New

Ministry

Transportation and Economic Corridors

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Senior Training Analyst

Requested Class

Job Focus

Policy

Supervisory Level

00 - No Supervision

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

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

Traffic Safety Services/Modern and Strategic Integra

☐ Current organizational chart attached?

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

Design: Identify Job Duties and Value

Job Purpose and Organizational Context

Why the job exists:

The Senior Training Analyst (Instructional Designer) will design, develop, deploy, maintain and evergreen a wide range of internal and external training content for the Traffic Safety Service division. This position will also play a lead role in the design, development, and oversight of the Traffic Safety Services platform that will host interactive learning content (both on-line and in-person) engineered to build the capacity and knowledge of various stakeholders in the Traffic Safety ecosystem including commercial driver examiners and driver instructors. This role applies in-depth knowledge of learning trends and delivery methods to lead the entire process for developing instructional content, creating training activities, developing eLearning content, supporting instructor-led and facilitated workshops, and other instructional scenarios as needed. Over the next 5 years, the Senior Training Analyst (Instructional Designer) must also support the Registries Modernization project by designing, developing and delivering instructional content that supports staff as they learn to operate many new critical systems.

The Instructional Designer reports to the Manager of Program Excellence within the Modernization and Strategic Integration Unit, and will be required to collaborate closely with staff across the Traffic Safety Service Division, and with external stakeholders to identify learning needs, capture content, apply educational concepts, and translate ideas into useful training content and supporting materials. In doing so, the Senior Training Analyst (Instructional Designer) will contribute to initiatives that drive the strategic goals of the ministry and division.

Responsibilities

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

Design, develop, implement, evaluate and evergreen a range of instructional content, activities, and materials for instructor-led and facilitated workshops (and other instructional scenarios as needed) by:

- Collaborating with other subject matter experts to complete needs analysis, capture key content, design and develop behavioural and technical curriculum for adult learners.
- Applying tested instructional design theories, practice, and methods.
- Planning and conducting needs analysis for training programs, including blended learning.
- Leading and performing all phases of documentation development including: planning, researching, writing, reviewing, editing, and publishing to multiple formats.
- Creating engaging and interactive on-line and in-person learning activities and tools that enhances transfer and retention of content.
- Analyzing and redesigning existing materials for on-line presentation that are conducive to distance learning opportunities.
- Creating supporting materials and media (graphics, audio, video, simulations, animations, workbooks, games etc).
- Driving cyclical training material evergreening exercises, informed by measuring the effectiveness of existing educational content and responding to SME feedback.

Plan and design realistic learning and performance objectives for eLearning, instructor-led, and facilitated workshops, and other situations as needed, by:

- Working with stakeholders to define instructional end goals and creating content that matches those deliverables.

- Establishing the criteria required to evaluate a learner's performance.
- Developing user-friendly assessment instruments to guide learning plans and evaluation of services.

Conduct research and analysis for TSS, identifying promising practices in capacity building, knowledge facilitation and adult learning which can be applied to the Traffic Safety landscape by:
- Conducting secondary research and analysis on existing literature.
- Working directly with staff across the Division and community stakeholders to identify learning needs, capture information, and translate ideas into useful content and implications.

Lead the design, development, and oversight of the Traffic Safety Services learning platform that hosts and delivers learning content which supports the learning and knowledge of Traffic Safety Services stakeholders, by:
- Developing instructional content, materials, and activities for TSS's learning platform.
- Ensuring information is relevant and accurate.
- Raising awareness and enhancing accessibility of eLearning resources to diverse groups.
- Partnering with internal and external stakeholders to establish a coordinated approach to eLearning.
- Evaluating and improving the eLearning platform based on user data and feedback.

Support the TSS as a learning organization by:
- Identifying and recommending training requirements for Unit staff.
- Researching, recommending, and developing professional development opportunities for the Unit's staff.
- Coaching, mentoring, and working collaboratively with team members.
- Researching and recommending innovative learning tools and methods to deliver effective learning solutions.
- Collaborating with stakeholders to develop and share resources.
- Maintaining robust project documentation and course repositories.

