# Curriculum Design & Development Specialist III

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| **Job Code** | 20001033 | **Job Family** | People Operations & Culture | **Professional / Knowledge Worker** | |
| **Department** | Business Readiness | **Reports to** | Sr Mgr Business Readiness & Trng | **Union Status** | Non-Represented |
| **FLSA Status** | Exempt | **Pay Grade** | 2057 | **This Job is a Lead** | No |
| **Last Updated** | 12/1/2022 | | | | |

## Accountability for Workplace Culture

Our PUD values are at the center of our culture. Putting the safety, health, and well-being of our communities and those we work with is valued above all else and everyone on Team PUD must meet this commitment daily. Nothing we do in achieving our Mission is worth a single injury, and all who interact with us must feel they are valued and welcomed as individuals.

Everyone on Team PUD, in all positions, is accountable for achieving this safe and welcoming culture by:

1. Taking full ownership for the safety of themselves and their coworkers, while ensuring everyone feels valued and welcomed.
2. Taking action to identify and eliminate their own and others' at-risk behaviors, including the behaviors that may undermine another's feelings of being welcomed and valued.
3. Following all safety rules and regulations and ensuring the PUD's expectations for conduct and respect are maintained.
4. Openly sharing near-misses, safety learning opportunities, and ways we can learn to be a more welcoming place while encouraging others to do the same.
5. Utilizing Stop Work Authority to intervene with anyone, anytime, in any place.
6. Intervening or seeking guidance to stop actions that are harmful to the wellbeing, health, or sense of belonging of others, and which are detrimental to our PUD values.

## Job Summary

The Curriculum Design and Development Specialist III is responsible for the design, development, delivery, and maintenance of instructional content (both eLearning and instructor-led) for the District. This position also supports and advises HRIS for ongoing process improvements to Learning Central based on end user feedback, so must be technically savvy within a learning management system.

## Accountabilities

### Accountability #1
Deliver exceptional value relative to cost by supporting functional leads, subject matter experts, and project teams by managing and leading the instructional design process for new trainings or updating/refreshing existing trainings, and similar responsibilities.

### Accountability #2
Deliver transparent and consistent communication with management, supervisors, and employees through a variety of channels (surveys, interviews, group sessions, etc.) to identify performance gaps and business needs, and convert these into learning opportunities with measurable objectives, and similar responsibilities.

### Accountability #3
Demonstrate continual improvement that delivers outstanding value to our customers by utilizing tools, such as KNOA, to assess errors or training gaps and designing solutions to address the needs, improving business productivity and employee success, and similar responsibilities.

### Accountability #4
Deliver exceptional value relative to cost by evaluating the impact of learning and performance solutions, leveraging findings to provide necessary recommendations for change, helping with long-term knowledge transfer, increasing effectiveness of learning solutions, and similar responsibilities.

### Accountability #5
Demonstrate continual improvement that delivers outstanding value to our customers by developing, recommending, and effectively designing educational curriculums, including providing recommendations for creating engaging learning activities, utilizing appropriate instructional methods, developing compelling content, knowledge checks, or testing, and ensuring all District training adheres to adult learning principles through a formalized and robust quality assurance review process, working with

functional leads, project leads, and subject matter experts as necessary, and similar responsibilities.

**Accountability #6**

Demonstrate continual improvement that delivers outstanding value to our customers by collaborating with stakeholder groups with cross-over system integrations, providing ongoing learning system improvements, system refreshes, enhancements, support, and backup as needed for system course creation, maintenance, evaluation, reporting, and similar responsibilities.

**Accountability #7**

Deliver exceptional value to our employees, project leads, subject matter experts, and trainers by developing and teaching trainings on areas of expertise, such as Train-the-Trainer, Project Management, Public Speaking, Classroom Management, etc., and responsibilities.

**Accountability #8**

Demonstrate continual improvement that delivers outstanding value by providing strategic recommendations to key stakeholders regarding instructional design research, trends, technology, and tools, and similar responsibilities.

