

# POSITION CLASSIFICATION STANDARD FOR COMMUNITY PLANNING SERIES, GS-0020

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## **SERIES DEFINITION**

This series includes professional positions concerned with community planning and with developing the art and science of planning to apply to communities such as urban or rural neighborhoods, villages, Indian reservations, cities, counties, regions, States, or the nation. Community planning work requires knowledge of planning concepts, principles, techniques, and practices; the social, economic, political, and physical elements involved in human settlements; and the dynamics of change within these elements. Planners identify community needs, resources, and problems, and assist citizens to make decisions on goals, policies, priorities, plans, programs, and methods of implementation designed to create a physical, economic, and social environment in which the human activities desired by the members of the community may flourish.

This standard supersedes the standard for the Urban Planning Series, GS-0020, published in December 1959 and amended in October 1966.

## **OCCUPATIONAL INFORMATION**

Planning is the process of preparing a set of alternative courses for decisions in establishing the best action to ensure the future availability and development of adequate resources, facilities, and services required to support human activities. Community planners are concerned with the dynamics and the interrelationships of basic physical, economic, political, and social elements in communities. Through study and analysis, planners project the influence of these elements on a variety of public and private decisions bearing on the future of an urban neighborhood, a rural community, an Indian reservation, a city, or the orderly growth of a broad urban region. Planners work with the physical, climatic, economic, social, political, and financial conditions in such communities, the process of change, and the policy questions related to guiding that change.

Planners normally work through established local, regional, State, and Federal agencies to develop community policies, decisions, and action in such matters as:

- Formulation of national policies on development, growth, land use, transportation, housing, and resource utilization;
- The improvement of the opportunities and living conditions of the people who are the community;
- The effective development, utilization, and conservation of the natural resources in the community area;
- The provision of public facilities (transportation, utilities, health, etc.), and government services;

- The pattern and intensity of land use;
- The identification and setting of requirements for the preservation, development, or control of environmental factors related to complex public service systems;
- The preparation of short- and long-range development and fiscal plans for facilities and services based on the relative priorities for program items and available funds;
- The coordination of programs and activities at local, regional, State, and national levels; and
- The establishment of government structures, policies, regulations, and administrative procedures to carry out policy and action in these matters.

Professional planners have both coordinating and advisory functions in government activities. They help officials responsible for decisions to obtain a comprehensive view of problems and operations, to be aware of the range of alternative solutions, and understand the relationship and long range impact of present decisions. Usually it is not within the planner's province actually to make the final decisions nor to implement them. However, their advice to responsible decision makers in communities may be expected to strongly influence ultimate decisions on policies, plans, programs, and other measures.

Community planners:

- Study and develop planning methods or plans to apply to future community needs to provide for the availability and development of resources, facilities, and services that will be required by the people of the community;
- Advise and assist community officials and members to establish goals, priorities, policies, programs, organizations, regulations, and procedures in such areas as the pattern and intensity of land use, transportation facilities, housing, public utilities, public safety, health services, pollution control, and quality of environment;
- Coordinate planning activities and programs at and between the several jurisdictional levels (local, regional, State, and national); and
- Maintain an overview and evaluate policies and planning programs after initial application to update them or to suggest other approaches.

### *Qualifications Required*

The college or university is the normal source of basic technical training for community planners. In addition to education, young professionals need practical training in a planning office in order to meld theory with the day-to-day "how to" of their profession.

