

State of Nevada



Workforce Planning Manual

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To the Current and Future Leaders of the State of Nevada Workforce:

We find ourselves facing an extraordinary time in State government. Over the next five to ten years, demographics and requirements of State agencies and their workforce will change significantly.

Enclosed is a Workforce Planning Manual to assist you with your planning for the future by assessing your current and future needs in regards to staffing. This manual is the result of extensive research and analysis by the State Workforce Planning Committee.

As we move to the next phase, I invite you to become an active partner in the development and implementation of workforce planning. The future of the State's workforce deserves nothing less than our best efforts of planning for the future.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeanne Greene".

Jeanne Greene

Director, Department of Personnel

November, 2005

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PREFACE

This manual was developed to serve as a starting point and informational resource to assist you in your workforce planning initiatives. Societal developments have heightened the need for agencies to align workforce practices with its mission, goals, objectives and strategic plans. Changes in population, technology, the economy, worker characteristics, and public perception have not only changed the way that work is done, but they have also created difficult challenges in attracting, retaining, and developing a competent workforce. Through workforce planning, agency leaders can respond to these new challenges and build and shape their workforce to achieve the agency's strategic objectives.

WHAT WORKFORCE PLANNING IS

Strategic planning sets organizational direction and measurable program objectives. Workforce planning, as a tool, has become one of the best strategies for improving organizations as it forces organizations to think strategically about how to align people in their organizations. Once organizational direction is decided the "people factor" necessary in achieving these strategic goals and objectives needs to be assessed. Without the right people with the right competencies in place at the right time it becomes difficult to achieve these strategic goals and objectives. Workforce planning is a process that provides a systematic assessment of agency staffing needs and actions necessary to address these needs. The plan includes demographic information, analysis of trends, analysis of staffing gaps, and identification of planned actions. These assessments of the current and future "human capital" requirements will allow for identification and response to future needs of an organization.

Workforce planning should be an integral part of an organization's overall planning and programming activities. It is best accomplished when it occurs as a major adjunct to the strategic planning and budget formulation process. Planning which occurs on a regular and consistent basis provides management with an assessment tool, which can be used to formulate an objective workforce, which reflects the numbers, types and skills of a staff that are needed in the future, along with the desired demographics of that workforce.

Workforce planning, when done properly, can be a powerful tool to help organizations meet their human capital needs and achieve organizational objectives.

KEYS TO SUCCESS

The success of workforce planning requires establishing a cross-functional team consisting of management, employees, and human resources. They should be empowered to lead the process of designing and implementing the process. Teams need to have representation not only across occupational areas, but also across geographical location and grade as well.

Management's role is to ensure clarity about strategic intent, linkage of workforce plans with strategic plans and establishing accountability for implementation of the plans. Employees are required to evaluate current competencies of the workforce and developing strategies to build new competences. Employee "buy in" is necessary so understanding and commitment are established. Human resources support staff will be able to supply valuable information and data; development of the infrastructure; capacity to deliver on workforce recruitment, redevelopment, training, retraining, development and succession planning.

Workforce planning affects recruiting, hiring, classification, compensation, promotion, transfer, reemployment, attrition, retention, succession planning, employee training and development. As a process, workforce planning includes elements such as strategic planning, workload projections, legislative forecasts, and turnover analysis and budget projections.

BACKGROUND

This section discusses the importance of workforce planning by presenting workplace trends, discussing their impact on workforce planning, and addressing the need for your organization to consider these trends and their impact on your organization as well as any unique situations relevant to your own workforce planning efforts.

A. Why Workforce Planning is Important

Changes in demographics paint a compelling picture for workforce planning because there are 70 million baby boomers and only 40 million Generations X-ers behind them. Clearly, a major talent and successor crisis looms. Therefore, the basic question all employers should be asking is, “Who will do our work?”

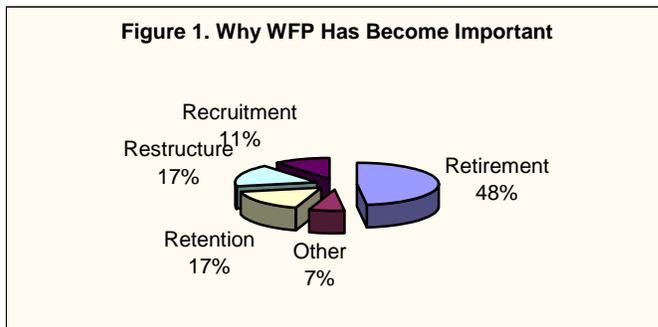
Although the national workforce as a whole is aging, the public sector workforce has a higher average age than the overall civilian labor force. This means government will feel the impact of the workforce crisis first, as retirements accelerate.

Your organization needs to ensure it has adequate human capital to accomplish your mission. It is essential to have the right people in the right places with the right skills at the right times. Because all employers compete for employees from the same labor pool, workforce planning is critical to the State for attracting and retaining the talent needed to serve the public.

In a workshop at the 2001 IPMA Training Conference, more than 100 HR professionals were asked a series of questions about workforce planning in their organizations. Because of their timely and relevant input, some of their answers were used throughout this manual.

First, the HR professionals were asked if workforce planning had become more important to their organization over the last few years. They were also asked to explain why or why not.

The overwhelming answer was YES. Retirement (48 %) was by far the greatest reason, followed equally by retention and restructuring (17 %). (See Figure 1.)



As you examine the demographics and trends in the changing workplace, you can determine how much of an impact these changes have had on your own organization and recognize the need to be prepared-through workforce planning to ensure you have the necessary human capital to achieve your mission.

B. Trends

Changes in economic systems, demographics, the economy, and the workplace clearly and compellingly make the case for workforce planning.

The set of assumptions organizations use to make decisions about the size and makeup of their workforce is radically different today than it was even a decade ago. Because economic systems are constantly changing, human capital needs associated with those economic systems are also changing. Therefore, approaches to workforce planning must be flexible enough to keep pace with emerging trends. Forces such as technology, globalization, deregulation, stakeholder power, and the movement toward free agency have combined to change the social contract between the employee and the organization. These forces shape workforce allocation, the flow of people, and work efficiency.

Some visible trends that illustrate the importance of workforce planning include:

- Baby boomers are getting older and the overall population is aging.
- Rules and regulations are proliferating yet new legislation often competes and collides with other legislation, such as the Family and Medical Leave Act (FMLA) and the Americans with Disabilities Act (ADA).
- The available labor pool is shrinking, requiring us to understand different cultures, languages, and global business practices and integrating these differences into the organization's culture.

Certain trends will be with us for the long term, and your organization will need to plan for those trends in order to remain effective as the economic and social issues involved affect your organization's ability to fulfill its mission. Such trends include:

- Labor flow will be opened up further for optimum allocation through globalization and telecommuting.
- Major technological changes may soon make keyboards and language barriers obsolete as voice recognition programs and automatic language translators eliminate barriers to understanding different languages.
- Retirement at age 65 in the U.S. is disappearing. Organizations are creating work arrangements that allow individuals to work past age 70 or 80. Part-time, contingency, and consulting work arrangements allow seniors to rebalance work/personal life needs. This trend may help offset the lag of Generations X-ers.
- The sheer number of people with advanced educational degrees is advancing human knowledge at an unprecedented rate.
- Organizations will need to utilize their most experienced workers, placing high value on experience, organization memory, and know-how. These are traits older people are most likely to have, and organizations are responding by hiring older workers in record numbers.

Today's economic systems that provide labor have changed from the past, as seen in **Figure 2**.

Figure 2. Changing Economic Systems and Relationships

Then	Now
Lifetime employment	Contingent workforce
Individual identity tied to the organization	Individual identity tied to profession
Loyalty to the organization	Looking out for # 1
Entry-level hiring	Hiring as competency is needed
The “Organization Man”	Work/life balance
Unions were a major force	Union influence declining-14 % in private sector and 37 % in government
Focus on domestic labor markets	Global labor supply

Workforce changes – as seen in **Figure 3** on the next pages illustrate just some of the changing economic conditions for the periods 1995-2000 and 2001-2008.

Figure 3. Comparative Workforce Information for 1995-2000 and 2001-2008

Workforce Information 1995-2003	Workforce Information 2001-2008
The country experienced unprecedented prosperity, which produced a growing national labor crisis that involved changing demographics, education, technology, and an increasing skills imbalance.	A recession and the war on terrorism have imposed a new set of challenges on the U.S. economy and its workforce.
Unemployment	Unemployment
<ul style="list-style-type: none"> • Unemployment rate was at an all-time low of 3.9 percent overall and even lower in specific regions of the country. • Low unemployment caused a staffing drought that forced U.S. businesses to fiercely compete for labor. 	<ul style="list-style-type: none"> • The unemployment rate was at 5.7 percent (November 2001) and rising. The last time this country faced recession and mass layoffs were in the early 1990s. During the last downturn in the economy, today’s talent crisis didn’t exist.
Economics and the Workforce	Economics and the Workforce
<ul style="list-style-type: none"> • No recession, low unemployment, economic growth. Only 1.6 percent of all firms reported downsizing due to an actual or anticipated downturn in business – the number one reason for layoffs in the past. • During the 1980s, workforce growth stood at 2.5 percent annually as compared to early 2000, when that figure declined to about 1.2 percent. 	<ul style="list-style-type: none"> • Economic downturn is forcing the elimination of jobs and layoffs, slowing economic growth. • The number of available workers is declining because of an aging workforce and a significant drop in the birth rate. • According to the Bureau of Labor Statistic (BLS), employment in the United States is expected to grow by 20 million jobs – or 14 percent – from 1998 to 2008. The women’s labor force will grow more rapidly than the men’s. As a result, the women’s share of the labor force will increase from 46 percent in 1998 to 48 percent in 2008.
Employment Arrangement	Employment Arrangement
<ul style="list-style-type: none"> • Not an employer’s job market. Skilled worker could pick and choose for whom they worked. 	<ul style="list-style-type: none"> • The remaining workforce is a “new breed of versatile, autonomous, and highly skilled workers.” Employers hoping to effectively manage these workers must create on-the-job solutions, new management and support systems, and team dynamics.
Technology	Technology
<ul style="list-style-type: none"> • Technology created plenty of new jobs, but it also decimated an array of existing positions resulting in people not having appropriate skill sets for the technology. This caused huge skills mismatched (and low-skill layoffs) as we moved from an Industrial Age economy to an Informational Age economy. 	<ul style="list-style-type: none"> • Technology will continue to cause huge skills mismatches. Employers will increase training and development expenditures to keep employee skills current.
Education/Skill Shortages	Education/Skill Shortages
<ul style="list-style-type: none"> • Although the U.S. Department of Education found that college enrollment in two-year and four-year schools rose 17 percent between 1984 and 1995 young people were learning skilled trades. • According to the National Association of Manufacturers, 48 percent of organizations believed the workforce lacked the ability to read and translate drawings, diagrams and flowcharts. 	<ul style="list-style-type: none"> • Organizations will continue to have considerable difficulty finding qualified workers for certain positions. Government, education, and business are working to close the skills gap.

Figure 3. Comparative Workforce Information for 1995-2000 and 2001-2008

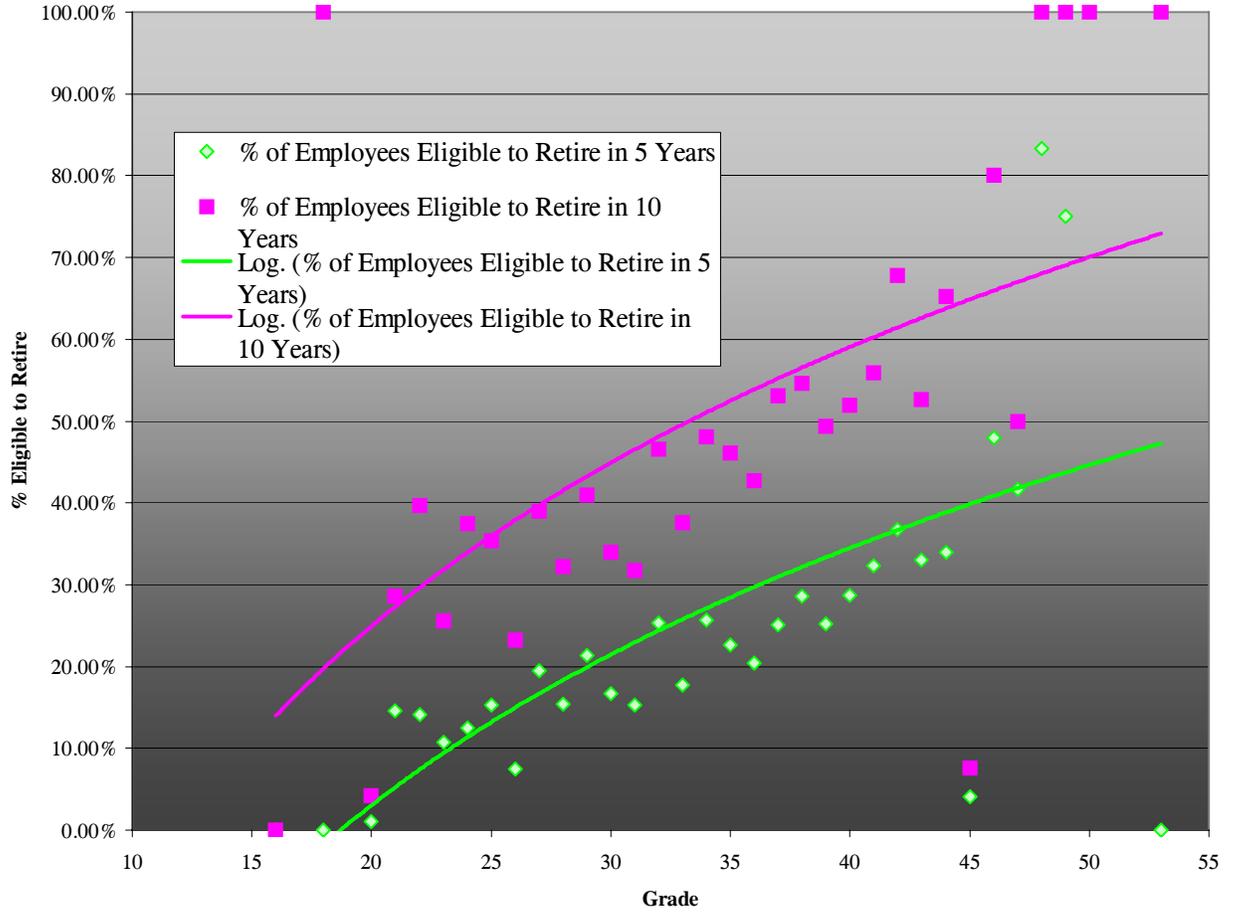
Workforce Information 1995-2003	Workforce Information 2001-2008
Legal	Legal
<ul style="list-style-type: none">• Filing of new private civil-rights lawsuits reached a plateau at the beginning of 1997 and declined in 1998 and 1999.	<ul style="list-style-type: none">• If there is an economic downturn, the areas that are going to be especially litigious are age and sex discrimination.

