

## COMPETENCY MODEL FOR

### CITY PLANNER CLASS CODE 7944

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of **CITY PLANNER**.

- 3. Judgment and Decision Making
- 20. Job Knowledge
- 28. Supervisory Knowledge
- 31. Results Orientation
- 33. Interpersonal Skills
- 34. Customer Service
- 36. Emotional Maturity
- 45. Oral Communication
- 47. Written Communication

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (*italicized and underlined*), examples of behavioral indicators, and satisfactory and superior performance levels.

**3. JUDGMENT AND DECISION MAKING** – Accurately assesses situations, seeks new information if necessary, and applies all available information to reach sound conclusions/formulate effective response.

Level of Competency Required by Job:

- Level 1: Training and guidelines needed to respond to immediate situations within very specific function are provided (or supervisor available to assist).
- Level 2: General information and guidance to assist in responding to a variety of situations across a range of circumstances are provided.
- Level 3: Little guidance available for responding to a wide range of complex situations with far-reaching and/or enduring consequences.

Examples of Behavioral Indicators:

- Effectively responds to atypical situations.
- Asks questions or otherwise obtains additional relevant information to make a decision.
- Formulates a decision and necessary actions based on available facts.
- Correctly infers appropriate response based on information provided and existing policies, personal experience, and/or consultation with others.
- Discusses conclusions/possible responses with others before taking action as necessary.
- Considers impact of decisions on all affected parties.

Performance Levels:

Satisfactory

Correctly assesses routine and unusual situations and reaches appropriate conclusions for actions needed. Obtains additional information and/or consults with others as necessary.

Superior

Evaluates new situations accurately to establish an appropriate response or plan of action. Recognizes the impact on all affected parties, as well as the possible ramifications and/or repercussions of setting a precedent.

**20. JOB KNOWLEDGE** – Knows information required to perform a specific job. Includes both widely available courses of study (for example, chemistry, human resources management, graphic arts) and City-specific information (parking regulation and ticketing practices; purchasing procedures; provisions of the City Charter).

Level of Competency Required by Job:

- Level 1: Knowledge acquired after hire in a brief orientation, short training program, or through on-the-job training.
- Level 2: Knowledge acquired through an apprenticeship or extensive training program, or long duration of job performance.
- Level 3: Knowledge acquired through a prolonged external course of study and/or extensive training and experience within the City.

Examples of Behavioral Indicators:

- Performs work correctly/avoids technical (job content related) errors.
- Answers technical questions about work accurately.
- Asks few technical questions about the performance of routine work activities.
- Offers advice (“coaching”) to new employees regarding their work.
- Develops training programs for other employees.

Performance Levels:

Satisfactory

Sufficient job knowledge to perform work correctly independently. Answers technical questions about work correctly.

Superior

Expertise in technical job information sufficient to serve as a resource to others. May develop training manuals/programs and/or give internal and/or external presentations related to work.

## **Job Knowledge Areas**

1. Knowledge of the organization, functions, and responsibilities of the divisions, sections, and units within the Planning Department and/or Los Angeles World Airports and their relationship to their respective Commissions, the City Council, the Mayor's Office, and other City departments.
2. Knowledge of the objectives and policies of the Department of City Planning and/or Los Angeles World Airports and their respective Commissions sufficient to know their scope and limitations.
3. Knowledge of procedures of the City Planning Commissions and/or Board of Airport Commissions such as statutory time limits, and legally required notification in order to prepare material for the Commissions.
4. Knowledge of the content and organization of the General Plan of the City of Los Angeles and/or Los Angeles World Airports planning documents including the LAX Plan and LAX Specific Plan and their elements and relationship to State guidelines and City Charter requirements.
5. Knowledge of procedures for processing General Plan elements, community plans, Code amendments, zone changes, zone variances, conditional uses, Los Angeles World Airports planning documents including the LAX Plan and LAX Specific Plan, Federal Aviation Authority rules, CEQA/NEPA, and subdivisions sufficient to advise the public, and/or complete each process.
6. Knowledge of the general organization, content, and requirements of the Planning and Zoning Code Sections of the Los Angeles Municipal Code, Los Angeles World Airports Specific Plan, and Federal Aviation Authority Rules and Regulations.
7. Knowledge of the purposes and goals of zoning principles, practices, and policies as factors in the preparation of regulations and plans such as those regarding density, height, and restrictions relating to lot sizes, coverage, and yard requirements.
8. Knowledge of land use planning, and mobility concepts as related to multi-model transit systems, bus systems, rail and other rapid transit systems, freeways and highways, airports, and port facilities.
9. Knowledge of urban planning concepts including urban design, sustainability, walkability, green building, mass transit, and the impact of urban renewal/gentrification or other major development on air quality, traffic patterns, housing, recreation areas, historic preservation, zoning and other planning issues.
10. Knowledge of the patterns of space and urban land forms used in the development of urban designs or planning strategies while considering mobility patterns, topography, and land use factors such as height, density, open space, and their interrelationships in order to relate urban design principles and/or airport design principles to the work of the Department of City Planning and/or Los Angeles World Airports in Developing Community Plans, Specific Plans, including the LAX Specific Plan, Transit Oriented Developments, and Community Design Overlay Districts.

