EXHIBIT BB

Knowledge, Skills and Abilities (KSAs)

While seniority will continue to play a part in determining how much vacation employees earn, seniority will no longer play a significant role in the selection of employees for transfer or promotion.

The emphasis will be on each individual's knowledge, skills and abilities as they relate to the position he or she holds. In situations that require a reduction in staff, it is in the County’s best interest to retain the employees whose knowledge, skills and abilities are most valuable to the efficient operation of each department.

This change in the way employees are selected will result in two major changes for the County’s management team.

First, the tasks of each job must be analyzed to determine the core proficiencies; the skills, knowledge and abilities required to provide the highest and most consistent levels of service.

Next, each employee’s level of proficiency must be determined, and discussed with each one so that he/she is aware of the strengths he/she brings to the job as well as the performance improvement opportunities that will maximize his/her overall performance.

This change necessitates a change in the way that employees are evaluated, with the emphasis moving to those identified and measured knowledge, skills and abilities. In the event a reduction in staff is necessary in the future, the employees whose knowledge, skills and abilities have been evaluated as being the most valuable to the efficient operation of the department will have a higher likelihood of being retained. If the knowledge, skills, abilities and prior work performance of employees are essentially equal, seniority may be considered in making the determination.

How do Knowledge, Skills and Abilities differ? How do you recognize them?

Knowledge, Skills, and Abilities (KSA's). The attributes required to perform a job and are generally demonstrated through qualifying service education, or training.

Knowledge statements refer to an organized body of information usually of a factual or procedural nature which, if applied, makes adequate performance on the job possible.

Skill statements refer to the proficient manual, verbal or mental manipulation of data or things. Skills can be readily measured by a performance test where quantity and quality of performance are tested, usually within an established time limit. Examples of proficient manipulation of things are skill in typing or skill in operating a vehicle. Examples of proficient manipulation of data are skill in computation using decimals; skill in editing for transposed numbers, etc. Skill in successfully communicating information orally and in writing.
Ability statements refer to the power to perform an observable activity at the present time. This means that abilities have been evidenced through activities or behaviors that are similar to those required on the job, e.g., ability to plan and organize work. Abilities are different from aptitudes. Aptitudes are only the potential for performing the activity.

How can management determine the necessary knowledge, skills and abilities?

Each position must be analyzed to collect information about the duties, responsibilities, skills, outcomes and work environment of each job. It focuses on behaviors, tasks, and outcomes, and identifies the personal qualifications/qualities necessary to competently perform the work. Employees must be involved in the analysis process, because it is necessary to properly identify each task that must be performed in an operation. Management may be too far removed from the hands-on work that is being done to identify the specific steps involved in each task.

Answers to the following questions provide a strong starting point for the necessary analysis:

What are the steps, procedures, practices, rules, policies, theories, principles or concepts that are used in each job? What knowledge is necessary to complete the steps, procedures, and/or practices necessary to the job? What skills are necessary? What abilities are necessary?

How must employees apply the knowledge, skills and abilities that are necessary?

In performing the jobs, how do employees demonstrate the application of that knowledge, those skills and abilities? How can the differentiation between each employee’s level of competence in the necessary knowledge, skills and abilities be identified? Productivity measures, accuracy, timeliness and outcome are prime indicators.

A competency is a measurable pattern of knowledge, skills, abilities, behaviors and other characteristics that an individual needs in order to perform work roles or occupational functions successfully. Examples of competencies include: oral communication; flexibility; customer service; and leadership.

Job Analysis Methodology

· Develop a comprehensive list of the tasks and competencies that define the job.
· Rate the tasks and competencies according to importance and frequency scales.
· Based on the ratings, analyze which tasks and competencies are crucial to the position and which tasks and competencies should be most heavily weighted in evaluating an employee’s performance.
· For each task and competency, identify the necessary knowledge, skill, and ability necessary to perform the task in a manner which meets necessary performance levels (base level).
· The employee’s level of performance is then measured against the base level of performance as:
  · Consistently exceeds
  · Consistently meets
  · Meets the base level a majority of the time
  · Requires additional training
Each rating needs to be justified by citing examples or preferably, measurements, when they are available.

This same process can be used to evaluate everything from an employee’s attendance, safety record, use of technology, degree of cooperation and ability to work with others, as well as any other factor that is important to the efficient operation of any of the County’s departments.
KSA Definitions – Examples for General Employees

Interpersonal Skill
Is aware of, responds to, and considers the needs, feelings, and capabilities of others. Deals with conflicts, confrontations, disagreements in a positive manner, which minimizes personal impact to include controlling one’s feelings and reactions. Deals effectively with others in both favorable and unfavorable situations regardless of status of position. Accepts interpersonal and cultural diversity.

Team Skill
Establishes effective working relationships among team members. Participates in solving problems and making decisions.

Communications
Presents and expresses ideas and information clearly and concisely in a manner appropriate to the audience, whether oral or written. Actively listens to what others are saying to achieve understanding. Shares information with others and facilitates the open exchange of ideas and information. Is open, honest, and straightforward with others.