C. Changes in State of Nevada Employees

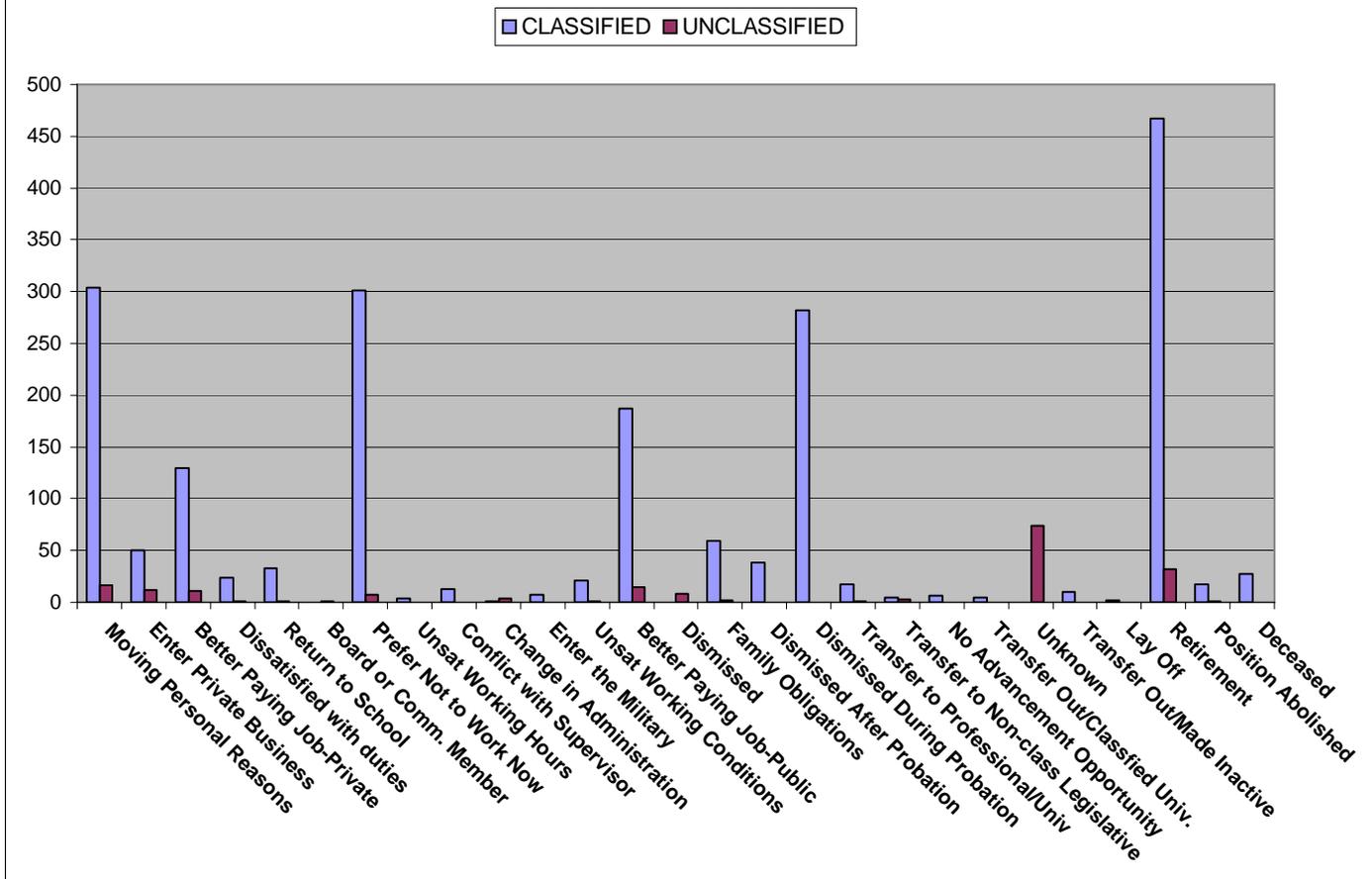
The next two pages shows the projected retirees by grade as of July 2005; and State separations for the period of July 1, 2004 to June 30, 2005.

STATE WORKFORCE STATISTICS

Projected Retirees by Grade



State Separations - July 1, 2004 - June 30, 2005



WORKFORCE PLANNING MODEL

Approaches to Workforce Planning

In general, organizations can take one of three approaches to workforce planning or use a combination of the three:

“Workforce approach” examines the current workforce and occupations and projects the number and characteristics of jobs and the number of employees needed to fill them at a specific point in the future.

“Workload approach” focuses on the amount and type of work the organization anticipates handling at a specific point in the future, and uses this information to project the number of resources (people and skills) needed to perform that work.

“Competency approach” identifies sets of competencies aligned with the organization’s mission, vision, and strategic goals. This approach assumes the organization has already considered workforce and workload and can focus not only on the number of people, but the competencies employees must master for organizational success.

1. Workforce Approach – profile people and occupations, and conduct workforce forecasts.

With this approach, your goal is to analyze the following:

1. the jobs that will need to be done,
2. the type of occupations needed to do these jobs,
3. the number of people needed to achieve organization strategies.

The current workforce profile is a starting point to assess the workforce your organization will need in the future. Supply analysis provides the data needed for your current workforce profile. A traditional job audit also may help you get needed information. Specifically, you will need to evaluate:

- What jobs now exist?
- How many people are performing each job?
- What are the reporting relationships of these jobs?
- How essential is each job?
- What are the characteristics of anticipated jobs?

The next step is to project the current employee population into the future as if there were no new hires. Make projections at whatever level the organization desires, estimating the employee population over the next three to five years as if nothing were done to replace employees lost through attrition. The result will show your demand for new workers if you institute no appreciable changes in work or workload.

The Employment and Training Administration of the U.S. Department of Labor has funded research and development of valuable resource to help you make projections by occupation. The data is accessible through this web site, hosted by the State of Utah: <http://www.projectionscentral.com/>

2. Workload Approach—assess critical work, determine processes that drive work, and forecast future workload.

This approach starts with your organization’s strategic planning cycle, which will identify critical work (type and amount) the workforce must complete to achieve strategies. You will need to capture workload data such as cycle time, volume, cost, and performance measures when feasible. Your organization also may want to create flow charts for those key processes that will “drive the work” to aid in looking at efficiency and effectiveness. Your organization may decide workflow re-engineering is necessary to reduce redundancies or inefficiency, and this review will likely include considering further automation.

Workflow engineering may affect the strategies your organization uses during the planning period to project workload. You will want to consider all relevant metrics (time, speed, cost, and volume) and translate the amount of work and the time it takes to complete that work into the number of people and critical competencies needed to perform the work.

3. Competency Approach

Competencies are sets of behaviors (encompassing skills, knowledge, abilities, and personal attributes) that, taken together, are critical to accomplishing successful work and achieving an organization’s strategy. Competencies represent the most critical knowledge, skills, and commitments that underlie superior performance for your organization and/or within a specific job. The competency approach to workforce planning is futuristic and focuses on the “ideal” workforce. Competencies may be defined at several levels:

1. **Organizational:** core competencies identified during strategic planning
2. **Leadership:** the behaviors your organization expects all leaders to demonstrate or to develop
3. **Functional:** competencies that cascade from the core competencies and are associated with specific work functions or business units
4. **Occupational:** competencies that cascade from the core and functional competencies and then are anchored directly to the needs of a specific occupation
5. **Individual:** what each employee brings to his or her function
6. **Team:** what members of a team, in the aggregate, bring to their work

Your organization will need to determine the competency definition levels essential to ensuring critical work gets performed. Strategic planning usually provides the means to pinpoint the most critical, or core, organizational competencies for success.

To use the competency-based planning approach, your organization will need to examine its workforce for current and future competency requirements. During strategic planning, managers will develop core competencies at the organization level. Leadership/management, functional, and occupational competencies should flow from the core competencies and align with operational and functional work activities. Individual and team competencies are also critical components of organizational

competencies. If individual competencies do not match organizational needs, your workforce planning effort will point out these gaps. You can assess current worker competencies through several ways:

- Performance management tools already in place
- 360-degree evaluation instruments the organization can develop or purchase
- Assessment processes designed to specifically determine employees' current competencies, usually involving interviews with employees and supervisors
- A combination of the above

One way to assess competencies is with a 'competency model,' which is a map to display a set of competencies that are aligned with your organization's mission, vision, and strategic goals. These models are simple, visual representations of the most critical knowledge, skills, and behaviors that underlie and drive superior performance in an organization and/or a specific job. The competency model is future-oriented and describes an ideal workforce. The competencies that make up the model serve as the basis for Human Resource practices in the organization since they play a key role in decisions on recruiting, employee development, personal development, and performance management.

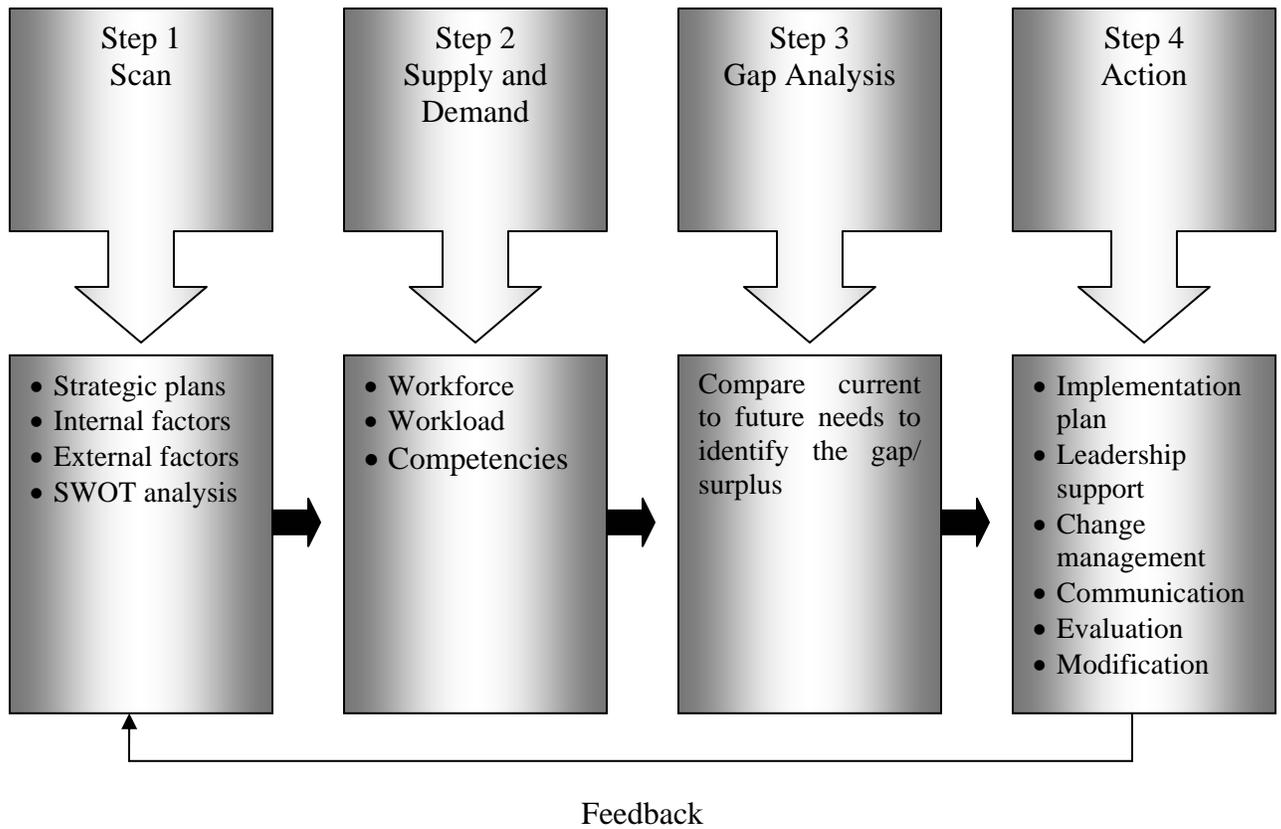
A competency model helps an organization bridge the gap between where it is now and where it wants to be. This occurs in two ways. First, because it is based on the competencies that support the mission, vision, and goals of the organization, the competency model serves as a guide for management decisions. Second, the competency model serves as a map to guide employees toward achieving the mission of their organization and their functional areas. The result is that management and staff have a common understanding of the set of competencies important to the organization. A well-developed and documented competency model will serve as the basis for organizational training and development activities as well as recruiting new employees with critical competencies.

The Generic Workforce Planning Model

The generic IPMA model shown in **Figure 4** integrates the concepts described above—workload, workforce, and competency assessment. To develop this model, we researched and evaluated many models in use by federal, state, and local government as well as the private sector.

The generic model assumes your organization has conducted strategic planning and has documented its direction, including short-term and long-term goals. One of the strengths of workforce planning is its ability to adapt to agency or departmental strategic and operational planning processes. Aligning the workforce plan with your organization's strategies will connect your Human Resource program to the operational needs of your organization and provide the visibility and organizational support needed for overall Human Resource program success.

Figure 4. IPMA Generic Workforce Planning Model



STEPS IN CONDUCTING WORKFORCE PLANNING

Management's leadership and support are essential at all phases of workforce planning. Assuming this support is in place, there are four major steps to conduct workforce planning using the generic workforce model. An overview of the four steps is presented first, followed by an in-depth explanation of the activities associated with each of the steps.

A. Overview of the Steps

Step 1—Scan of the Environment (SWOT)

As you scan the environment in which your organization functions, you will collect information needed for workforce planning. Later, you will apply this information to your planning efforts. Environmental scanning examines internal and external Strengths, Weaknesses, Opportunities, and Threats (SWOT analysis). Of course, budget must also be a major factor in this review.

Step 2—Supply and Demand Analysis

The supply and demand analysis is based on the scan of your environment (SWOT analysis), strategies, and operational direction. You can conduct this analysis whether you use the workforce, workload, or competency approach to workforce planning. IPMA recommends focusing on competencies, but you will have to select the approach best suited for your unique organizational needs.

The supply and demand analysis will allow you to assess whether there is balance in the organization, or whether imbalances among the workload, workforce, and competencies exist now or may exist in the future.

Step 3—Gap Analysis

Gap analysis compares information from the supply and demand analysis to identify the differences between the current and the future organizational workload, workforce, and competencies. This analysis must use comparable workload and workforce elements and the competency sets you developed in Step 2, the supply and demand analysis.

Step 4—Action Plan

Action plans should be developed to address the most critical gaps facing your organization so human capital can support organizational strategy. Each organization should determine its own action plan based on the relationships between strategy and the gaps identified. Depending on the gaps, the action plan may address some or all aspects for Human Resources, including recruitment, selection, compensation, training, performance management, succession planning, diversity, quality of work life, retention, etc.

B. Activities Within the Steps

Step 1—Scan of the Environment (SWOT)

Environmental scanning is conducted to help your organization shape its workforce plan in response to rapid workplace changes. Such scanning enables you to review and analyze internal and external Strengths, Weaknesses, Opportunities and Threats—the SWOT analysis. Environmental scanning addresses external and internal factors that will affect short-term and long-term goals.

a. External Environment

Opportunities and threats created by key external forces that affect your entire organization should be examined, such as demographics, economics, technology, and political/legal and social/cultural factors (relative to employees, customers and competitors). For example, environmental scanning will help you understand recruitment/retention approaches and strategies competitors currently use to attract hard-to-find specialists.

