

**COMPETENCY MODEL FOR  
CHIEF TRANSPORTATION PLANNER  
CLASS CODE 9200**

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of **Chief Transportation Planner**. (Numbers refers to the order of competencies in the Competency Bank.)

- 3. Judgement and Decision Making
- 20. Job Knowledge
- 28. Supervision
- 30. Fiscal Management
- 45. Oral Communication
- 47. Written Communication
- 49. Project Management
- 50. Process Improvement
- 51. Program Responsibility
- 58. Industry Knowledge

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.

**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 active transportation principles and practices of transportation planning, such as technology innovation, mobility services, contracting transit services, and the relationship between land use and transportation systems, sufficient to provide efficient, responsive, and flexible transportation solutions.
2. Knowledge of available transportation forecasting and evaluation models and techniques, such as impact analysis, cost/benefit analysis, cost effectiveness analysis, and travel demand forecasting, sufficient to assess and evaluate new transportation plans and alternatives to meet community mobility demands and needs successfully.
3. Knowledge of Federal and State laws related to transportation planning, such as Americans with Disabilities Act (ADA), California DMV laws, Federal Transit Association (FTA), Southern Coast Air Quality Management District (AQMD) guidelines, California Air Resources Board (CARB), National Environmental Protection Act (NEPA), and the California Environmental Quality Act (CEQA), sufficient to ensure that the organization is meeting legal mandates.
4. Knowledge of funding sources for transportation programs, such as the Federal Transit Administration (FTA), Federal Highway Administration (FHWA), CalTrans, Metropolitan Transportation Authority (MTA), and various state programs, sufficient to supplement the City's budget for transportation projects and programs.
5. Knowledge of multi-modal transportation modes, including complete streets, active transportation, new mobility, microtransit, on demand, fix transit routes, and paratransit, sufficient to conduct analyses of community area and provide improvement recommendations, such as solutions to enhancing roadways, and give mobility options for end users.
6. Knowledge of complete streets principles, such as urban design concepts, roadway designs, road calming, streetscape designs, and pedestrian enhancements, sufficient to accommodate different users of the streets.
7. Knowledge of components of regional transportation plans, such as long- and short term range transportation plans, sufficient to guide multiple agencies in coordination, planning, and project development.

8. Knowledge of roles and interrelations of City Departments and Federal, State, and local transportation agencies, such as City Planning, Officer of the City Administrative Officer, Federal Transit Association (FTA), 6 California Air Resources Board (CARB), and the Los Angeles Metropolitan Authority (Metro), sufficient to meet successful outcomes of transportation planning goals.
9. Knowledge of survey methodologies and statistical principles, such as sampling procedures, developing questions, formatting, and analyzing, sufficient to design surveys and review and evaluate designs by subordinates and consultants.
10. Knowledge of federal, state, and local funding sources available for operations and capital needs.
11. Knowledge of electric bus fleet management sufficient to oversee the transition from gas-powered bus fleet and coordinate with outside stakeholders such as Los Angeles Department of Water and Power (LADWP) and Southern California Edison (SCE) to bring power to bus yards.

**28. SUPERVISION** – Ability to assume direct responsibility for all aspects of the performance of a work group, which requires knowledge and/or ability 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: Supervises small workgroup of employees performing the same or highly related work.

Level 2: Supervises a larger workgroup of employees performing various types of work.

**Level 3: *Supervises employees including provision of coaching and advice to subordinate supervisors.***

Examples of Behavioral Indicators:

- Plans, assigns, and monitors work progress.
- Trains employees to do work.
- Evaluates work and gives positive and negative feedback.
- Displays knowledge of legal requirements including applicable Federal and State laws, Administrative Code provisions, Civil Service Commission Rules and Policies, and MOU provisions.

Performance Levels:

Satisfactory

Proficiency in supervision sufficient to supervise a workgroup in terms of task orientation, interpersonal concerns, and personnel administration.

Superior

Proficiency in supervision sufficient to serve as a resource to others and/or represent department position in a public forum.

**30. FISCAL MANAGEMENT** – Develops and justifies budget proposals in a way that garners support; monitors expenditures for compliance; systematically adjusts expenditures when warranted.

Level of Competency Required by Job:

Level 1: Identify equipment and services with demonstrable cost-effectiveness for improving operations and prepare detailed budget requests that provide ample justification for purchase. Ensure money is spent for intended purpose.

**Level 2: *Identify staffing needs, needs for equipment and services, and other expenditures that are necessary to fulfill the mission of a function or segment of the organization. Provide ample, compelling justification. Ensures that money is spent for intended or highly related purpose.***

Level 3: Consider the mission of the entire organization and current priorities in determining which budget proposals to submit. Provide compelling arguments for the proposals submitted that include reference to proposals omitted. Use money for intended purpose unless priorities or other circumstances change.

Examples of Behavioral Indicators:

- Identifies expenditures that will be cost-effective in their contribution to accomplishing work.
- Conducts research to determine the best available option for purchase.
- Tailors justification for budget request to the specific need and current circumstances.
- Uses money for its intended purpose.
- Makes adjustments to expenditures in accordance with price increases, changing priorities, and City policy.

Performance Levels:

Satisfactory

Recognizes the critical role of the budget process in City functioning. Knows the budget cycle and makes timely submissions for all desired expenditures.

