

THE REGISTERED APPRENTICESHIP OCCUPATIONS AND STANDARDS CENTER OF EXCELLENCE (AOSC)

Human Resources Generalist National Occupational Framework

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Introduction to Using This Document

Under the Registered Apprenticeship Technical Assistance Centers of Excellence award, the Urban Institute leads the Occupations and Standards work. One of the main objectives of Urban's project is to create high-quality, well-researched, consensus-based work process schedules that are nonproprietary and widely available. This document is a product of that work and contains three sections: the occupational overview, the work process schedule, and the related technical instruction.

The **occupational overview** is a general introduction, including alternative job titles, any prerequisites, and, if applicable, the total number of hours needed to complete a time-based or hybrid program.

The **work process schedule** outlines the major job functions, competencies, and/or hours an apprentice completes in a registered apprenticeship program. It outlines what apprentices are expected to learn on the job with the support of a mentor or journeyworker, including both core competencies and those deemed optional by experts in the field. The work process schedule is the foundational document guiding a program.

Urban works with numerous experts to ensure the content is thoroughly researched and vetted to reflect the expectations of industry, educators, unions, and other stakeholders for this occupation. Sponsors and others involved in apprenticeship can use the work process schedule as their program standards with assurances it has been approved by experts in the field.

The **related technical instruction** presents considerations for the coursework that apprentices will undertake to supplement on-the-job learning. It is intended to serve as a reference to sponsors exploring their options for the accompanying classroom, virtual, or hybrid training.

How to Use the Work Process Schedule

Sponsors can adapt the work process schedule to accommodate their needs for competency- or time-based or hybrid programs. In a **competency-based** apprenticeship, sponsors assess apprentices' progress across core and optional competencies listed in the work process schedule. In a **time-based** apprenticeship, apprentices complete a predetermined number of hours across major job functions and the program overall. In a **hybrid** apprenticeship, sponsors monitor apprentices' hours spent on major job functions and assess their proficiency across competencies.

Each program type has a different method of assessment:

- **For a competency-based program**, apprentices engage in activities and make progress toward proficiency in the identified competencies. Sponsors overseeing apprentices' work assess their mastery of the outlined competencies using the following rating scale:

- 4—Competent/proficient (able to perform all elements of the task successfully and independently)
- 3—Satisfactory performance (able to perform elements of the task with minimal assistance)
- 2—Completed the task with significant assistance
- 1—Unsuccessfully attempted the task
- 0—No exposure (note the reason—absence, skill isn't covered, etc.)

The competencies may be completed in any order. Apprentices must perform at a level 4 or 3 in all competencies listed as “core” to complete the apprenticeship program successfully.

- **For a time-based program**, sponsors monitor apprentices' completion of hours in training across major job functions. The total number of hours recommended for this occupation is listed in the occupational overview and is based on guidance from the US Department of Labor. Generally, apprentices must have at least 2,000 hours overall for on-the-job learning, but occupations of greater complexity, such as human resources specialist, may require more hours. Sponsors will provide apprentices with supervised work experience and allocate the total number of hours across the major job functions to adequately train their apprentices.
- **The hybrid approach** blends both competency- and time-based strategies. Sponsors measure apprentices' skills acquisition through a combination of completing the minimum hours of on-the-job learning and successfully demonstrating identified competencies. Sponsors will assess apprentices' proficiencies as described for competency-based programs with a rating scale of 0–4 for every core competency. Generally, apprentices have at least 2,000 hours overall for on-the-job learning, but occupations of greater complexity may require more hours. Sponsors will document apprentices' completion within a minimum and a maximum range of hours assigned for each major job function.

Human Resources Generalist Occupational Overview

Occupational Purpose and Context

Human resources (HR) generalists perform numerous roles related to employee and organizational management across various types of organizations. Unlike some other HR professionals, HR generalists do not necessarily specialize in a particular area of HR, like recruitment or compensation, but may be involved in multiple areas. HR generalists recruit, hire, and onboard new employees and provide continuing employee training. They maintain knowledge of relevant guidelines, laws, and labor market information and develop and communicate personnel policies accordingly. HR generalists administer employee compensation and benefits and address employee relations issues. They collaborate with and advise organization management on HR concerns. Finally, they uphold ethical practices at the organization and within the field and engage in continuous professional development.

