Position Specific Summary:
The State Hygienic Laboratory is seeking a Training Coordinator to support the training, development, and education activities of the State Hygienic Laboratory and their external partners. The Training Coordinator will be part of a team reporting to the Training Supervisor.

The position is open to a full time equivalent of 50-100%. Part-time or full-time appointments are available within the stated range.

Position Status: One year specified term.

Remote or telework may be considered.

Key Areas of Responsibilities and Specific Job Tasks

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<th>Classification Key Areas of Responsibility</th>
<th>Specific Job Duties and Tasks</th>
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| Develop Instructional Materials            | • May design, create, develop and evaluate instructional or artistic materials.  
• May evaluate the instructional effectiveness of the strategies and pedagogical/andragogical approaches used. |
| Communication and Outreach                 | • Counsel and provide liaison with appropriate individuals/agencies regarding program or service. |
| Strategic Planning                         | • Assist in the coordination/preparation of strategic plans in support of the program or service. |
| Instruct, Train, Consult, Support          | • Provide technical, administrative and artistic support for instructors and students for a course, lab, program, center, and/or studio.  
• May include support for classroom technologies. Coordinate and provide instruction as directed. Instruct on safe operation of equipment. |
| Facilities/Technology Management           | • Operate and maintain equipment. Manage check in and out of equipment. May manage scheduling of academic courses as it relates to facilities. Facilitate building facility needs.  
• Manage an instructional support facility (e.g., lab, center, studio), including administrative responsibilities. Support the application of technology within the teaching facility. Operate and maintain complex equipment, requiring specialized knowledge or skills. Assure facilities are in compliance with federal and state regulations pertaining to health and safety. |
| Education, Outreach, and Exhibition (PEI1/2A) | • Implement ongoing programming and activities. Give tours and outreach presentations as assigned. Research and respond to public inquiries. May research program options and make suggestions. |
| Program Development (PEI1/2A)              | • Disseminate program information. Schedule tours and programs. Receive program feedback, disseminate and assist with analysis. May gather information for reports. Support daily operations of projects. Collaborate with partners to produce effective programs. |
### Universal Competencies

| Collaboration/Positive Impact | Ability to work with a variety of individuals and groups in a constructive and civil manner and utilize existing resources and learning to achieve or exceed desired outcomes of current and future organizational goals/needs. |
| Diversity, Equity and Inclusion | Ability to work with a variety of individuals and groups in a constructive and respectful manner while appreciating the unique contribution of an inclusive workforce that brings together the talents of people across multiple identities, including: race, creed, color, religion, national origins, age, sex, pregnancy, disability, veteran or military status, sexual orientation, gender identity, or associational preferences. |
| Service Excellence/Customer Focus | Ability to meet or exceed customer service needs and expectations and provide excellent service in a direct or indirect manner. Ability to effectively transmit and interpret information through appropriate communication with internal and external customers. |

### Technical Competencies

| Communicating for Effective Relationships (Working) | • Demonstrates an understanding of alternative points of view.  
• Explains issues in alternative ways to accommodate different listeners.  
• Demonstrates both empathy and assertiveness when communicating a need or defending a position  
• Employs appropriate methods of facilitating collaborative communication.  
• Works with others to address critical issues, resolves problems, and persuade or influence toward appropriate resolutions. |
| Planning: Tactical, Strategic (Working) | • Contributes to short-term operational plans.  
• Monitors progress of work against plan as required to meet objectives.  
• Reports variances and makes agreed-upon corrections.  
• Under guidance, develops tactical plan for own direct responsibility.  
• Anticipates and adapts to plan changes. |
| Process Management (Basic) | • Explains differences between a process and a project.  
• Describes key business processes in own area.  
• Identifies process management initiatives in own area.  
• Interprets process flow diagrams. |
| Training Delivery (Working) | • Addresses unique techniques for stand-up instruction, technical population or topic implementation.  
• Interprets basic do's and don'ts for stand-up instructional delivery (platform competencies).  
• Assists in the delivery and the evaluation of training program components.  
• Participates in 'dry-runs' for own training program as well as outside training programs.  
• Focuses on learning objectives while managing participant questions and concerns. |
| Written Communications (Working) | • Produces written materials relevant to own work and department.  
• Edits out technical jargon when inappropriate.  
• Uses organization's guidelines for writing reports, correspondence, documentation, etc.  
• Participates in the development of system or process documentation/reports.  
• Welcomes and uses feedback/editing assistance. |

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of positions that will be given this title and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct, and control
the work of employees under his or her supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

As part of performing the key areas of responsibility and competencies described above, staff members are expected to meet reasonable standards of work quality and quantity, as well as expectations for attendance established by their supervisor. Staff members are also expected to comply with policies governing employee responsibilities and conduct, including those contained in the University Operations Manual.

**Proficiency levels are defined as:**

**Basic Application** - Uses basic understanding of the field to perform job duties; may need some guidance on job duties; applies learning to recommend options to address unusual situations.

**Working Experience** - Successfully completes diverse tasks of the job; applies and enhances knowledge and skill in both usual and unusual issues; needs minimal guidance in addressing unusual situations.

**Extensive Experience** - Performs without assistance; recognized as a resource to others; able to translate complex nuances to others; able to improve processes; focus on broad issues.

**Expert/Leader** - Seen as an expert and/or leader; guides, troubleshoots; has strategic focus; applies knowledge and skill across or in leading multiple projects/orgs; demonstrates knowledge of trends in field; leads in developing new processes.

### Position Qualifications

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<th>Education or Equivalency Required</th>
<th>A Bachelor’s degree in Education, Training, Outreach or related field or an equivalent combination of education and experience is required.</th>
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<td>Required Qualification</td>
<td>• Experience with training, education, or outreach activities in a professional setting.</td>
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<td>• The ability to work with a variety of individuals and groups in a constructive and civil manner and utilize existing resources and learning to achieve or exceed desired outcomes of current and future organizational goals and needs.</td>
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<td>• Demonstrated experience with meeting/event coordination.</td>
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<td>• Demonstrate the ability to meet or exceed customer service needs and expectations and provide excellent service in a direct or indirect manner.</td>
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<td>• Must have the experience and ability to effectively transmit, receive, and accurately interpret ideas, information, and needs through the application of appropriate communication behaviors.</td>
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<td>• Working knowledge of Windows and MS Office, including experience with web conferencing solutions such as Zoom, Teams, Skype for Business.</td>
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<td>Desired Qualification</td>
<td>• Familiarity with the State Hygienic Laboratory, or Associate of Public Health Laboratories, or other Public Health laboratory setting.</td>
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<td>• Familiarity with state and federal policies or regulations in a clinical laboratory, or public health laboratory setting.</td>
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See requisition # 21004850 at [https://jobs.uiowa.edu](https://jobs.uiowa.edu)
Applicable background checks will be conducted.

The University of Iowa is an equal opportunity/affirmative action employer. All qualified applicants are encouraged to apply and will receive consideration for employment free from discrimination on the basis of race, creed, color, national origin, age, sex, pregnancy, sexual orientation, gender identity, genetic information, religion, associational preference, status as a qualified individual with a disability, or status as a protected veteran.