Planning and Organizing
Establishes courses of action for self to accomplish specific goals [e.g., establishes action plans]. Identifies need, arranges for, and obtains resources needed to accomplish own goals and objectives. Develops and uses tracking systems for monitoring own work progress. Effectively uses resources such as time and information.

Organizational Knowledge and Competence
Acquires accurate information concerning the agency components, the mission[s] of each relevant organizational unit, and the principal programs in the agency. Interprets and utilizes information about the formal and informal organization, including the organizational structure, functioning, and relationships among units. Correctly identifies and draws upon source[s] of information for support.

Problem Solving and Analytical Ability
Identifies existing and potential problems/issues. Obtains relevant information about the problem/issue, including recognizing whether or not more information is needed. Objectively evaluates relevant information about the problem/issue. Identifies the specific cause of the problem/issue. Develops recommendations, develops and evaluates alternative course of action, selects courses of action, and follows up.

Judgment
Makes well reasoned and timely decisions based on careful, objective review and informed analysis of available considerations and factors. Supports decisions or recommendations with accurate information or reasoning.
**Direction and Motivation**
Sets a good example of how to do the job; demonstrates personal integrity, responsibility, and accountability. Provides advice and assistance to help others accomplish their work. Directs/motivates self.

**Decisiveness**
Identifies when immediate action is needed, is willing to make decisions, render judgments, and take action. Accepts responsibility for the decision, including sustaining effort in spite of obstacles.

**Self-Development**
Accurately evaluates own performance and identifies skills and abilities as targets of training and development activities related to current and future job requirements. Analyzes present career status. Sets goals [short and/or long terms]. Identifies available resources and methods for self-improvement. Sets realistic time frames for goals and follows up.

**Flexibility**
Modifies own behavior and work activities in response to new information, changing conditions, or unexpected obstacles. Views issues/problems from different perspectives. Considers a wide range of alternatives, including innovative or creative approaches. Strives to take actions that are acceptable to others having differing views.

**Leadership**
Ability to make right decisions based on perceptive and analytical processes. Practices good judgment in gray areas. Acts decisively.
KSA Definitions for General Supervisory/Management Personnel

Problem Solving and Analytical Ability
Identifies existing and potential problems; notes, understands, and includes the critical elements of problem situations; obtains and evaluates relevant information; demonstrates awareness that new and/or additional information sources are required; notes interrelationships among elements; identifies possible causes of the problems; recognizes the need to shift to an alternative course of action including innovative or creative approaches; and appropriately terminates information collection and evaluation activities.

Planning and Organizing
Identifies requirements; allocates, and effectively uses information, personnel, time, and other resources necessary for mission accomplishment; establishes appropriate courses of action for self and/or others to accomplish specific goals; develops evaluation criteria and tracking systems for monitoring goal progress and accomplishment; and specifies objectives, schedules, and priorities.

Decisiveness
Makes decisions, renders judgments, and take action on difficult or unpleasant tasks in a timely fashion, to include the appropriate communication of both negative and positive information and decisions.

Judgment
Develops and evaluates alternative courses of action; makes decisions based on correct assumptions concerning resources and guidelines; supports decisions or recommendations with data or reasoning; defines and implements solutions to problems; and recognizes when no action is required.

Communication Skill
Presents and expresses ideas and information effectively and concisely in an oral and/or written mode; listens to and comprehends what others are saying; shares information with others and facilitates the open exchange of ideas and information; is open, honest, and straightforward with others; provides a complete and timely explanation of issues and decisions in a manner appropriate for the audience; and presents information and material in a manner that gains the agreement of others.

Interpersonal Skill
Is aware of, responds to, and considers the needs, feelings, and capabilities of others; deals effectively with others in favorable and unfavorable situations regardless of their status or position; accepts interpersonal and cultural differences; manages conflict/confrontations/disagreements in a positive manner that minimizes personal impact, to include controlling one’s own feelings and reactions; and provides appropriate support to others.

Direction and Motivation
Motivates and provides direction in the activities of others to accomplish goals; gains the respect and confidence of others; appropriately assigns work and authority to others in the accomplishment of goals; provides advice and assistance as required.
Supervisory Role Performance
Displays knowledge of the roles, responsibilities, and duties of supervisors and managers; accurately assesses the impact upon others of role performance; and supports and promotes organization decisions, policies, programs, and initiatives such as EEO and Affirmative Action.

Specialty Competence
Understands and appropriately applies procedures, requirements, regulations, and policies; maintains credibility with others on specialty matters; uses appropriate procedures or systems in the operation and/or staff environment as the position requires.

Organizational Knowledge
Demonstrates knowledge of the department’s or agency’s organizational components, the mission[s] of each relevant organizational unit, and the principal programs in the organization.

Leadership
Establishes work standards and expectations for self and others. Appropriately assigns/delegates work and authority to others in the accomplishment of goals. Keeps goals and objectives in sight at all times, monitors progress toward goals, and works to overcome barriers and obstacles. Provides coaching, advice, and assistance as required, e.g., helps subordinates overcome obstacles and deal with problems. Appropriately assesses contributions and performance of employees; provides appropriate recognition, and deals with problems as they arise. Instills in others a sense of pride in the job at hand.