

**COMPETENCY MODEL FOR  
AIRPORTS PUBLIC AND COMMUNITY RELATIONS DIRECTOR  
CLASS CODE 1788**

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of **AIRPORTS PUBLIC AND COMMUNITY RELATIONS DIRECTOR**. (Numbers refers to the order of competencies in the Competency Bank.)

- 3. Judgment and Decision Making
- 17. Innovation
- 20. Job Knowledge
- 32. Responsiveness and Follow-Up
- 33. Interpersonal Skills
- 47. Written Communication
- 53. Leadership
- 57. Media Relations

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (*italicized*, **bolded**, 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.

**17. INNOVATION** – Seeks out and/or develops drastically different work products or ways of doing work in order to improve services and/or increase productivity.

Level of Competency Required by Job:

- Level 1: **Identify different means of doing work or suggest changes in work product that significantly improve productivity, work product, or service provided.**
- Level 2: Re-engineer processes and practices to increase efficiency and/or productivity and/or to improve work product or service.
- Level 3: Re-conceptualize purpose of function and/or how to achieve it in a way that improves efficiency and effectiveness.

Examples of Behavioral Indicators:

- Notes inefficiencies/unnecessary steps in work processes for elimination.
- Suggests different, more expedient means of doing work.
- Conducts thorough review of work practices to identify possible points of increased efficiency in work flow and/or product/service quality.
- Identifies opportunities to increase breadth or depth of impact.
- Determines/implements novel means of accomplishing work.
- Reconfigures existing resources to improve work flow, work product, or service.

Performance Levels:

Satisfactory

Maintains constant awareness of ways to improve quantity and quality of work. Identifies and is willing to suggest changes no matter how radical a departure from current practice.

Superior

Deliberately seeks out or develops new and improved ways of doing work and/or alteration of/addition to current work product or service to vastly improve organizational performance and the “bottom line.”

**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 is concrete, factual, and/or procedural and may be defined by the organization. Situations in which it is applied are quite consistent.
- Level 2: Knowledge is substantive and may be defined by an external trade, field, or profession. Situations in which it is applied vary and, as such, require breadth and depth of understanding.
- Level 3: **Knowledge is abstract, conceptual, and/or complex and may be supported by a well-defined academic discipline or authoritative sources (e.g., laws, ordinances, government guidelines/regulations/ codes). Situations in which it is applied may vary greatly or be novel.**

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.
- Sought out as a source of information by others.

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 various issues and concerns that influence the development and administration of a large-scale public or community relations program for a municipally-owned airport facility, such as major incidents and accidents, environment, noise, air pollution, traffic, parking, local education support, small business outreach, employment, and homelessness sufficient to make decisions regarding program length, appropriateness, and impact when planning, developing, implementing, executing, and measuring the effectiveness of programs.
2. Knowledge of local and/or national growth and trends related to the airport, aviation, and transportation industry, such as traveler demographics and population, supply and demand for leisure and business travel, and local and regional tourism, sufficient to plan a public and/or community relations program and disseminate information regarding such topics by giving briefings and news releases to the public.
3. Knowledge of the economic impact an airport has to the surrounding community, such as the creation of jobs and businesses, and generation of tax dollars sufficient to present positive information to the public and garner support for the airport via stakeholder meetings, events, and conferences.
4. Knowledge of policies, laws, ordinances, regulations, and requirements related to major international airport operations, such as safety, security, and environmental issues and concerns pertaining to the California Environmental Quality Act (CEQA), National Environmental Policy Act (NEPA), environmental impact reports (EIRs), general, master, and specific plans, noise ordinances, and aviation industry policies and regulations pertaining to the Department of Homeland Security, Federal Aviation Administration, and Transportation Security Administration sufficient to provide information to the community and stakeholders, respond effectively to questions, and plan, develop, implement, and execute programs.
5. Knowledge of the practices and strategies of large national and international airports, such as Ontario International Airport, San Diego International Airport, San Francisco International Airport, and/or San Jose International Airport, in addition to major general aviation airports such as Deer Valley Airport, Centennial Airport, and Teterboro Airport, pertaining to their capital projects, passenger, traffic, and cargo growth, and their community, public relations, media, and educational programs sufficient to analyze and determine trends, patterns, and developments to communicate to stakeholders and to determine the best practices when planning, developing, implementing, and executing a program.

6. Knowledge of traditional and new media sources used for securing and disseminating information, such as print marketing, press releases, social media, blogs, and/or videos, sufficient to use these sources to promote Los Angeles World Airports as a source of public and community service for the City to various stakeholders.
7. Knowledge of crisis management policies and procedures as they relate to managing and mitigating information that is disseminated to the media regarding an emergency, such as drafting message templates for emergencies and incidents, participating in the incident command system (ICS) process, collaborating with other departments and agencies regarding an emergency, and department-required training sufficient to minimize the impact that inaccurate or unverified information may have on the organization and provide factual, objective information to the appropriate audience.
8. Knowledge of branding strategies, tactics, and techniques used for marketing, advertising, and customer service campaigns, such as the distribution of marketing collateral, messaging, and the delivery of new services such as concessions, parking and Wi-Fi, sufficient to promote airport services and amenities and to ensure the development of a consistent and positive corporate identity.

