

addition, the Professional Development Unit provides work-site consultation to intact work groups and teams in order to support program direction and operations, and to identify and provide internal and external developmental resources. The Professional Development Unit is also the principal point of contact for coordination of certification with the Department of Public Safety Standards and Training for the Department's employees covered under the DPSST statutes.

- b. Describe the primary purpose of this position, and how it functions within this program. Complete this statement. The primary purpose of this position is to:**

This position is primarily responsible for designing, delivering, and coordinating agency approved training of a complex nature to achieve the agency's strategic goals. In addition, the incumbent also responds to the immediate needs of institution management teams as they relate to employee and organizational development.

SECTION 3. DESCRIPTION OF DUTIES

The employee in this position is expected to recognize their responsibility to act ethically at all times in accordance with the very highest standards of integrity.

Regular attendance is an essential function required to meet the demands of this job and to provide necessary services.

The incumbent is expected to perform position duties in a manner which promotes customer service and harmonious working relationships, including treating all persons courteously and respectfully; engage in effective team participation through willingness to assist and support co-workers, supervisors, and other work-related associations; develop good working relationships with division and agency staff and supervisors through active participation in cross-divisional group projects and in identifying and resolving problems in a constructive, collaborative manner; demonstrate openness to constructive feedback and suggestions, in an effort to strengthen work performance, and contribute to a positive, respectful and productive work atmosphere.

The Oregon Accountability Model (OAM) depends upon a team approach to custody with security-series personnel and non-security personnel communicating effectively to maintain safe, secure, and sanitary correctional environments while preparing inmates for successful reentry into the community. The vast majority of ODOC inmates will return to Oregon communities. Enhanced public safety, lower crime rates, and reduced recidivism can all be tied directly to attitudes and actions of correctional staff who must effectively apply ODOC rules and transition initiatives in their daily interaction with inmates. All staff are expected to model pro-social behaviors; reinforce positive behaviors; redirect negative behaviors; and effectively communicate observed behaviors to responsible program staff, administrators, and supervisors in support of the OAM.

Correctional Case Management (CCM), the critical next step toward implementation of the Oregon Accountability Model, is a proactive, collaborative, multi-disciplinary process. The CCM process unifies procedures and personnel to balance departmental resources and an inmate's needs throughout his/her incarceration and community supervision.

Correctional Outcomes through Research and Engagement (CORE), is designed to monitor and measure the work we do every day. This allows DOC to identify opportunities to improve and/or streamline processes, use data to identify constraints, effectively use resources and, ultimately, promote public safety. CORE provides employees with opportunities to influence and improve the fundamental ways we do business.

The Oregon Department of Corrections has a zero-tolerance of sexual abuse and sexual harassment within its Institutions/Administration Buildings/Facilities owned, operated, or contracted. The intent of the Prison Rape Elimination Act (PREA) is to ensure a safe, humane, and secure environment, free from the threat of

sexual abuse and sexual harassment for all inmates and employee/volunteer/contact/intern workers. All forms of sexual contact and sexual harassment between inmates and employees/volunteers/contractors/interns are prohibited by Oregon Department of Corrections policy. Therefore, if you are aware of any such incidents, you have a duty to report them to your supervisor.

All Department of Corrections staff have a valuable role in the delivery of multi-disciplinary services. Despite differences in their training, culture, and job specific mission, they all have some common goals. When all DOC staff share appropriate information and assist in the case planning of inmates, both the quality of change and the safety of the correctional environment improve. Mutual respect, proper orientation and training, and ongoing communication and cooperation provide the foundation of correctional case management. All staff are expected to follow CCM principles and practices.

List the major duties of the position. State the percentage of time for each duty. Mark "N" for new duties, "R" for revised duties or "NC" for no change in duties. Indicate whether the duty is an "Essential" (E) or "Non-Essential" (NE) function.

% of Time	N/R/NC	E/NE	DUTIES
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Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

20%			Training Needs Assessment
	R	E	Conduct annual focus groups and informational meetings with centralized, non-institution units in order to assess DOC training programs and organizational development needs for New Employee Orientation, Annual Training and Unit Specific Training.
	R	E	Collaboratively develop and distribute employee needs assessment instruments to specific unit staff in order to assess DOC training programs and organizational development needs for New Employee Orientation, Basic Corrections, Annual Training, Contractor Orientation, Institution Specific, etc.
	R	E	Write and review development scripts. Meet with clients to identify production needs. Research proposed topics by interviewing subject matter experts, and investigating data from the internet and library. Plan and schedule video shooting location, equipment needs, and talent used to transform media into compelling, coherent, and persuasive productions that support current training program needs.
	N	E	Review the department's training needs to assess their potential for on-line delivery and advise appropriate managers on which areas of the curriculum can be redesigned/enhanced using Instructor Led, Online and Blended Learning.
	R	NE	Contribute to the formulation and updating of training and development policy and procedures.
	R	NE	Contribute to the team development of standardized evaluation instruments to measure participant learning and enhancement of training job transfer.
	R	NE	Compare evaluation data to current and future organization developmental goals.
40%			Training Design
	R	E	Plan and design complex training curricula that reflects organizational initiatives and change strategies based on the above referenced needs assessments.

