Trainers and Developers: Analyzing Two Halves of One Department

Amy Nelson

EAC 583: Needs Assessment and Task Analysis in T&D

Summer 2014

Introduction

According to Training Magazine's annual industry reports employers spent 50-58 billion dollars per year on formal training programs over the past 5 years. The figure fluctuates from year to year but the number was holding at 55 billion dollars in 2013. Of the 50-58 billion dollar budgets, over half goes towards the salaries and benefits of training and development professionals.

The purpose of this task analysis is twofold. First, analyze a sample of training and development professionals to assess their job duties, tasks and challenges. One expectant outcome is to connect the lessons and theory learned in graduate level classes to the everyday practice of training and development. Yorks (2005) promotes the idea of bringing "theory to practice and practice to theory" (p. 376). This link between theory and practice is crucial to applying new knowledge.

The second purpose of this task analysis is also related to the link between theory and practice. Practical experience will be the outcome of this paper. Employing data collection methods, analyzing data and drawing conclusions based up on the research. This analysis will cover two halves of one Training and Development (T&D) department in a software company. .

The company

LexisNexis is a division of the British/Dutch publishing company Reed Elsevier. LexisNexis has two divisions itself. One offers risk management solutions and the other offers business solutions and software for the legal and professional arena. The Business of Law Software Solutions (BLSS) segment falls under the latter. BLSS is responsible for the development, sale and implementation of a suite of software applications. The applications are meant to ease business practices and management of all types and sizes of law firms and legal departments within corporations.

The Department

The daily operation of BLSS has many working parts. Software developers create and improve the software applications. Customer Service works with end users and helps solve their issues and answer their questions. Sales professionals demo and sell packages of all the software applications. And finally, there is a professional services department that manages the ongoing customer accounts, manages the software implementations, develops curriculum and trains the end users. The training and development group is part of the professional services group. There are two distinct sides of the Training and Development group. One half is comprised of software trainers and the other half is comprised of curriculum developers. This analysis will focus on the unique responsibilities for each half of the department. There is one director, one manager, four curriculum designers and five trainers. Levels of seniority and experience are reflected in job titles. Examples include curriculum developer and senior curriculum developer then trainer and senior trainer.

Kelly McNamee: LexisNexis Senior Trainer

Kelly McNamee has been a Senior Trainer with LexisNexis for 3 years. Kelly holds a Bachelor’s degree in Communications and is currently pursuing the Association of Talent Development’s (formerly ASTD) CPLP Certification (Certified Professional in Learning and Performance). Before arriving at LexisNexis, Kelly had been employed in multiple industries but always gravitated toward training positions. Kelly points out that the coaching and training aspect of the positions she has held are the most rewarding. It is this intrinsic motivator that drives her to hone her skills through certification and seek training positions with her employers.

Linda Tant: LexisNexis Curriculum Developer

Linda Tant has been a Curriculum Developer with LexisNexis since 2011. Linda holds a Bachelor's degree in Business Administration and has completed several certification programs and learning opportunities to elevate her knowledge of industry standards and methodologies for instructional design and curriculum development. Linda arrived in the training and development field by chance. With an aptitude for learning software quickly and helping others learn, Linda became the unofficial technology trainer. Eventually she was asked to conduct classes on a more formal level.

Data collection methods

Multiple data collection methods are required to increase the validity of the data gathered (Russ-Eft & Preskill, 2009; Swanson, 2007). Gathering data from multiple sources will provide a richer picture and a broader view of the training and development professionals' job requirements, activities, tasks and challenges. The collection methods employed for this task analysis include document review, interviews and observation.

Document review

Bowen (2009) outlines the benefits of document analysis. Document analysis is efficient because it is 'data selection not data collection' (p31). Document analysis is also unobtrusive, cost effective and readily available. A large collection of documents was available for this task analysis. The types of documents used in this analysis included organizational job descriptions, key performance objectives for employees, Linkedin profiles and the organizations website. The documents are available in the appendices of this report.

Swanson (2007) defines a job description as "a statement that establishes the scope of responsibilities of a specific job in a specific organization" (p.135). Job descriptions for the interviewee's were obtained from the LexisNexis internal website (Appendix C). The job descriptions outline the job overview, the task inventory for which an employee will be accountable and the qualifications or prerequisites needed in an individual fulfilling the position. Job descriptions document the expertise required to perform the job successfully.