Planners draw upon undergraduate courses in the social sciences, architecture, engineering, and law for basic knowledge and methodology to be applied in planning programs. For example:

- Geography, economics, and engineering in the analysis of existing and potential income producing activities or other resource development programs;
- Management, political science, public administration, fiscal and legal techniques in budget preparation, in the development of regulations and procedures, or in the establishment of organizational structures to conduct these activities;
- Real property practices, laws, and values in studying the economic feasibility and impact of community plans, and in dealing with commercial interests affected by community plans;
- Traffic engineering and traffic flow theory in planning transportation systems or in solving circulation problems;
- Sociology, public health, and education in describing social problems and in developing programs designed to meet problems in education or health services;
- Techniques from computer science, economics, ecology, and system design in studying urban and environmental processes in large scale systems;
- Physical design techniques from architecture, landscape architecture, and civil engineering in studying existing and proposed environments, or in translating community planning objectives into design programs; and
- Techniques from the social sciences, public health, medicine, and engineering in surveying environmental health conditions, or in planning programs to achieve environmental health objectives.

Professionals in the broad field of community planning must possess certain personal qualities and abilities. For example, analytical and creative ability, the ability to observe patterns and relationships, the ability to organize work, and the personal qualities of tenacity, imagination, and perseverance supported by methodical and orderly work habits. In addition, the very nature of their work requires planners to have a marked ability to communicate, to express ideas orally, in writing, or by means of sketches and drawings as circumstances require.

The coordinating role of community planners requires the ability to meet and deal with people, to persuade, to motivate, and to deal diplomatically, creatively, and constructively with the problems of others. For successful performance in some situations, the ability to negotiate is on a par with technical knowledge.

Some planning positions in the Federal service involve assignments which require incumbents to have specialized knowledge in such areas of planning as transportation, urban renewal, social service, and economic development, or an aspect of planning such as planning information systems or planning administration. For example:

- Transportation planning may require knowledge of the interplay of the various modes of transportation, the relationship of land use to transportation, or specialized knowledge of mass transportation systems, highways, or streets;
- Social service planning may require knowledge of one or more social service areas such as education, health, environmental health, criminal justice, or social welfare; or
- Planning administration may require knowledge of the legal aspects of planning; ability to deal with legislative bodies; ability to administer planning and development programs; special skill in program evaluation; ability to develop and obtain passage of laws; or ability to serve as an expert and teach basic community planning techniques to agency specialists in such fields as soil conservation or realty management.

### *The Planning Process*

Planners try to foresee both beneficial and harmful consequences of their recommendations and weigh them carefully to maximize the benefits and minimize the disadvantages (social, environmental, or economic). The usual steps in the planning process are:

1. The analysis of problems;
2. The identification of goals, objectives, and resources;
3. The formulation of alternative plans to reach the goals and objectives;
4. The selection of a comprehensive community plan by the responsible decision maker;
5. The establishment of programs to implement the plan; and
6. The evaluation of programs and the measures used to implement them.

These steps are not sharply separated, and often several go on simultaneously. Each step has its own requirements and tools. For example, in the analysis of problems it is usually desirable to get statistical information and assess its accuracy. Surveys, public hearings, and other communication techniques are used to identify community goals and objectives to ensure that planners are not assuming that their own values are those of the public. Since community planners do not automatically know what it is that people want, planners seek involvement of the people to be affected by proposals in the planning process.

Plans are a set of decisions for future actions. Contemporary communities change rapidly, resources and technology change, people move in and out, and people change their attitudes on community needs. Thus, the modern community requires a continuing planning program to produce plans and planning results with more than transitory validity.

### *Types of Plans*

Plans are statements in words and graphics of the findings, conclusions, proposals, and recommendations of the planning process. When adopted they become public policies and programs. Plans are working instruments – guides for administration, but not end products. As such, plans are never completed. Plans are subject to change as policies change due to unfolding events, such as changing standards of life style, environmental factors, and advancing technology.

The principal types of plans and their generally accepted definitions are:

- a. The Comprehensive Plan (sometimes termed comprehensive development plan, general plan, or master plan);
- b. The Functional or System Plan (a plan for one component of a comprehensive plan, such as housing or transportation); and
- c. The Operational Plan or Project Plan.