11. Knowledge of techniques to reduce complex, technical information such as floor/area ratios, building height, landform grading, and slope to a form easily understood by the intended audience in order to better inform elected and appointed officials, members of the public, and co-workers.
12. Knowledge of legal and procedural requirements for conducting public meetings and/or hearings regarding planning and/or aviation planning issues, such as City Administrative Code provisions, the Brown Act, CEQA (California Environmental Quality Act), and NEPA (National Environmental Policy Act), in a systematic manner while maintaining control of the forum without unduly antagonizing participants.
13. Knowledge of local, State, and Federal laws, City Charter provisions, court cases, and legal precedents relating to planning and/or aviation planning.
14. Knowledge of airport-specific entitlements, environmental, and land use planning including the management of CEQA/NEPA projects in order to review potential environmental effects and coordinate with airport related agencies such as the FAA and Los Angeles County Airport Land Use Commission (LUC).
15. Knowledge of planning in order to develop and manage projects related to all land use, comprehensive, and advance planning including entitlements, tenant development plan review, and preparation of all environmental planning documentation.
16. Knowledge of developing and analyzing conceptual development and/or feasibility studies for proposed major new and existing airport facilities including all capital improvement such as runways, taxiways, aprons, access and terminal roadways, vehicle parking areas, terminal building and utilities plants.
17. Knowledge of the development of Project Definition Booklets in order to supervise, plan, develop, and coordinate updates to the Design and Construction Handbook.
18. Knowledge of numerous feasibility studies and analyses for terminal, landside and airside projects.
19. Knowledge of data analysis, report preparation, and studies relating to airport access, runways, terminal design, surrounding land uses and environmental factors pertaining to airport operations.
20. Knowledge of the steps, methods and techniques utilized to assist consultants, engineers, contractors, and tenants in preparing and analyzing plans and specifications for airport development and construction projects to ensure adherence to airport policies, plans, standards, and protocols for construction documents.
21. Knowledge of FAA safety, environmental, compliance, Airport Improvement Program (AIP), and Passenger Facility Charge (PFC) requirements.

**28. SUPERVISORY KNOWLEDGE** – Knows how to assume direct responsibility for all aspects of the performance of a work group, which requires knowledge in the areas of:

- Planning and goal setting
- Creating a safe and positive work environment
- Establishing standards and training employees
- Motivating employees and teambuilding
- Performance Management (assigning, monitoring, facilitating, reviewing and evaluating work, and providing feedback)
- Supporting and developing employees through delegation and participation
- Taking disciplinary action including progressive discipline
- Provisions of employees' MOU's and handling grievances
- Legal requirements including EEO, ADA, FLSA, FMLA, and Workers' Compensation provisions
- Civil Service Commission Rules and Policies related to the management of employees
- Administrative Code provisions related to the management of employees
- Budget processes sufficient to request and justify expenditures in a correct and timely manner

Level of Competency Required by Job:

Level 1: Supervisor – organizes and plans work; reviews and evaluates work.

