# Job Series Matrix

**Job Family:** Human Resources  
**Job Series:** Instructional Design/Development

## Job Series Summary:
Conduct client, business and learning needs assessments and evaluate all learning solutions in order to design and develop sound instruction learning (online, eLearning, instructor-led, or blended), participant and instructor materials, and resources for University faculty and organizations. Develop and deliver train-the-trainer or faculty development programs.

<table>
<thead>
<tr>
<th>Job Title:</th>
<th>Instructional Designer/Developer 1</th>
<th>Instructional Designer/Developer 2</th>
<th>Learning Program Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Code:</td>
<td>4631</td>
<td>4632</td>
<td>4635</td>
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<tr>
<td>Grade:</td>
<td>H</td>
<td>J</td>
<td>K</td>
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<tr>
<td>Exemption:</td>
<td>Exempt</td>
<td>Exempt</td>
<td>Exempt</td>
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<tr>
<td>Effective/Revision Date:</td>
<td>04/01/2015</td>
<td>04/01/2015</td>
<td>04/01/2015</td>
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</tbody>
</table>

### Core Duties

- **Core Duties**
  - Perform analysis of learning and business needs.
  - Proactively consult with subject matter experts to identify and formulate learning objectives and content.
  - Design learning and performance support solutions.
  - Draft storyboards and prototypes.
  - Design and develop course content, instructor and participant materials, including performance support materials.
  - Implement, evaluate and maintain learning solutions.
  - Develop and deliver Train-the-Trainer or faculty development programs.
  - May participate in extensive user acceptance testing and quality measurement for newly created courses and web materials.
  - Interact with vendor during design, development and implementation process as needed.
  - Share best practices through cross campus collaboration and instructional design community.

- **Core Duties**
  - Assess target audience business needs to determine learning and performance support needs.
  - Develop learning plans and as needed change management and communication plans. Ensure appropriateness, effectiveness and success of learning programs.
  - Proactively consult with subject matter experts to identify and formulate learning objectives and content.
  - Draft storyboards and prototypes.
  - Design and develop course content, instructor and participant materials, including performance support materials.
  - Design learning and performance support solutions. Implement, evaluate and maintain learning solutions.
  - Develop and deliver Train-the-Trainer programs or faculty development programs.
  - Share best practices through cross campus collaboration and instructional design community.
  - May manage internal and/or external teams, schedules and budgets.
  - May identify strategy for production, post-production, and delivery resources, tools and equipment necessary for the development of learning materials.

- **Core Duties**
  - Manage, recruit, coach, develop staff and departmental budgets.
  - Partner with subject matter experts regarding technology-based learning projects from conception, through design and production, to completion.
  - Evaluate pedagogy goals with technology tools with emphasis on designing and using the appropriate technology for the situation.
  - Oversee appropriateness, effectiveness and success of departmental instructional design projects.
  - Manage key vendor relationships.
  - Evaluate requests for technology based learning projects and recommend appropriate learning solutions.
  - Plan, coordinate and execute projects according to defined deadlines while maintaining consistency with strategy and goals.
  - Develop change management and learning plans.
  - Provide production and post-production facilities for the development of learning materials
  - Share best practices through cross campus collaboration and instructional design community.
<table>
<thead>
<tr>
<th>Minimum Education and Experience Required</th>
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<tbody>
<tr>
<td>Bachelor's degree and three years of relevant experience or combination of education and relevant experience.</td>
<td>Bachelor's degree and seven years of relevant experience or combination of education and relevant experience.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Minimum Knowledge, Skills and Abilities Required</th>
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<tr>
<td>• Demonstrated effectiveness in consulting with business partners and subject matter experts to assess learning needs and recommend sound solutions.</td>
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<td>• Excellent management skills.</td>
</tr>
<tr>
<td>• Demonstrated proficiency in applying instructional design theory, models, and best practices.</td>
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<td>• Demonstrated ability to develop departmental budgets, timelines, goals and schedules.</td>
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<td>• Demonstrated proficiency using instructional design tools such as learning project plans, design documents, learning hierarchies, storyboards, prototypes, etc.</td>
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<td>• Demonstrated ability to present new projects and goals to senior management; defend/advocate those projects as needed.</td>
</tr>
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<td>• Ability to clearly and succinctly convey learning content in a manner that engages learners and improves retention rates.</td>
<td>• Demonstrated ability to work collaboratively with all members of a learning team, vendor partners, and business partners to create a learning environment that is service oriented, supportive, engaging and effective for adult and nontraditional learners.</td>
<td>• Ability to provide thought leadership in learning system design and development, and its relationship to performance improvement.</td>
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<td>• Demonstrated application of adult learning principles and methods.</td>
<td>• Demonstrated proficiency in explaining and applying instructional design theory, models, and best practices.</td>
<td>• Demonstrated effectiveness in consulting with subject matter experts to assess learning needs and recommend high-impact learning solutions and learning curricula.</td>
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<td>• Demonstrated proficiency and experience in industry standard tools such as authoring tools, digital, graphics media, audio, animation and video production tools to create impactful courses.</td>
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<td>• Demonstrated ability to evaluate the effectiveness of learning materials.</td>
<td>• Ability to work collaboratively with diverse groups, learning team members, vendor partners, and business partners to create a learning environment that is service oriented, supportive, engaging and effective for adult and nontraditional learners.</td>
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<td>• Excellent oral and written communication skills.</td>
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<td>• Demonstrated ability to work effectively in a team environment.</td>
<td>• Experience integrating online learning courses/certification programs with one or more learning management systems.</td>
<td>• Demonstrated ability to work on multiple projects concurrently.</td>
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<td>• Ability to work on multiple projects concurrently.</td>
<td>• Demonstrated skills in project management of learning development projects involving eLearning authoring, audio, video, and text production and post-production, including product evaluation and testing.</td>
<td>• Demonstrated ability to evaluate the effectiveness of learning materials.</td>
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<tr>
<td>Certificates and Licenses Required</td>
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### Physical Requirements

- Frequently stand/walk, sit, use a computer; use a telephone, grasp lightly/fine manipulation.
- Occasionally reach/work above shoulders, twist/bend/stoop/squat, grasp forcefully, lift/carry/push/pull objects that weigh up to 10 pounds, write by hand, sort/file paperwork.
- Rarely kneel/crawl, operate foot and/or hand controls.

### Working Conditions

- Travel on campus to schools/units

### Work Standards

- Interpersonal Skills: Demonstrates the ability to work well with Stanford colleagues and clients and with external organizations.
- Promote Culture of Safety: Demonstrates commitment to personal responsibility and value for safety; communicates safety concerns; uses and promotes safe behaviors based on training and lessons learned.
- Subject to and expected to comply with all applicable University policies and procedures, including but not limited to the personnel policies and other policies found in the University’s Administrative Guide, [http://adminguide.stanford.edu/](http://adminguide.stanford.edu/).

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