The Comprehensive Plan is a statement by the appropriate agency of government of policies and programs for the near and long-range future of a community. The plan expresses goals and policy commitments to guide decisions related to land use, housing, community facilities, and levels of service to be provided, transportation services required by people and goods, environmental quality control, economic development, social development, and cultural opportunities. The plan describes and contains exhibits showing the location of existing and proposed physical facilities of the community based on the present and foreseeable social and economic needs of people.

Comprehensive plans must be developed in sufficient detail to provide a framework guiding the formulation of more detailed plans in such areas as transportation, recreation, and health. Comprehensive plans are usually reappraised every few years and revised, when necessary, to reflect new or changed goals of the community.

The Functional Plan treats one of the components of a comprehensive plan in more detail. Functional plans are usually prepared by planners with specialized technical knowledge in the particular functional area.

Functional plans are based on specialized studies and analyses, and make use of the goals, development policies, socioeconomic, and other data from the comprehensive plan as a coordinating framework for the functional study. Functional plans are sometimes called "comprehensive" to indicate that all aspects of that function are covered, for example, a

comprehensive transportation plan would cover, where applicable, air, highway, rail, water, and mass transit.

The Operational or Project Plan is a plan for a specific project. Examples of such plans are the physical location and arrangement of structures and roadways on a tract of land, or a community capital improvement program listing all proposed public projects for purchase or construction of buildings, other permanent improvements, or land.

These definitions are applicable to plans developed at a number of geographic or jurisdictional levels which may properly be identified as communities; for example: (1) Multi-State regions such as Appalachia; (2) States; (3) multi-jurisdictional metropolitan areas or rural districts; and (4) municipalities, counties, townships, boroughs, or parts thereof. These jurisdictional levels are interdependent for some problems and decisions. Regional and State plans tend to provide a context for district plans which, in turn, provide a context for local plans. For example, a locality must plan its arterial street system to be congruent with the district and State highway system, which is an integral part of the regional highway system. Likewise, State and district highway plans must take account of local needs, objectives, and priorities. Thus, plans at each level serve in an informational and coordinative role between jurisdictions at successive levels.

## EXCLUSIONS

The following types of positions are excluded from this series:

1. Positions which involve professional work with primary emphasis on the technical, functional, or aesthetic design, construction, alteration, rehabilitation, restoration, or maintenance of buildings, facilities, land areas, or landscape features, are included in the [Civil Engineering Series, GS-0810](#); the [Architecture Series, GS-0808](#); or [Landscape Architecture Series, GS-0807](#).
2. Positions which involve technical support work requiring a practical knowledge of community planning methods and techniques are classifiable in the [Community Planning Technician Series, GS-0021](#).
3. Positions which involve professional work identified with other occupations by the nature of the paramount qualifications required, and the primary emphasis of the work in areas such as economics, geography, sociology, or social work are excluded from the Community Planning Series, GS-0020. Such positions are classified in the [Social Work Series, GS-0185](#), [Sociology Series, GS-0184](#); [Geography Series, GS-0150](#); [Economist Series, GS-0110](#); or other appropriate series.

## TITLES

*Community Planner* is the authorized title for non-supervisory positions.

*Supervisory Community Planner* is the authorized title for positions requiring supervisory qualifications.

## CLASSIFICATION CRITERIA

Two broad factors are used to distinguish grade levels in classifying community planning positions: Nature of assignment and Level of responsibility. Qualification requirements are not described separately, but are reflected as appropriate in both the nature of assignment and responsibility factors.

### *Nature of Assignment*

This factor measures the scope and difficulty of the work and the skills and knowledge required to complete the assignment.

At beginning grade levels the assignment typically involves the application of planning principles and techniques to problems which are covered by precedents. These are developmental assignments, relatively limited in scope, with the application of methods and techniques standardized.

Intermediate assignment levels involve problems of conventional difficulty which require seasoned judgment and a good grasp of the processes and principles of community planning. At higher grade levels greater professional maturity, judgment, competence, skill, and knowledge are required to meet program requirements.

