepts.

Problem Solving

Typical problems solved:

1) Identifying Training Needs and Priorities:

• Analyze diverse feedback sources including surveys, interviews, and evaluations to pinpoint specific gaps in training expectations within the Procurement Services Branch.

• Utilize qualitative insights gathered from focus groups or workshops to understand nuanced training requirements and address underlying issues effectively.

• Employ data analytics tools to sift through training data, identifying trends and patterns that highlight priority areas for intervention and improvement.

2) Adapting Training Programs to Evolving Requirements:

• Strategize and tailor training programs to meet the evolving goals and objectives of the Procurement Training Program and the dynamic needs of the Procurement Services Branch.

• Employ innovative approaches to incorporate emerging trends and best practices into training content, ensuring alignment with evolving industry standards.

• Anticipate future training needs by proactively analyzing changes in procurement practices, regulations, and technologies, and adjust training programs accordingly.

3) Ensuring Seamless Integration with Learning Management Systems:

• Troubleshoot technical challenges and discrepancies to ensure smooth integration of learning materials into the 1GX learning module and other existing learning management systems.

• Collaborate closely with IT experts and system administrators to address compatibility issues and optimize functionality for a seamless user experience.

• Implement effective solutions to resolve any barriers or constraints encountered during the integration process, ensuring uninterrupted access to training resources.

4) Addressing Learning Content Effectiveness and Relevance:

- Utilize a systematic approach to evaluate the effectiveness, relevance, and alignment of training content with program objectives on a regular basis.

- Solicit feedback from participants and stakeholders to identify areas for improvement in learning content and delivery methods and devise targeted solutions to address identified issues.

- Proactively seek opportunities to enhance learning strategies and materials based on evaluation results, fostering a culture of continuous improvement and innovation.

5) Engaging Remote Learners:

- Develop strategies to effectively engage remote learners who may face challenges such as distractions, technological issues, or feelings of isolation.

- Implement interactive learning techniques, virtual collaboration tools, and social learning platforms to foster engagement and participation among remote participants.

6) Managing Resistance to Change:

- Address resistance to new training initiatives or changes in learning methodologies by communicating the benefits, rationale, and impact of these changes to stakeholders.

- Facilitate discussions and provide support to help individuals and teams overcome resistance, emphasizing the importance of continuous learning and professional development.

7) Ensuring Accessibility and Inclusivity:

- Identify and address barriers to accessibility and inclusivity in training materials, ensuring that content is usable by individuals with diverse learning styles, abilities, and backgrounds.

- Implement inclusive design principles, such as providing alternative formats, accommodating different learning preferences, and incorporating universal design features into training programs.

8) Managing Training Resource Constraints:

- Navigate resource constraints such as budget limitations, time constraints, or limited access to subject matter experts, while still delivering effective training programs.

- Prioritize initiatives and optimize resource allocation to maximize the impact of training efforts, leveraging available resources creatively and efficiently.

Types of guidance available for problem solving:

The position works independently but has access to and is expected to consult with procurement stakeholders and branch management in the exercise of duties and in addressing issues that arise. The immediate supervisor provides direct guidance in the absence of standards, practices or procedures.

Direct or indirect impacts of decisions:

The Training Specialist helps to ensure training needs for Procurement Services Branch processes are proactively addressed.

Key Relationships

Major stakeholders and purpose of interactions:

1) Program Leadership and Stakeholders:

- Collaborate closely with program leadership and stakeholders to understand overarching goals, objectives, and priorities. Engage in regular communication to align training initiatives with organizational strategies and address emerging needs and challenges effectively. Seek feedback and input from stakeholders to ensure that training programs meet the expectations and requirements of the program and its participants.

2) Procurement Services Branch Personnel:

- Work closely with personnel within the Procurement Services Branch and the broader organization to identify specific training needs and gaps. Foster relationships with procurement professionals at various levels to gain insights into their day-to-day challenges, skill requirements, and professional development aspirations. Tailor training programs to address the unique needs and objectives of the Procurement Services Branch and broader GoA, ensuring relevance and effectiveness.

3) Category Management Program Team:

- Collaborate with stakeholders to align training initiatives with program goals and objectives. Engage in discussions to understand the strategic direction of the program and identify opportunities for skill development and capacity building within the team. Provide support and guidance to ensure that training contributes to the success of the Training Program and enhance the capabilities of its members.

4) 1GX Learning Module Administrators:

- Work closely with administrators of the 1GX learning module to ensure seamless integration of training materials. Collaborate on technical aspects such as compatibility, functionality, and user experience to optimize the delivery of training content. Communicate regularly to address any issues or challenges encountered during the integration process and implement solutions to enhance the usability and accessibility of the learning module.