	N	E	Contribute to storyboarding, authoring, and development of eLearning content and blended learning solutions.
	N	E	Review and test new and revised curriculum offerings from other team members, provide feedback and suggestions for improvement and contribute to new curriculum or program ideas.
	N	E	Create interactive or animated graphics and videos using a variety of tools, including the Adobe Creative Suite, including Flash, Dreamweaver, Fireworks, Photoshop and simulation tools, including Articulate and Captivate.
	N	E	Utilize knowledge of SCORM standards and JavaScript to assist team members with the integration of eLearning course functionality with the Learning Management System.
	N	E	Work closely with internal employees to implement and maintain web-based training. Design, develop, and deploy eLearning content based on business needs.
	N	E	Function on curriculum teams and independently in the design, development, and testing of instructional materials.
	R	E	Operate field or studio cameras and related equipment to record or capture live a variety of project material in a variety of environments including scaffolding, bridge sites, from aircraft, and outdoor construction sites. Adjust image or sound capture to enhance the purpose, foundation or focus of shooting project. Recommend shooting changes to client to get most appropriate and effective visuals. Make on-site technical adjustments or trouble shoot equipment to ensure continuous, quality operations.
	R	E	Edit video and audio materials to meet project objectives using digital editing systems and multi-media computer applications. Time, mix and balance videotape to produce a single final product. Use digital imaging systems to scan and manipulate photographs and videos. Operate digital animation software to generate special effects and integrate digital animation and graphics into the final production as required.
	R	E	Write instructional materials including course objectives, lesson plans and instructor and student materials.
	R	E	Coordinate and develop small and large multimedia training projects with multiple complexities for agency wide use. Use graphic and multi-media design sensibilities, layout, style, color, topography, etc. Update multi-media instructional design.
40%	R	E	Design and develop specialized training as needed and assigned.
	R	E	Strategic Planning Contribute to team development of Professional Development Unit planning for organizational growth, institution/unit startup and training program implementation.
	R	E	Plan, either locally or statewide, for institution/unit-specific growth and maturity, and related training program implementation.
	R	E	Organizational Development Collaborate with unit management team to identify issues, generate alternatives and develop solutions.
	R	E	Facilitate organizational development project design and implementation.

R	NE	Facilitate groups and conduct meetings.
R	E	Identify change barriers and advise unit employees and managers on readiness strategies for systems enhancement.
R	E	Match training program design and instructional materials and training methodologies with agency change strategies.
R	E	Program Implementation and Delivery Implement and deliver training curriculum to a diverse and varied training customer base statewide.
R	E	Training Program Administration Recruit, select and schedule Institution staff and managers as non-training section instructors (vendors, adjuncts, and program managers).
N	E	Provides technical support for the organization regarding online courses. Implements and evaluates instruction for adult learners.
N	E	Provides reporting to management on web-based training progression and completion, student usage, and instructor-led training completions.
R	E	Schedule training participants in coordination with centralized units.
R	E	Serve as back up Learning Management System Administrator.
R	E	Order and maintain supply and equipment inventories while being fiscally responsible.
R	E	Monitor instructor compliance with lesson plan material.
R	E	Coordinate facilities, materials, equipment and supplies.
R	E	Develop and maintain multi-program-training calendar.
R	NE	Prepare reports as requested to monitor and evaluate training activities.
R	E	Make presentations regarding program effectiveness and problem resolution to all levels of Department employees.
R	E	Advertise and market program offerings throughout organization.

SECTION 4. WORKING CONDITIONS

Describe any on-going working conditions. Include any physical, sensory, and environmental demands. State the frequency of exposure to these conditions.

May work alone in many areas of an Institution; possible encounters with abusive and/or hostile inmates pose the risk of physical injury including being taken hostage. Requires occasional lifting of boxes weighing up to 50 lbs. and possible exertion for short periods of time. Requires occasional travel throughout the state and frequent public speaking.

SECTION 5. GUIDELINES

- a. List any established guidelines used in this position, such as state or federal laws or regulations, policies, manuals, or desk procedures.

Department of Corrections Mission, Vision, Value Statement
 Department of Corrections Rules and Policies
 Oregon Revised Statutes
 American Correctional Association Standards
 National Institute of Corrections Programs
 Americans with Disabilities Act
 OROSHA Regulations
 Department of Public Safety Standards and Training Administrative Rules
 Position Descriptions and Post Orders for DOC employees

- b. How are these guidelines used?