Examples of the external data that can be used for the SWOT analysis include:

1. General information such as:
 - Demand for and supply of workers in key occupational fields
 - Emerging occupations and competencies
 - Retirement
 - Desirability of key geographic areas
 - Competitors in key geographic areas
 - Policies of major competitors
 - Labor force diversity
 - Colleges' and educational institutions' enrollments and specialties
 - New government laws and policies affecting the workforce
 - General economic conditions

2. Changing composition of the workforce and shifting work patterns including demographics, diversity, outsourcing, work patterns, and work shifts such as:
 - Civilian labor force age
 - Civilian labor force ethnicity
 - Growing occupations/ethnicity in the civilian labor force
 - Vanishing occupations/ethnicity in the civilian labor force
 - Emerging competencies/ethnicity in the civilian labor force
 - Civilian labor force education levels/ethnicity
 - Civilian labor force secondary and post secondary school enrollments/ethnicity
 - Civilian labor force high school graduations/ethnicity
 - New social programs (e.g., school to work)
 - Terminated social programs
 - Current trends in staffing patterns (such as part-time or job sharing)
 - Technology shifts

3. Government influences—policies, laws, and regulations affecting the workforce such as:
 - New employment laws
 - Revisions in current employment laws
 - Trends in lawsuits
 - Changes in rules and regulations (e.g., by the Environmental Protection Agency) that affect the work being studied
4. Economic conditions that affect available and qualified labor pools such as:
 - Unemployment rates—general
 - Unemployment rates in the specific geographic area of the organization
 - Interest rates
 - Inflation rates
 - Interest rates in the specific geographic area of the organization
 - Inflation rates in the specific geographic area of the organization
 - Gross National Product trends
5. Geographic and competitive conditions such as:
 - Turnover data—general
 - Turnover data—industry and occupation specific
 - Secondary and post-secondary school enrollments
 - Enrollments in curricula needed to support organizational strategies
 - Net migration into the geographic area

b. Internal Factors

While it is important to identify threats and attractive opportunities in the external environment, it is even more critical to ensure the people and competencies are in place to meet those threats and take advantage of those opportunities. Your organization needs to evaluate periodically its internal strengths and weaknesses. After you examine external forces, you will want to do an internal assessment of what the organization can do before you reach a decision on what it should do. You will need to identify internal strengths and weakness in light of the philosophy and culture of the organization. Information you will gather relates to capabilities, including current workforce skills, retirement patterns, and demographic profiles of current employees. **(See Developmental Tools in Appendix B.)**

c. SWOT Analysis

A SWOT analysis brings together the external and internal information to develop strategies and objectives. The SWOT analysis develops strategies that align organization strengths with external opportunities, identifies internal weaknesses, and acknowledges threats that could affect organization success. Of course, as with all analysis, budget considerations must be a major component of this review. **(See Figure 5)** to view a SWOT matrix.

Figure 5. SWOT Matrix

Strengths	Weaknesses	Opportunities	Threats
Existence of previous strategic Human Resources planning efforts offers several innovative solutions.	Failure to communicate formally and informally, both cross-functionally and within departments.	“Personnel” is allowing for more creative and flexible options (.e.g., for compensation and staffing).	Full-time employees (FTE) and budget constraints imposed by legislature.
Tools to improve human resources activities are available (e.g., interview guide and training manual).	No continual evaluation and updating of human resources practices and policies.	Advanced technologies are available to foster more effective human resources activities.	Government is moving toward privatization increasing the competition for services.
Experience workforce dedicated to mission. Employees feel “part of the team.”	Lack of accountability of managers and employees to achieve clear and measurable performance levels.	Availability of information about best practices in human resources.	Other organizations may attract employees and business away from us.
Etc.	Etc.	Etc.	Etc.

Step 2—Supply and Demand Analysis

The environmental scan sets the stage for Step 2—supply and demand analysis. This critical next step looks at the composition of your workforce (the supply of human capital) and the additional people and competencies you will need (the demand for human capital). Using the SWOT analysis developed in Step 1, your organization can assess supply and demand by factoring workload, workforce, and competencies.

1. Supply Analysis

Supply analysis examines the current and future composition of the workforce and workload. To perform this analysis, you will need to consider the organization’s workforce, workload, and competencies as integrated elements. You also will need to use the SWOT analysis you prepared in Step 1. The demographic data gathered in Step 1 provide “snapshots” of the current workforce for the supply analysis process. To project the future workforce supply, you can use transaction data to identify employment trends.

You can obtain necessary baseline data by reviewing changes in workforce demographics by occupation, grade level, organizational structure, race/national origin, gender, age, length of service, and retirement eligibility. Your organization can then develop valuable information on areas such as retirement eligibility or turnover for a given point in the future by projecting from current workforce demographic data. Personnel transaction data for your organization can help you identify baselines such as turnover rates. It can also provide powerful tools to forecast workforce changes in the future that may occur from actions such as resignations and retirements. While projecting demographic data can provide useful information on issues such as retirement eligibility, trend data can provide powerful predictors of how many employees will actually retire, resign, or transfer. In conjunction with demographic data, transaction data help Human Resource professionals and other managers forecast opportunities for workforce change that can be incorporated into the action plan you develop in Step 4 of the process.

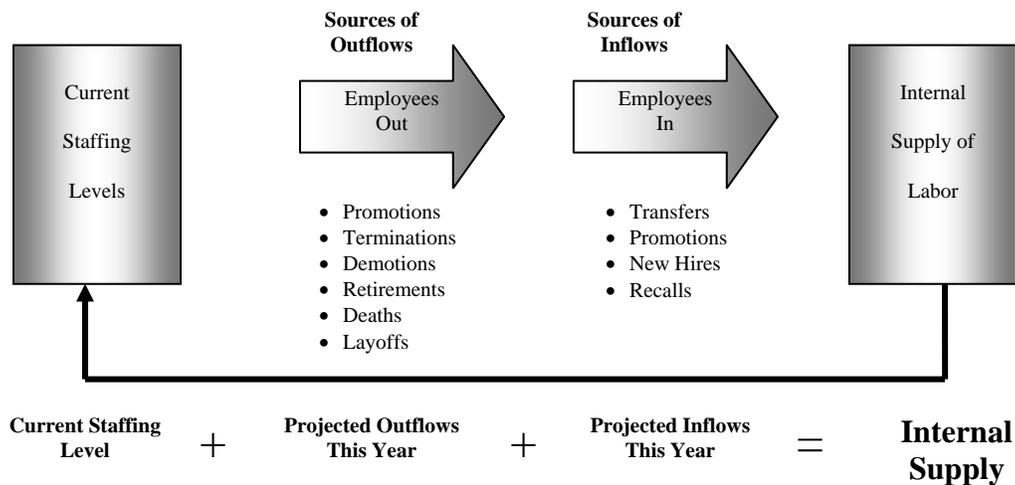
Developing an Attrition Forecast

As part of your supply analysis, you will need to develop an attrition forecast that will also help you analyze your demand for new workers. Your organization will want to specify assumptions based on factors specific to your organization to forecast an attrition rate. These factors include estimates of the number of employees who will separate: resign, transfer, be dismissed, or retire.

A general attrition rate is a calculation. For example, the number of resignations + the number of transfers + the number of retirements divided by the total number of employees = **the attrition rate percentage**.

The literature suggests some organizations have used an annual attrition assumption of 4.5 percent. Of course, this varies depending on the size of your organization, hiring freezes, downsizing, or economic changes. You may choose to develop your own attrition forecast. Your model may look like **Figure 6**.

Figure 6. An Attrition Forecast Model



2. Demand Analysis

Demand analysis examines future activities, workloads, and the competency sets your workforce of the future will need. In demand analysis, you will have to consider workforce shifts driven by changing work tasks, workload, and technology. Of course, even if none of those factors changes, you will still have demand for more workers because of turnover in your current workforce.

The demand analysis generates:

- Quantitative data on anticipated workload and workforce changes during the planning period
- Quantitative and qualitative data on future competency requirements

The results of demand analysis will establish requirements for your organization's future workforce and workload, and lead to an assessment of competencies. The methods you will use to examine workload and workforce needs are the same as those described in the Approaches to Workforce Planning section of this document, where they are discussed as if these were the only approaches your organization would take to workforce planning. If you were doing a comprehensive workforce plan, this information would be used in the demand analysis and would help you identify and define the competencies your organization will require.

The U.S. Bureau of Labor Statistics (BLS) collects a vast amount of data that can help you conduct demand analysis. Some of this information should be collected in Step 1. BLS data include employment projections, occupational outlooks, demographic profiles, and much more. Such data is available at www.bls.gov.

Identifying the Competencies Needed to Meet Demand

A key aspect of assessing the demand for human capital in your organization will be looking at the competencies your organization will need to achieve its strategic goals. Even if you are largely just using the workforce or workload approaches, you likely will consider the competencies your workforce will need.

Your organization can identify its core competencies by studying how top performers succeed because competencies focus on the attributes that separate those high performers from the rest of the workforce. You can gather information in a variety of ways: administering employee questionnaires, facilitating focus groups, and interviewing managers and employees.

Two key elements in identifying competencies are:

- **Workforce skills analysis**, which describes the skills required to carry out a function. Conducting workforce skill analysis requires the leaders of your organization to anticipate how the nature of the organization's work will change and to then identify future human resource requirements. (This process spans the supply analysis and demand analysis aspects of workforce planning.)
- **Job analysis**, which collects information on successful job performance. Job analysis focuses on tasks, responsibilities, knowledge, and skill requirements as well as other factors that contribute to successful job performance. The information you obtain from employees during job analysis becomes the basis for identifying competencies. Competency and skill analysis tools are available from the U.S. OPM at <http://www.opm.gov/workforceplanning/>

These tools can be applied to jobs at all levels of government. Sample competencies are available in **Appendix A**.

Step 3—Gap Analysis

Gap analysis is the process of comparing information from the supply and demand analyses to identify the differences, or “gaps,” between the supply of and demand for human capital. In this step, you will use the workload and workforce data and the competency sets your organization developed in the supply and demand analysis phases. It is important that the supply and demand data and competencies analyses are coordinated because they have to be comparable.

Gap analysis identifies situations when demand exceeds supply such as when critical work demand, number of personnel, or current/future competencies will not meet future needs. It also identifies situations when future supply exceeds demand, however, such as when critical work demands, number of personnel, or competencies exceed needs. In either event, your organization must identify these differences and make plans to address them. Your Human Resource plans will come from actions you take to eliminate the gaps. Depending upon how the supply and demand needs are determined and how specific they are, gaps can be identified by job title, series, grades, and locations. To be effective for comparison, the data and competencies in the supply and demand analysis phases need to be developed in tandem.

The “solution analysis” that will close the gaps must be strategic in nature. When doing solution analysis, your organization should be prepared to address ongoing as well as unplanned changes in the workforce. The trends identified in supply and demand analysis can help your organization anticipate these changes.

In summary, calculating gaps will enable you to identify where your human capital (people and competencies) will not meet future needs (demand will exceed supply). The gap analysis also will determine whether your human capital exceeds the needs of the future (supply will exceed demand). There may also be situations where supply will meet future demand, thus resulting in a zero difference or no gap.

The gap analysis process is outlined in **Figure 7**.

Figure 7. The Gap Analysis Process

How	What
Assess	The current supply of human capital
Factor in	Variables and assumptions
To come up with	Supply of human capital, then
Compare to	Demand
To come up with	Gaps and surpluses

Step 4—Action Plan

After you have completed the SWOT, the supply/demand analysis, and the gap analysis, and the organization has set priorities to fill gaps, you will begin to develop action plans. These plans should be developed first around the most critical gaps the organization faces so that human capital can support strategy.

Your organization will tailor its action plan based on your organizational strategy to eliminate gaps. Some work processes may require reengineering since competency needs may differ among occupational and work groups. **Figure 8** outlines some general approaches to action planning:

Figure 8. Approaches to Action Planning

Actions	Ask Yourself
1. Define required employee movement by identifying internal sources of workers	Can movement be implemented through career development programs?
2. Define reductions in force	Can required skills be obtained through sharing resources? Can contracting be cost-effective?
3. Define and redesign jobs	How will job redesign impact the current classification and compensation systems?
4. Define recruiting needs and develop recruiting strategies by identifying recruitment sources for external sources of workers	Are there ways to maximize recruitment to minimize training needs of new employees?
5. Define training and development needs to support planned movement, redeployment	Are there ways to maximize recruitment to minimize training needs of new employees? Can we explore retraining or recruiting options for filling competency gaps?
6. Define critical job/competency needs and develop succession-planning programs such as mentoring, “stretch” assignments, job rotations, etc.	Is there a commitment and budget to grow talent with internal staff?
7. Define diversity initiatives	Is diversity balanced throughout all levels of the organization?
8. Define those special competencies your organization cannot obtain and consider contracting out	Is it cost effective and/or good business practice to contract out for special competencies?
9. Identify changes to current HR programs (such as performance management) to address gaps	Can the performance management system develop talent to close the gaps?
10. Review quality of work life issues to ensure your are an “employer of choice”	Is your organization healthy enough to retain the new talent?
11. Track organizational and operational productivity for improvements, goal attainment, and accountability	Are gaps closing? If not, why not?
12. Identify restructuring opportunities (organizational, functional, and occupational)	Is the organizational structure appropriate for conducting the required work?
13. Design a workforce plan to address skills gaps	What is the cost associated with the strategies to address competency or skill gaps?

This approach will lead you, to develop human resource strategies in key operational areas to address serious workforce shortfalls and related critical issues.

Once your action plan is designed, you are ready for implementation. There are six key steps to implementing the workforce plan:

1. Obtain management's leadership and support
2. Develop change management strategy
3. Communicate
4. Monitor
5. Evaluate
6. Revise

1. Obtain Management's Leadership And Support

Workforce planning offers a way to systematically align organizational and program priorities with the money and human capital needed to meet those priorities. By beginning the planning process with identified strategic objectives, you can help managers in your organization to develop workforce plans that will accomplish those objectives. Since there is a clear connection between objectives and the budget and human resources needed to accomplish them, workforce plans also provide a sound basis to justify budget and staffing requests.

Successful workforce planning requires commitment from top management and leadership. Senior-level managers must lead the planning process, ensuring that workforce plans are aligned with strategic directions, and holding subordinate managers accountable for carrying out workforce planning and using the results of the planning process.

Similarly, your organization's program managers must lead the workforce planning process for their particular program areas and offices, with advice and assistance from Human Resources staff. Program managers will gain the most immediate benefits of workforce planning because the competencies of their own staffs will improve as well as become better aligned with strategic goals and directions for the organization.

Implementing action plans requires dedication, time, and the resources needed to address the critical gaps or surpluses in workload, workforce, and competencies in your organization. This includes identifying specific actions to take—with whom, when, where and how—and targeting specific movements, managing voluntary attrition, and improving staff utilization.

2. Develop Change Management Strategy

Workforce planning requires all stakeholders in your organization to seriously consider change, and change has to be managed. Workforce planning requires a vision of what is to be accomplished and what changes are needed to achieve that vision. Participants must be able to discard personal considerations and visualize the shape of things to come. This need for an objective view of the change process, along with the amount and depth of analysis needed, has prompted some organizations to dedicate resources or hire contract support for all or part of the workforce planning process.

3. Communicate

Communication is essential to the success of the workforce plan. Part of your organization's communication strategy should include training the people accountable for workforce planning and its implementation. Employees throughout the organization should also be aware of the programs available to provide them opportunities for growth, development, and movement such as the Certified Public Manager Program (See Appendix B.)

4. Monitor

You will want to continuously monitor program activities and any internal or external developments that may affect the action plans. Your organization should be ready to address and make essential changes to the action plan when the environment demands change.

5. Evaluate

There are many different methods to obtain feedback about how well your organization accomplishes its action plan and how effective the outcomes have been. You can obtain this information via meetings, surveys, focus groups, and reviews of accomplishment reports. There are questions you can ask to determine whether the strategies and action items are effective. These include:

- Were the actions and strategies completed, and do they fulfill the goals?
- Did the action plan accomplish what the organization needed?
- If not, have the organization's strategies on which the plan is based changed? Are other factors preventing attainment of the goals?
- Are the assumptions of the demand and supply models still valid?
- Have the conditions changed so that the strategies need to be revisited?
- Is there a need to modify the action items?