**Accountability #9**

**Accountability #10**

**Minimum Qualifications Note**

The minimum qualifications listed below are representative of the knowledge, skills, and abilities needed to perform this job successfully, as described in the Accountabilities. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential Accountabilities (duties and responsibilities) of this position. If you need assistance and/or a reasonable accommodation due to a disability during the application or recruiting process, please contact Human Resources at HRRecruiting@snopud.com, or by phone at 425-783-8655.

**Qualifications – Education and Experience**

*Minimum* **Required Education and Experience:**
>Bachelor's Degree in Adult Education, Curriculum or Instructional Design, or related field, AND Four (4) years of progressively more responsible experience developing and implementing adult education or curriculum design work;

>OR

>Eight (8) years of progressively more responsible experience developing and implementing adult education or curriculum design work.

*Preferred* **Education and Experience:**
>Master's Degree in Adult Education, Curriculum or Instructional Design, or related field.

## Qualifications – License(s) and/or Certification(s)

*Minimum* **Required License(s) and/or Certification(s):**

*Preferred* **License(s) and/or Certification(s):**

## Qualifications – Skills and Abilities

*Minimum* **Required Skills and Abilities:**
>Computer applications including word processing, spreadsheets, and databases
>Conflict resolution techniquesLeadership, coaching and teamwork skills
>Instructional design models, principles, and best practices
>Learning design models and best practices
>Adult Learning principles, theories, and Instructional strategies for adult learners
>Creating learning objectives and how to integrate them into training programs
>Current and upcoming learning technologiesEvaluation models for adult education
>Problem solving and root cause identification skillsCritical thinking skills
>Research and analysis techniques.
>Advanced knowledge of: Current instructional theories and principles applicable to both online and instructor-led training programs
>SCORM and other learning management system usability standards
>Incorporate adult learning theory, practices, and methodologies into the creation of training

materials used in a business setting
Communicate effectively with all levels in the organizationUse strong written and verbal communication skills
Use strong active listening skills
Clearly articulate messages to a variety of audiences
Establish and maintain strong relationships
Influence others and move toward a common vision or goal
Manage multiple tasks in a dynamic, deadline-driven environment

*Preferred* **Skills and Abilities:**

Extensive experience working with a learning management system, ideally SAP SuccessFactors
Proven track record developing training using SAP Enable Now or similar recording software
Experience working with eLearning authoring tools such as Captivate, Storyline, Articulate, etc.
Change management knowledge and experience
Proven ability to utilize instructional design models (e.g. ADDIE, SAM, Agile, Design Thinking, etc.) when designing and developing a training

## Competencies

The following competencies describe the cluster of behaviors associated with job success in the job group identified as "Professional / Knowledge Worker".

- Adaptability
- Building Customer Loyalty
- Building Partnerships
- Communication
- Continuous Improvement
- Continuous Learning
- Courage
- Decision Making
- Earning Trust
- Emotional Intelligence Essentials
- Facilitating Change
- Influencing
- Initiating Action
- Innovation
- Leveraging Feedback
- Mentoring

- Planning and Organizing
- Positive Approach
- Professional Knowledge and Aptitude
- Stress Tolerance
- Technology Savvy
- Valuing Differences
- Work Standards

## Physical Demands

| Physical Demands List | Frequency |
|---|---|
| Sit | Frequent (34-66%) |
| Walk | Seldom (1-10%) |
| Stand | Seldom (1-10%) |
| Drive | Seldom (1-10%) |
| Work on ladders | Never |
| Climb poles or trees | Never |
| Work at excessive heights (note heights in open text box below) | Never |
| Twist | Seldom (1-10%) |
| Bend/Stoop | Seldom (1-10%) |
| Squat/Kneel | Seldom (1-10%) |
| Crawl | Never |
| Reach | Occasional (11-33%) |
| Work above shoulders (note specific activity in open text box below) | Occasional (11-33%) |
| Use Keyboard /mouse | Frequent (34-66%) |
| Use wrist (flexion/extension) | Seldom (1-10%) |
| Grasp (forceful) | Seldom (1-10%) |
| Fine finger manipulation | Frequent (34-66%) |
| Operate foot controls | Seldom (1-10%) |
| Lift (note weight in open text box below) | Never |
| Carry (note weight in open text box below) | Never |
| Push/Pull (note specifics in open text box below) | Never |
| Work rapidly for long periods | Seldom (1-10%) |
| Use close vision | Frequent (34-66%) |
| Use distance vision | Seldom (1-10%) |
| Use color vision | Seldom (1-10%) |
| Use peripheral depth perception | Never |
| Speak | Frequent (34-66%) |
| Hear | Frequent (34-66%) |