Support the knowledge management objectives of the division by:
- Collaborating with the developers of policy and procedural documentation to ensure critical information is rigorously demonstrated in all associated training content.
- Proactively identifying and collectively remediating areas of improvement across the division's training and documentation ecosystem.
- Responding to ongoing legislative, regulatory and policy changes affecting the division.

Problem Solving

Typical problems solved:

The TSS is redefining its operating model and the Instructional Designer will be a critical player in collating, and developing a consistent and coherent approach to learning for traffic safety stakeholders. This will include exploring the options for an e-learning platform to support efficient and effective learning. The elearning platform should include an integrated set of interactive on-line services that provide information, tools, and resources to build the knowledge and competency of stakeholders in the traffic safety realm. Developing a coherent and consistent approach to learning and implementing a learning platform will require the development and hosting of jurisdictionally appropriate content and interactive materials, such as assessment frameworks, lesson plans, workbooks, videos, animations, courses, and more, all delivered through a variety of formats. This position must work with significant autonomy, creativity, and technical skill to research, plan, deploy and manage this innovative and leading edge platform. In addition to applying in-depth knowledge of learning trends and delivery methods, this position needs excellent communication, interpersonal skill, and project management acumen with the ability to build strong relationships with diverse stakeholders.

This position will work closely with staff from across the Division to positively impact the knowledge and learning of Traffic Safety stakeholders, by:
- Conducting independent research and developing educational solutions to address knowledge gaps
- Building partnerships with internal and external government contacts and community stakeholders to establish a coordinated approach to developing accurate, jurisdictionally appropriate resources.
- Playing a leadership role in designing instructional content and materials for eLearning and instructor-led workshops.
- Playing a leadership and coaching role in ensuring the Unit engages in best practices for capacity building and instructional design.
- Playing a leadership role in researching, designing, and delivering professional development opportunities for Unit staff.
- Demonstrating the ability to analyze issues and identify solutions in an environment undergoing systemic change.
- Operating independently to resolve challenges and barriers to stakeholders accessing instructional content.

Some challenges for the position:
- Presenting critical pieces of knowledge to learners requires strong analytical skills and the ability to synthesize and translate large amounts of information.
- Designing and developing powerful eLearning content and materials that keeps learners focused and engaged requires high levels of creativity, innovation, and technical skill.
- Collaborating across the Division and with diverse community stakeholders to ensure instructional content is relevant and accurate requires exceptional interpersonal, communication, and negotiation skills.
- Effectively communicating messages both verbally and visually across multiple media formats, requires strong communication and graphic design skills.
- Ensuring on-line materials remain relevant, accessible, and appealing requires remaining current with technology.
- Balancing competing and shifting demands requires understanding and adapting to Unit, Branch, Division and Ministry priorities.
- Identifying potential issues and working with managers, front-line staff and other colleagues to develop integrated solutions requires exceptional interpersonal, communication, and negotiation skills.
- Effectively advocating to implement a learning management system will require a thorough understanding of the available technologies and their potential benefits, contextualized within the shifting priorities of the division.
- Responding to ongoing legislative and policy changes requires awareness of those developments, and the agility required to respond quickly.
- Developing training material that supports the Registries Modernization project will require responsiveness to products being developed through an Agile delivery model, in an environment accustomed to waterfall project management methods.

This position must be able to function in fluid business environment, by:
- Staying organized within competing demands.
- Demonstrating excellent communications skills.
- Maintaining a large and diverse network of contacts both internal and external to the unit.

- Demonstrating strong conflict resolution skills.

Types of guidance available for problem solving:

There will be little guidance available to the Senior Training Analyst (Instructional Designer). Because this is a newly established position, and the Traffic Safety Services learning framework and platform requires significant modernization, there is very little existing subject matter expertise in the area of adult education principles, curriculum design and evaluation. The incumbent will be required to lead and influence staff at all levels of the organization using their knowledge, communication and rapport-building skills.

Direct or indirect impacts of decisions:

This position will ensure that Traffic Safety Services Division has a consistent and coherent approach to learning management, curriculum design and evaluating learning outcomes. There is potential for significant positive impact on the learning needs and knowledge of Traffic Safety Services stakeholders.