5) IT and Learning Management System (LMS) Administrators:

- Engage with IT and LMS administrators to address technical requirements and constraints related to training delivery. Collaborate on issues such as system compatibility, data security, and user access to ensure smooth operation of training programs. Provide guidance on optimizing learning technologies and platforms to enhance the overall learning experience for participants.

6) Subject Matter Experts (SMEs):

- Partner with SMEs to develop relevant and accurate training content aligned with program objectives. Leverage the expertise of SMEs to ensure the quality and credibility of training materials and incorporate real-world insights into learning experiences. Foster open communication and collaboration to address complex topics and deliver high-quality training programs that meet the needs of the target audience.

7) Broader GoA Stakeholders (Procurement Professionals):

- Establish relationships with procurement professionals across the Government of Alberta (GoA) to understand their diverse needs, challenges, and skill levels. Collaborate with representatives from various departments and agencies to ensure that training programs are relevant, accessible, and beneficial to all stakeholders. Solicit feedback and input from broader GoA stakeholders to continuously improve and enhance training initiatives, fostering a culture of collaboration and knowledge sharing within the procurement community.

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Bachelor's Degree (4 year)	Education	Business	Other

If other, specify:

Adult Learning or Instructional Design

Job-specific experience, technical competencies, certification and/or training:

Education Level

· Bachelor's degree in Adult Education, Training, Instructional Design, Business Administration, or a related field. Plus four (4) years progressively responsible related experience OR diploma in a related field and a minimum six (6) years of progressively responsible work experience; or equivalent as described below.

Equivalency: Directly related education or experience considered on the basis of:

· 1 year of education for 1 year of experience; or

· 1 year of experience for 1 year of education.

Job-specific experience, technical competencies, certification and/or training.

Requires a demonstrated knowledge and experience with:

· An in depth understanding of the principles of adult education.

· Proven experience in instructional design, e-learning development, and training facilitation, with a focus on innovative e-learning approaches.

· Proficiency in e-learning development tools and platforms such as Articulate Storyline, Rise, Canva, Murph AI.

· Strong communication and presentation skills, with the ability to convey complex concepts in a clear and engaging manner through learning/e-learning mediums.

· Excellent organizational skills and attention to detail, with the ability to manage multiple learning projects and deadlines effectively.

· Knowledge of category management principles, procurement processes, and supply chain management concepts is advantageous.

· Familiarity with the GoA's training processes and systems is an asset.

· Demonstrated knowledge of training needs analyses and competency development frameworks.

· Professional experience in learning and development.

· Proven competency in developing and implementing large-scale training and development programs.

· Demonstrated experience executing training best practices.

· Advanced level proficiency with MS Office Tools (SharePoint, Forms, Lists, Excel, PowerBI, Word, PPT, etc.), Learning Management Systems (LMS), and other related training software.

· Demonstrated experience collaborating on cross-functional teams to meet critical, time-sensitive deadlines and communicating to diverse audiences.

· Excellent interpersonal skills including active listening, written and verbal communication, and conflict management.

· Strong attention to detail and accuracy; exercise tact and discretion.

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level A B C D E	Level Definition	Examples of how this level best represents the job
Agility	○ ◉ ○ ○ ○	Works in a changing environment and takes initiative to change: • Takes opportunities to improve work processes	Is able to handle quick changes in direction from the policy or program level and to design and develop training courses at short

		• Anticipates and adjusts behaviour to change • Remains optimistic, calm and composed in stressful situations • Seeks advice and support to change appropriately • Works creatively within guidelines	notice in ever changing environment.
Systems Thinking	○ ◉ ○ ○ ○	Considers inter-relationships and emerging trends to attain goals: • Seeks insight on implications of different options • Analyzes long-term outcomes, focus on goals and values • Identifies unintended consequences	Is able to see the impact of their work on the organization. Must be able to consider how their work impacts others and how the GoA adds value for clients and stakeholders through their work.
Drive for Results	○ ◉ ○ ○ ○	Works to exceed goals and partner with others to achieve objectives: • Plans based on past experience • Holds self and others responsible for results • Partners with groups to achieve outcomes • Aims to exceed expectations	Is able to work in complex matrix of stakeholders. Needs to work with various SMEs, business process owners, vendors, consultants, and GoA employees. Needs to be a team player and accept that others know as much or more than they do.
Creative Problem Solving	○ ◉ ○ ○ ○	Focuses on continuous improvement and increasing breadth of insight: • Asks questions to understand a problem • Looks for new ways to improve results and activities • Explores different work methods and what made projects successful; shares learning • Collects breadth of data and perspectives to make choices	Is able to break down a complex problem into its component parts and be open to suggestion from others. Needs to be able to contribute ideas for improving processes and adapt existing processes to address problems.

Benchmarks

List 1-2 potential comparable Government of Alberta: Benchmark