**32. RESPONSIVENESS AND FOLLOW-UP** – Executes actions as requested or to which a commitment has been made; continues involvement as needed.

Level of Competency Required by Job:

- Level 1: Willingly accept job assignments and, upon completion, asks whether any other actions are necessary.
- Level 2: **Ensure that all job responsibilities are fulfilled within their designated timeframes. Willingly accept, and may volunteer for, additional assignments, but does not overextend. Anticipate and accommodate the need for continued involvement.**
- Level 3: Ensure that staff and other resources are available (or can be made available) to reasonably allow for completion of work before making a commitment. If not, make adjustments to ensure completion of work or re-establish priorities and communicate to all involved parties. Recognize the probable need for continuation of some staff involvement beyond the designated timeframe to ensure success.

Examples of Behavioral Indicators:

- Willingly accepts assignments and completes assigned work.
- Monitors “completed” work to determine whether additional issues to be addressed have arisen.
- Volunteers for assignments when able to assure their timely completion.
- Carefully considers available staff and resources, and competing priorities, before making commitments to complete additional work.

Performance Levels:

Satisfactory

Completes assigned work. Realistically appraises the likelihood of completing additional work before accepting or volunteering for it. Recognizes the usual need for follow-up once assignments are submitted.

Superior

Completes assigned work in an expeditious manner. Often ready to accept additional work or volunteer for it. Readjusts priorities and/or revises plans to maximize productivity. Diligently monitors the possible need for follow-up.

### 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.



## 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.

### 53. LEADERSHIP – Influences others toward goal accomplishment.

#### Level of Competency Required by Job:

- Level 1: Assume responsibility for operations or a situation when necessary. Direct the actions of others or otherwise ensure required actions are taken. Remain responsible until relieved or situation is resolved.
- Level 2: **Motivate others to continual activity focused on goal accomplishment. Provide clear objectives and articulate individual activities necessary to achieve them; ensure resources necessary to do so are available. Monitor work progress and provide feedback; assess results.**
- Level 3: Articulate a vision, convey it to others, and assign responsibilities (or assure they are assigned) for achieving it. Monitor progress, make adjustments as necessary, and evaluate results.

#### Examples of Behavioral Indicators:

- Evaluates circumstances, determining what needs to be done, and ensuring individual responsibility for performing specific actions is assigned.
- Follows-up to ensure that specific actions have been taken and overall objective has been accomplished.
- Clearly communicates objectives and responsibility/individual actions necessary to achieve them.
- Monitors work in progress, provides feedback to those involved, and makes adjustments to work plans/processes to ensure goal attainment.
- Evaluates completed work for quality, thoroughness, and effectiveness to determine whether re-work or additional work is required to meet intended objectives and to provide learning for future assignments

#### Performance Levels:

##### Satisfactory

Assumes responsibility for work of others when required or necessary. Ensures actions taken to achieve objectives, and evaluates results to determine any follow-up needed.

##### Superior

Articulates vision/states clear objectives and assigns responsibility/motivates others toward achievement. Monitors progress; gives feedback; evaluates results; ensures follow-up.

**57. MEDIA RELATIONS** – Communicates/Interacts with representatives of the media in a way that stimulates positive relations.

Level of Competency Required by Job:

- Level 1: Interaction with media only in emergency or other unusual situation. Instructed to refer contacts from media to management or public relations specialist.
- Level 2: Interaction with media on technical matters within area of expertise only. Refers general inquiries or inquiries involving sensitive situations to management or public relations specialist.
- Level 3: **Ultimate responsibility for communication with the media. Must be prepared for interaction at any time about any topic or be willing to accept ramifications of being “unavailable for comment.”**

Examples of Behavioral Indicators:

- Refers media inquiries to designated individual(s) in department as instructed.
- Answers questions in an emergency based on factual personal knowledge only and in a way that will not create panic.
- Answers questions of a technical nature in laypersons language.
- Maintains composure when responding to questions from the media even in very sensitive or volatile situations.
- Listens carefully to question asked and answers it directly; disallows “loaded” or leading questions by re-directing inquiry.
- Requests information if necessary to provide clear and accurate information.

Performance Levels:

Satisfactory

Interacts with media as instructed. In emergency situations, conveys only facts, attempts to avoid display of emotionality, and recognizes the need to avoid creating panic.

Superior

Within designated level of interaction, provides direct answers to appropriate questions asked. Includes additional information that will advance organizational objectives or help the public.

## **Media Relations Area**

1. Knowledge of public media laws, policies, processes and procedures, such as the California Public Records Act, the Brown Act, internal department policies related to what meetings are open to the public, and the posting of meeting minutes sufficient to regulate what information is appropriate to provide to the public and media representatives about the airport's day-to-day activities, major projects, construction projects and activities, environmental issues, new rules and regulations, and incidents and emergencies.