

COMPETENCY MODEL FOR PROPERTY MANAGER (1964)

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

- 2. Mathematics
- 3. Judgment and Decision Making
- 4. Analytical Ability
- 20. Job Knowledge
- 35. Teamwork
- 47. Written Communication
- 52. Workforce Management
- 53. Leadership

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.

2. MATHEMATICS – Performs arithmetic or higher-level mathematical computations accurately.

Level of Competency Required by Job:

Level 1: Perform arithmetic computations (add, subtract, multiply, divide, ratios, percentages).

Level 2: Use algebra (substitute numbers for letters in a formula), geometry (angles, distances, area), and/or descriptive statistics (mean/median/mode, standard deviation, range).

Level 3: Apply and interpret calculus, inferential statistics (t-tests, correlations, ANOVA, multiple regression) or other very high level mathematics.

Examples of Behavioral Indicators:

- Quickly and accurately performs arithmetic computations.
- Appropriately selects and applies formulas for stated purpose.
- Correctly identifies an appropriate analysis for a specific purpose and selects the appropriate computer program for computation.
- Accurately interprets and presents results of mathematical/statistical computations.

Performance Levels:

Satisfactory

Knows mathematical requirements of the job and performs them correctly. Verifies work to ensure accuracy.

Superior

Identifies additional opportunities for the application of mathematics in work. Answers questions/trains others to assist them in their use of mathematics.

Knowledge Areas

1. Knowledge of how to calculate ratios and percentages in order to determine quantities, such as annual income, operating costs, and areas.
2. Knowledge of the tools and methodology for calculating compound interest, amortization periods, and depreciation, including by using tables, various calculator functions, computer software, and refinance and appraisal methodology.
3. Knowledge of how to interpret various financial criteria and analyses, such as credit ratings, market analyses, reasonable estimates of projected expenses and income, , and real estate finance methodologies, including Rate of Return analysis, and depreciation as each applies to real estate transactions, such as selecting tenants based on financial health or credit worthiness.

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.

4. ANALYTICAL ABILITY – Identifies, obtains, and evaluates relevant information to establish relationships or patterns, cite causes, and reach logical conclusions.

Level of Competency Required by Job:

Level 1: Recognize similarities/differences in current situation to those previously encountered and is guided accordingly. Apply existing policies correctly. Ask pertinent questions or otherwise seek additional information to formulate appropriate response.

Level 2: Consider multiple, varied factors when evaluating a situation or issue. Seek additional information to provide further insight. Reach conclusions that logically follow from the information obtained.

Level 3: Consider a multitude of diverse factors, their interrelationships, the perspectives of others, alternative courses of action and their likely ramifications when evaluating information to reach a conclusion.

Examples of Behavioral Indicators:

- Obtains the necessary amount of relevant information.
- Recognizes the impact of each type of information on conclusions.
- Evaluates the quality/source of information when considering it.
- States the shortcomings of the information and, therefore, the analysis.

Performance Levels:

Satisfactory

Recognizes available relevant information, seeks additional information to consider, and reaches a conclusion. Provides sound, convincing justification for conclusions, citing relevant data and facts.

Superior

Uses a great deal of existing and obtained information and data to develop and evaluate alternatives and arrive at a final conclusion. Provides compelling arguments in support of conclusions.

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 terms and vocabulary related to the sale, acquisition, management and leasing of property, such as legal descriptions of parcels or tracts of land, terms used in contracts to describe various relationships and obligations between landlords and tenants, and terms describing various financial arrangements.
2. Knowledge of indications of condition of structures and/or improvements to property, such as age of infrastructure and roof condition,, in order to assess baseline conditions, identify required maintenance and repair, differentiate wear and tear from maintenance and repair, and identify required capital improvements.
3. Knowledge of tenant improvement estimates and plans required to prepare property for particular use such as demolition of existing structures, grading and/or excavation, and repairing and/or remodeling existing structures, including reviewing cost estimates required to prepare property for particular uses including preparation, labor and material.
4. Knowledge of the process and factors and/or sources to consider when assessing the value of a property for sale, rent, lease or acquisition, such as trends in interest rates, inflation, projected need for the type of facility, and projected needs of the Department.
5. Knowledge of contract terms to be negotiated, such as lease rates, compensation, types of indemnity and insurance, environmental responsibilities, operation and maintenance responsibilities, and/or conditions of closing escrow, to allow for a third party's occupancy of real property owned or controlled by the City.
6. Knowledge of techniques of negotiating terms of contracts such as lease rates, compensation, types of indemnity and insurance, environmental responsibilities, operation and maintenance responsibilities, and/or conditions of closing escrow in order to complete Real Estate transactions and effectively manage liability of the City's assets..
7. Knowledge of the process to acquire and/or dispose of City owned property consistent with applicable rules and regulations, including knowledge and understanding of title documents and records, such as title reports, deeds, encumbrances and other conditions impacting title, building and safety permits issues, and previous sale prices.
8. Knowledge of requirements for negotiating, such as the processes for selling and buying, appraisals, and market analysis, with government agencies such as the Bureau of Land Management, Department of Energy, Coast Guard, Federal Aviation Administration, U.S. Forest Service, county governments, or CalTrans.