In addition to the job descriptions, each interviewee also provided their Key Performance Objectives (KPO's). KPO's set the annual performance expectations for each interviewee. They are the base upon which the LexisNexis Performance Development Process (PDP) is set. Each interviewee has five KPO's. KPO's focus on what the employee should be accomplishing and how it should be measured in a year. The KPO's for the interviewees are SMART (specific, Measureable, Aligned, Realistic and Time bound) objectives. The objectives also contain rubrics to identify levels of success.

Other online resources were drawn upon to provide additional information. The LexisNexis website was reviewed to obtain key information about the company and the LexisNexis organizational goals. Linkedin was also used to gather information about the interviewees experience and expertise. Linkedin is a popular social media site for professional networking. Both interviewees indicated that their Linkedin profiles were up to date with current information.

Interviews

Interviews are advantageous for multiple reasons. Interviews collect "more in-depth information than other methods…results in stories, examples and qualitative descriptions" (Russ-Eft & Preskill, 2009, p.316). The structured interviews were conducted via telephone. In-person interviews were preferable but not possible due to scheduling constraints. The questions were forwarded to the interviewees 24-48 hours. This was done to give the interviewees a chance to look over the questions and consider answers before the interview. The interviews were recorded with webex collaborative meeting technology. Recording was done to encourage free conversation between the interviewer and interviewee without any pauses for note taking. Abridged transcripts of the interviews are available in Appendices A and B.

Observation

Observation allows an observer to view the job tasks first hand, while they are happening and allow the observer to make conclusions instead of filtering conclusions through another person (Russ-Eft & Preskill, 2009). The interviewees were observed informally during normal work days performing normal work activities. Both the interviewer and interviewees are employed by LexisNexis. This allowed for multiple opportunities for observation.

Each interviewee was observed performing many tasks not stated in the job descriptions and not stated in the interview. The tasks observed included administrative tasks like making travel arrangements, submitting expense reports, assembling training paperwork and preparing evaluations for the training sessions. The interviewees were also observed participating in many meetings, formal and informal, with client and internal contacts regarding all aspects of training and training development. Finally the interviewees were observed testing the product functionality and increasing their own knowledge of the products they support.

Analysis of activities

Kelly McNamee: LexisNexis Senior Trainer

Analysis of job duties

In the course of a calendar year, the Senior Trainer's success is evaluated by their KPOs. The following tables demonstrate how the employee observed and stated tasks and the job description tasks support each Key Performance Objective.

KPO 1: Provide training that meets the needs of our customers for your product.
Measurement: Customer evaluation ratings

Employee stated tasks	Job description tasks
Develop coursework and provide training to new and existing clients.	Take ownership of each training situation; ensure a great experience and information needed to perform.
Analyze needs of client	Demonstrate mastery of course curriculum & materials
Develop and edit coursework	Demonstrate mastery of applicable product concepts
Maintain training resources	Deliver high quality training in a classroom and the Web
Provide virtual and classroom classes	Assist with curriculum updates
Travel to provide classroom training	Collect evaluation data & metrics on classes conducted.

KPO 2: Achieve a team average of 43% realization rate for billable and non-billable training. Train all classes, as assigned, with an eye on generating revenue towards our team goal of $480,000. Be fully prepared to train every class
Measurement: Realization Rate

Employee stated tasks	Job description tasks
Analyze needs of client	Deliver high quality training in a classroom and the Web
Provide virtual and classroom classes	Assist with curriculum updates.
Shipping training resources to client site. Laptops, manuals, etc	Assist Training Manager with planning, scheduling and forecasting, marketing, and program management.
Travel to provide classroom training	Collect evaluation data & metrics on classes conducted.
Administrative work to support training sessions	Attend educational/sales events to promote training.