Level 2: Manager – Supervises supervisors.

Level 3: Executive – Supervises managers.

Examples of Behavioral Indicators:

- Assigns work and monitors progress.
- Trains employees to do work.
- Evaluates work and gives feedback.
- Maintains responsibility for work of entire workgroup.
- Represents the workgroup to management and other entities.

Performance Levels:

Satisfactory

Knows how to properly supervise a workgroup in terms of task orientation, interpersonal concerns, and personnel administration.

Superior

In-depth knowledge of supervision in terms of task orientation, interpersonal concerns, and personnel administration sufficient to serve as a resource to others and/or represent department position in a public forum.

**31. RESULTS ORIENTATION** – Maintains a focus on objectives to be achieved and acts accordingly to ensure their accomplishment.

Level of Competency Required by Job:

- Level 1: Remain focused on the task at hand and its purpose. May alter activities if the same result will be achieved. Does not become distracted by extraneous information, events, or details.
- Level 2: Remain focused on the objectives to be achieved and take all reasonable actions necessary to achieve them. If initial activities to achieve objectives are unsuccessful, tries other approaches.
- Level 3: Remain focused on outcome and not process, when possible, in the monitoring and evaluation of staff work. Encourage staff to maintain focus on the objectives of their work and not to be overly affected by nuisances or frustration.

Examples of Behavioral Indicators:

- Clearly understands the purpose/objectives of work assignments.
- Recognizes that there are typically many ways to achieve the same objective.
- Makes multiple attempts to achieve objectives when necessary.
- Does not become distracted by unimportant or irrelevant issues.
- Ignores distracters in order to maintain pursuit of the desired outcome.

Performance Levels:

Satisfactory

Maintains a focus on desired outcomes and makes every reasonable attempt to achieve them. Always recognizes the purpose or objective of work activities.

Superior

Maintains a clear focus on desired results, and is persistent in attempts to achieve them. Insistent that all work activities lead to goal accomplishment; expresses dissatisfaction with activities that have no apparent impact.

### 33. INTERPERSONAL SKILLS – Interacts effectively and courteously with others.

#### Level of Competency Required by Job:

- Level 1: Interact with members of the workgroup, supervision, and/or the public in a cordial, service-oriented manner.
- Level 2: Interact across department lines and with appointed City officials, and/or members of the public, at times under adversarial circumstances, in a cordial, respectful manner.
- Level 3: Interact with appointed and elected City officials, department heads, representatives of external organizations, and/or the media in a cordial, effective manner.

#### Examples of Behavioral Indicators:

- Works well with others toward mutual objectives.
- Does not arouse hostility in others.
- “Disagrees without being disagreeable.”
- Elicits acceptance/cooperation from others.
- Affords all individuals respect, regardless of their role or status.
- Effectively addresses concerns of politicians or others who may have their “own agenda.”

#### Performance Levels:

##### Satisfactory

Behaves in a courteous, respectful, cooperative manner toward co-workers, other City employees, and members of the public.

##### Superior

Facilitates positive interpersonal relations within/among workgroups and toward members of the public. Adept at finding similarities and grounds for cooperation/mutual benefit.

**34. CUSTOMER SERVICE** – Interacts with recipients of services (internal or external customers) in a way that provides accurate, timely, and effective information and service.

Level of Competency Required by Job:

- Level 1: Interact with customers in person, over the telephone, or through e-mail (and/or other electronic media) in order to provide information or assistance. Listen to customer concerns; explain/reconcile information and provide alternatives if possible; facilitate resolution by making referral and/or following-up as necessary.
- Level 2: Promotes positive customer service. Serves as a model of providing exemplary customer service.
- Level 3: Develop customer-oriented procedures; identifies changes in procedures to enhance customer service and ensures they are implemented.

Examples of Behavioral Indicators:

- Carefully listens to (or reads) customer statement of the issue.
- Provides direct, informative, accurate responses to customer.
- Suggests options if available.
- Maintains a positive attitude in the face of customer complaint or frustration.
- Remains focused on the issue presented by the customer and directs the customer back to the issue if necessary.
- Asks the customer if their concerns have been fully addressed.
- Ensures organizational policies and practices are customer-focused.
- Ensures all employees recognize their responsibility for customer service and are properly trained for it.