9. Knowledge of laws and regulations governing real property to be leased, sold or acquired and the ability to identify appropriate action to correct non-compliance and to notify the agency responsible for correcting the problem and/or for enforcing the regulations.
10. Knowledge of provisions of City, State and federal laws, ordinances, codes, and regulations, such as City Charter and Administrative Code sections, limiting use of property, dealing with real estate transactions, and making contracts.
11. Knowledge of reference sources for locating specific City, State and federal laws, ordinances, codes, and regulations such as the City Attorney's office, City Charter sections and the City Administrative Code limiting use of property, dealing with real estate transactions, making contracts, equal opportunity, and requirements for contracts as they relate to doing business with the City of Los Angeles.
12. Knowledge of City and Department regulations, procedures, and practices related to the rental, lease, sale, or acquisition of property, such as forms used for computer and/or hardcopy documentation, and standard wording for contract clauses.
13. Knowledge of the sequence of actions to be taken and documentation required when conditions of rental or lease are violated (such as nonpayment of rent, failure to keep structures in good repair, or causing problems with other tenants or neighbors), including warning letters and/or notices, arranging to correct conditions and billing the tenant, penalties, and eviction requirements and procedures.
14. Knowledge of when legal action to enforce a contract should be undertaken, and of procedures for referring the matter to the City Attorney's staff, including documentation needed to act on the matter.

35. TEAMWORK – Interacts effectively with others to achieve mutual objectives; readily offers assistance to others to facilitate their goal accomplishment.

Level of Competency Required by Job:

Level 1: Work effectively as a member of a work unit or project team. Readily offer assistance to others when they have too much work or have too little.

Level 2: Work effectively as a team member in which different people have different roles/responsibilities and perspectives. Identify points for collaboration with co-workers; readily offer and request assistance.

Level 3: Work effectively as a part of an interdependent team (your work gets done only if the work of the whole team is done; evaluation of team performance is more relevant than individual performance).

Examples of Behavioral Indicators:

- Discusses work-related matters with co-workers.
- Offers and requests assistance readily.
- Offers and is receptive to suggestions.
- Identifies problems with workflow that will prevent team from accomplishing its goals.
- Provides constructive criticism and feedback to team members to improve overall functioning of team.
- Assigns credit to team for accomplishments.

Performance Levels:

Satisfactory

Cooperates with co-workers and fulfills responsibilities as a member of a project team. Maintains a focus on common objectives and offers and requests assistance readily.

Superior

Sees the team as a whole; acknowledges that performance of the team is what in reality is evaluated by others. If anyone fails, everyone on the team fails.

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.

52. WORKFORCE MANAGEMENT – Structures workgroups and their interrelationships in a way that facilitates accomplishment of organizational goals; attracts talent and places individuals in positions to maximize productivity and staff development. Ensures proper training is provided.

Level of Competency Required by Job:

Level 1: **Ensure various workgroups are staffed sufficient to accomplish their respective missions and with complementary skills where appropriate.**

Level 2: Examine the structure of each workgroup to ensure optimal staffing, the interrelationships of workgroups to maximize coordination and efficiency, and the placement of individuals to optimally use or develop their capabilities; make adjustments as warranted.

Level 3: Ensure that structure, staffing, interrelationships, and placement of individuals for productivity/development are optimal. Identify needed competencies and ensure well-qualified candidates are recruited. Identify problems with the operation and/or staff performance and determine a solution.

Examples of Behavioral Indicators:

- Considers the workforce and its operation as a whole.
- Recognizes the need to balance optimal placement of staff for the organization with individual developmental needs.
- Recognizes the tradeoffs of bringing in new staff versus developing existing staff.
- Re-assigns staff as warranted.
- Re-structures the organization as warranted.
- Addresses problem performers.

Performance Levels:

Satisfactory

Ensures efficient operation of the organization and makes necessary adjustments. Balances productivity and staff development.

Superior

Redesigns organization as necessary to achieve maximum productivity and staff development. Balances bringing in new staff with developing current employees.

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.