

POSITION DESCRIPTION (Please Read Instructions on the Back)

2. Reason for Submission <input checked="" type="checkbox"/> Redescription <input type="checkbox"/> New <input type="checkbox"/> Reestablishment <input checked="" type="checkbox"/> Other		3. Service <input type="checkbox"/> Hdqtrs <input checked="" type="checkbox"/> Field	4. Employing Office Location Gainesville, FL	5. Duty Station Lake City, FL	1. Agency Position No. 3585-0
6. OPM Certification		7. Fair Labor Standards Act <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Nonexempt		8. Financial Statements Required <input type="checkbox"/> Executive Personnel <input type="checkbox"/> Employment and Financial	9. Subject to IA Action <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10. Position Status <input type="checkbox"/> Competitive <input type="checkbox"/> Excepted (Specify in Remarks) <input type="checkbox"/> SES (Gen.) <input type="checkbox"/> SES (CR)		11. <input checked="" type="checkbox"/> Neither	12. Sensitivity <input checked="" type="checkbox"/> 1-Non-Sensitiv <input type="checkbox"/> 3-Critical <input type="checkbox"/> 2-Noncriti <input type="checkbox"/> 4-Special		13. Competitive Level Code X01
14. Agency Use Supr-8 BMS 8888		15. Classified/Graded by			

Redescription of PDE 3585
Training Administrator
dtd 9/1/05

a. U.S. Office of Personnel Management	Official Title of Position					Pay Plan	Occupational	Gra	Initial	Date
b. Department, Agency or Establishment										
c. Second Level Review										
d. First Level Review	Training Administrator					GS	1712	13	CA	10/1/05
e. Recommended by Supervisor or Initiating Office	Training Administrator					GS	1712	13		

16. Organization Title of Position (If different from the official title)
Training Administrator

17. Name of Employee (if vacant, specify)

18. Department, Agency, or Establishment
NFL/SGA VHS

a. First Subdivision
ACOS/Education Office

b. Second Subdivision
Lake City Division

c. Third Subdivision
Learning Resources Service

d. Fourth Subdivision

e. Fifth Subdivision

Employee Review — This is an accurate description of the major duties and responsibilities of my position.

Signature of Employee (optional)

20. **Supervisory Certification.** I certify that this is an accurate statement of the major duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Government functions for which I am responsible. This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.

a. Type Name and Title of Immediate Supervisor
Craig S. Kitchen, MD, ACOS/Education
Signature: [Signature] Date: 9/21/05

b. Typed Name and Title of Higher-Level Supervisor or Manager (optional)
Bradley Bender, MD, Chief of Staff
Signature: [Signature] Date: 9/21/05

21. **Classification/Job Grading Certification.** I certify that this position has been classified/graded as required by Title 5, U.S. Code in conformance with standards published by the U.S. Office of Personnel Management or, if no published standards apply directly, consistently with the most applicable published standards.

Typed Name and Title of Official Taking Action
Michelle Manderino, Chief, HRMS
Signature: [Signature] Date: 9/1/05

22. Position Classification Standards Used in Classifying/Grading Position
GS-1712 (TS-104, 5/91)
GGG for Posns of Mgrs of Operating Education Programs TS-19 (8/79)

Information for Employees. The standards, and information on their application, are available in the personnel office. The classification of the position may be and corrected by the agency or the U.S. Office of Personnel Management. Information on classification/job grading appeals, and complaints on exemption from FLSA, is available from the personnel office or the U.S. Office of Personnel Management.

23. Position Review	Initials	Date	Initials	Date	Initials	Date	Initial	Date	Initial	Date
a. Employee (optional)										
b. Supervisor										
c. Classifier										

24. Remarks
no significant changes to PD.
changes are not grade controlling.

Description of Major Duties and Responsibilities (See Attached)

SYSTEM EDUCATION COORDINATOR
Training Administrator, GS-1712-13

As the System Education Coordinator the incumbent has full managerial responsibility for an employee education program serving approximately 3600 employees in two hospital divisions, three outpatient clinics and six community-based outpatient clinics.

Major Duties and Responsibilities:

Serves in a leadership capacity for an education delivery system to plan, organize, and direct an integrated comprehensive and goal-directed education and training system for all employees

Designs, implements and manages local and VISN-generated education programs

Manages scholarship programs such as the Employee Incentive Scholarship Program and VA Nursing Employee Education Program in compliance with national directives. This includes management of and responsibility for associated funding. Serves as liaison to future program participants, applicants, and current participants, providing guidance on program expectations, requirements, and conducting ongoing, frequent monitoring required by the programs.

Manages new employee orientation, mandatory training, and supervisory training. This includes scheduling of programs in keeping with System and accreditation needs, facilitation of speakers, material preparation, and site arrangements as well as management of the evaluation process.

Manages the education training and tracking system including initial and ongoing training for service level TEMPO liaisons as well as data validation for the information system.

Supervises professional education and support staff: 1.5 program support assistants, one .5 educator, and one education specialist.