In addition to collecting information from program users, your organization should measure the results of the workforce plan, looking for examples of efficiency and effectiveness such as:

- Do the workload and workforce gaps still exist?
- Are planning assumptions still valid?
- Are the skills of employees being developed quickly enough to become effective?
- Is there any imbalance between workload, workforce, or competencies?
- Do the new recruits possess needed competencies?
- Has the cost to hire been reduced?
- Has overall organization performance increased?
- Do adequate staffing levels exist?

6. Revise the Plan

After you have evaluated workforce planning to determine progress, you will want to make necessary plan revisions. Your organization must communicate changes to action plans in a timely manner, and allow questions and clarification. Similarly, achievements should be reflected in your organization's annual accomplishments and any reports that measure progress toward attaining strategic goals. Successful workforce planning is an active, ongoing, and dynamic process that must be repeated and adjusted.

Special Issues in Workforce Planning

A. Resources

Successful workforce planning requires resources such as funding or staffing, and these should become a part of the overall organization budget. Often, the most costly component of workforce planning is the funding needed for ongoing training and development.

One way to develop your organization's planning budget is to ask other organizations that have conducted workforce planning what their costs are.

Effective workforce planning requires dedicated staffing to ensure the process is ongoing, and that it is properly managed and implemented. A matrix management approach can be effective, in which Human Resources will work with other operational areas for designing, developing, and managing the planning process.

There are, however, organizations that have decided to shift resources and forgo other functions to undertake workforce planning because it is critical to the long-term success of the organization. As we know, public sector managers are some of the most creative folks around—out of necessity!

B. Recruitment Strategies

Your workforce planning effort likely will lead to changes in your organization's recruitment strategies. Employment in all categories that require education and training—that generally require an associate degree or higher—is projected to grow faster than the 14 percent average growth rate for all occupations. For example, occupations generally requiring an associate degree are projected to grow 31 percent, faster than all other education categories, over the 1998-2008 period. There will be fierce demand for these new workers.

Gone are the days when applicants flocked to government employment and the role of Human Resources was to test and select the “best of the best.” Today, government organizations must be proactive in ensuring they have the right people at the right place at the right time to meet organizational objectives. Proactive approaches to recruitment include:

- Internet recruitment
- Employee referral programs
- Job fairs
- Professional associations and conferences
- Radio and television advertising
- Executive recruitment firms
- Campus recruitment and outreach, including internships
- Print media
- Candidate databases of interested applicants
- Hiring retirees

C. Retention Strategies

It is just as important to keep employees, as it is to attract them in the first place. Although the strategies involved in keeping them are listed as retention approaches, some may actually convince potential employees to choose your organization as their “employer of choice” because of a work environment that is productive, flexible, and meaningful. Strategies to consider include:

- Flexible work schedules
- Promotion from within
- Cafeteria benefit plans
- Child care
- Organizational assessment surveys
- Employee input in decision-making
- Employee recognition
- Safe and attractive facilities
- Job-sharing
- Timely and thorough communication

D. Training and Development

As technology and other factors change the nature of some jobs, employers will need to keep staff up-to-date and prepare them for roles of increasing responsibility and leadership. Although continually hiring individuals with the requisite skills is one option for meeting the challenges of those changed jobs, it is not an option that will fulfill most organizations’ needs and preserve the knowledge amassed by current employees. Strategies to create a learning organization and develop employees to their fullest potential include:

- Tuition reimbursement
- On-the-job training
- Technical and developmental training
- Mentoring
- Lateral transfers
- Job rotation
- Individual development plans
- Career counseling
- Skills/competencies databases

E. Performance Management

Performance management plays a critical role in workforce planning and is often the weakest link in the talent management strategy of an organization. Performance management comes into the workforce planning process at both the supply and demand phases. It is also a factor in recruitment and retention for employer-of-choice organizations. In other words, talented people want to work with other high performers like themselves.

In the public sector, performance management has been most successful as a development tool facilitated by supervisor-employee discussions on strengths and weaknesses with the goal of enhancing future performance.

F. Changes in Employment by Occupation

Difficulty filling positions in certain occupations is often the first indication major changes in the labor force are under way. Currently, for example, many government agencies have difficulty recruiting and retaining nurses, corrections officers, and other public safety employees, and these are just a few examples of hard-to fill positions.

In looking to the future, the BLS forecasts changes in the civilian workforce that will affect recruitment and retention. The information provided here illustrates what data are available to help with forecasting, an important component of the supply and demand analysis of workforce planning. This information is often available on a region-by-region or state-by-state basis. Some examples of BLS data are shown below and in **Figures 11 and 12**.

- Nine of the ten fastest growing occupations are health or computer (information technology) occupations.
- Professional and related occupations and service occupations—two groups at opposite ends of educational and earnings ranges—are projected to increase the fastest and to add the most jobs, accounting for more than half of total job growth over the 2002-12 decade.
- Construction and extraction occupations are projected to grow at the same rate as the average for all occupations.
- Office and administrative support occupations, production occupations, and farming, fishing, and forestry occupations are projected to grow much more slowly than average.
- Employment growth will be concentrated in the service-providing sector of the economy. Education and health services and professional and business services represent the industry divisions with the strongest projected employment growth, projected to grow twice as fast as the overall economy.

Figure 11. Ten Fastest Growing Occupations—2002-2012

Occupation	Employment 2002 (thousands)	Employment 2012 (thousands)	Employment Increase (thousands)	Percent Change
Medical Assistants	365	579	215	59
Network Systems and Communications Analysts	186	292	106	57
Physician Assistants	63	94	31	49
Social and Human Service Assistants	305	454	149	49
Home Health Aides	580	859	279	48
Medical Records and Health Information Technicians	147	216	69	47
Physical Therapist Aides	37	54	17	46
Computer Software Engineers, Applications	394	573	179	46
Computer Software Engineers, Systems Software	281	409	128	45
Physical Therapist Assistants	50	73	22	45

Figure 12 on the next page shows that the ten occupations adding the most jobs will account for nearly one-fifth of total employment growth.

Figure 12. Ten Occupations with the Highest Growth Rate—2002-2012

Occupation	Employment 1998 (thousands)	Employment 2008 (thousands)	Employment Increase (thousands)	Percent Change
Registered Nurses	2,284	2,908	623	27
Postsecondary Teachers	1,581	2,184	603	38
Retail Salespersons	4,076	4,672	596	15
Customer Service Representatives	1,894	2,354	460	24
Food Preparation and Serving Workers	1,990	2,444	454	23
Cashiers, except gaming	3,432	3,886	454	13
Janitors and Cleaners	2,267	2,681	414	18
General and Operations Managers	2,049	2,425	376	18
Waiters and Waitresses	2,097	2,464	367	18
Nursing Aides, Orderlies, and Attendants	1,375	1,718	343	25

The projected growth of the labor force will be affected by the aging of the baby-boom generation—persons born between 1946 and 1964. In 2012, baby-boomers will be 48 to 66 years old. The number of workers in this age group is expected to increase significantly over the 2002-12 decade. The labor force will continue to age, with the number of workers in the 55-and-older group projected to grow by 49.3 percent, four times the 12-percent growth projected for the overall labor force. In 2012, youths—those between the ages of 16 and 24 will constitute 15 percent of the labor force, and prime-age workers—those between the ages of 25 and 54—will make up 66 percent of the labor force. The share of the 55-and-older age group will increase from 14.3 percent to 19.1 percent of the labor force.

WORKFORCE PLANNING SUMMARY

The workforce plan is based on your agency's strategic plan, and considers the mission and vision for the future, core values, and goals. Top leaders and managers support it.

Data analysis has been conducted which analyzes demographic and environmental impacts on the workforce plan. Information has been extracted from agency human resource information systems and includes indicators such as distribution of employees by pay level, attrition rates, projected eligibility by pay level, and ratios of managers to employees. Where possible, benchmarking has been completed in areas such as skills, education levels, and geographic and demographic trends.

The agency has determined the number and type of employees that will be needed to address the challenges of the next three to five years. The number and types of competencies have been defined for employees in each occupational group. Skill levels for each competency are determined and listed. There are clear indications that the agency has identified the roles and core competencies needed to support its goals and service delivery strategies.

An analysis has been performed which assesses the gap between current competencies and those needed for the future. The analysis also addresses workforce size, demographics, occupations, and geographical locations.

Strategies are developed to address the gaps between the projected supply and demand. Action plans to execute the strategies are clearly laid out, including responsible parties, due dates, and resources needed. As needed, specific strategies may address executive succession planning, compensation, performance management, an employee-friendly workplace, recruitment & hiring, training & professional development.

The plan has been communicated to employees and stakeholders. The trust of the workforce is earned by involving employees in the strategic planning process. Integrated workforce planning support is provided by staffs in civil rights, human resources, budget, strategic planning, and information management, as well as employee organizations and line managers.

The workforce plan and strategies are continually monitored and refined to ensure their ongoing effectiveness and continuous improvement, taking into account resource changes, and other conditions impacting the agency.

COMPETENCIES

Category A Officials and Administrators

Core Competencies

Specialized Skills Clinical Program Manager I

Category B Professionals

Core Competencies

Specialized Skills Accountant I, II, III

Specialized Skills Budget Analyst I, II, III, IV V

Category C Technicians

Core Competencies

Specialized Skills Accountant Technician I, II, III

Category D Protective Service Workers

Core Competencies

Specialized Skills Public Safety Dispatcher I, II, III

Category E Paraprofessionals

Core Competencies

Specialized Skills DMV Supervisor I, II

Specialized Skills DMV Services Technician I, II, III

Category F Administrative Support

Core Competencies

Specialized Skills Accounting Assistant I, II, III, IV

Category G Skilled Craft Workers

Core Competencies

Specialized Skills Prison Industries Supervisor I, II

Category H Service Maintenance

Core Competencies

Driver Warehouse Worker I, II

**CORE COMPETENCIES
CATEGORY A POSITIONS
OFFICIALS AND ADMINISTRATORS**

- A. Basic Communication**
- B. Personal Effectiveness**
- C. Relating to People**
- D. Collaborating & Leading**
- E. Action & Results**
- F. Analytical & Conceptual**
- G. Environmental Acumen**
- H. Specialized Knowledge**

- A. Basic Communication**
 - **Oral Communication**
 - **Written Communication**
 - **Listening**

- B. Personal Effectiveness**
 - **Flexibility**
 - **Integrity/Honesty**
 - **Resilience**

- C. Relating to People**
 - **Interpersonal Skills**
 - **Customer Service**
 - **Negotiation & Influence**
 - **Conflict Management**
 - **Diversity Management**
 - **Service Motivation**

- D. Collaborating & Leading**
 - **Team Building**
 - **Leadership**
 - **Teaching Others**
 - **Human Resources Management**
 - **Partnering**

- E. Action & Results**
 - **Decisiveness**
 - **Accountability**
 - **Entrepreneurship**

**CORE COMPETENCIES
CATEGORY A POSITIONS
OFFICIALS AND ADMINISTRATORS**

- **Financial Management**

F. Analytical & Conceptual

- **Reasoning**
- **Planning & Evaluation**
- **Continual Learning**
- **Creativity/Innovation**
- **Problem Solving**
- **Strategic Thinking**

G. Environmental Acumen

- **Vision**
- **External Awareness**
- **Political Savvy**

H. Specialized Knowledge

- **Technical Credibility**
- **Technology Management**
- **Technical/Professional Expertise**

CORE COMPETENCIES
CATEGORY A
OFFICIALS AND ADMINISTRATORS

Competency	Description	Have Now	Needed Now	Required in Future
COMMUNICATION				
Oral	Makes clear and convincing oral presentations to individuals or groups; facilitates an open exchange of ideas and fosters an atmosphere of open communication.			
Written	Expresses facts and ideas in writing in a clear, convincing, and organized manner.			
Listening	Listens effectively and clarifies information as needed.			
PERSONAL EFFECTIVENESS				
Flexibility	Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.			
Integrity/Honesty	Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service.			
Resilience	Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.			
RELATING TO PEOPLE				
Interpersonal Skills	Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.			
Customer Service	Balances interests of variety of clients; readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the needs of clients; achieves quality end-products; is committed to continuous improvement of services.			
Negotiation & Influence	Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals;			

CORE COMPETENCIES
CATEGORY A
OFFICIALS AND ADMINISTRATORS

Competency	Description	Have Now	Needed Now	Required in Future
	facilitates “win-win” situations.			
Conflict Management	Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.			
Diversity Management	Recruits, develops, and retains a diverse high quality workforce in an equitable manner. Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results. Respects, understands, values and seeks out individual differences to achieve the vision and mission of the organization. Develops and uses measures and rewards to hold self and others accountable for achieving results that embody the principles of diversity.			
Service Motivation	Creates and sustains an organizational culture which permits others to provide the quality of service essential to high performance. Enables others to acquire the tools and support they need to perform well. Shows a commitment to public service. Influences others towards a spirit of service and meaningful contributions to mission accomplishment.			
COLLABORATING & LEADING				
Team Building	Inspires, motivates, and guides others toward goal accomplishment. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.			
Leadership	Challenges others to succeed; inspires others to exceed expectations; maintains organizational objectives in guiding others; creates positive morale among all employees.			

CORE COMPETENCIES
CATEGORY A
OFFICIALS AND ADMINISTRATORS

Competency	Description	Have Now	Needed Now	Required in Future
Teaching Others	Develops others using personal mentoring; creates learning environment; challenges others to seek opportunities to learn; uses assessment to identify short and long term developmental needs.			
Human Resources Management	Assesses current and future staffing needs based on organizational goals and budget realities. Using merit principles, ensures staff are appropriately selected, developed, utilized, appraised, and rewarded; takes corrective action.			
Partnering	Develops networks and builds alliances, engages in cross-functional activities; collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.			
ACTION & RESULTS				
Decisiveness	Exercises good judgment by making sound and well-informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data are limited or solutions produce unpleasant consequences; is proactive and achievement oriented.			
Accountability	Ensures that effective controls are developed and maintained to uphold the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans, focuses on results and measuring attainment of outcomes.			
Entrepreneurship	Identifies opportunities to develop and market new products and services within or outside of the organization. Is willing to take risks; initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.			

CORE COMPETENCIES
CATEGORY A
OFFICIALS AND ADMINISTRATORS

Competency	Description	Have Now	Needed Now	Required in Future
Financial Management	Demonstrates broad understanding of principles of financial management and marketing expertise necessary to ensure appropriate funding levels. Prepares, justifies, and/or administers the budget for the program areas; uses cost-benefit thinking to set priorities; monitors expenditures in support of programs and policies. Identifies cost-effective approaches. Manages procurement and contracting.			
ANALYTICAL & CONCEPTUAL				
Reasoning	Understands complex situations through knowledge, insight, and systematic analysis; makes inferences about component parts to generate unique solutions to problems; understands interaction between multiple problems and situations.			
Planning & Evaluation	Considers organizational goals in planning process; considers current and future goals in developing and coordinating plans; evaluates outcomes in relation to organizational goals.			
Continual Learning	Grasps the essence of new information; masters new technical and business knowledge; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge.			
Creativity / Innovation	Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.			
Problem Solving	Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.			