KPO 3: Create innovative and continually improved training offerings to increase user consumption of training and drive customer delight.
Measurement: Number of persons trained

Employee stated tasks	Job description tasks
Analyze needs of client	Demonstrate mastery of course curriculum & materials
Develop and edit coursework	Demonstrate mastery of applicable product concepts
Developing increased product knowledge	Assist with curriculum updates
Work with development team to analyze and develop training materials	Mentor new trainers in fundamentals of adult learning and qualities of professional training.
	Collect evaluation data & metrics on classes conducted.
	Attend educational/sales events to promote training

KPO 4: Successful rollout of Juris A/P and A/R ILT virtual sessions that meets the needs of the advanced Juris user by: Analyzing the business and training needs. Providing outlines, content and revision suggestions. Hosting the first sessions in the third quarter 2014
Measurement: Timeliness of class development and implementation

Employee stated tasks	Job description tasks
Analyze needs of client	Take ownership of each training situation; ensure a great experience and information needed to perform.
Develop and edit coursework	Demonstrate mastery of applicable product concepts
Developing increased product knowledge	Assist with curriculum updates
Provide training to new and existing clients.	Undertake special projects as assigned
Work with development team to analyze and develop training materials	Deliver high quality training courses in a classroom setting and via the Web
Meet with SME's and development	Perform other job related duties as required

KPO 5: Assist in timeline and resource management for large InterAction EUT projects in 2014. Create updated materials to improve quality and development time for customized EUT engagements. Increase knowledge of EUT to become a trusted resource for InterAction implementation training. **Measurement:** Level of resource implementation and trainer engagement	
Employee stated tasks	**Job description tasks**
Meet with professional services and support	Demonstrate mastery of applicable product concepts
Develop and edit coursework	Assist with curriculum updates
Analyze needs of client	Assist with internal employee training
Developing increased product knowledge	Undertake special projects as assigned

Resources and Challenges

The Senior Trainer has many resources available to assist in the completion of their KPO's. Of the many human resources available, most important seemed to be subject matter experts (SME's). The senior trainer is considered to be a SME themselves but there are also support desk personnel, project managers and business consultants. These human resources will function like a team of experts to problem solve and develop interventions for clients and for performance gaps.

There are also technology resources available. First, there are collaborative online tools to conduct meetings and training. Clients and co-workers are spread all over the globe, to decrease the cost of travel the senior trainer employs instant messenger, collaborative meeting spaces and email. Second there are resources available to trainees as well. There are laptops shipped to client sites for conducting training, the software being trained is a resources as well.

The biggest challenge expressed by the senior trainer is balancing all the differing aspects of their position and prioritizing projects based on client and internal need. Another challenge expressed was that of task overload, trying to fit all the tasks into the timeframe given can lead to long hours that are left unaccounted for in the schedule. This means working on the weekends or after normal work hours.

Linda Tant: LexisNexis Curriculum Developer

Analysis of job duties

In the course of a calendar year, the Senior Trainer's success is evaluated by their KPOs. The following tables demonstrates the employee observed and stated tasks and the job description tasks and how they support the KPO's

KPO 1: Maintain team avg of 85% utilization rate in development hours **Measurement:** Utilization Rate	
Employee stated tasks	**Job description tasks**
Analyze and Design curriculum	Create training materials and leader guides for new and updated courses
Record Software simulations	Develop web-based training courses and asynchronous e-learning modules
Write audio scripts and record audio	Develop business process-oriented, custom training for customers
Create and Revise training material	Deliver end-user training to support customer pilot programs and/or augment the training staff for very large training projects
Reviewing materials	Create end-user education templates to simplify developing curriculum for custom training engagements

KPO 2: Produce innovative high quality training content, meeting or exceeding target hours for all projects while remaining flexible and agile. Ensure all documentation and on-demand training is accurate and current as per the Defect Policy. **Measurement:** Project Quality and budget	
Employee stated tasks	**Job description tasks**
Analyze and Design curriculum	Create training materials and leader guides for new and updated courses
Record Software simulations	Collaborate with prof. services and training team to incorporate real-world experiences into the classes
Write audio scripts and record audio	Collaborate with product management to incorporate product positioning and messaging into the classes
Create and Revise training material	Ensure training curriculum represents current company/industry best practices
Reviewing materials	Create end-user education templates to simplify developing curriculum for custom training engagements

KPO 3: Create innovative and continually improve training offerings to increase user consumption of training and drive customer delight. **Measurement:** Number of persons trained	
Employee stated tasks	**Job description tasks**
Collaborating with documentation team, training team and SME's	Collaborate with prof. services and training team to incorporate real-world experiences into the classes
Create and Revise training material	Collaborate with product management to incorporate product positioning and messaging into the classes

Analyze and design curriculum	Ensure training curriculum represents current company/industry best practices