At such higher grade levels, assignments typically also require more sophisticated application of planning techniques and principles, as they generally involve problems presenting a broad range of economic, social, and political elements. Assignments at intermediate and higher levels usually involve more variables, and require a growing knowledge and depth of understanding in the application of the social and design sciences to community planning problems.

### *Responsibility*

This factor includes consideration of such elements as recommendations made, authority to commit the organization to a course of action, the nature and purpose of work-related contacts, and supervision received in terms of intensity of review of work and guidance given during the course of the work cycle.



The reliance placed on technical and social judgment of the community planner, the possible action others may take based upon these judgments, and the personal contacts by the planner are important considerations in determining the level of responsibility.

The degree of authority exercised in making recommendations and decisions, or in planning, monitoring, and evaluating community planning studies or programs is also important. For example, at lower grade-levels recommendations and decisions may be conclusive only as they relate to the application of established methods and procedures. At higher levels most commitments of a technical nature are conclusive, even though in some cases final approval may depend on action by others.

## NOTES ON USE OF THE STANDARD

Grade level criteria are provided for grades GS-5 through GS-14, covering nonsupervisory positions only. Typically, nonsupervisory positions at grades above GS-14 involve unique or atypical assignments. The development of broad grade level criteria for such positions is not considered practicable. Positions at these higher levels may be evaluated by extension of the criteria in this standard with the application of sound position-classification judgment.

Supervisory positions should be evaluated by reference to the [General Schedule Supervisory Guide](#).

## COMMUNITY PLANNER, GS-0020-05

### *Nature of Assignment*

This is an entrance or training level. Characteristic is the performance or a variety of tasks selected to provide: (1) Experience and training in the application of basic techniques used in the planning profession, and growth in professional knowledge, skill, and ability; (2) an introduction to the employing agencies' policies, programs, and procedures; and (3) an opportunity for management to discover the trainees' aptitudes, interests, and potential for advancement to more responsible assignments. Typically, assignments consist of well-defined tasks such as gathering and analyzing facts which are pertinent to the solution of a planning problem which may be part of a larger study.

Employees at this level develop and apply:

- A basic knowledge of planning in such related fields as geography, economics, political science, engineering, architecture, sociology, and public administration;
- The ability to understand the interrelationship of task assignments, agency policies, and the planning process;

- The ability to recognize or accept the viewpoints of others;
- The ability to exercise tact and patience in dealing with problems and viewpoints; and
- The ability to draft descriptive factual background memoranda or summaries.

### *Responsibility*

Supervision of the work is direct. Specific details of procedures and techniques to be followed in doing the work are given by the supervisor and are supplemented by readily accessible written instruction guides. Questions are discussed and resolved as they arise.

Personal work contacts are limited. Usually the contacts are confined to obtaining information during fact gathering assignments.

## **COMMUNITY PLANNER, GS-0020-07**

### *Nature of Assignment*

Community Planners GS-7, work on a variety of assignments of limited scope and complexity which are selected to contribute to the continuing professional development of the employee. They usually perform operations which are phases of broader assignments for which planners of a higher level have responsibility. Planners GS-7 must be familiar with and use a number of standard planning principles, methods, and practices in order to correlate data, and follow an operation through a series of related detailed steps or processes in fact gathering or analysis. (By comparison, GS-5 planners receive assignments that are well defined and usually involve a limited number of steps.)

The following assignments are illustrative:

- Surveys an area and gathers information on the people living there (income, employment, how many in each residence and their relationship);
- Organizes and prepares information and statistical data in factual reports; and
- Prepares visual aids (charts, maps, etc.), to use in presenting information to a community.

In addition to the knowledge and ability applied at the GS-5 level, Community Planners GS-7 apply:

- The ability to recognize significant and controlling aspects of their assignment and bring to their supervisor's attention the inadequacy of standard practices in a particular situation;

- The ability to search agency files and the technical literature for material having a bearing on a specific problem; and
- General knowledge of agency goals, policies, and programs.