CORE COMPETENCIES
CATEGORY A
OFFICIALS AND ADMINISTRATORS

Competency	Description	Have Now	Needed Now	Required in Future
Strategic Thinking	Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats and opportunities.			
ENVIRONMENTAL ACUMEN				
Vision	Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.			
External Awareness	Identifies and keeps up-to-date on key international policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans and determines how to best be positioned to achieve a competitive business advantage in a global economy.			
Political Savvy	Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality; recognizes the impact of alternative courses of action			

**CORE COMPETENCIES
CATEGORY B POSITIONS
PROFESSIONALS**

- A. Basic Communication**
- B. Personal Effectiveness**
- C. Relating to People**
- D. Collaborating & Leading**
- E. Action & Results**
- F. Analytical & Conceptual**
- G. Environmental Acumen**
- H. Specialized Knowledge**

A. Basic Communication

- **Oral Communication**
- **Written Communication**
- **Reading**

B. Personal Effectiveness

- **Flexibility**
- **Integrity/Honesty**
- **Self-Esteem**
- **Self-Management**

C. Relating to People

- **Interpersonal Skills**
- **Customer Service**
- **Negotiation & Influence**
- **Conflict Management**

D. Collaborating & Leading

- **Team Work**
- **Leadership**
- **Teaching Others**
- **Managing Human Resources**

E. Action & Results

- **Financial Management**
- **Decision Making**

F. Analytical & Conceptual

- **Reasoning**
- **Planning & Evaluation**

**CORE COMPETENCIES
CATEGORY B POSITIONS
PROFESSIONALS**

- **Learning**
- **Creative Thinking**
- **Problem Solving**
- **Information Management**
- **Mental Visualization**

G. Environmental Acumen

- **Vision**
- **External Awareness**
- **Organizational Awareness**

H. Specialized Knowledge

- **Technical Competence**
- **Technology Application**
- **Technical/Professional Expertise**

**CORE COMPETENCIES
CATEGORY B
PROFESSIONALS**

Competency	Description	Have Now	Needed Now	Required in Future
COMMUNICATION				
Oral	Expresses information to individuals or groups effectively, taking into account the audience and nature of the information; makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately.			
Written	Recognizes or uses correct English grammar, punctuation, and spelling; communicates information, which may include technical material, that is appropriate for the intended audience.			
Reading	Understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.			
PERSONAL EFFECTIVENESS				
Flexibility	Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; effectively deals with ambiguity.			
Integrity/Honesty	Contributes to maintaining the integrity of the organization; displays high standards of ethical conduct and understands the impact of violating these standards on an organization, self, and others; is trustworthy.			
Self-Esteem	Believes in own self-worth; maintains a positive view of self and displays a professional image.			
Self-Management	Sets well-defined and realistic personal goals; displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner; works with minimal supervision; is motivated to achieve; demonstrates responsible behavior.			
RELATING TO PEOPLE				
Interpersonal Skills	Shows understanding, courtesy, tact, empathy, concern; develops and maintains relationships; may deal with people from varied backgrounds and situations; is sensitive to			

**CORE COMPETENCIES
CATEGORY B
PROFESSIONALS**

Competency	Description	Have Now	Needed Now	Required in Future
	individual differences.			
Customer Service	Works with customers to assess needs, provide assistance, resolve problems, satisfy expectations; knows products and services; is committed to providing quality products and services.			
Negotiation & Influence	Persuades others to accept recommendations, cooperate, or change their behavior; works with others towards an agreement; negotiates to find mutually acceptable solutions.			
Conflict Management	Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.			
COLLABORATING & LEADING				
Teamwork	Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.			
Leadership	Influences, motivates, and challenges others; adapts leadership styles to a variety of situations.			
Teaching Others	Helps others learn through formal or informal methods; identifies training needs; provides constructive feedback; coaches others on how to perform tasks; acts as a mentor.			
Managing Human Resources	Plans, distributes, coordinates, and monitors work assignments; evaluates work performance, provides feedback on performance; ensures staff are appropriately selected, utilized, and developed, and are treated in a fair and equitable manner.			
ACTION & RESULTS				
Financial Management	Prepares, justifies, and/or administers the budget for program areas; plans, administers, and monitors expenditures to ensure cost-effective support of programs and policies; assesses financial condition of an organization.			

**CORE COMPETENCIES
CATEGORY B
PROFESSIONALS**

Competency	Description	Have Now	Needed Now	Required in Future
Decision Making	Makes sound, well-informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes positive change.			
ANALYTICAL & CONCEPTUAL				
Reasoning	Identifies rules, principles, or relationships that explain facts, data, or other information; analyzes information and makes correct inferences or draws accurate conclusions.			
Planning & Evaluation	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 the organization; monitors progress, evaluates outcomes.			
Learning	Uses efficient learning techniques to acquire and apply new knowledge and skills; uses training, feedback, or other opportunities for self-learning and development.			
Creative Thinking	Uses imagination to develop new insights into situations and applies innovative solutions to problems; designs new methods where established methods and procedures are inapplicable or are unavailable.			
Problem Solving	Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and to make recommendations.			
Information Management	Identifies a need for and knows where or how to gather information; organizes and maintains information or information management systems.			
Mental Visualization	Sees things in the mind by mentally organizing and processing symbols, pictures, graphs, objects, or other information.			
ENVIRONMENTAL ACUMEN				
Vision	Understands where the organization is headed and how to make a contribution; takes long-term view and recognizes opportunities to help			

CORE COMPETENCIES
CATEGORY B
PROFESSIONALS

Competency	Description	Have Now	Needed Now	Required in Future
	the organization accomplish its objectives or move toward the vision.			
External Awareness	Identifies and understands economic, political, and social trends that affect the organization.			
Organizational Awareness	Knows the organization's mission and functions, and how its social, political, and technological systems work and operates effectively within them; this includes the programs, policies, procedures, rules, and regulations of the organization.			

SPECIALIZED SKILLS
CATEGORY B
ACCOUNTANT I, II, III

Competency	Description	Have Now	Needed Now	Required in Future
SPECIALIZED KNOWLEDGE	Accountant III			
Fiscal Accounting	<p>Extensive working knowledge of State governmental legislative processes and the State accounting system, policies and procedures.</p> <p>Prepare and analyze complex financial statements that include all fund types and accounts, and notes to the financial statements.</p> <p>Develop the biennial budgets.</p> <p>Reconcile budgeting activities including preparation, justification, maintenance, analysis, and status reporting.</p>			
Federal Grant Management	Working knowledge of Federal Regulations pertaining to grants. Preparing Federal Draws to obtain reimbursement for expenditures within State mandated timelines.			
Budget Preparation	Extensive working knowledge of NEBS Budget System software for constructing the biennial budget. Attend Division Budget meetings, Legislative Budget hearings, training, and workshops.			
Internal Control Compliance	Excellent knowledge and responsibility for maintaining and updating Agency Internal Control policies and procedures.			
Develop, Process and Maintain Agency Contracts	Extensive knowledge of Contracts with projections of the Agency needs, develop contracts and amendments, and tracking of contracts. Develop RFPs for the larger contracts and deliverables for smaller contracts as needed.			
Fiscal Accounting Regulations	Working knowledge of GAAP – cost, managerial and fund accounting principles/practices. Interpret and apply GASB pronouncements.			
	Accountant II			
Fiscal Accounting	<p>Working knowledge of State governmental legislative processes and the State accounting system, policies and procedures.</p> <p>Prepare and analyze complex financial statements that include all fund types and</p>			

SPECIALIZED SKILLS
CATEGORY B
ACCOUNTANT I, II, III

Competency	Description	Have Now	Needed Now	Required in Future
	<p>accounts, and notes to the financial statements.</p> <p>Develop projections for the biennial budgets.</p>			
Budget Preparation	<p>Working knowledge of NEBS Budget System software for constructing the biennial budget. Provide spreadsheets on general ledger detail for entry into NEBS.</p> <p>Detail information on Agency Insurances, leases, medical/dental, client stipend/client services, food, dues and registration, subscriptions, inspections and certification and operating leases. Attend Division Budget meetings, Legislative Budget hearings, training, and workshops.</p> <p>Budgeting activities including preparation, justification, maintenance, analysis, and status reporting.</p>			
Internal Control Compliance	<p>Excellent knowledge and responsibility for maintaining and updating Agency Internal Control policies and procedures. Hold systematic spot audits of Agency Fiscal Functions.</p>			
Federal Grant Management	<p>Working knowledge of Federal Regulations pertaining to grants. Preparing Federal Draws to obtain reimbursement for expenditures within State mandated timelines.</p>			
Develop, Process and Maintain Agency Contracts	<p>Extensive knowledge of Contracts with projections of the Agency needs, develop contracts and amendments, and tracking of contracts.</p> <p>Develop RFPs for the larger contracts and deliverables for smaller contracts as needed.</p>			
Fiscal Accounting Regulations	<p>Working knowledge of GAAP – cost, managerial and fund accounting principles/practices.</p>			
	Accountant I			
Fiscal Accounting	<p>Extensive working knowledge of State governmental legislative processes and the State accounting system, policies and procedures.</p> <p>Working knowledge of all budgeting activities including preparation, justification, maintenance, analysis, and status reporting.</p>			

SPECIALIZED SKILLS
CATEGORY B
ACCOUNTANT I, II, III

Competency	Description	Have Now	Needed Now	Required in Future
	Working knowledge of IFS ADVANATAGE- Fiscal System.			
Budget Preparation	Working knowledge of NEBS Budget System software for constructing the biennial budget. Attend training and workshops.			
Fiscal Accounting Regulations	Working knowledge of GAAP – cost, managerial and fund accounting principles/practices			

SPECIALIZED SKILLS
CATEGORY B
BUDGET ANALYST I, II, III, IV, V

	Description	Have Now	Needed Now	Required in Future
	Budget Analyst V			
Budgeting Concepts and Principles	Productivity Studies, Internal Audit and LCB Audit Reviews.			
	State government budget process. Preparation of Executive budget documents, review and prepare bill draft requests, preparing final legislative approved biennial budget.			
Regulations /Statues	State Administrative Manual, and Legislative process. NRS 353, 218.8225, 284			
	Budget Analyst IV			
Budgeting Concepts and Principles	Budget principles, operations, and procedures; recording of obligations and expenses in the agency financial system.			
Regulations/Statues	State Administrative Manual, and Legislative process.			
	Budget Analyst III			
Budgeting Concepts and Principles	Government administrative processes including budget, internal control procedures, policy development, planning, problem solving, and management analysis			
Regulations/Statues	Legal requirements and legislative directives.			
	Budget Analyst II			
Budgeting Concepts and Principles	Budgeting principles and practices, develop and maintain budgetary and financial reports related to business operations, revenues and expenditures, and contract reviews.			
Regulations/Statues	State administrative rules, statutes and guidelines.			
	Budget Analyst I			
Budgeting Concepts and Principles	Interpret financial documents, resolve operating and fiscal management problems, and analyze data and formulate logical conclusions and recommendations.			
Regulations/Statues	Read, interpret and apply rules, regulations and statues to determine and ensure compliance and provide direction to management and staff.			

**CORE COMPETENCIES
CATEGORY C POSITIONS
TECHNICIANS**

- A. Basic Communication**
- B. Personal Effectiveness**
- C. Relating to People**
- D. Collaborating & Leading**
- E. Action & Results**
- F. Analytical & Conceptual**
- G. Environmental Acumen**
- H. Specialized Knowledge**

A. Basic Communication

- **Oral Communication**
- **Written Communication**
- **Listening**
- **Reading**

B. Personal Effectiveness

- **Flexibility**
- **Integrity/Honesty**
- **Self-Esteem**
- **Conscientiousness**
- **Self-management**
- **Perceptual Speed**

C. Relating to People

- **Interpersonal Skills**
- **Customer Service**
- **Negotiation**

D. Collaborating & Leading

- **Teamwork**
- **Leadership**
- **Teaching Others**
- **Managing Human Resources**

E. Action & Results

- **Decision Making**

**CORE COMPETENCIES
CATEGORY C POSITIONS
TECHNICIANS**

- **Applies Technology to Tasks**

F. Analytical & Conceptual

- **Reasoning**
- **Mental Visualization**
- **Arithmetic/Mathematical Reasoning**
- **Creative Thinking**
- **Manages & Organizes Information**

G. Environmental Acumen

- **Organizational Awareness**

H. Specialized Knowledge

- **Technical Competence**
- **Technical/Professional Expertise**

CORE COMPETENCIES
CATEGORY C
TECHNICIANS

Competency	Description	Have Now	Needed Now	Required in Future
COMMUNICATION				
Oral	Uses correct English grammar to organize and communicate ideas in words that are appropriate to listeners and situations; uses body language appropriately.			
Written	Uses correct English grammar, punctuation, and spelling to communicate thoughts, ideas, information, and messages in writing.			
Listening	Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to listeners and situations.			
Reading	Learns from written material by determining the main idea or essential message. Recognizes correct English grammar, punctuation, and spelling.			
PERSONAL EFFECTIVENESS				
Flexibility	Adapts quickly to changes.			
Integrity/Honesty	Displays high standards of ethical conduct and understands the impact of violating these standards on an organization, self, and others; chooses an ethical course of action; is trustworthy.			
Self-Esteem	Believes in own self-worth, maintains a positive view of self, and displays a professional image.			
Conscientiousness	Displays a high level of effort and commitment towards performing work; demonstrates responsible behavior.			
Self-management	Sets well-defined and realistic personal goals; monitors progress and is motivated to achieve; manages own time and deals with stress effectively.			
Perceptual Speed	Sees detail in words, numbers, pictures, and graphs quickly and accurately.			
RELATING TO PEOPLE				
Interpersonal Skills	Shows understanding, friendliness, courtesy, tact, empathy, cooperation, concern, and politeness to others; relates well to different people from varied backgrounds and different situations.			

CORE COMPETENCIES
CATEGORY C
TECHNICIANS

Competency	Description	Have Now	Needed Now	Required in Future
Customer Service	Works and communicates with clients and customers to satisfy their expectations. Is committed to quality service.			
Negotiation	Works with others toward an agreement that may involve exchanging specific resources or resolving differences.			
COLLABORATING & LEADING				
Teamwork	Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.			
Leadership	Interacts with others to influence, motivate, and challenge them.			
Teaching Others	Helps others learn; identifies training needs; provides constructive reinforcement; coaches others on how to perform tasks; acts as a mentor.			
Managing Human Resources	Plans, distributes, and monitors work assignments; evaluates work performance and provides feedback to others on their performance.			
ACTION & RESULTS				
Decision Making	Specifies goals and obstacles to achieving those goals, generates alternatives, considers risks, and evaluates and chooses the best alternative in order to make a determination, draw conclusions or solve a problem.			
Applies Technology to Tasks	Selects and understands procedures, machines, or tools that will produce the desired results; identifies or solves problems in machines, computers, or other technologies related to performing tasks.			
ANALYTICAL & CONCEPTUAL				
Reasoning	Discovers or selects rules, principles, or relationships between facts and other information.			
Mental Visualization	Sees things in the mind by mentally organizing and processing symbols, pictures, graphs, objects, or other information. For example, sees a building from a blueprint, or sees the flow of work activities from reading a work plan.			