KPO 4: Execute on project planning methods to ensure seamless execution of deliverable. Analyzing project to establish desired output and required scope. Looking out for and proactively responding to possible issues in order to achieve early resolution. Reviewing content and offering best practices and process improvement feedback when appropriate. Review documentation to ensure content aligns. **Measurement:** Quality and level of product improvement	
Employee stated tasks	**Job description tasks**
Analyze and design curriculum	Create training materials and leader guides for new and updated courses
Collaborating with documentation team, training team and SME's	Ensure training curriculum represents current company/industry best practices
Create and Revise training material	Train trainers on new curriculum

KPO 5: Lead seamless training projects with on-time milestones and final project delivery, forecast accuracy, high quality product and satisfied resources, as collected on the Post-Project Worksheets. **Measurement:** Evaluation numbers on Post-Project worksheets	
Employee stated tasks	**Job description tasks**
Analyze and design curriculum	Create training materials and leader guides for new and updated courses
Collaborating with documentation team, training team and SME's	Collaborate with product management to incorporate product positioning and messaging into the classes
Create and Revise training material	Train trainers on new curriculum

Resources and Challenges

The curriculum designer has a wide array of resources to draw upon. Human resources include the documentation team, the training team and various SME's in development and support. The curriculum designer works extensively with these human resources to analyze projects and develop training and curriculum to fit the needs of the clients. The curriculum designer also has management as a resource to help forecast projects and set timelines.

Curriculum designers use the same resources as the trainers to keep in touch with managers, co-workers and SME's. That includes email, instant messenger and collaborative online meeting software. The designer also has a library of tools to assist in the production of online and printed courses, curriculum and job aids. Adobe Captivate and Articulate Storyline assist in the development of online course material. FrameMaker is a publishing tool for creating user guides and instructor manuals and SoundForge is a program to record and edit audio for online training courses. The curriculum designer must also be versed in Word, Excel and PowerPoint.

The biggest challenges expressed by the curriculum designer are shifting assignments and a constantly changing priority list. Another challenge is short deadlines and the challenge of innovating within a short timeframe. Another challenge is the lack of contact with the customer or client. The context around how a product is used and incorporating business and use cases into the curriculum is a constant challenge.

Conclusions

Through the analysis it became clear that the trainers and curriculum designers work as a team to deliver a full T&D experience. This type of collaboration in the organization contributes to performance improvement. This is exemplified by the Action Research (AR) method (Yorks, 2005). AR is best practiced in a collaborative social space where performance gaps are observed, analyzed and reflected upon to reach appropriate solutions. Working in collaborative groups with individuals from different departments or specialties elevates knowledge and brings a natural variation to solutions.

The two positions complement each other well, but the tasks for the trainer position revealed that a trainer is not solely a trainer. They are more of a hybrid of trainer and developer. They are responsible to collaborating on development projects but they are also responsible for developing the classes they deliver to clients.

One expectant outcome of this analysis was to connect the lessons and theory learned from graduate level classes to the everyday practice of training and development. As stated previously, Yorks (2005) promotes the idea of bringing “theory to practice and practice to theory" (p. 376). The tasks analyzed do bring many of the lessons learned into practice. The trainers and developers employ instructional design models, analysis techniques and evaluation strategies to accomplish their tasks.

As stated in earlier, trainer and curriculum developer success is gauged by a PDP process that establishes key performance objectives. These objectives are annual measurements of success. When analyzing the PDP documentation on the LexisNexis website and discussing the process with the interviewee's it became clear that the KPO's are tied to the organizational goals of the T&D department and the goals of the BLSS unit within LexisNexis. Van Adelsberg and Trolley (1999) suggest linking training and development with business strategy. The personal development of trainers and developers at LexisNexis is linked to the larger business objectives.

The analysis does reveal a need to re-evaluate the measurements of success for the KPO's. The ties to organizational objectives are clear in the measurement of successful achievement of the KPO's. The success benchmarks in some cases are not under the control of the individual trainer or developer. Improvements could be made by aligning the task with the business objectives and the measurements with employee tasks.

References

Freifeld, L. (2012). 2012 Training Industry Report. Training Magazine. Retrieved from: http://www.trainingmag.com/content/2012-training-industry-report

Harrison, R. & Kessels, J. (2004). Human resource development in a knowledge economy: An organizational view. New York, NY: Palgrave MacMillain

Morrell, D. L. and Korsgaard, M. A. (2011). Training in context: Toward a person-by-situation view of voluntary training. *Human Resource Development Quarterly*, 22(3), 323–342.