Performance Levels:

Satisfactory

Displays knowledge as well as courtesy and patience when interacting with customers. Ensures customers' issue is correctly identified and remains focused on it until it is resolved.

Superior

Seeks further information or advice to resolve difficult issues. Solicits feedback on the effectiveness of service. Makes suggestions for improving service and facilitates changes needed to implement.

**36. EMOTIONAL MATURITY** – Maintains a calm and task-oriented approach to work even under circumstances of conflict or hostility.

Level of Competency Required by Job:

- Level 1: Remain focused on the task at hand when interacting with unpleasant or uncooperative people, circumstances are frustrating, the workload is high, or other conditions of the work environment are less than optimal.
- Level 2: Seek effective resolution to complaints/criticisms; recognize that most are not personal, but a reflection of frustration or disagreement on the part of others.
- Level 3: Maintain neutrality and effective performance even in the face of unjustified challenge or direct criticism in a public forum.

Examples of Behavioral Indicators:

- Maintains a calm and focused demeanor.
- Continues to listen to others with whom conflict or disagreement has occurred.
- Does not display excessive emotionality: yell, shout, scream, cry, or use profanity.
- Does not “act out:” slam doors, throw things, threaten, or assault others.
- Does not engage in inappropriate acts such as telling off-color jokes, name-calling, horseplay, or bullying.

Performance Levels:

Satisfactory

Demonstrates emotional stability and mature behavior appropriate to the workplace even in circumstances of discord or duress.

Superior

Maintains businesslike demeanor and continues to attempt to address the issue at hand even when faced with personal attacks, unjustified accusations, or other inappropriate behavior from others.

**45. ORAL COMMUNICATION** – Communicates orally in a clear, concise, and effective manner.

Level of Competency Required by Job:

- Level 1: Exchange specific, job-related information orally with others in the immediate work environment or via telephone and/or radio.
- Level 2: Obtain/provide/present general and/or job-specific information orally to a variety of others in various situations.
- Level 3: Obtain/provide/present a diverse array of information orally at varying levels of complexity to a wide range of others across many different situations and circumstances.

Examples of Behavioral Indicators:

- Audience clearly understands the intended message.
- Rarely must repeat information in response to questions.
- Refrains from use of unnecessary words, phrases, or jargon.
- Provides a level of detail appropriate to the situation (avoids too much or too little detail).
- Speaks at a level appropriate to the audience in terms of terminology, sentence structure, and simplicity/complexity of ideas expressed.
- Uses words with precision (vocabulary) to convey exact information.

Performance Levels:

Satisfactory

Speaks clearly and audibly, providing the appropriate information and level of detail. Typically conveys the message on the first attempt. Answers questions accurately and directly.

Superior

Speech is direct and to the point. Speaks convincingly and with authority when appropriate. Maintains sensitivity to the audience while providing thorough information with the appropriate level of detail through the use of precise language.

## 47. WRITTEN COMMUNICATION – Communicates effectively in writing.

### Level of Competency Required by Job:

- Level 1: Write notes/e-mails. Completes forms with some open-ended responses (sentences).
- Level 2: Write letters, articles/reports, and/or detailed descriptions of activities/occurrences.
- Level 3: Write lengthy reports, instruction manuals, in-depth analyses/reviews of complex issues and/or articles for publication. Reviews the written work of others.

### Examples of Behavioral Indicators:

- Writing includes the necessary information to convey the intended message.
- Sufficiently few errors in spelling, punctuation, grammar to not interfere with the intended message or distract the reader.
- Little editing or re-writing needed to produce a final product.
- Composes materials efficiently.
- Information is presented in a well organized manner.
- Tone and degree of formality are appropriate to the purpose and audience.

### Performance Levels:

#### Satisfactory

Writes material that clearly communicates the necessary information; needs little editing.

#### Superior

Precisely uses words and organizes information in a way that enhances presentation of the message. Virtually no editing needed.