



JOB DESCRIPTION

Job Title: HR & OD Analyst
Reports To: Assistant Director of Human Resources
FLSA Status: Exempt
SAAC: Range 4

JOB SUMMARY

This confidential position exists to improve organizational performance and growth by maximizing employee potential, increasing efficiency, and redesigning processes, specifically through the lens of Human Resources and Organizational Development.

Incumbents of this position may be assigned to projects and/or programs in one or several HR areas based on the distribution of knowledge, skills, and abilities among the entire team. Possible assignment areas include: Recruitment & Staffing; Training & Development; Performance Management; Classification & Compensation; Employee Relations; HR Technology.

Note - What distinguishes HR & OD Specialist from HR & OD Analyst is primarily the incumbent's level of expertise, and the degree of independence with which the incumbents complete the essential duties, and size of analysis and intervention projects. In addition to handling individual employee situations and building or department initiatives, incumbents at this level regularly manage projects involving multiple sites/departments or entire bargaining units, and take a larger role in District-wide initiatives. At this level, incumbents independently lead investigations and assist with grievances and collective bargaining.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Employees in this position perform some or all of the following tasks. Other duties may be assigned.

HR Operational Analysis & Process Improvement

1. Collect and compile HR metrics and data from a variety of sources, including HRIS and payroll outputs, management and employee surveys, exit interviews, employment records, government labor statistics, market salary information, etc.
2. Design, revise, and prepare process documentation (standard operating procedures, process maps, flow charts, RACI charts, checklists, tutorials, reference guides, templates, etc) for a variety of HR Operations, including but not limited to: recruitment and retention, learning and development, job and wage analysis; compensation structure; career paths and ladders; performance management; leaves of absence; employee relations, etc.
3. Conduct needs assessments, system evaluations, and gap analyses for a variety of HR operational areas, evaluating documents, tools, workflows, programs, processes, and procedures.
4. Lead process improvement initiatives. Prepare reports of data results for senior leadership, presenting and explaining findings. Recommend improvements for greater regulatory compliance, equity, efficiency, customer experience, and/or cost-savings.
5. Assist HR leadership with strategic planning by identifying and recommending short- and long-term goals, milestones, and benchmarks for key performance metrics.

Strategic Human Resources Partnership

6. Analyze data, trends, and metrics in partnership with department leaders and HR group to:

- a. assess current state;
 - b. identify opportunities and areas of concern;
 - c. develop solutions, programs, and processes;
 - d. monitor progress towards goals.
- 7. Manage and resolve employee relations issues, partnering with senior HR staff on complex cases.
 - a. Conduct effective, thorough, and objective investigations – independently or in partnership with department leaders;
 - b. Collaborate with leaders and strategic partners to achieve outcomes which balance needs of students and employees, policies, procedures, compliance with regulatory standards, and the values and objectives of the District.
- 8. Provide insight and input to District collective bargaining teams to inform negotiations.
- 9. Evaluate and score job applications that have met minimum requirements, and provide input for interview selection committee. Participate on select interview panels.

HRIS

- 10. Collaborate with HR staff and organizational leadership to determine short- and long-term information system objectives. Participate on project team to modify, upgrade, or replace HRIS applications, modules, and systems to meet those objectives.
- 11. Assess current system and utilization. Identify and recommend improvements such as training, customization, and enhancements to maximize value and efficiency of the HRIS.
- 12. Identify, recommend, and program custom functions and documentation such as automated queries, filters, macros, and reports.
- 13. Collaborate with relevant colleagues to plan, modify, and customize the HRIS and to test new applications and features.
- 14. Troubleshoot system issues with IT department, consultants, and/or directly with vendors.

Subject Matter Knowledge

Maintain expert-level base of knowledge.

- 15. Stay abreast of current trends and best practices relevant to Human Resources, public education, and HR software technologies.
- 16. Maintain and update knowledge of relevant local, state, and federal laws and regulations, District and departmental policies and procedures, and collective bargaining and employment agreements.

Training & Presentations

- 17. Participate, engage, and present information at various internal and external meetings and events.
- 18. Design and conduct training on various HR topics.
- 19. Train, guide, and mentor less-experienced or differently assigned HR staff, including student interns.
- 20. Assist and participate in career fairs and hiring events.

SUPERVISORY RESPONSIBILITIES

All school employees have some responsibility for supervising students and assisting in maintaining a safe environment. This role may serve as a mentor, guide, and trainer to less-experienced HR staff – including student interns – but does not formally supervise anyone.