### *Responsibility*

Supervisors provide detailed instructions on new assignments and review the work in progress, furnishing additional instructions as the work proceeds. On aspects of the work which constitute recurring assignments, constant review of work operations is not necessary, and the work is performed independently. Supervisors make occasional spot checks to evaluate progress and compliance with instructions. Work is reviewed upon completion. (By comparison, the work of Planners GS-5 is closely supervised and subject to review in progress.)

## **COMMUNITY PLANNER, GS-0020-09**

### *Nature of Assignment*

Community Planners GS-9 work on varied assignments of moderate difficulty and complexity. Assignments typically do not involve major deviations from established planning procedures, or consideration of complex technical planning questions. The work is similar to that previously done in the organization. Required data may involve physical, social, or economic factors, and can be obtained by the use of established methods and techniques. By contrast to positions at GS-7, the GS-9 level community planners may select, adapt, or refine data related to these factors, to fit the data to the objectives of projects. Planners GS-9 must be able to relate projects to their agencies' policies, programs, and operating procedures.

The following assignments are illustrative:

- Conducts studies of the physical, social, and/or economic factors which are characteristic of a small community or a project area in a community; and
- Prepares summaries, narrative statements, and analyses of the pertinent technical facts reported in project studies. Develops tentative plans for a small project area in a community, showing land proposed for housing, business, industry, schools, recreation, streets, utilities, work areas, and open spaces.

In addition to the knowledge and ability required at the GS-7 level, Community Planners GS-9 apply:

- Substantive knowledge of the employing agency's programs, policies, and goals;
- Knowledge of channels to use in obtaining or disseminating information;

- The ability to develop a plan and work schedule for a planning project; and
- The ability to evaluate planning projects for technical validity, and prepare analytical reports.

### *Responsibility*

Supervisors outline the scope and objective of assignments and the general course of action required. Supervisors discuss various considerations, the basic sources of data to be used, and alternative methods.

GS-9 planners develop the specific plan of procedure using standard methods and techniques. However, they are expected to recognize and bring to the supervisor's attention difficulties encountered or findings which warrant the supervisor's attention. The supervision is somewhat diminished by comparison with the GS-7 level. The work is observed for progress, and reviewed for adequacy, adherence to instructions, and to ensure that it is complete and correct in the course of action taken. Contacts with other people are usually to obtain or furnish information that is factual and noncontroversial.

## **COMMUNITY PLANNER, GS-0020-11**

### *Nature of Assignment*

Community Planners GS-11 are assigned a variety of professional community planning problems, and perform a wide range of standard professional duties. They plan, coordinate, or monitor complete planning projects or studies, or carry out operating assignments, which involve planning problems that are conventional in nature, but of considerable scope. (By comparison, GS-9 planners have assignments with fewer variables and screened to eliminate complex technical planning questions.) Community Planners GS-11 exercise initiative and resourcefulness in obtaining and analyzing information related to problems or projects, and in planning the presentation of findings supporting their recommendations or conclusions in narrative and graphic form.

The following assignments are illustrative:

- Studies the financial, economic, and social implications and impact on a community of an expanded mortgage lending program for mobile homes or modular houses as a temporary substitute for housing in an expanding community or in an urban redevelopment area;
- Conducts a study pertaining to the development of a specific project involving such considerations as open spaces, public utilities, and off-street parking facilities, and develops specific regulatory controls for the project on such matters as height, bulk, density, and location of buildings.

Knowledge and abilities used at this level are the same as those for the GS-9 level, with the following additions:

- Ability to relate the effect of community planning decisions on the mission and goals of the agency;
- Ability to arrange and conduct conferences; and
- Knowledge of conference techniques.