Potential Job Titles

HR generalist, human resources specialist, corporate recruiter, employment representative, human resources analyst, human resources coordinator, human resources representative, personnel analyst, personnel officer, recruiter

Apprenticeship Prerequisites

Some apprenticeship programs may require apprentices to have a bachelor's degree or prior experience as an HR assistant, though others may not.

Recommended Length of Apprenticeship (Time-Based/Hybrid Programs Only)

The recommended length of time for on-the-job training in a Human Resource Generalist apprenticeship is 2,500 to 3,500 hours. (Note: there are no required hours for competency-based apprenticeship programs.)

Work Process Schedule

Human Resources Generalist

ONET Code: 13-1071.00

RAPIDS Code: 1057

Program approach type (time-based, competency-based, hybrid):

Instructions for Use:

Competency-based programs: In the “performance level achieved” column of the work process schedule (see examples starting on the next page), assess apprentices’ performances on each competency with the scale below. No monitoring of hours is required for this approach. See “Guidelines for Competency-Based, Hybrid and Time-Based Apprenticeship Training Approaches,” US Department of Labor, Employment and Training Administration, Office of Apprenticeship, October 20, 2015, <https://www.apprenticeship.gov/sites/default/files/bulletins/Cir2016-01.pdf>.

- 4—Competent/proficient (able to perform all elements of the task successfully and independently)
- 3—Satisfactory performance (able to perform elements of the task with minimal assistance)
- 2—Completed the task with significant assistance
- 1—Unsuccessfully attempted the task
- 0—No exposure (note the reason—absence, skill isn’t covered, etc.)

Time-based programs: In the “hours” row, specify the number of hours apprentices will fulfill for each job function. No assessment of competencies is required for this approach.

Hybrid programs: In the “performance level achieved” column, assess apprentices’ performances on each competency using the 0–4 scale above. In the “hours” row, identify a range of hours apprentices should spend working on each major job function.

Job Function 1: Recruit and hire new employees

Hours (time-based and hybrid programs only):

Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Help develop and update recruiting strategies and relevant job descriptions in consultation with management to meet current or anticipated staffing needs	Core	
B. Use diverse recruiting strategies (e.g., networking events, cultural organizations, various advertising methods and means, referrals, etc.) to search for prospective candidates	Core	
C. Intentionally and proactively search for diverse candidates and encourage them to apply	Core	
D. Promote equality of opportunity and antidiscrimination practices	Core	
E. Review employment applications and job descriptions to find applicants qualified for positions	Core	
F. Conduct interviews with selected applicants to learn more about their skills and experiences	Core	
G. Refer qualified applicants to managers, making hiring recommendations when appropriate	Core	
H. Perform background checks and contact applicants' references to verify applicant information	Core	
I. Participate in hiring employees and processing hiring-related paperwork	Core	

Job Function 2: Maintain knowledge of relevant guidelines, employment laws, and labor market information		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Demonstrate understanding of Equal Employment Opportunity laws and affirmative action laws, such as the Americans with Disabilities Act	Core	
B. Demonstrate understanding of basic applicable employment and labor laws	Core	
C. Stay up to date with changes to relevant laws and regulations	Core	
D. Demonstrate a basic understanding of the labor market in the organization's sector and location	Core	
E. Adapt to changes in local, regional, and national labor market conditions	Core	

Job Function 3: Onboard new employees and provide ongoing employee trainings		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Conduct new employee orientations and provide onboarding training	Optional	
B. Compile feedback from employees to research possible topics for relevant employee trainings	Core	
C. Aid supervisors in organizing and facilitating relevant employee trainings	Core	
D. Refer employees to HR materials and guidance and available community resources where appropriate	Core	

Job Function 4: Provide employee compensation and benefits services		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Help administer employee benefit plans	Core	
B. Help administer compensation programs	Core	
C. With management oversight, develop an equitable promotion and performance management process and ensure it is clearly communicated to staff	Core	
D. Help conduct the promotion and performance management processes	Optional	
E. Inform employees of compensation and benefits policies	Core	
F. Inform employees of changes to their benefits, pay, or work environment	Core	