Russ-Eft, D. & Preskill, H. (2009). *Evaluation in organizations: A systematic approach to enhancing learning, performance and change* (2nd ed.). New York, NY: Basic Books.

Swanson, S. (2007). Analysis for improving performance: Tools for diagnosing organizations and documenting workplace expertise (2nd ed.). San Francisco, CA: Berrett-Koehler.

Training Magazine Staff. (2008). Industry report 2008: Gauges and drivers. *Training Magazine, 45*(9), 17-34.

Training Magazine Staff. (2013). 2013 Training industry report. *Training Magazine*. Retrieved from: www.trainingmag.com/sites/default/files//2013_Training_Industry_Report.pdf

Van Adelsberg, D., & Trolley, E.A. (1999). *Running training like a business: Delivering unmistakable value.* San Francisco, CA:Berrett-Koehler. Chapter 3.

Yorks, L. (2005). Action research methods. In R.A. Swanson & E.F. Holton III, Eds., (2005), *Research in organizations: Foundations and methods of inquiry*. San Francisco, CA: Berrett-Koehler.

Appendix A

Interview Transcript 1: LexisNexis Senior Trainer

1. What is your position how long have you held it?

   Senior Technical Trainer—3 years

2. How does your position support the department/organization?

   I develop coursework and provide training to new and existing clients on usage and best practices for the software applications we offer.

3. What is your background in education & work experience?

   I was an Artistic Educator for a beauty product company for one year while in college. After graduating I worked in the real estate management industry where I became a Regional Trainer for two years responsible for technical training for employees.

4. How did you come to work in the T&D field? (by chance, deliberate pursuit, etc)

   I found that no matter the industry in which I was employed, the coaching and training aspect of my position (no matter how small) the most rewarding. That led me to seek out full-time training opportunities.

5. What resources are available to support your work? (human or technology)

   I work closely with a training development team that aids in analysis and development of training materials. I also seek out SME knowledge from Support and Professional Services teams. For technology, I use a cloud-based virtual classroom to conduct my virtual classes in combination with an online meeting function. The applications for which I provide training are installed on the machines in the virtual environment. I also manage the shipping and usage of laptops to be used for onsite classroom sessions.

6. How do you stay in contact with your manager, co-workers and other human resources?

   My manager does not work in my office. I communicate weekly in a one-on-one phone call, and we have monthly team meetings. I also communicate as needed via email and instant messaging.

7. Describe your interactions with management. What is the management style, and are you satisfied with it?

   My manager allows me to be creative, recognize my own issues and create my own solutions. She is available when needed, however does not make frequent contact. This style works very well for me. I am organized and results oriented. I prefer to have a high level of autonomy in my job.

8. What are your job duties in a typical day, week, month?

   I balance analyzing training needs, developing and editing coursework, maintaining training resources and providing virtual and classroom classes in a public and private setting. Each day and week is very different. Some days or weeks I primarily work on the analyzing/developing aspect of my job from my home office. Sometimes I focus on virtual training all day from a quiet room in the company office. Sometimes I focus on traveling out of state to provide classroom training and the administrative work that follows it. On many days, I do a combination of everything.

9. How is your success measured?

   Success for the development aspect is determined by how timely I provide new and updated coursework materials and how well it meets the needs of the customer. Success for the training aspect is determined by customer surveys, average billable rate and average percentage of billable hours.

10. In your opinion, what are the skills and characteristics needed to be a successful trainer or curriculum developer?

    A successful trainer should be flexible, responsive, and approachable. A successful curriculum developer should be organized, self-motivated and creative.

11. What are your biggest challenges?

    My biggest challenge is balancing the aspects of my position. There can be coursework projects with an expected completion date that must come second to the immediate needs of customer facing training. This can lead to a feeling of task overload and work after-hours to complete important training projects timely

Appendix B

Interview Transcript 2: LexisNexis Curriculum Designer

1. What is your position how long have you held it?

   Curriculum Developer, since July 2011

2. How does your position support the department/organization?

   As a curriculum developer, I create training videos, manuals, and job aids for the customers who purchase our practice management software. The availability of video OnDemand training and instructor-led training classes helps our sales team negotiate new and renewal sales agreements and improves customer satisfaction with our products. Income from class registrations has a direct impact on the profitability of LexisNexis.