Designs and administers the annual comprehensive staff education and training needs assessment: incumbent bears primary responsibility for development and modification of survey instruments; for coordination and consolidation of the process leading to prioritization of needs and in conjunction with the EDEATC, for implementation of education/training activities related to identified needs.

Collects and analyzes data including that from System-wide education needs assessment to develop the framework for comprehensive education systems that will comply with all regulatory requirements and meet staff development needs.

Develops and implements ongoing processes to evaluate the appropriateness and effectiveness of education activities. Uses results of evaluations to implement improvements and modifications as indicated.

Develops education policies in support of the System's strategic plan and compatible with goals contained in the strategic plan

Develops and updates a System strategic plan for Employee Education.

Participates in System committees such as Education, Employee Development, Education and Training, Baldrige, Patient Education, Performance Measures, Customer Service, HIPPA/Compliance, JCAHO preparation

Prepares for and participates in JCAHO and other external surveys on issues related to staff education and training.

Serves as System liaison to the national Employee Education System, giving input relating to local needs, receiving and distributing information to staff concerning EES materials and programs.

Serves as mentor for participants in System and VISN leadership programs.

Plans for and requests resources such as space, equipment, supplies and additional staff.

Serves on VISN committees/workgroups such Education, Customer Service, Performance Improvement

Knowledge Required:

Master's degree in health care related field with a concentration in education is preferred.

Knowledge of adult learning principles, practices and methods for the design, coordination and evaluation of innovative and integrated education systems to effectively meet the identified education needs for all employees of this Health System. The position requires a special focus on the adult learner as well as on interdisciplinary teams and a systems approach.

A thorough working knowledge of the patient-focused mission of this Health System and how the education programs support the overall mission and guiding principles.

Pertinent laws, regulations, policies, and precedents that affect the use of program and related support services.

Principles of leadership, the Department of Veterans' Affairs High Performance Development Model, as well as Baldrige and Carey criteria and principles to assure integration of these in education and staff development activities both System and VISN wide.

Professional learning resources requirements, regulatory agency requirements, and VHA guidelines/regulations governing education planning and development to assure compliance with licensure and certification, requirements for CME, mandatory training, honoraria, travel, and fund control point management

JCAHO standards and intent relating to education, training, staff development, and staff competence.

Continuous improvement system principles, practices, and tools for analysis and evaluation of education-related processes and for development of effective follow-up

Office of Academic Affairs Manual (M-8); System policy related to education-related committees and programs; activities and policies of the EES and of VISN 8; and circulars regarding RCS reports and education activities are necessary.

Written and verbal communication skills, public speaking, and leading and facilitating groups.

Personal computers including use of software such as word processing, spreadsheets, power point, desktop publishing.

Computer technology such as videoconferencing and on-demand systems for use in distance learning and web-based training and education.

Management skills that facilitate collaboration with multiple programs and services to prioritize and direct multiple projects simultaneously.

Supervisory principles and techniques including VHAs performance evaluation and competency assessment systems.

Supervisory Controls:

Incumbent is organizationally responsible to the Associate Chief of Staff for Education and is subject only to administrative and policy direction under broad delegated authority from the ACOS/E.

Guidelines:

Work performed with comply with VHA guidelines, directives, regulations, policies, and locally developed processes and policies. Many assessments involve the innovative design, development, implementation, and evaluation of activities, resources and services for which no guidelines exist or guidelines must be established. The incumbent must exercise judgment and flexibility in applying and developing the above, since a wide variety of situations must be dealt with while carrying out position duties and responsibilities.

Complexity:

The incumbent is expected to provide expert leadership and consultation in all aspects of education program design for the System. The incumbent must be able to manage multiple projects simultaneously and collaboratively. Incumbent identifies opportunities for improvement in the System and VISN education program that will enhance the respective strategic and human resource plans and develops processes, or practices to meet the goals and objectives of the plans. Incumbent evaluates scope and effectiveness of facility and VISN education programs using accreditation standards and recommends enhancements, modifications, or reprioritization.

The incumbent takes the initiative to resolve complex problems as they arise and make sound decisions regarding program areas – this includes the ability and creativity to resolve unpredictable situations and often will require the development and application of innovative approaches and new technologies.

Scope and Effect:

This position impacts all services in the healthcare system, providing leadership in the accomplishment of the mission and strategic plan for both the System and VISN 8. Work involves identifying and developing ways to resolve problems that directly affect accomplishment of principle program goals and objectives. It is essential in meeting the requirements of VA Central Office regarding education, tuition and scholarship programs that impact all System employees, including those in OPCs and CBOCs and also in meeting JCAHO requirements for staff education, development, and competency assessment. The incumbent develops and maintains systems for disseminating information about education/development programs to all employees and manages the tracking systems for documenting same. The

incumbent deals with management problems having policy-making implications; education resources; and serves as subject matter expert for the healthcare system. The incumbent deals with issues specific to the wide range of functions previously mentioned using significant individual initiative and minimal supervision.