Job Function 5: Address employee relations issues		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Aid supervisors in responding to employee complaints, concerns, and harassment allegations	Optional	
B. Build trust with employees and communicate with them sensitively	Core	
C. Facilitate dialogue between disagreeing parties	Optional	
D. Provide appropriate resources to employees experiencing problems	Core	
E. Weigh in on disciplinary measures when appropriate	Optional	
F. Conduct exit interviews for departing employees and ensure termination paperwork is completed when appropriate	Core	

Job Function 6: Collaborate with management and advise them on HR concerns		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Organize HR data and information across multiple secure platforms	Core	
B. Extract confidential data responsibly to provide analytics to management and help them understand broad trends	Core	
C. Maintain HR records relating to management, operations, and employee performance	Core	
D. Help train managerial staff on interviewing, performance management, counseling, and other managerial responsibilities	Optional	
E. In collaboration with management, evaluate personnel practices for adherence to relevant laws and regulations	Core	
F. Inform management of changes to relevant HR laws or regulations	Core	
G. Identify and discuss opportunities to improve personnel or operational processes	Core	
H. Confer with management to develop and implement new policies and processes	Core	
I. Report to management on challenges and successes implementing policies and processes	Core	
J. Discuss notable employment patterns, such as poor retention, and train management to improve them	Core	
K. Provide management with tools to handle repeated employee problems on their own where appropriate	Core	

Job Function 7: Invest in own professional development		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Stay updated on relevant HR news and policy changes	Core	
B. Seek feedback on performance to improve skills and abilities	Core	
C. Collaborate with and learn from internal and external HR colleagues	Core	
D. Proactively seek out professional learning opportunities	Core	
E. Display flexibility and positivity in adapting to changing work priorities	Core	
F. Acknowledge and adapt to setbacks and learn from mistakes	Core	

Job Function 8: Uphold standards of ethical practice		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Maintain the appropriate level of confidentiality at all times when interacting with management, employees, or HR colleagues	Core	
B. Handle confidential and secure data appropriately and maintain data privacy	Core	
C. Respond quickly and appropriately to reports of unethical behavior or conflicts of interest	Core	
D. Foster an environment where employees feel empowered to raise concerns	Core	
E. Recognize and take steps to mitigate personal biases in the workplace	Core	
F. Show cultural understanding in delivering support services	Core	

G. Promote transparency in operational and organizational processes and events wherever possible	Core	
H. Use positive and respectful verbal, nonverbal, and written communication with coworkers and external stakeholders	Core	
I. Assist in maintaining a workplace free from discrimination and harassment by recognizing and working on own biases	Core	
J. Understand and comply with company policies about inclusivity and equity	Core	

Related Technical Instruction

Human Resources Generalist	ONET Code: 13-1071.00
Program approach type (time-based, competency-based, hybrid):	RAPIDS Code: 1057

Instructions for Use:

Registered apprenticeships must include at least 144 hours of related technical instruction (RTI). Courses offered by accredited colleges and universities may be assigned a credit hour determination rather than a contact hour determination. In general, an academic credit unit is the equivalent of 15 clock hours of instruction.

Development and use of this RTI outline: Employers and academic institutions may approach RTI in markedly different ways. Our goal was not to identify the single best way to provide RTI or to identify a single provider whose content we deemed to be superior. Instead, our goal was to survey numerous education providers, including employers, institutions of higher education, high schools, private continuing education providers, labor organizations, professional associations and, in some cases, municipalities that provide worker training, to identify topics or courses common among those providers that align with the job functions included in this work process schedule. Those common topics or courses are reflected in the RTI outline provided below, which may be useful in developing your RTI program or communicating your needs to an educational partner.