3. What is your background in education & work experience?

   I worked my way into the training field by way of jobs as a Business Analyst, Process Design Analyst, and Helpdesk Support/Technical Trainer. In all of those positions, I had direct contact with customers, initially helping to build software to fulfill business requirements. Then as a Helpdesk Support/Tech Trainer, my role was to assist customers in identifying ways to use technology to efficiently run small businesses.

   Since starting at LexisNexis, I have completed several ASTD certificate courses and webinars to learn about industry standards and methodologies in curriculum development, but that is the extent of my formal training for this position. I have learned Captivate, Storyline, FrameMaker, and voice-over audio techniques using online videos, help files, and through trial and error.

4. How did you come to work in the T&D field? (by chance, deliberate pursuit, etc)

   I'm in the T&D field by chance. I have an aptitude for learning software quickly and helping others figure out how to use it efficiently. Early in my career, I became that person in the office that everyone came to for advice when they were frustrated with their computer or software not doing what it was supposed to do. As new software was implemented, I started being asked to train classes on it for coworkers. In one job, we sold our proprietary software to Bank of America and I was asked to travel out of state to train their employees on it. I just put together job aids using Microsoft Word for these sessions.

   While working for Allen Tate Realtors as a Helpdesk Support Tech, the company decided that new realtors needed formal software training in order to succeed in the business. I was asked to write and then deliver a multi-day training program, covering how to use commonly available technology tools and software to run a small business. That was my first attempt at formal curriculum development.

   I was laid off from that job when housing sales plummeted during the recession. I taught myself Captivate and voice-over audio techniques while looking for a job. Several contract positions came my way, including the one with our team at LexisNexis, which turned into a permanent position.

5. What resources are available to support your work? (human or technology)

I rely significantly on our product SMEs and Help topics to create training curriculum. While building new material, I use Adobe Captivate, Articulate Storyline, FrameMaker, and Sony SoundForge software.

6. How do you stay in contact with your manager, co-workers and other human resources?

   Most of my daily communication with my manager is through email or phone. With co-workers, I use Office Communicator for instant messaging and send emails. For longer discussions, we talk on the phone and through Web-Ex meetings. Occasionally, we end up in the office at the same time and have face-to-face discussions.

   When working with a SME or business analyst to develop new training materials, I prefer to send emails and record Web-Ex meetings so that I can document what was discussed, with whom, and when.

7. Describe your interactions with management. What is the management style, and are you satisfied with it?

   Within the training team, most of my daily communication with my managers is conducted through email. Once a week, I have a phone call with my direct manager to discuss ongoing projects and any other topics needed. Monthly, we have a group team meeting through Web-ex. And every few months, we meet in the office when she is in town.

   I enjoy working with my manager. She is organized and direct, yet thoughtful and insightful. She does not micro-manage our projects and allows for creative design deviations from our templates.

8. What are your job duties in a typical day, week, month?

   My duties vary based on my project assignment. If I am creating new video training for an upcoming software release, my daily tasks might include doing analysis/design, recording software simulations, writing audio scripts, recording voice-over audio, or finalizing and publishing the videos. If my assignment is to create a new manual or job aid, I may be doing analysis/design, creating an outline, writing the material, revising the material, or publishing it. When I am collaborating with the Documentation team, I review help topics, cross reference the written instructions to the software program, and provide feedback for the topics.

   Around all of those daily tasks, I'm also sending and receiving emails from SMEs about how the new software features function and integrate with the existing application. And I log the time I spend on each activity into a Project Tracking database at the end of each day.

   Throughout the month, I attend company meetings, software demos, or team meetings.

9. How is your success measured?

   At LexisNexis, we use a PDP evaluation with Key Performance Objectives. My personal KPO's measure the quality and innovation of the curriculum I develop, my time utilization, the percentage change in training registrations, and my project administration skills.

10. In your opinion, what are the skills and characteristics needed to be a successful trainer or curriculum developer?

To be successful, a curriculum developer for a software company must be adaptable to change. I work in an agile development environment and support many different applications in various stages of development. Projects go from conception to completion within weeks, and then I'm assigned something completely different to work on.

The job requires strong software skills to quickly grasp new features and then turn that knowledge around to product materials needed to instruct those who struggle with learning new software.

