Office of Human Resources

Learning and Development Analyst – CA3008

General Statement of Duties

Develops and delivers learning content. May maintain a Learning Management System or other educational repository. Evaluates program results and generates reports that guide the direction and training decisions for the program.

Distinguishing Characteristics

This class is part of the Learning and Development job series. The job series encompasses the following job classifications and a summary of their essential job function is as follows:

• Learning and Development Analyst: This job is the first level of a three-level series. The essential function of this job is to develop and deliver learning content, potentially maintain a Learning Management System or other educational repository, evaluate program results, and generate reports that guide the direction and training decisions for the program.

• Senior Learning and Development Analyst: This job is the second level of a three-level series. The essential function of this job is to design content for the online learning system by consulting Subject Matter Experts, develop and track evaluations, design, develop and deliver competency-based learning programs, resources and curriculum, and serve as an advocate for City University online learning system.

• Learning and Development Administrator: This job is the third level of a three-level series. The essential function of this job is to design content for learners and facilitators by evaluating organizational needs, via needs assessments, interviews, evaluation results, or intakes with clients (such as employees or managers) and subject matter experts, potentially manage part or all of an individualized program, including serving as content designer and/or facilitator, and evaluate and continuously improve organizational and individual training.

Guidelines, Difficulty and Decision-Making Level

Guidelines are generally but not always clearly applicable, requiring the employee to exercise judgment in selecting the most pertinent guideline, interpret precedents, adapt standard practices to differing situations, and recommend alternative actions in situations without precedent.

Duties assigned are generally complex and may be of substantial intricacy. Work assignment is performed within an established framework under general instructions but requires simultaneous coordination of assigned functions or projects in various stages of completion.

Employee is responsible for determining time, place, and sequence of actions to be taken. Unusual problems or proposed deviations from guidelines, practices, or precedents may be discussed with the supervisor before being initiated.

Level of Supervision Received & Quality Review

Under administrative supervision, the employee receives assignments and is expected to carry them through to completion with substantial independence. Work is reviewed for adherence to instructions, accuracy, completeness, and conformance to standard practice or precedent. Recurring work clearly covered by guidelines may or may not be reviewed.
Interpersonal Communication & Purpose

Contacts with the public or employees where explanatory or interpretive information is exchanged, gathered, or presented and some degree of discretion and judgment are required within the parameters of the job function.

Level of Supervision Exercised

None

Essential Duties

Develops, implements, delivers and attains learning content.

Designs, configures, enhances and maintains the Learning Management System used to deliver all learning opportunities to staff.

Develops and implements all learning program goals and objectives.

Assists and develops, DPL staff trainers and supplemental staff in Learning department.

Forecasts and monitors learning program budgets.

Consults with staff members and managers to determine if training programs are meeting the needs of the agency.

Updates training materials and methods to keep current with new techniques and evaluates and modifies training programs as needed.

Prepares reports regarding the effectiveness of training and prepares and maintains records on student progress.

Performs other related duties as assigned.

Any one position may not include all of the duties listed. However, the allocation of positions will be determined by the amount of time spent in performing the essential duties listed above.

Competencies

Customer Service - Works with customers to assess needs, provides assistance, resolves problems, and satisfy expectations, knows products and services, and is committed to providing quality products and services.

Interpersonal Skills - Shows understanding, courtesy, tact, empathy, and concern, develops and maintains relationships, may deal with people who are difficult, hostile, and/or distressed, relates well to people from varied backgrounds and situations, and is sensitive to individual differences.

Planning and Evaluating - Organizes work, sets priorities, determines resource requirements, determines short or long-term goals and strategies to achieve them, coordinates with other organizations or parts of an organization, monitors progress, and evaluates outcomes.

Problem Solving - Identifies problems, determines accuracy and relevance information, and uses sound judgment to generate and evaluate alternatives and to make recommendations.

Teaching Others – Helps others learn through formal or informal methods, identifies training needs, provides constructive feedback, coaches others on how to perform tasks, and acts as a mentor.
**Knowledge & Skills**

Knowledge of hiring, classification, benefits, labor relations, negotiation, and federal, state and local employment regulations.

Knowledge of teaching, training, research, making presentations, lecturing, testing, and other instructional methods.

Knowledge of the principles and practices of adult training.

**Education Requirement**

Bachelor's Degree in Business Administration, Human Resources, or a related field.

**Experience Requirement**

Two (2) years of experience in a learning and development environment.

**Education & Experience Equivalency**

One (1) year of the appropriate type and level of experience may be substituted for each required year of post-high school education.

Additional appropriate education may be substituted for the minimum experience requirements.

**Licensure & Certification**

None

**Working Environment**

Subject to pressure for multiple calls, inquiries, and interruptions.

**Level of Physical Demand**

1-Sedentary (0-10 lbs.)

**Physical Demands**

(Physical Demands are a general guide and specific positions will vary based on working conditions, locations, and agency/department needs.):

- **Hearing**: perceiving the nature of sound by ear.
- **Lifting**: raising or lowering objects weighing no more than 10 pounds, from one level to another.
- **Mental Demands**: mathematical reasoning, memorization, oral comprehension, spatial orientation, and written comprehension.
- **Sitting**: remaining in the normal seated position.
- **Stooping**: bending the body by bending the spine at the waist.
- **Talking**: expressing or exchanging ideas by means of spoken words.
- **Vision Near acuity**: ability to see clearly at 20 inches or less.

**Background Check Requirement**

Criminal Check
Education Check
Employment Verification
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<table>
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<th>Probation Period</th>
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<tbody>
<tr>
<td>Pay Grade:</td>
<td>A-807</td>
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<td>FLSA Code:</td>
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<td>9/21/2018</td>
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<td>Established By:</td>
<td>Lori Schumann</td>
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