Licensure or certification requirements: None
Degree requirements for licensure or certification, if applicable: N/A
Accreditation requirements of instructional provider for licensure or certification, if applicable: N/A
Anticipated changes in licensure or certification requirements, if known: N/A

Examples of RTI providers for this occupation

Professional associations and labor organizations: The Society for Human Resource Management (SHRM) offers several certification opportunities for HR professionals, including opportunities that lead to the certified professional or senior certified professional designation. SHRM also has a system of recognizing HR education programs provided by colleges, universities, and other training providers. The International Foundation of Employee Benefit Plans offers Certificate of Achievement in Public Plan Policy programs to signify an HR professional's competency in understanding and managing employee benefit programs, including health and pension plan benefits. The Independent Community Bankers of America is one of many non-HR trade and professional organizations that provide training programs to HR generalists who work at the organization's member banks. See "HR Generalist Certificate Program," Independent Community Bankers of America, accessed August 25, 2022, <https://www.icba.org/all-products/product-details/hr-generalist-certificate-program>.

Military: N/A

States/municipalities: N/A

Colleges and universities: Many colleges and universities offer certificates and degrees in HR management, typically through their schools of business. In addition, some colleges and universities offer certification opportunities for students not formally enrolled in a degree program at the institution. For example, eCornell offers a certification program for HR generalists that can help new HR professionals and those who are experienced in the field and wish to fine tune their skills; see "Human Resources Certificate Programs," eCornell, accessed August 25, 2022, <https://online.cornell.edu/certificates/human-resources>. The University of Minnesota offers similar opportunities for HR generalists to earn a certificate to demonstrate their competencies in this field; see "Human Resource Generalist Certificate," University of Minnesota, accessed August 25, 2022, <https://ccaps.umn.edu/human-resource-generalist-certificate>.

No-cost online providers: Platforms such as edX and Coursera provide no-cost learning opportunities that link colleges and universities to students through online learning. Individuals can generally take courses at no cost; however, students who wish to participate in assignments, receive grades, or receive credit are typically required to pay tuition and fees to the college or university providing instruction. For example, Coursera provides access to more than 600 HR education and training courses offered by US colleges and universities (see the results of a Coursera search for HR courses at <https://www.coursera.org/search?query=human%20resources&>). The Coursera Project Network also offers no-cost opportunities for developing HR skills, such as using cloud-based technologies to improve employee recruiting and onboarding; see, for example, "Hiring and Onboarding Employees with ClickUp," Coursera, accessed August 25, 2022, <https://www.coursera.org/projects/hiring-onboarding-employees-with-clickup>. These platforms also provide opportunities for businesses to develop customized education and training programs for their employees with instruction provided by participating colleges and universities. Platforms such as Udemy.com also provide learning and certification opportunities for HR professionals. These opportunities are typically developed by individual instructors and participants access courses and certifications through a monthly membership payment. See "The Human Resources Certification Program (HRCI - PHR/SPHR)," Udemy,

accessed August 25, 2022, <https://www.udemy.com/course/the-human-resources-certification-program-hrci-phpsphr/>.

Continuing education or specialty education providers: Providers such as the HR Training Center and HRCertification.com offer HR education, training, and certification opportunities; see, for example, “HR Generalist Training,” HR Training Center, accessed August 25, 2022, https://hrtrainingcenter.com/hr_generalist.asp#.

Prerequisite knowledge, skills, or experience typically required by RTI providers for this occupation

High school diploma or equivalent, legal ability to work in the United States, strong interpersonal communication skills, and strong analytical skills

Introduction to business management and strategy

Hours: 15–20

Sample learning objectives

- Explain the types of business entities that exist (including nonprofit organizations, sole proprietorships, S corporations, B corporations, government entities, and publicly traded companies) and the distinguishing characteristics and operating principles of each.
- Describe the organizational structures typical for small, medium, and large businesses or organizations and discuss the roles and responsibilities for each organizational unit.
- Explain the financial and fiduciary responsibilities of nonprofit, private, and publicly traded entities and discuss how business profits and losses affect organizational decisionmaking.
- Describe the impact of staffing and human talent on business productivity and viability, and discuss current challenges that companies and nonprofit entities are facing in meeting staffing goals.
- Discuss the types of organizational goals that businesses and nonprofit organizations typically establish, and describe effective strategies used by successful companies and organizations to meet those organizational goals.