Personal Contacts:

Incumbent plays a leadership role in System and VISN program planning and education-related activities. This requires extensive personal contact with professional staff at all levels including hospital management, service chiefs, and service-level staff, as well as officials from the VISN office and other VA facilities. Contact with JCAHO and other external reviewers, officials in VA Central Office and EES Centers, and representatives of private agencies as well as with consultants and contractors is also required in conjunction with education management and review processes. The incumbent must demonstrate the ability to deal with individuals and groups in a wide variety of settings.

Purpose of Contacts:

The purpose of these contacts is to develop, implement, coordinate, facilitate, and evaluate education activities in the System. These responsibilities involve demonstrated collaboration, motivation, and provision of leadership for individuals and groups.

Physical Demands:

Because the incumbent deals frequently with decisions on policy and program matters, meeting program deadlines, and situations involving differences of opinion and negotiation, this position has the potential to create a significant degree of stress. Walking, sitting for extended periods of time at a computer terminal, and standing at length while making presentations and teaching are involved in this position. The position requires mobility within the System and frequent travel to other cities for meetings and conferences. The position requires flexible duty hours including occasional evenings and weekend tours to accomplish objectives.

Work Environment:

Work is performed primarily in an office setting, classroom, meeting room, or other locations in support of education programs. Travel to various System location and other cities is required.

POSITION REPORT

NATURE OF PROPOSED ACTION

NEW

POSITION NUMBER

3595

EXISTING

CLASSIFICATION TITLE

SCHED.

SERIES

GRADE

ORGANIZATIONAL TITLE

NO. POSITIONS

NAME OF EMPLOYEE

SECOND ORGANIZATIONAL SUBDIVISION

STATION AND LOCATION

THIRD ORGANIZATIONAL SUBDIVISION

FIRST ORGANIZATIONAL SUBDIVISION

FOURTH ORGANIZATIONAL SUBDIVISION

PROPOSED

PROPOSED CLASSIFICATION TITLE

Training Administrator

SCHED.

SERIES

GRADE

GS

1712

13

PROPOSED ORGANIZATIONAL TITLE

Chief, Learning Resources Service

NO. POSITIONS

1

EVALUATION SUMMARY

CLASSIFICATION TITLE

Training Administrator

SCHED.

SERIES

GRADE

GS

1712

13

ANALYSIS AND EVALUATION (Use additional blank sheets if more space is required.)

REFERENCES: OPM Standards GS-1712 (5/91) and the GEG for Positions of Managers of Operating Education Programs (8/74).

OCCUPATIONAL SERIES AND TITLE: The primary function of this position is to manage the Medical Center's Education and Development Program in the 1712 series. It should be noted that there is no ACOS for Education and the incumbent has full program responsibility for all training activities at the Medical Center, including coordinating patient education programs. In addition to these primary program duties, incumbent manages library and medical media resources. He/she directly supervises at least four employees in the Learning Resources Service and provides technical guidance in coordinating educational activities of other groups, e.g., Nursing Education, Education and Training Committee as Chairperson, EEO and Special Emphasis Committees, Fire and Safety, In-service Training, etc. As an administrator, the position is properly titled Training Administrator in the 1712 series.

GRADE: The grade is determined by the GEG for Positions of Managers of Operating Education Programs as follows.

Factor 1 - Student load: Degree B (40 Points). The number of "students" participating in one or more aspects of the Education and Training Program (in-house and subsidized outside training/education) would cover at least 800 employees in mandatory and non-mandatory training for various amounts of time throughout the year.

CUR

DATE

EVALUATED BY

DATE

9-1-95

Katie Rooney

9/1/95

TITLE AND/OR ORGANIZATIONAL LOCATION

TITLE Katie Rooney, HRMS

Factor 2 - Variety and Complexity of Instructional Activity:

(a) **Course Range and Variety: Degree C (6 Points):** The variety of courses include courses in a wide range of subjects (supervisory, managerial, clerical, technical and professional in medical and non-medical areas) and at various levels from basic to highly specialized professional and medical education/training.

(b) **Instructional Program Complexity: Degree C (6 Points):** Program coverage represents a substantial variety of instructional programs for targeted groups within the employee population which represents varied levels of education and learning ability. This position is substantially on the same level of difficulty as the illustration for Degree C for a director of an education services center at a military installation. Although the number of instructional programs exceed 15, Degree D is not met because it does not fully meet it's intent of "exceptionally" broad in coverage.

Factor 3 - Level of Responsibility: Degree C (6 Points): The Program Manager (Service Chief) must develop, implement and continually improve the various educational and training programs for the entire Medical Center. Although this position is a Service Chief, the most of the individuals from whom he/she must elicit cooperation are in other organizations at this Medical Center and outside, e.g., RMECs, colleges and universities, community groups, VISN and Headquarters, accrediting bodies, etc.

FINAL CLASSIFICATION: A total of 22 points is equivalent to the GS-13 grade level which is equitable for a service chief within this Medical Center's management team who has this type of responsibility.