11. What are your biggest challenges?

With constantly shifting assignments and short deadlines, one of my challenges is having time to innovate how the training material is presented. New content can be added to existing templates quickly so from an efficiency standpoint using them is beneficial. The cost is that some curriculum might be more effective if presented another way.

Another challenge is incorporating business use cases into the curriculum. With some of our products, SMEs provide good information on how customers use our software. But with others, I just have to guess or leave it out.

Appendix C:

Job Description, Senior Trainer

Train clients and internal staff on how to use LexisNexis products. Delivery methods include open registration classroom training, customized small-group training, and Web-based training. Additionally, assist with development and upkeep of training materials and assist Training Manager with training program administration.

Accountabilities

1. Take ownership of each training situation to ensure students have a great experience and walk away with the information necessary to perform their role.
2. Demonstrate mastery of course curriculum and materials.
3. Demonstrate mastery of applicable product concepts
4. Deliver high quality training courses in a classroom setting and via the Web.
5. Assist with curriculum updates.
6. Assist with internal employee training on LexisNexis products, upon request.
7. Mentor new trainers in fundamentals of adult learning and qualities of professional training.
8. Assist Training Manager with planning, scheduling and forecasting, marketing, and program management.
9. Collect evaluation data and metrics on individual classes conducted.
10. Attend educational/sales events to promote training.
11. Undertake special projects as assigned.
12. Perform other job related duties as required.

Upon acceptance of this role, the selected internal candidate will be required to sign an updated Non-Competition Agreement or Non-Solicitation and Non-Disclosure Agreement as a condition of continued employment.

Qualifications

Bachelor’s degree preferred. 5+ years experience delivering end-user software training.

Strong communication skills (verbal and written).

Dynamic and engaging classroom presence.

Energetic and self-motivated with strong interpersonal, persuasion, and facilitation skills with people of different levels, backgrounds and personality styles.

Computer and Internet savvy. Proficiency with Microsoft Outlook, Word, and PowerPoint required.

POSITION REQUIRES a willingness to travel up to 50% of the time.

Job Description, Curriculum Developer

As a Curriculum Developer, you will create and deliver high quality training classes on the use and administration of InterAction, atVantage, and other LexisNexis Client Development products. You will develop traditional classroom training, as well as synchronous and asynchronous e-learning solutions. You will work independently to ensure that the training classes and materials consistently meet the needs of our customers and partners. This is an opportunity to use your creativity, initiative, and enthusiasm to participate in an educational program that reflects the high standards of our company.

Accountabilities

Create training materials and leader guides for new and updated courses

Collaborate with professional services and training team members to incorporate real-world experiences into the classes

Collaborate with product management to incorporate product positioning and messaging into the classes

Ensure cross-course consistency of terminology, positioning, and approach

Ensure training curriculum represents current company/industry best practices

Train trainers on new curriculum

Deliver early versions of newly developed courses to internal team members and external customers

Audit training courses taught by other team members to ensure curriculum is meeting the student needs

Develop web-based training courses and asynchronous e-learning modules

Participate in onsite end-user education planning sessions with customers

Develop business process-oriented, custom training for customers

Deliver end-user training to support customer pilot programs and/or augment the training staff for very large training projects

Create end-user education templates to simplify developing curriculum for custom training engagements

Serve as a back-up trainer should an assigned trainer not be available

Up to 15% travel required

Qualifications

Bachelors degree preferably in Education, Communications, Computer Science, or related field

3+ years experience developing technical software training

Extensive knowledge of instructional design methodologies

Experience customizing training classes to fulfill unique customer requirements

Experience designing e-learning preferred

Proven project management skills with the ability to handle multiple projects simultaneously without management supervision

Excellent organizational skills and proven analytical, methodical thinking, problem solving and decision making skills

Energetic and self-motivated with strong interpersonal, persuasion and facilitation skills with people of different levels, backgrounds and personality styles

Computer and Internet savvy (experience with CRM software and/or SQL databases desirable)

Advanced Microsoft PowerPoint and Word skills required.

Adobe FrameMaker and Captivate experience preferred

Superb oral and written communication skills

Superior research and interviewing skills

Team player in a highly demanding environment

Willingness to share knowledge and expertise with team members

Demonstrated ability to adapt to changes in the work environment

Dynamic and engaging classroom presence