CORE COMPETENCIES
CATEGORY C
TECHNICIANS

Competency	Description	Have Now	Needed Now	Required in Future
Arithmetic/Mathematical Reasoning	Performs computations such as addition, subtraction, multiplication, and division correctly; solves practical problems by choosing appropriately from a variety of mathematical techniques such as formulas and percentages.			
Creative Thinking	Uses imagination to combine ideas or information in new ways.			
Manages & Organizes Information	Identifies a need; gathers, organizes, and maintains information; determines its importance and accuracy, and communicates it by a variety of methods.			
ENVIRONMENTAL ACUMEN				
Organizational Awareness	Knows how social, political, organizational, and technological systems work and operates effectively within them. This includes the policies, procedures, rules and regulations of the work unit or organization.			
SPECIALIZED KNOWLEDGE				
Technical Competence	Knowledge of how to perform one's job. Refers to specialized knowledge that is acquired through formal training or extensive on-the-job experience.			
Technical/Professional Expertise				

SPECIALIZED SKILLS
CATEGORY C
ACCOUNTING TECHNICIAN I, II, III

Competency	Description	Have Now	Needed Now	Required in Future
SPECIALIZED KNOWLEDGE	Accountant Technician III			
Fiscal Accounting	Excellent knowledge of State governmental legislative processes and the State accounting system, policies and procedures. Perform revenue and expenditure processing activities in multiple, complex financial areas.			
Reconciliation Financial Accounting	Prepare and analyze complex financial statements that include all fund types and accounts, and notes to the financial statements. Reconcile to determine accuracy of account balances.			
Supervisory	Excellent supervisory techniques including organizing workflow, assigning and reviewing work, training, and evaluating performance, and disciplinary processes.			
Procedures	Prepare and update procedure manuals for multiple and complex financial processes.			
	Accountant Technician II			
Fiscal Accounting	Working knowledge of State governmental legislative processes and the State accounting system, policies and procedures. General knowledge of federal requirements for fund disbursement, record retention and audit purposes that are applied to departmental operating funds.			
Reconciliation of Accounts	Working knowledge of procedures and process to reconcile outside bank accounts, balance to spreadsheet, investigates and explains discrepancies, completes Bank Reconciliation report.			
Pre-Audit Review	Excellent knowledge and responsibility for maintaining pre-audit of all vouchers, invoices, contracts, leases and other payables.			
Grant and Contract Monitoring	Working knowledge of Grants and Contracts - set up and maintain spreadsheet, notify Administrator of discrepancies.			

SPECIALIZED SKILLS
 CATEGORY C
 ACCOUNTING TECHNICIAN I, II, III

Competency	Description	Have Now	Needed Now	Required in Future
	Accountant Technician I			
Fiscal Accounting	<p>Working knowledge of all budgeting activities including preparation, justification, maintenance, analysis, and status reporting.</p> <p>Working knowledge of IFS ADVANATAGE- Fiscal System.</p>			

**CORE COMPETENCIES
CATEGORY D POSITIONS
PROTECTIVE SERVICE WORKERS**

- A. Basic Communication**
 - B. Personal Effectiveness**
 - C. Relating to people**
 - D. Collaborating & Leading**
 - E. Action & Results**
 - F. Analytical & Conceptual**
 - G. Specialized Knowledge**
-
- A. Basic Communication**
 - **Oral Communication**
 - **Written Communication**
 - **Listening**
 - B. Personal Effectiveness**
 - **Flexibility**
 - **Integrity/Honesty**
 - **Resilience**
 - **Conscientiousness**
 - C. Relating to People**
 - **Interpersonal Skills**
 - **Customer Service**
 - **Conflict Management**
 - **Diversity Management**
 - **Service Motivation**
 - D. Collaborating & Leading**
 - **Team Building**
 - **Leadership**
 - **Teaching Others**
 - E. Action & Results**
 - **Decisiveness**
 - **Accountability**
 - F. Analytical & Conceptual**
 - **Reasoning**
 - **Problem Solving**
 - **Arithmetic/Mathematical Reasoning**
 - G. Specialized Knowledge**
 - **Technical/Professional Expertise**

CORE COMPETENCIES
CATEGORY D
PROTECTIVE SERVICE

Competency	Description	Have Now	Needed Now	Required in Future
COMMUNICATION				
Oral	Ability to communicate ideas, thoughts and facts orally. Speaks using correct grammar, appropriate body language, proper tone and inflection recognizing non-verbal cues, and respecting the audience to effectively communicate ideas.			
Written	Expresses facts and ideas in writing in a clear, convincing, and organized manner.			
Listening	Listens effectively and clarifies information as needed.			
PERSONAL EFFECTIVENESS				
Flexibility	Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.			
Integrity/Honesty	Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service.			
Resilience	Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.			
Conscientiousness	Displays a high level of effort and commitment towards performing work; demonstrates responsible behavior.			
RELATING TO PEOPLE				
Interpersonal Skills	Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.			
Customer Service	Balances interests of variety of clients; readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the needs of clients; achieves quality end products; is committed to continuous improvement of services.			

CORE COMPETENCIES
CATEGORY D
PROTECTIVE SERVICE

Competency	Description	Have Now	Needed Now	Required in Future
Negotiation & Influence	Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates “win-win” situations.			
Conflict Management	Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.			
Diversity Management	Demonstrates model behavior for working with diverse populations. Respects and appreciates the similarities and differences among co-workers and non-employee individuals.			
Service Motivation	Creates and sustains an organizational culture which permits others to provide the quality of service essential to high performance. Enables others to acquire the tools and support their need to perform well. Shows a commitment to public service. Influences others towards a spirit of service and meaningful contributions to mission accomplishment.			
COLLABORATING & LEADING				
Team Building	Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.			
Leadership	Challenges others to succeed; inspires others to exceed expectations; maintains organizational objectives in guiding others; creates positive morale among all employees.			

CORE COMPETENCIES
CATEGORY D
PROTECTIVE SERVICE

Competency	Description	Have Now	Needed Now	Required in Future
Teaching Others	Develops others using personal mentoring; creates learning environment; challenges others to seek opportunities to learn; uses assessment to identify short and long term developmental needs.			
ACTION & RESULTS				
Decisiveness	Exercises good judgment by making sound and well-informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences; is proactive and achievement oriented.			
Accountability	Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities.			
ANALYTICAL & CONCEPTUAL				
Reasoning	Understands complex situations through knowledge, insight, and systematic analysis; makes inferences about component parts to generate unique solutions to problems; understands interaction between multiple problems and situations.			
Problem Solving	Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.			

SPECIALIZED SKILLS
CATEGORY D
PUBLIC SAFETY DISPATCHER I, II, AND III

Competency	Description	Have now	Needed Now	Required in future
SPECIALIZED KNOWLEDGE	Public Safety Dispatcher I, II and III			
Law Enforcement Systems Expertise	Knowledge of capabilities and screen formats of criminal justice information systems such as, NCIC, NLETS, CLETS, NCJIS, SCOPE, and OLETS. Communications center functions and capabilities.			
Law Enforcement Regulations, policies and procedures	Knowledge of agency procedures, policies and programs; functions and communications procedures of other entities serviced by the communications center; security, confidentiality and privacy regulations. Warrant system procedures for entering, deleting, editing, and confirming information; public relations principles and practices, law enforcement terminology as applied to operating a computerized law enforcement dispatch console.			
Telecommunication	Handle a large volume of radio and telephone and telecommunication traffic.			
Geography	Knowledge of geography of Nevada and its major highways. Ability to locate NHP Troopers and other law enforcement units assigned geographically throughout the responsible area of the assigned communications center.			
Responsiveness	Ability to recognize an emergency situation and take appropriate action.			
Arithmetic/Mathematical Reasoning	Performs computations such as addition, subtraction, multiplication, and division correctly, solves practical problems by choosing appropriately from a variety of mathematical techniques such as formulas and percentages.			

**CORE COMPETENCIES
CATEGORY E POSITIONS
PARAPROFESSIONALS**

- A. Basic Communication**
 - B. Personal Effectiveness**
 - C. Relating to People**
 - D. Collaborating & Leading**
 - E. Action & Results**
 - F. Analytical & Conceptual**
 - G. Environmental Acumen**
 - H. Specialized Knowledge**
-
- A. Basic Communication**
 - **Oral Communication**
 - **Written Communication**
 - **Reading**
 - B. Personal Effectiveness**
 - **Flexibility**
 - **Integrity/Honesty**
 - **Self-Esteem**
 - **Self-Management**
 - C. Relating to People**
 - **Interpersonal Skills**
 - **Customer Service**
 - **Negotiation & Influence**
 - **Conflict Management**
 - D. Collaborating & Leading**
 - **Team Work**
 - **Leadership**
 - **Teaching Others**
 - **Managing Human Resources**
 - E. Action & Results**
 - **Financial Management**
 - **Decision Making**
 - F. Analytical & Conceptual**
 - **Reasoning**
 - **Planning & Evaluation**
 - **Learning**
 - **Creative Thinking**
 - **Problem Solving**

- **Information Management**
- **Mental Visualization**

G. Environmental Acumen

- **Vision**
- **External Awareness**
- **Organizational Awareness**

H. Specialized Knowledge

- **Technical Competence**
- **Technology Application**
- **Technical/Professional Expertise**

CORE COMPETENCIES
CATEGORY E
PARAPROFESSIONAL

Competency	Description	Have Now	Needed Now	Required in Future
COMMUNICATION				
Oral	Effectively communicates thoughts, ideas and facts orally. Uses correct English grammar to communicate appropriately.			
Written	Expresses facts and ideas in writing in a clear, convincing, and organized manner.			
Listening	Listens effectively and clarifies information as needed. Asks questions which clarify speaker's message.			
Reading	Learns from written material by determining the main idea or essential message. Recognizes correct English grammar, punctuation and spelling.			
PERSONAL EFFECTIVENESS				
Flexibility	Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.			
Integrity/Honesty	Is trustworthy. Keeps organizational and personal information confidential. Refrains from gossip and rumor. Is fair and ethical toward others.			
Learning	Acquires new knowledge and skills when necessary for the job. Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.			
RELATING TO PEOPLE				
Interpersonal Skills	Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.			
Customer Service	Works and communicates with customers and co-workers to satisfy their expectations. Works to understand nature of problem before taking action. Remains courteous when faced with irate customers.			

CORE COMPETENCIES
CATEGORY E
PARAPROFESSIONAL

Competency	Description	Have Now	Needed Now	Required in Future
Negotiation & Influence	Works with others toward an agreement that may involve exchanging specific resources or resolving differences. Influences others through modeling of appropriate behavior.			
Conflict Management	Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.			
COLLABORATING & LEADING				
Teamwork	Works cooperatively with others. Actively provides information and suggestions. Accepts and completes team assignments. Follows through on commitments to team members.			
Leadership	Interacts with others to influence, motivate and challenge them.			
Teaching Others	Helps others learn; identifies training needs, provides constructive reinforcement, coaches others on how to perform tasks and acts as a mentor.			
ACTION & RESULTS				
Conscientiousness	Follows through on commitments with appropriate action. Assumes personal responsibility for positive and negative outcomes. Committed to organizational rules/goals.			
Decisiveness	Exercises good judgment by making sound and well-informed decisions; makes effective and timely decisions; Evaluates options and considers consequences during decision making process.			
Accountability	Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner.			
Attention to Detail	Is thorough when performing work and conscientious about attending to detail.			
Technology Application	Uses machines, tools, computers or equipment effectively as they pertain to the job.			

**CORE COMPETENCIES
CATEGORY E
PARAPROFESSIONAL**

Competency	Description	Have Now	Needed Now	Required in Future
Technical Competence	Uses knowledge that is acquired through formal training or extensive on-the-job experience to perform one's job; works with, understands and evaluates technical information related to the job.			
ANALYTICAL & CONCEPTUAL				
Reasoning	Discovers or selects rules, principles or relationships between facts and other information.			
Problem Solving	Identifies problems and creates more than one solution. Performs simple analysis and evaluation to determine course of action. Solutions grounded in factual information and proven analytical methods.			
Continual Learning	Grasps the essence of new information; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge.			
Arithmetic	Performs computations such as addition, subtraction, multiplication and division correctly using whole numbers, fractions, decimal and percentages.			
ENVIRONMENTAL ACUMEN				
Vision	Understands organizational direction. Makes personal contributions toward goals and objectives. Has working knowledge of organization direction.			
External Awareness	Identifies and understands economic, political and social trends that affect the organization.			
Organizational Awareness	Knows the organization's mission and functions and how its social, political and technological systems work, and operates effectively within them. This includes policies, procedures, rules and regulations of the work unit or organization.			

SPECIALIZED SKILLS
DMV SERVICES SUPERVISOR I, II
DMV SERVICES TECHNICIAN I, II, III
CATEGORY E

Competency	Description	Have Now	Needed Now	Required in Future
	DMV Services Supervisor II			
Business Licensing	Detailed knowledge of laws and regulations related to licensing vehicle-related businesses such as wreckers, dealerships, emission stations, traffic safety schools, title services and others.			
Driver Licensing and Vehicle Registration	Knows thoroughly laws, regulations, requirements and restrictions related to the issuance of commercial and non-commercial driver's licenses and vehicles registrations.			
Titling of Vehicles	Has detailed knowledge of rules, regulations, policies and procedures related to registration and titling of motor vehicles, insurance verification program and issuing special plates.			
Managerial/Supervisory	Working knowledge of principles of supervision, training and team leadership. Understanding of State Budgetary practices. Prepare and monitor the office budget.			
Multi-tasking	Has the ability to coordinate and monitor the activities of several programs and functions. Develop clear goals and objectives for a large DMV metropolitan office.			
	DMV Services Supervisor I			
Registration and Licensing Privileges	Has thorough working knowledge of and is able to interpret and apply laws and regulations required to complete complex transactions involving revocation and reinstatement of privileges.			
Training	Has the ability to organize, coordinate and implement needed training for staff in technical areas such as CDL training and certification.			
Supervision	Serves as a member of the office management team and demonstrates good conflict resolution skills. Oversees the activities of an assigned team.			
Budgetary Responsibility	Provides input regarding the budget for assigned areas of responsibility.			

SPECIALIZED SKILLS
DMV SERVICES SUPERVISOR I, II
DMV SERVICES TECHNICIAN I, II, III
CATEGORY E

Competency	Description	Have Now	Needed Now	Required in Future
	DMV Services Technician IV			
Regulations	Knowledge of laws, regulation requirements and restrictions related to the issuance of commercial and non-commercial driver's licenses and vehicle registration.			
Determining Needs and Abilities	Have good interviewing techniques for determining various driver abilities and needs.			
Team Leadership	Knows and practices the principles of training and team leadership. Assigns and reviews the work of others.			
Forms and Affidavits	Has the necessary skill to identify official legal signatures and affidavits to complete transactions.			
Conflict resolution	Has the knowledge, skills and ability to research and resolve complex vehicle registration and ownership issues and advise customers of State laws and agency policies related to license revocation and reinstatement, and licensing of businesses such as emission control stations, drive schools, wreckers and others.			
	DMV Services Technician III			
Registration, Licensing and Titling of Vehicles	Has thorough knowledge of vehicle registration, licensing of drivers and titling of vehicles. Assists customers at a counter or window with transactions on a one on one basis. Exercises problem solving abilities along with skills and abilities of the DMV Services Technician I and II.			
	DMV Services Technician II			
Registration, Licensing and Titling of Vehicles	<p>Has a thorough knowledge of one or more single components of registration or driver's licensing. Areas of special attention include titling, records maintenance, special plates, insurance verification, registration and driver's license renewal by mail, license review and financial responsibility.</p> <p>Positions in this category may serve in an area of specialized knowledge in the Central Services and Programs Division or in a continuing training</p>			

SPECIALIZED SKILLS
 DMV SERVICES SUPERVISOR I, II
 DMV SERVICES TECHNICIAN I, II, III
 CATEGORY E

Competency	Description	Have Now	Needed Now	Required in Future
	position as a DMV Services Technician III position in the Field Services Division.			
	DMV SERVICES TECHNICIAN I			
Entry Level	Demonstrates core competencies while receiving training in all or part of the duties described in the series concept.			