QUALIFICATIONS

Minimum Requirements for Initial Consideration

The following are minimum requirements to be hired or to transfer into this position:

- Bachelor's degree or equivalent* from an accredited institution in human resources, business or public administration, governmental/legal studies, psychology, finance, computer science, or a related field;
- Four (4) years of work experience in a role dedicated to Human Resources, demonstrating working knowledge of multiple human resource disciplines, such as: compensation; HRIS; recruitment and retention; learning and development; performance management; employee and labor relations; benefits; and leaves and disabilities;
- Demonstrated experience in at least one of the following areas:
 - Leading workplace investigations;
 - Leading process improvement initiatives;
 - HR software customization, design, upgrades, testing, and/or replacements.
- Human Resources related credential such as: PHR/SPHR; SHRM-CP or SCP; SHRM specialty certifications; IPMA; Certified Compensation Professional (CCP), etc;

**Bachelor's degree equivalent equals two years of increasingly responsible work experience in a role dedicated to HR as outlined above for each full year (24-30 units) of college.*

Eventual Requirements of Incumbents

The following are not required before hire or transfer, but will be required once placed in the position:

- CPR/First Aid card;
- SafeSchools training modules as assigned.

Added Value

The following enhance an incumbent's knowledge and skills specifically related to performing the essential duties of this position:

- Human Resources related credential such as: PHR/SPHR; SHRM-CP or SCP; SHRM specialty certifications; IPMA; Certified Compensation Professional (CCP), etc;
- Master's degree in human resources management, industrial organizational psychology, business or public administration, or related field;
- Experience, knowledge, and/or skills related to cultural intelligence and equity work;
- Experience working for a public employer, in an educational environment, and/or a union environment;
- Proficiency in Microsoft Office Suite.

KNOWLEDGE, SKILLS, & ABILITIES

The knowledge, skills, and abilities described below are not all required upon entry to the position, but are those that enable an employee to complete this work successfully. *Individuals with disabilities may request a reasonable accommodation that would enable them to perform the essential duties of this position.*

KNOWLEDGE

Personnel and Human Resources – Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

Administration and Management – Knowledge of management principles involved in strategic planning, resource allocation, leadership techniques, and coordination of people and resources.

English Language – Knowledge of the structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar.

Law and Government – Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

Education and Training – Knowledge of principles and methods for curriculum and training design, teaching, and instruction for individuals and groups, and the measurement of training effects.

Customer and Personal Service – Knowledge of principles and processes for providing customer and personal services, including customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Psychology – Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

SKILLS

Active Listening – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Systems Evaluation – Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.

Systems Analysis – Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.

Judgement and Decision Making – Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Complex Problem Solving – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Coordination – Adjusting actions in relation to others' actions.

Negotiation – Bringing others together and trying to reconcile differences.

Social Perceptiveness – Being aware of others' reactions and understanding why they react as they do.

Active Learning - Understanding the implications of new information for both current and future problem-solving and decision-making.

Critical Thinking – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Monitoring – Monitoring/assessing performance of oneself, other individuals, or groups to make improvements or take corrective action.

Persuasion – Inducing or affecting others to change their minds or behavior.

Time Management – Managing one's own time and the time of others.

Instructing – Teaching others how to do something.

Service Orientation – Actively looking for ways to help people.

Learning Strategies – Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

ABILITIES

COGNITIVE:

- **Deductive Reasoning** – The ability to apply general rules to specific problems to produce answers that make sense.
- **Inductive Reasoning** – The ability to combine pieces of information to form general rules or conclusions (including finding a relationship among seemingly unrelated events).
- **Problem Sensitivity** – The ability to tell when something is wrong or likely to go wrong.
- **Fluency of Ideas** – The ability to come up with a number of ideas about a topic (emphasis on the quantity of ideas over quality, feasibility, or creativity).
- **Category Flexibility** – The ability to generate or use different sets of rules for combining or grouping things in different ways.
- **Information Ordering** – The ability to arrange things or actions in a certain order or pattern according to specific rules (patterns of numbers, letters, words, pictures, mathematical operations).

- **Originality** – The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- **Selective Attention** – The ability to concentrate on a task over a period of time without being distracted.
- **Mathematical Reasoning** – The ability to choose the right mathematical methods or formulas to solve a problem.
- **Speed of Closure** – The ability to quickly make sense of, combine, and organize information into meaningful patterns.

VERBAL:

- **Oral Comprehension** – The ability to listen to and understand information and ideas presented through spoken words and sentences.
- **Oral Expression** – The ability to communicate information and ideas in speaking so others will understand.
- **Written Comprehension** – The ability to read and understand information and ideas presented in writing.
- **Written Expression** – The ability to communicate information and ideas in writing so others will understand.

SENSORY:

- **Speech Clarity** – The ability to speak clearly so that others can understand you.
- **Speech Recognition** – The ability to identify and understand the speech of another person.
- **Near Vision** – The ability to see details at close range (within a few feet).

PHYSICAL:

- **Static Strength** – The ability to exert maximum muscle force to lift, push, pull or carry objects up to 25 pounds, occasionally.

WORK ENVIRONMENT

This position is located in the Administrative Main Office, and sometimes requires travel to other District buildings as well as to external meetings and events. Most work is performed sitting or standing at a desk or conference table with low noise levels. Travel to school buildings and events may involve moderate to high noise levels.

OTHER

This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise of guarantee of any specific terms or conditions of employment. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work or otherwise balance the workload. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

I _____, have read and understand this job description.

PRINT NAME

SIGNATURE

DATE