Key Relationships

Major stakeholders and purpose of interactions:

Main contacts:
- Supervisor - daily
- Ministry Communications and IT Branches - daily
- Interaction with unit front line staff to identify learning needs, capture content, and translate ideas into relevant and rigorous instructional materials - daily.
- Unit Director and Management team - weekly
- Collaboration with internal and external government contacts and community stakeholders to establish and maintain a coordinated approach to developing accurate, jurisdictionally appropriate resources - as needed.

Required Education, Experience and Technical Competencies

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

If other, specify:

Instructional Technology, English or Adult Learning educational background.

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

This position requires a post secondary degree in education, instructional technology, training and development or communications, with a demonstrated focus in instructional design or adult learning.

Professional knowledge and experience:
- At least four years experience implementing key adult education/instructional design theories and approaches with proven results in the achievement of learner outcomes.
- In-depth knowledge of learning trends and up-to-date experience in delivery methods (including web-based and multi-media technologies).
- Excellent knowledge of learning theories and instructional design models.
- Experience in the development of performance support solutions such as on-line help, FAQs and quick reference guides.
- Understanding of the unique challenges of on-line education, in-person/classroom instruction and blended training.
- Lesson planning and curriculum development skills.
- Visual design skills and the ability to storyboard as part of the instructional development process.
- Experience with HTML, CSS, and Javascript, SCORM/AICC.
- Ability to write effective copy, develop instructional text, audio scripts/video scripts and animation.
- Solid knowledge of learning management systems such as Adobe Captivate or Articulate Storyline.
- Experience with digital video/photo capture and editing software (eg. Photoshop, Premiere, SnagIt).
- Proficient in recent Microsoft Office products, including 0365.
- Significant experience with Microsoft SharePoint.

- Other desirable experience (assets): Certified Training and Development Professional (CTDP) or equivalent.

Personal and professional skills:
- Ability to work with a high degree of autonomy and with a diverse team.
- Excellent interpersonal and relationship building skills, including the ability to collaborate with clients and become a trusted advisor.
- Ability to communicate information and ideas clearly and concisely both verbally and in writing.
- Strong facilitation and presentation skills.
- Ability to analyze issues and propose solutions.
- Exceptional attention to detail.
- Strong organizational skills, including the ability to participate on multiple projects with overlapping timelines, and flexibility to meet the changing priorities and needs of various clients, learners, and budgets.

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
Creative Problem Solving	○ ○ ◉ ○ ○	Engages the community and resources at hand to address issues: • Engages perspective to seek root causes • Finds ways to improve complex systems • Employs resources from other areas to solve problems • Engages others and encourages debate and idea generation to solve problems while addressing risks	The incumbent will need to be resourceful and strategic in their approach to developing a clear and consistent learning framework for the TSS Division. This will include dealing with budget pressures in a creative way.
Drive for Results	○ ○ ◉ ○ ○	Takes and delegates responsibility for outcomes: • Uses variety of resources to monitor own performance standards • Acknowledges even indirect responsibility • Commits to what is good for Albertans even if not immediately accepted • Reaches goals consistent with APS direction	The individual will be expected to work with significant autonomy, creativity and results driven mindset to modernize TSS' learning framework.
Build Collaborative Environments	○ ○ ◉ ○ ○	Collaborates across functional areas and proactively addresses conflict: • Encourages broad thinking on projects, and works to eliminate barriers to progress	The incumbent will work closely with internal and external stakeholders to achieve positive results and understand learning needs.

		• Facilitates communication and collaboration • Anticipates and reduces conflict at the outset • Credits others and gets talent recognized • Promotes collaboration and commitment	

Benchmarks

List 1-2 potential comparable Government of Alberta: Benchmark

Assign

The signatures below indicate that all parties have read and agree that the job description accurately reflects the work assigned and required in the organization.

_____   _____   _____
Employee Name   Date yyyy-mm-dd   Employee Signature

_____   _____   _____
Supervisor / Manager Name   Date yyyy-mm-dd   Supervisor / Manager Signature

_____   _____   _____
Director / Executive Director Name   Date yyyy-mm-dd   Director / Executive Director Signature

_____   _____   _____
ADM Name   Date yyyy-mm-dd   ADM Signature

_____   _____   _____
DM Name   Date yyyy-mm-dd   DM Signature