**CORE COMPETENCIES
CATEGORY F POSITIONS
ADMINISTRATIVE SUPPORT**

- A. Basic Communication**
- B. Personal Effectiveness**
- C. Relating to People**
- D. Collaborating & Leading**
- E. Action & Results**
- F. Analytical & Conceptual**
- G. Environmental Acumen**
- H. Specialized Knowledge**

A. Basic Communication

- **Oral Communication**
- **Written Communication**
- **Listening**
- **Reading**

B. Personal Effectiveness

- **Flexibility**
- **Integrity/Honesty**
- **Learning**
- **Self-Esteem**

C. Relating to People

- **Interpersonal Skills**
- **Customer Service**
- **Negotiation & Influence**
- **Diversity Management**

D. Collaborating & Leading

- **Human Resources Management**
- **Teamwork**
- **Teaching Others**

E. Action & Results

- **Applies Technology to Tasks**
- **Conscientiousness**
- **Self-Management**

F. Analytical & Conceptual

- **Creative Thinking**

**CORE COMPETENCIES
CATEGORY F POSITIONS
ADMINISTRATIVE SUPPORT**

F. Analytical & Conceptual (Con't.)

- **Decision Making**
- **Manages and Organizes Information**
- **Manages Resources**
- **Mental Visualization**
- **Reasoning**

G. Environmental Acumen

- **Vision**
- **External Awareness**
- **Organizational Awareness**

H. Specialized Knowledge

CORE COMPETENCIES
CATEGORY F
ADMINISTRATIVE SUPPORT

Competency	Description	Have Now	Needed Now	Required in Future
COMMUNICATION				
Oral	Uses correct English grammar to organize and communicate ideas in words that are appropriate to listeners and situations; uses body language appropriately.			
Written	Uses correct English grammar, punctuation, and spelling to communicate thoughts, ideas, information, and messages in writing.			
Listening	Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to listeners and situations.			
Reading	Learns from written material by determining the main idea or essential message. Recognizes correct English grammar, punctuation, and spelling.			
PERSONAL EFFECTIVENESS				
Flexibility	Adapts quickly to changes.			
Integrity/Honesty	Displays high standards of ethical conduct and understands the impact of violating these standards on an organization, self, and others; is trustworthy.			
Learning	Sees detail in words, numbers, pictures, and graphs quickly and accurately.			
Self-Esteem	Believes in own self-worth, maintains a positive view of self, and displays a professional image.			
RELATING TO PEOPLE				
Interpersonal Skills	Shows understanding, friendliness, courtesy, tact, empathy, cooperation, concern, and politeness to others; relates well to different people from varied backgrounds and different situations.			
Customer Service	Works and communicates with clients and customers to satisfy their expectations. Committed to quality service.			
Negotiation & Influence	Works with others toward an agreement that may involve exchanging specific resources or resolving differences.			

CORE COMPETENCIES
CATEGORY F
ADMINISTRATIVE SUPPORT

Competency	Description	Have Now	Needed Now	Required in Future
Diversity Management	Work harmoniously with others in an environment where diverse cultures, religions, philosophies, genders, and races exist.			
COLLABORATING & LEADING				
Human Resources Management	Plans, distributes, and monitors work assignments.			
Teamwork	Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.			
Teaching Others	Develops others using personal mentoring; creates learning environment; challenges others to seek opportunities to learn; uses assessment to identify short and long term developmental needs.			
ACTION & RESULTS				
Applies Technology to Tasks	Selects and understands procedures, machines, or tools that will produce the desired results; identifies or solves problems in machines, computers, or other technologies related to performing tasks.			
Conscientiousness	Displays a high level of effort and commitment towards performing work; demonstrates responsible behavior.			
Self-Management	Sets well-defined and realistic personal goals; monitors progress and is motivated to achieve; manages own time and deals with stress effectively.			
ANALYTICAL & CONCEPTUAL				
Creative Thinking	Uses imagination to combine ideas or information in new ways.			
Decision Making	Specifies goals and obstacles to achieve those goals, generates alternatives, considers risks, and evaluates and chooses the best alternative in order to make a determination, draw conclusions or solve a problem.			
Manages and Organizes Information	Identifies a need; gathers, organizes, and maintains information; determines its importance and accuracy, and communicates it by a variety of methods.			

CORE COMPETENCIES
CATEGORY F
ADMINISTRATIVE SUPPORT

Competency	Description	Have Now	Needed Now	Required in Future
Manages Resources	Selects, acquires, stores, and distributes resources such as materials, equipment, or money.			
Mental Visualization	Sees things in the mind by mentally organizing and processing symbols, pictures, graphs, objects, or other information.			
Reasoning	Discovers or selects rules, principles, or relationships between facts and other information.			
ENVIRONMENTAL ACUMEN				
Vision	Understands where the organization is headed in light of internal and external trends and influences.			
External Awareness	Identifies and keeps up-to-date on policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans.			
Organizational Awareness	Knows how social, political, organizational, and technological systems work and operates effectively within them. This includes the policies, procedures, rules and regulations of the work unit or organization.			

SPECIALIZED SKILLS
ACCOUNTING ASSISTANT I, II, III, & IV
CATEGORY F

Competency	Description	Have Now	Needed Now	Required in Future
	Accounting Assistant IV			
Accounting Practices and Principles	<p>Working knowledge of Generally Accepted Accounting Principles (GAAP).</p> <p>Working knowledge of State Administrative Manual (SAM).</p> <p>Working knowledge of accounts, account maintenance, budgeting, purchasing and inventories</p> <p>Working knowledge of IFS ADVANTAGE –Fiscal System.</p>			
Rules and Regulations	<p>Working knowledge of the rules and regulations governing State accounting procedures.</p> <p>Ability to interpret and apply specific procedures, policies of the State and federal guidelines and methods for individual cases by deciding proper course of action.</p>			
Supervision/Training	<p>Ability to train and provide hands on supervision of lower level accounting and administrative staff.</p>			
Problem Solving	<p>Ability to research historical data to support studies, solve problems and resolve conflicting financial and statistical data.</p> <p>Ability to research and collect fiscal and statistical data from various sources and analyze and recommend appropriate data to be used.</p>			

SPECIALIZED SKILLS
ACCOUNTING ASSISTANT I, II, III, & IV
CATEGORY F

Competency	Description	Have Now	Needed Now	Required in Future
Multi-tasking	<p>Ability to determine priorities of the daily accounting activities and the fiscal assignments in order to maintain and accomplish task.</p> <p>Ability to determine the priority of work assignments and the able to work on several major tasks and assignment at the same time.</p>			
	Accounting Assistant III			
Accounting Practices and Principles	<p>Working knowledge of Generally Accepted Accounting Principles (GAAP).</p> <p>Working knowledge of State Administrative Manual (SAM).</p> <p>Working knowledge of accounts, account maintenance, budgeting, purchasing and inventories</p> <p>Working knowledge of IFS ADVANTAGE-Fiscal System.</p>			
Rules and Regulations	<p>Knowledge of the rules and regulations governing State accounting. Ability to apply these rules in accounting maintenance.</p>			
Supervision/Training	<p>Ability to provide oversight, supervision and training to lower level accounting assistants.</p>			
Problem Solving	<p>Ability to resolve problems encountered by subordinate staff.</p>			
Multi-tasking	<p>Ability to priorities works assignments and work on several projects and task at the same time.</p>			

SPECIALIZED SKILLS
ACCOUNTING ASSISTANT I, II, III, & IV
CATEGORY F

Competency	Description	Have Now	Needed Now	Required in Future
	Accounting Assistant II			
Accounting Practices	Ability to maintain and track accounting data. Knowledge of the general practices of accounting, budget, purchasing and inventories.			
Rules and Regulations	Knowledge of State rules as they apply to accounting transactions.			
Supervisory	Ability to provide guidance and oversight to lower level staff, interns, or volunteers.			
	Accounting Assistant I			
Accounting Practices	Knowledge of the general practices of accounting, budget, purchasing and inventories.			
Rules and Regulations	Knowledge of State rules as they apply to accounting transactions.			

**CORE COMPETENCIES
CATEGORY G POSITIONS
SKILLED CRAFT WORKERS**

- A. Basic Communication**
- B. Personal Effectiveness**
- C. Relating to People**
- D. Collaborating & Leading**
- E. Action & Results**
- F. Analytical & Conceptual**
- G. Environmental Acumen**
- H. Specialized Knowledge**

- A. Basic Communication**
 - **Oral Communication**
 - **Written Communication**
 - **Listening**
 - **Reading**
 -
- B. Personal Effectiveness**
 - **Flexibility**
 - **Integrity/Honesty**
 - **Learning**
 - **Self-Esteem**
 - **Stress Tolerance**
- C. Relating to People**
 - **Interpersonal Skills**
 - **Customer Service**
 - **Negotiation & Influence**
 - **Conflict Management**
- D. Collaborating & Leading**
 - **Teamwork**
 - **Leadership**
 - **Teaching Others**
- E. Action & Results**
 - **Decisiveness**
 - **Accountability**
 - **Decision Making**
 - **Self Management**

**CORE COMPETENCIES
CATEGORY G POSITIONS
SKILLED CRAFT WORKERS**

E. Action & Results (Con't.)

- **Attention To Detail**
- **Technology Application**
- **Technical Competence**
- **Technical Problem Solving**

F. Analytical & Conceptual

- **Reasoning**
- **Problem Solving**
- **Planning & Evaluation**
- **Arithmetic**
- **Mathematical Reasoning**
- **Creative Thinking**
- **Mental Visualization**
- **Information Management**

G. Environmental Acumen

- **Vision**
- **External Awareness**
- **Organizational Awareness**

H. Specialized Knowledge

- **Technical Competence**
- **Technology Problem Solving**
- **Technical/Professional Expertise**

CORE COMPETENCIES
CATEGORY G
SKILLED CRAFT WORKERS

Competency	Description	Have Now	Needed Now	Required in Future
COMMUNICATION				
Oral	Makes clear and convincing oral presentations to individuals or groups; facilitates an open exchange of ideas and fosters an atmosphere of open communication.			
Written	Expresses facts and ideas in writing in a clear, convincing, and organized manner.			
Listening	Listens effectively and clarifies information as needed.			
Reading	Understands and interprets written material, including technical materials, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.			
PERSONAL EFFECTIVENESS				
Flexibility	Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles; effectively deals with uncertainty.			
Integrity/Honesty	Contributes to maintaining the integrity of the organization; displays high standards of ethical conduct and understands the impact of violating these standards on an organization, self, and others; is trustworthy.			
Learning	Uses efficient learning techniques to acquire and apply new knowledge and skills; uses training, feedback, or other opportunities for self-learning and development.			
Self-Esteem	Believes in own self-worth; maintains a positive view of self and displays a confident, capable image.			
Stress Tolerance	Deals calmly and effectively with high stress situations (for example, tight deadlines, hostile individuals, emergency situations, dangerous situations).			
RELATING TO PEOPLE				
Interpersonal Skills	Shows understanding, friendliness, courtesy, tact, empathy, concern, and politeness to others; develops and maintains effective relationships with others; may include effectively			

CORE COMPETENCIES
CATEGORY G
SKILLED CRAFT WORKERS

Competency	Description	Have Now	Needed Now	Required in Future
	dealing with individuals who are difficult, hostile, or distressed; relates well to people from varied backgrounds and different situations; is sensitive to cultural diversity, race, gender, disabilities, and other individual differences.			
Customer Service	Works with both internal and external customers to assess their needs, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available services; is committed to providing quality products and services.			
Negotiation & Influence	Persuades others to accept recommendations, cooperate, or change their behavior; works with others towards an agreement; negotiates to find mutually acceptable solutions.			
Conflict Management	Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.			
COLLABORATING & LEADING				
Teamwork	Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.			
Leadership	Influences, motivates, and challenges others; adapts leadership styles to a variety of situations.			
Teaching Others	Helps others learn through formal or informal methods; identifies training needs; provides constructive feedback; coaches others on how to perform tasks; acts as a mentor.			
ACTION & RESULTS				
Decisiveness	Exercises good judgment by making sound and well-informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data are limited or solutions produce unpleasant consequences; is proactive and achievement oriented.			

CORE COMPETENCIES
CATEGORY G
SKILLED CRAFT WORKERS

Competency	Description	Have Now	Needed Now	Required in Future
Accountability	Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans, focuses on results and measuring attainment of outcomes.			
Decision Making	Makes sound, well informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes positive change.			
Self Management	Sets well-defined and realistic personal goals; displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner; works with minimal supervision; is motivated to achieve; demonstrates responsible behavior.			
Attention To Detail	Is thorough when performing work and conscientious about attending to detail.			
Technology Application	Uses machines, tools, or equipment effectively; uses computers and computer applications to analyze and communicate information in the appropriate format.			
Technical Competence	Uses knowledge that is acquired through formal training or extensive on-the-job experience to perform one's job; works with, understands, and evaluates technical information related to the job; advises others on technical issues.			
Technical Problem Solving	Troubleshoots, diagnoses, analyzes, and identifies system malfunctions to determine the source and cause of the problem.			
ANALYTICAL & CONCEPTUAL				
Reasoning	Understands complex situations through knowledge, insight, and systematic analysis; makes inferences about component parts to generate unique solutions to problems; understands interaction			

CORE COMPETENCIES
CATEGORY G
SKILLED CRAFT WORKERS

Competency	Description	Have Now	Needed Now	Required in Future
	between multiple problems and situations.			
Problem Solving	Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.			
Planning & Evaluation	Organizes work, sets priorities, and determines resource requirements; determines short-or long-term goals and strategies to achieve them; coordinates with other organizations or parts of the organization to accomplish goals; monitors progress and evaluates outcomes.			
Arithmetic	Performs computations such as addition, subtraction, multiplication, and division correctly using whole numbers, fractions, decimals, and percentages.			
Mathematical Reasoning	Solves practical problems by choosing appropriately from a variety of mathematical and statistical techniques.			
Creative Thinking	Uses imagination to develop new insights into situations and applies new solutions to problems; designs new methods where established methods and procedures are not suitable or are unavailable.			
Mental Visualization	Sees things in the mind by mentally organizing and processing symbols, pictures, graphs, objects, or other information (for example, sees a building from a blueprint, or sees the flow of work activities from reading a work plan).			
Information Management	Identifies a need for and knows where or how to gather information; organizes and maintains information or information management systems.			
ENVIRONMENTAL ACUMEN				
Vision	Understands where the organization is headed and how to make a contribution; takes a long-term view and recognizes opportunities to help the organization accomplish its objectives or move toward the vision.			
External Awareness	Identifies and understands economic, political, and social trends that affect			

CORE COMPETENCIES
 CATEGORY G
 SKILLED CRAFT WORKERS

Competency	Description	Have Now	Needed Now	Required in Future
	the organization.			
Organizational Awareness	Knows the organization's mission and functions, and how its social, political, and technological systems work and operates effectively within them; this includes the programs, policies, procedures, rules, and regulations of the organization.			

SPECIALIZED KNOWLEDGE
 CATEGORY G
 PRISON INDUSTRIES SUPERVISOR I & II

Competency	Description	Have Now	Needed Now	Required in Future
	Prison Industries Supervisors II			
Fiscal Accountability	Has working knowledge in budget/cost accounting. Procurement principles/practices. Quality Assurance Procedures.			
Inmate Welfare	Is skilled in matters of Prison Industry Health and Safety standards and regulations.			
Inmate Supervision	Exercises excellent people management skills to supervise the activities of workers in a factory, shop or service environment.			
	Prison Industries Supervisors I			
Security Conscious	Has extensive knowledge of and maintains current understanding of federal and State rules and regulations regarding security controls and custody procedures for inmates.			
Procurement	Has working knowledge of State purchasing, procedures and guidelines, estimating quantities of supplies.			
Business Management	Keeps current with standards in the areas of planning/scheduling the activities of a factory/service industry.			
Inmate Supervision	Exercises excellent people management skills to supervise the activities of workers in a factory, shop or service environment.			
Accreditation and CEV's	Maintains current standings with American Correctional Association Accreditation requirements.			