Talent management – hiring new employees

Hours: 30–40

Sample learning objectives

- Explain the methods used to evaluate staffing capacity and ratios and to identify instances of staffing shortages or surpluses.
- Demonstrate the ability to describe relevant job functions within a company’s or organization’s organizational structure.
- Conduct research to determine typical salary and benefits structures for various positions within a company or organization at the local, regional, and national levels.
- Explain the types of compensation a business or organization might offer to attract and retain employees, including competitive salary, work-life balance opportunities, training and educational opportunities, bonuses, advancement opportunities, and stock or stock option awards or purchase opportunities.
- Create job descriptions that accurately define position responsibilities, educational and experience requirements, and knowledge, skills, and ability requirements.
- Describe federal, state, and local laws and regulations that establish allowable and prohibited hiring practices, and explain how these laws may enhance or restrict the ability of firms to meet staffing goals.
- Discuss effective strategies for interviewing candidates, communicating with candidates, and notifying candidates of the outcomes of hiring activities.
- Describe the importance of an organization’s goals to improve equity, inclusion, and diversity and identify effective practices that advance such goals.

HR policy

Hours: 15–20

Sample learning objectives

- Describe the importance of having clear HR policies and effective practices for ensuring employees understand and abide by these policies.
- Discuss the drivers of HR policy development, evaluation, and change.
- Assess sample HR policies to identify those that do and do not comply with federal, state, and local HR laws and regulations; to identify those that do and do not advance employee retention and goals; and to identify those that do and do not advance an organization’s strategic goals and equity, diversity, and inclusion.
- Demonstrate the ability to write clear and concise statements of policy.
- Demonstrate the ability to develop effective employee training opportunities to ensure employees understand and can comply with company or organizational policies.

- Demonstrate the ability to use HR software packages and manual methodologies to calculate and track employee work hours, overtime hours, compensation time hours, accrued leave time, sick time, and longevity milestones.
- Discuss the role of organized labor in setting and implementing HR policies, including strategies for negotiating with union leaders, working collaboratively with union representatives, and balancing union goals with corporate or organizational goals.
- Describe the advantages and disadvantages of a unionized workforce and effective strategies for encouraging or discouraging employee unionization.

Talent management – employee orientation and onboarding

Hours: 10

Sample learning objectives

- Describe the role of effective employee orientation and onboarding in optimizing employee induction and productivity.
- Demonstrate the ability to develop an employee onboarding and orientation plan, including through the use of HR management software.
- Demonstrate the ability to evaluate the effectiveness of employee orientation and onboarding programs, to troubleshoot less-than-effective programs or program elements, and to improve these programs based on survey and interview results.
- Explain strategies for onboarding employees based on their level of responsibility within the organization.
- Explain how to identify and prepare individuals who will serve as trainers, mentors, coaches, or peers for new employee onboarding.
- Discuss strategies for onboarding current employees as they move into new roles, even if they are not new employees at the company or organization.

Talent management – retaining and promoting employees and rewarding top employee performance

Hours: 30–40

Sample learning objectives

- Explain the importance of staff retention in meeting organizational goals.
- Calculate the cost to business of hiring, onboarding, and training new employees and compare such costs with those of various employee retention strategies.
- Describe sources of business productivity and the ways in which staffing activities can positively or negatively affect productivity.

- Explain the advantages and disadvantages of practices that emphasize promoting talented employees from within an organization and those that focus on attracting new talent from outside the organization.
- Discuss effective strategies for team building and compare activities and strategies often used to improve the efficacy of work teams.
- Discuss change-management strategies employed by businesses and organizations to achieve strategic goals.
- Compare and contrast various approaches to employee performance evaluation, planning, and improvement.
- Demonstrate the ability to use HR management software to conduct employee performance reviews, develop and implement performance improvement plans, and track employee data.
- Describe effective strategies for developing leaders among incumbent workers and helping employees in leadership roles improve their skills and address changing corporate or organizational priorities.
- Explain the importance of employee morale and discuss effective approaches to improving or maintaining morale.
- Describe the ways in which employers meet the training, professional development, and continuing education needs of employees, such as through on-the-job training, tuition-sharing plans, worker education accounts, partnerships with educational providers, company-run education programs (e.g., corporate “universities”), and participation in professional societies and conferences. Calculate the potential costs and benefits of these programs and their impact on company or organizational profits or losses.