Reference/resource materials to establish procedures for performance of task and program activities and to establish guidelines pertaining to program development and delivery.

SECTION 6. WORK CONTACTS

With whom, outside of co-workers in this work unit, must the employee in this position regularly come in contact?

Who Contacted	How	Purpose	How Often?
<i>Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".</i>			
DOC Exec Staff	In person, phone, email	Program review and approval	Weekly
DOC Staff	In person, phone, email	Training related questions	Daily
External Public Safety staff (NIC, DPSST, local agencies)	In person, phone, email	Program coordination and delivery	Weekly

SECTION 7. POSITION RELATED DECISION MAKING

Describe the typical decisions of this position. Explain the direct effect of these decisions.

Individual initiative to develop and design customized training programs.
 Policy recommendations.
 Interpretation of DOC policy
 Interpretation of labor agreements regarding represented staff scheduling.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

Classification Title	Position Number	How	How Often	Purpose of Review
PDU Administrator	0900290	in person consultation, phone consultation, staff meetings, email	Varied, generally as needed	Program development, policy interpretation and state wide consistency

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

SECTION 9. OVERSIGHT FUNCTIONS**THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY**

a. How many employees are directly supervised by this position? 0

How many employees are supervised through a subordinate supervisor? _____

b. Which of the following activities does this position do?

- | | |
|--|---|
| <input type="checkbox"/> Plan work | <input type="checkbox"/> Coordinates schedules |
| <input type="checkbox"/> Assigns work | <input type="checkbox"/> Hires and discharges |
| <input type="checkbox"/> Approves work | <input type="checkbox"/> Recommends hiring |
| <input type="checkbox"/> Responds to grievances | <input type="checkbox"/> Gives input for performance evaluations |
| <input type="checkbox"/> Disciplines and rewards | <input type="checkbox"/> Prepares & signs performance evaluations |

SECTION 10. ADDITIONAL POSITION-RELATED INFORMATION

ADDITIONAL REQUIREMENTS: List any knowledge and skills needed at time of hire that are not already required in the classification specification:

Requires confidentiality, accuracy, and a high level of production. Essentially self-managed; communicates and acts as liaison with Professional Development Unit Administration on matters generally related to statewide consistency of content, program and policy, and occasionally to program scheduling and logistics. Applies broad procedural guidelines related to approved agency practices and either implements existing or develops new methodologies and delivery systems to influence employee and organizational improvement. Requires use of quality interpersonal skills, while acting as a major voice for department improvement within a large, complex and growing organization

Training and Development Specialists carry an added responsibility to the State as well as to staff that participate in DOC programs, including New Employee Orientation, Basic Corrections, Annual Training, Contractor Orientation, Non-Institution specific, etc. The need for accuracy in knowledge of Policy, Procedure and Rules while maintaining up-to-date information is paramount in insuring lower levels of liability

SPECIAL REQUIREMENTS: List any special mandatory recruiting requirements for this position:

Candidate must have experience working with the following applications; Survey tools, Microsoft Office Suite programs, PowerPoint, Articulate, Captivate, and Flash. Multimedia production/editing suites, Candidate must also have a working knowledge of AICC/SCORM online content authoring formats, Web Conferencing and virtual classroom tools. Experience in full eLearning development process. Thorough understanding of technical, design and media issues. Experience working with eLearning and blended learning programs, web-based training development, and asynchronous learning content.

Must keep current with the latest innovations and software applications to meet current agency needs and promote program growth. Keep accurate and timely records and logs of all operations, program edits and equipment usage or breakdowns. Participate in workshops, seminars, practicum, and classes to enhance skills. Attend available training in subject area. Participates in beta deliveries of new courses; occasional travel for pilot support.

Take portrait or scenic still photos as required for use in promotions, productions and publications. Photograph using traditional film cameras as well as professional, high resolution digital cameras. Prepare and enhance photos using image manipulation computer software. Operate, troubleshoot, adjust and maintain interrelated video, audio and lighting systems in studio and on-location productions.

Valid Oregon Driver License

Be able to obtain and maintain Instructor certification through DPSST

Be able to meet the requirements of the Federal Gun Control Act of 1968

PREFERRED SKILLS:

Excellent interpersonal and communication skills

Strong conflict management skills

Candidate must possess instructional design concepts and theories.

Candidate must be able to think critically and systemically, and utilize adult learning theory in the development of deliverables.

BUDGET AUTHORITY: If this position has authority to commit agency operating money, indicate the following:

Operating Area	Biennial Amount (\$00000.00)	Fund Type
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Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

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SECTION 11. ORGANIZATIONAL CHART

Attach a current organizational chart. Be sure the following information is shown on the chart for each position: classification title, classification number, salary range, employee name and position number.

SECTION 12. SIGNATURES

Employee Signature

Date

Supervisor Signature

Date

Appointing Authority Signature

Date