**CORE COMPETENCIES
CATEGORY H POSITIONS
SERVICE MAINTENANCE**

- A. Basic Communication**
- B. Personal Effectiveness**
- C. Relating to People**
- D. Collaborating & Leading**
- E. Action & Results**
- F. Analytical & Conceptual**
- G. Environmental Acumen**
- H. Specialized Knowledge**

- A. Basic Communication**
 - **Oral Communication**
 - **Written Communication**
 - **Listening**
 - **Reading**
- B. Personal Effectiveness**
 - **Flexibility**
 - **Integrity/Honesty**
 - **Learning**
 - **Self-Esteem**
 - **Stress Tolerance**
- C. Relating to People**
 - **Interpersonal Skills**
 - **Customer Service**
 - **Negotiation & Influence**
 - **Conflict Management**
- D. Collaborating & Leading**
 - **Teamwork**
 - **Leadership**
 - **Teaching Others**

**CORE COMPETENCIES
CATEGORY H POSITIONS
SERVICE MAINTENANCE**

- E. Action & Results**
 - **Conscientiousness**
 - **Decisiveness**
 - **Accountability**
 - **Decision Making**
 - **Self Management**
 - **Attention to Detail**
 - **Technology Application**
 - **Technical Competence**
 - **Technical Problem Solving**

- F. Analytical & Conceptual**
 - **Reasoning**
 - **Problem Solving**
 - **Planning and Evaluation**
 - **Arithmetic**
 - **Mathematical Reasoning**
 - **Creative Thinking**
 - **Mental Visualization**
 - **Information Management**

- G. Environmental Acumen**
 - **Vision**
 - **External Awareness**
 - **Organizational Awareness**

- H. Specialized Knowledge**
 - **Technical Competence**
 - **Technology Problem Solving**
 - **Technical/Professional Expertise**

CORE COMPETENCIES
CATEGORY H
SERVICE MAINTENANCE

Competency	Description	Have Now	Needed Now	Required in Future
COMMUNICATION				
Oral	Effectively communicates thoughts, ideas and facts orally. Uses correct English grammar to communicate appropriately.			
Written	Effectively communicates ideas and facts. Uses correct English grammar, punctuation, and spelling to communicate thoughts, ideas, information, and messages in writing.			
Listening	Listens effectively and clarifies information as needed.			
Reading	Learns from written material by determining the main idea or essential message. Recognizes correct English grammar, punctuation, and spelling.			
PERSONAL EFFECTIVENESS				
Flexibility	Changes as needed to get the job done. Accepts changes in job requirements, schedules, or work environment. Remains calm and focused during times of change.			
Integrity/Honesty	Trustworthy. Keeps organizational and personal information confidential. Refrains from gossip/rumor-mill.			
Learning	Acquires new knowledge and skills when necessary for the job. Uses learning strategies and feedback to learn new skills for the job (i.e. observation, and shadowing).			
Self-Esteem	Believes in own self-worth. Realistic view of abilities and limitations. Speaks up when needing clarification.			
Stress Tolerance	Deals with stress effectively.			
RELATING TO PEOPLE				
Interpersonal Skills	Shows understanding, friendliness, courtesy, tact, cooperation, and the politeness to others when interacting.			
Customer Service	Works and communicates with clients, customers, and or co-workers to satisfy their expectations.			
Negotiation & Influence	Works with others toward an agreement that may involve exchanging specific resources or resolving difference.			

CORE COMPETENCIES
CATEGORY H
SERVICE MAINTENANCE

Competency	Description	Have Now	Needed Now	Required in Future
Conflict Management	Resolves conflicts, confrontations, or disagreements in a constructive manner to minimize negative personal impact.			
COLLABORATING & LEADING				
Teamwork	Works cooperatively with others. Actively provides information and suggestions. Accepts and completes team assignments. Follows through on commitments to team members.			
Leadership	Interacts with others to influence, motivate, and challenge them.			
Teaching Others	Helps others learn; identifies training needs; provides constructive reinforcement; coaches others on how to perform tasks; acts as a mentor.			
ACTION & RESULTS				
Conscientiousness	Follows through on commitments with appropriate action. Assumes personal responsibility for positive and negative outcomes. Committed to organizational rules/goals.			
Decisiveness	Makes decisions without undo delay. Evaluates options and considers consequences during decision-making process.			
Accountability	Holds self-accountable for responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner.			
Decision Making	Specifies goals and obstacles to achieving those goals, generates alternatives, considers risks, and evaluates and chooses the best alternative in order to make a determination, draw conclusions or solve a problem.			
Self Management	Sets well-defined and realistic personal goals; monitors progress and is motivated to achieve; manages own time and deals with stress effectively.			
Attention to Detail	Is thorough when performing work and conscientious about attending to detail.			
Technology Application	Uses machines, tools, computers, or equipment effectively as they pertain to the job.			

CORE COMPETENCIES
CATEGORY H
SERVICE MAINTENANCE

Competency	Description	Have Now	Needed Now	Required in Future
Technical Competence	Uses knowledge that is acquired through formal training or extensive on-the-job experience to perform one's job; works with, understands, and evaluates technical information related to the job.			
Technical Problem Solving	Troubleshoots, diagnose, analyzes, and identifies system malfunctions to determine the source and cause of the problem.			
ANALYTICAL & CONCEPTUAL				
Reasoning	Discovers or selects rules, principles, or relationships between facts and other information.			
Problem Solving	Identifies problems and creates more than one solution. Performs simple analysis and evaluation to determine course of action. Solutions grounded in factual information and proven analytical methods.			
Planning & Evaluation	Organizes work, sets priorities, and determines resource requirements; determines short-or long-term goals and strategies to achieve them, monitors progress and evaluates outcomes.			
Arithmetic	Performs computations such as addition, subtraction, multiplication, and division correctly using whole numbers, fractions, decimals, and percentages.			
Mathematical Reasoning	Solves practical problems by choosing appropriately from a variety of mathematical techniques.			
Creative Thinking	Uses imagination to combine ideas or information in new ways.			
Mental Visualization	Sees things in the mind by mentally organizing and processing symbols, pictures, graphs, objects, or other information.			
Information Management	Identifies a need for and knows where or how to gather information; organizes and maintains information.			
ENVIRONMENTAL ACUMEN				
Vision	Working knowledge of organizational direction. Makes personal contribution toward goals and objectives.			
External Awareness	Identifies and understands economic, political, and social trends that affect the organization.			

CORE COMPETENCIES
 CATEGORY H
 SERVICE MAINTENANCE

Competency	Description	Have Now	Needed Now	Required in Future
Organizational Awareness	Knows the organization's mission and functions, and how its social, political, and technological systems work and operate effectively within them. This includes the policies, procedures, rules and regulations of the work unit or organization.			

SPECIALIZED KNOWLEDGE
 CATEGORY H
 DRIVER WAREHOUSE WORKER I & II

Competency	Description	Have Now	Needed Now	Required in Future
	Driver Warehouse Wkr I & II			
Licensure	Acquire and maintain appropriate driver's license, and/or hazardous materials endorsement as required by the job.			
Vehicle Operation	Ability to drive light, medium and heavy duty transporting vehicles, including tractor-trailer combination vehicles for long distances and in a variety of driving conditions; performing required equipment maintenance and service.			
Equipment operation	Skill in operating materials handling equipment.			
Equipment Maintenance	Ability to perform required equipment maintenance and service to include inspecting equipment systems and components to ensure they are safe and in proper working condition.			

SPECIALIZED KNOWLEDGE
SUPERVISORY

Competency	Description	Have Now	Needed Now	Required in Future
Technical/Professional Expertise				
Enhancing Staff Relations	Enhance staff relations by using effective communication skills, encouraging growth and self-development, facilitating teamwork, employing conflict resolution skills, and providing adequate supports to staff.			
Program Planning and Monitoring Programs	Oversee program planning and monitoring by planning and developing individual goals and outcomes, coordinating and participating in meetings, monitoring, documenting and reporting progress, communicating with other State agencies.			
Managing Personnel	Coordinate personnel management by hiring new staff, conducting performance reviews, facilitating team work and staff meetings, delegating tasks and responsibilities, encouraging effective communication, defusing crises and conflicts between staff, and implementing grievance and formal contract procedures.			
Leading Training and Staff Development Activities	Coordinate and participate in direct support staff training and in-service by orienting new staff, arranging for staff to attend training, and supporting ongoing staff development.			
Protecting Health and Safety	Monitor safety issues in work areas. Practice appropriate emergency procedures.			
Financial	Assume fiscal responsibility and management appropriate budgets.			
Staff Scheduling and Payroll	Ensure staff is scheduled, paid, and receive time off when requested.			
Coordinating Policies, Procedures and Rule Compliance	Understand and implement current State and federal rules and regulations, and agency policies and practices.			

DEVELOPMENTAL TOOLS

**Leadership Management
Certified Public Manager Program**

Employee Career & Development Plan

Employee Five-Year Career and Personal Development Plan

Job Variation

NEVADA CERTIFIED PUBLIC MANAGER PROGRAM

A good leadership development program improves skills, knowledge and behaviors of leaders so that they achieve the business results expected of them and the organization.

What is CPM?

The Certified Public Manager (CPM) Program is a nationally recognized and nationally accredited leadership development program for public managers and supervisors. There are over 26 States and the federal government participating in the National CPM Consortium, which accredits and establishes the requirements and standards for the CPM designation. The vision of the CPM Program is to develop “world class leaders and managers for public service.”

The Nevada CPM Program will kickoff in Summer 2004 and is administered and implemented by the Nevada State Personnel Training Division. The Nevada CPM Program will incorporate systematic training and structured learning activities to improve and maintain public service performance to achieve optimal levels of effectiveness and service.

During the pilot year of 2004 – 2005, a limited number of positions from State, county and local agencies will participate in this exciting program.

What are the Nevada CPM Program Requirements?

Nevada’s Certified Public Manager curriculum consists of approximately six weeks of “Managing Government in Nevada” courses (Levels 1-6). This core training is augmented by outside readings, job-related projects, elective courses based on development of key management/leadership skills, an Executive Seminar, and examinations on all core course curriculum.

The training format will use practical, hands-on learning activities to successfully join theory with practical application, benefiting the CPM participants, their sponsoring agencies and their customers. The Nevada CPM curriculum covers the full spectrum of management and leadership skill building, beginning with individual performance and expanding to broader organizational and public policy issues.

How will the Nevada CPM Program benefit me, my agency/department, and/or the State?

The Nevada CPM Program will provide a variety of benefits, including: improving services through process improvement projects, building a pool of internally developed leaders, retaining employees with leadership potential, implementing new approaches to agency challenges and opportunities, and sharpening skills through networking and continuing education. Developing core

competencies is the foundation of managerial excellence. Some of the competencies developed by the Nevada CPM Program include:

- Self-management & personal development
- Understanding organizational systems and cultures
- Leading individuals & groups
- Knowledge of State government infrastructure & trends

Who can attend?

Applicants for the Nevada CPM Program must be employed with a Nevada governmental organization and have direct or functional supervision of people, major projects or major programs.

Is there a fee for CPM?

The CPM Program costs are minimal to participants and/or agencies. The cost of each level is \$300 per session per person. Agencies will be responsible for any other expenses related to the Program.

**WORKFORCE PLANNING
EMPLOYEE CAREER AND DEVELOPMENT PLAN**

<p><u>Employee information</u></p> <p>Name: _____</p> <p>Division: _____</p> <p>Section: _____</p> <p>Position Title: _____</p> <p>Grade: _____</p> <p>Education: High School graduate Yes/No</p> <p>Circle: College 13 14 15 16 17 18</p> <p>Degrees: _____</p> <p>Certificates: _____</p> <p>Licenses: _____</p> <p>Trade school: _____</p>	<p><u>Work history</u></p> <p>Positions held with Department of (name):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Prior positions with other employers:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Other relevant experience</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><u>Career Goal Projections</u> (Specify job title, work unit, or field of work)</p> <p>3 years _____</p> <p>5 years _____</p> <p>7 years _____</p> <p>10 years _____</p> <p>Notes:</p>	<p><u>Planning for the future</u> (Education and experience to meet career projections completed by employee and division head)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Five-Year Career and Personal Development Plan

Instructions: For some employees, the five-year career plan may be a plan to prepare them for another job, for others it may be a plan to develop skills used in their current job. The five-year plan is very much an individual plan, and is to be used solely for the benefit of the employee. Each employee prepares a plan and meets with the supervisor to receive guidance or help in meeting the goals. Attach additional pages as needed.

Name: _____ Period of Plan: _____
Division/Program: _____ From: _____ To: _____

Current Position: _____
Long Term Goal: _____

Employee Signature _____ Date: _____

Supervisor Signature _____ Date: _____

Reviewing Officer Signature _____ Date: _____

Appointing Authority Signature _____ Date: _____

A copy of this plan is kept by all who sign.

JOB VARIATION SURVEY

The Department of (agency or division name) is exploring innovative ideas for possible pilot programs in the following areas: job rotation, shadowing, sharing, mentoring and telecommuting.

Please complete the following interest survey and return it to your division chief by close of business on (date). Thank you for your participation.

YOUR NAME: _____
 POSITION: _____
 WORK LOCATION: _____

Job Rotation. Allocation of work time where employees maintain their regular jobs for a specific period of time and then rotate to another work unit, position, or special project for a predetermined amount of time, enabling employees to explore other career opportunities.

Job Shadowing/Mentoring. Provides the opportunity for the employee to observe others as they perform their jobs. This process allows for career exploration and a work-place learning experience.

Job Sharing. Offers a flexible work arrangement where job responsibilities of a full-time position are split between two people. The arrangement may provide a means for the department to retain critical knowledge and skills.

Telecommuting. Employees work part of the time at a location other than their “official work site” such as their home. Schedule may vary of from several days per week to as little as one day a week, or on an as-needed basis.

PROGRAM	INTERESTED	NOT INTERESTED
Job Rotation		
Job Shadowing/Mentoring		
Job Sharing		
Telecommuting		

Worksheets

Workforce Planning Worksheet

This document can be used in the gathering process from workgroup leaders about the talent within specific workgroups.

The data can then be compiled for the whole organization by rolling up each individual workgroup template into a single document. You can use a program such as Microsoft Excel to compile and combine this information. The overall data that is gathered can be used to create staffing strategies; business plans and make strategic decisions.

Supply Analysis Worksheet

Demand Analysis Worksheet

Gap Identification Worksheet

Core Competencies

Specialized Skills

SUPPLY ANALYSIS WORKSHEET

JOB CODE	JOB TITLE	EEO CODE	NUMBER OF POSTIONS	ELIGIBLE TO RETIRE 5 YRS/10 YRS	CRITICAL KSA's/COMPETENCIES/ EDUCATION	REQUIRE ADJUSTMENT TO CRITICAL ELEMENTS	REQUIRE ADVANCED RECRUITMENT INITITIVES	REQUIRE ADDITIONAL TRAINING/RE-TRAINING

DEMAND ANALYSIS WORKSHEET

JOB CODE	JOB TITLE	EEO CODE	CURRENTLY HAVE/HOW MANY	WILL NEED/HOW MANY/WHEN	CRITICAL KSA'S/COMPETENCEIS/EDUCATION	SHORT FALL	PROJECTED BUDGET YEAR

GAP IDENTIFICATION WORKSHEET

Type of Gap (e.g., staffing)	Gap Description (e.g., do not have enough people due to high turnover)	Cause or Nature of Gap (e.g., people typically leave within 3 years due to lack of career opportunities)	Type of Strategy (e.g., retention)	Description of Strategy

CORE COMPETENCIES

Competency	Description	Have Now	Needed Now	Required in Future

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