**Additional Physical Demands not listed above and associated frequency below.**

## Mental Demands

| Communication | Frequency |
| --- | --- |
| Understand and carry out simple oral instructions | Frequent (34-66%) |
| Understand and carry out complicated oral instructions | Frequent (34-66%) |
| Train other workers | Occasional (11-33%) |
| Work alone | Occasional (11-33%) |
| Work as a member of a team | Frequent (34-66%) |
| Follow standards for work interactions | Frequent (34-66%) |
| Write communications for clarity and understanding | Frequent (34-66%) |
| Speak with clarity with others | Frequent (34-66%) |
| **Comprehension** | **Frequency** |
| Read and carry out simple instructions | Frequent (34-66%) |
| Read and carry out complicated instructions | Frequent (34-66%) |
| Retain relevant job information | Constant (67-100%) |
| **Reasoning** | **Frequency** |
| Read and interpret data | Frequent (34-66%) |
| Count and make simple arithmetic additions and subtractions | Occasional (11-33%) |
| Use intermediate and/or advanced math | Seldom (1-10%) |
| **Organization** | **Frequency** |
| Plan own work activities | Frequent (34-66%) |
| Plan work activities of others | Occasional (11-33%) |
| Direct work activities of others | Occasional (11-33%) |
| **Resilience** | **Frequency** |
| Work under pressure | Occasional (11-33%) |
| Work for long periods of time | Occasional (11-33%) |
| Work on several tasks at the same time | Frequent (34-66%) |

**Additional Mental Demands not listed above and associated frequency below.**

## Work Environment

| Environmental Conditions List | Frequency |
|---|---|
| Exposure to weather | Seldom (1-10%) |
| Wet and/or humidity | Never |
| Atmospheric conditions | Never |
| Confined/restricted working environment | Never |
| Vibratory Tasks – High | Never |
| Vibratory Tasks – Low | Never |

**Additional Environmental Conditions in this job not listed above and the associated frequency below.**

| Risk Conditions List | Frequency |
|---|---|
| Exposure to Heights | Never |
| Exposure to Electricity | Never |
| Exposure to Toxic or Caustic Chemicals | Never |
| Working with Explosives | Never |
| Exposure to Radiant Energy | Never |
| Extreme Cold | Never |
| Extreme Hot | Never |
| Proximity to Moving Mechanical Parts | Never |
| Noise Intensity | Never |
| Exposure to animals | Never |
| Working with angry customers | Seldom (1-10%) |

**Additional Risk Conditions present in this job not listed above and the associated frequency below.**

## On-Call Status and Frequency

**On-Call is required.**
○ Yes
⊙ No

**On-call activities and frequency.**
  Regularly - more than 12 times a year All critical applications are supported 24/7

## Work Location

**The primary assignment for this position is:**

○ Remote
⊙ Office Hybrid
○ On-Site
○ Field/Job Site

While this description has provided an accurate overview of responsibilities, it does not restrict management's right to assign or reassign duties and responsibilities to this job at any time. This position description is designed to outline primary duties, qualifications, and job scope, but not limit our employees or the organization to complete the work identified. In order to serve our customers best, each employee will offer their services wherever and whenever necessary to ensure the success of the District in serving our customers, to further the safety, health, and inclusivity of employees and the public, and achieve expectations of the District overall, while also remaining flexible in recognition of the employee's wellbeing.