Talent management – employee conflicts and poor performers

Hours: 10–15

Sample learning objectives

- Describe the use of personality tests or profiles in helping workers enhance their own performances and the performances of others in the organization.
- Describe strategies for improving worker performance based on an individual’s personality type or profile.
- Describe the impact of physical or cognitive disabilities, conditions, illnesses, or injuries on employee performance and discuss effective strategies for providing appropriate assistance or support to help employees optimize their performances.
- Discuss the various reasons for employees to be tardy, miss excess time from work, or be underproductive while at work and effective strategies for helping employees achieve corporate expectations for timeliness and productivity.
- Explain the role of coaches, corporate or industrial psychologists, and counselors in improving worker and leader performance.

- Describe effective strategies for identifying poor performers, developing effective performance improvement plans, and monitoring worker progress in meeting the objectives of performance improvement.
- Describe effective policies and strategies for identifying and removing potentially violent or dangerous workers.

Employee payroll and benefits

Hours: 30–40

Sample learning objectives

- Define and describe the elements of employee payroll, payroll withholdings, and payroll deductions.
- Explain how federal employment taxes, including Social Security contributions and FICA (Federal Insurance Contributions Act) taxes are determined and paid by employers.
- Compare and contrast the roles of employees and contractors, explaining the advantages and disadvantages of each category of employees.
- Explain the role of federal and state governments in providing unemployment insurance benefits to workers and the impact of claims on company or organizational success.
- Explain the role of employer-provided health and medical insurance and current laws regarding employers' obligations to provide such insurance to employees.
- Compare and contrast costs and benefits (for employees and employers) for various medical insurance plans (including corporate self-insurance plans and carrier-provided insurance plans), state insurance networks, tax-free medical spending accounts, and health savings accounts.
- Discuss the costs and benefits of providing employee amenities such as child care and family care, required and extended medical and family leave, mental health services, physical fitness facilities or subsidies, paid time off, and continuing education.
- Describe the role of pension plans and retirement accounts in recruiting and retaining employees, and demonstrate the ability to explain policies regarding employer versus employee contributions to these programs.
- Explain the purpose of short- and long-term disability policies, the way in which employees avail themselves of these benefits, the cost of these benefits to employers and employees, and the types of situations or conditions typically covered by or excluded from coverage by providers.
- Compare and contrast various options for providing life insurance protections to employees and employers, including the costs of these options and their impacts on employee recruitment and retention.
- Discuss the importance and use of effective strategies for ensuring pay equity.

Occupational health and safety

Hours: 10–20

Sample learning objectives

- Explain the role of the Occupational Safety and Health Administration, the methods for researching current or anticipated laws and regulations related to occupational health and safety, and the investigative and enforcement powers of this agency.
- Explain the types of agencies within state and local governments that oversee worker health and safety and their investigative and enforcement powers.
- Describe effective strategies for identifying and mitigating workplace risks and hazards.
- Describe the differences in occupational health and safety standards in the US and around the world and the impact of these differences on an organization’s decisions to establish branches or satellites in other parts of the world or to include companies in those locations as part of the organization’s supply chain or partnerships.
- Describe effective strategies for engaging workers in the identification of workplace hazards and the development and enforcement of mitigation strategies.

Relevant military experience

The US military trains personnel to serve as HR specialists, MOS 42A. Related fields include Army National Guard MOS 79T, Recruiting and Retention.

Diversity, equity, and inclusion

The HR generalist plays an important role in establishing, implementing, and evaluating a company’s or organization’s success in meeting its goals for improving equity, diversity, and inclusion. SHRM provides numerous resources, toolkits, and training opportunities for HR generalists and specialists to improve their knowledge and skills to advance an organization’s equity, diversity, and inclusion goals. For example, SHRM’s “Introduction to the Human Resources Discipline of Diversity, Equity and Inclusion” toolkit helps HR leaders understand how to attract and retain older employees, those with disabilities, and those from underrepresented minorities; improve their ability to bridge the gender divide and manage intergenerational workforces; respect and support individual religious and political beliefs; and better recruit, respect, and serve veterans who bring a wealth of experience and skills learned through military service.

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