Superior

Provides convincing justifications that reflect essential organizational functions, demonstration of cost-effectiveness, and consideration of current political/economic/social climate.

**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.

**49. PROJECT MANAGEMENT** – Anticipates and plans for all aspects of a multi-faceted, discrete endeavor to ensure resources are available and actions are taken at proper times for successful completion.

Level of Competency Required by Job:

- Level 1: Plan, coordinate, and oversee accomplishment of multi-step projects involving other employees.
- Level 2: Design, plan, coordinate, and manage large, multi-faceted projects involving employees from various segments of the organization representing different perspectives.
- Level 3: Design, plan, secure approval and resources, and manages large- scale, complex projects involving many employees representing a large number of diverse segments of the organization and perspectives, which may at times be in conflict.***

Examples of Behavioral Indicators:

- Establishes project plans that gain management acceptance.
- Establishes realistic timeline and estimates of resources needed.
- Assembles appropriate team with complementary skills to efficiently execute all portions of a project.
- Secures necessary resources for successful project completion.
- Clearly designates roles/responsibilities/accountability.
- Addresses failure to perform or other problems in a timely and effective manner to minimize negative impact.

Performance Levels:

Satisfactory

Establishes acceptable project plan; assembles team with required skills; establishes personal responsibility/accountability. Ensures the necessary time and resources are available.

Superior

Designs efficient project plan to maximize benefits and minimize use of resources. Designates precise mix of people to best accomplish the project. Completes on time, with resources allocated.

**50. PROCESS IMPROVEMENT** – Initiates changes to improve the manner in which work is done, workflow, or the work product.

Level of Competency Required by Job:

Level 1: Identify and suggest improvements in the work of workgroup and/or at the interface of other workgroups with interrelated functions.

**Level 2: *Audit work processes, work flow, and work product to identify possible improvements; analyze the feasibility of making changes necessary to implement improvements; evaluate the effectiveness of changes made.***

Level 3: Initiate effort to re-engineer work processes in order to create a system with maximum efficiency, product/service quality, and timeliness.

Examples of Behavioral Indicators:

- Notes inefficiencies and unnecessary steps for possible elimination.
- Identifies specific changes that would need to occur to implement improvements.
- Analyzes/evaluates necessary changes for feasibility.
- Discusses with involved staff to obtain feedback.
- Recognizes that a complete change in “the way we do business” might be the best solution.

Performance Levels:

Satisfactory

Vigilant with respect to identification of opportunities for improvement. Identifies specific steps required to implement feasible changes and ensures they are taken. Evaluates results and makes adjustments.

Superior

Objectively considers the entire system and future conditions when evaluating the potential for improvement. Identifies novel solutions and is creative in determining means of implementing them.

**51. PROGRAM RESPONSIBILITY** – Directs all aspects of an ongoing multi-faceted program/function to ensure resources are continually available and actions are continually taken at proper times to accomplish its objectives.

Level of Competency Required by Job:

Level 1: Plan, coordinate, and direct the operation of a multi-faceted program/function.

Level 2: Plan, coordinate, and direct the operation of a large-scale, multi-faceted program/function or several smaller-scale programs/functions.

**Level 3: Plan, coordinate, and direct the operation of a very large-scale, multi-faceted program/function or multiple programs/functions.**

Examples of Behavioral Indicators:

- Plans and directs the day-to-day and long-range operation of the program(s)/function(s)
- Secures necessary resources for successful performance.
- Clearly designates roles/responsibilities/accountability.
- Monitors the processes and products of the operation to ensure they meet standard; makes adjustments when needed.
- Addresses failure to perform or other problems in a timely and effective manner to minimize negative impact.
- Audits the processes and products of the operation to identify opportunities for improvement.

Performance Levels:

Satisfactory

Ensures sufficient staff and resources are available to continually accomplish objectives of the program/function. Directs staff and establishes personal responsibility /accountability.

Superior

Continually seeks to improve the program/function to maximize productivity and minimize use of resources.

**58. INDUSTRY KNOWLEDGE** – Knows sources of information (publications, websites, professional associations), college programs, consultants, vendors, and peers within field of endeavor; accesses them when needed.

Level of Competency Required by Job:

Level 1: Can locate job-related information from external sources when necessary.

Level 2: Read job-related publications and know/may be a member of professional associations. Some familiarity with college programs, consultants, vendors, and/or others in the field.

***Level 3: Subscribe to job-related publications and is a member of professional association(s). Know many college programs, consultants, and vendors, and has a well-developed network of peers within the field.***

Examples of Behavioral Indicators:

- Reads/subscribes to job-related publications.
- Knows consultants/vendors in the field including their products/services and reputation.
- Attends conferences or other job-related training/presentations.
- Makes presentations to professional associations.
- Has contacts on college faculties to call upon if needed.

Performance Levels:

Satisfactory

Aware of external resources available in the field. Can locate and obtain materials and/or locate and contact professional associations, consultants, vendors, or peers if necessary.

Superior

Knows many external resources in field, including publications, educational programs, consultants, and vendors. Has a well-established network of peers. Belongs to professional associations and attends conferences or other training sessions. Provides research results and/or benchmarking data to the field.