### *Responsibility*

The object and scope of assignments are specified, but the GS-11 community planners are responsible for the development of plans, the assembly and analysis of data, and the preparation of appropriate reports. As trained and experienced professionals, GS-11 planners make commitments regarding conventional aspects of their assignments that are covered by precedent, professional practice, or policy. They represent the agency before public bodies on issues of fact. (By comparison, GS-9 planners infrequently make unreviewed decisions on such matters.)

GS-11 planners arrange and conduct conferences with community groups, other public agencies, property owners, and others concerned with the projects or problems of the planners.

Supervisors review the work mainly for the soundness of results obtained. Novel problems or matters involving serious consequences which may arise are referred to higher grade planners.

## **COMMUNITY PLANNER, GS-0020-12**

### *Nature of Assignment*

Community Planners GS-12 have projects and problems of such size that the projects must be divided into subsections or components so that others can carry portions to completion. Specialized skill and perspective are required to see the total problem and coordinate the work. Assignments typically require interpretation or extension of policy guides, substantial modification of techniques and procedures, or the development of innovative approaches to solve specific problems in a specialized area of planning. (By contrast, at the GS-11 level planning problems are conventional in nature.)

The following assignments are illustrative:

- Develops or reviews information and plans, and makes recommendations on complex planning problems related to a variety of land uses involving conflicting factors, economic growth, and the social and cultural welfare of communities;

- Plans and produces comprehensive planning studies to be used as the basis for administrative or budget planning;
- Reviews and evaluated work performed under a grant or a contract for accuracy, adequacy, completeness, and conformity with grant or contract requirements, and, as necessary, makes suggestions designed to improve the product.

In addition to the knowledge and skills required at the GS-11 level, Community Planners GS-12 must have a significant background of practical experience as well as a thorough grasp of theory to identify and define the nature and scope of obscure problems. Typically, GS-12 planners must have highly developed specialized skills, knowledge, and extensive experience in a specific area of planning.

### *Responsibility*

The general objectives of assignments are given; areas of special interest to others are highlighted and relative priorities of projects are fixed at the time assignments are made. Community Planners GS-12 are responsible for subsequent planning and execution of the work. They report progress to their supervisors in occasional conferences, and receive guidance on unusual technical problems. Completed work is reviewed for adequacy (overall concepts rather than details) and conformance with agency policy. Particularly controversial problems which have a significant impact on public jurisdictions or private interest groups, or on important agency approved planning policy, are reviewed by supervisors or at higher organizational levels. (At the GS-11 level the nature of the assignments would usually preclude such controversial problems.)

On a continuing basis, GS-12 planners regularly represent their organization in discussions with citizen groups and professionals (engineers, architects, lawyers, etc.) directly concerned with community planning problems, and local officials. These discussions are needed to obtain their cooperation and participation in planning problems, processes, or programs; to explain agency programs or to aid them in applying planning concepts.

## **COMMUNITY PLANNER GS-0020-13**

### *Nature of Assignment*

Community Planners GS-13 are assigned planning projects that require an extensive knowledge of the laws and regulations administered by their agency, community management, social needs, land requirements, community power structures, precedent cases, and court decisions. In addition, to make operating decisions or to provide advice and assistance, they must have a thorough understanding of agency policies and priorities, and the provisions and intent of new programs that are in the process of being defined. Characteristically, assignments involve problems lacking in precedents, applicable technical guides, or standards and elements such as the following:

1. Have a broad impact on planning programs in a metropolitan area, a State, or an agency; or
2. Involve the development of regulations for new program areas, or of legislative programs.

(By comparison, at GS-12, assignments primarily involve ongoing programs.)

The following assignments are illustrative:

- Develops regulations, position papers, and instructions related to community planning aspects of agency programs;
- Reviews the agency field office programs in community planning for technical and program management effectiveness; makes reports and offers suggestions for improvement based on findings; or
- Provides technical advice and coordinates planning or related problems or projects with representatives of other agencies, local or State officials, or with colleagues in other area offices.

GS-13 planners must demonstrate marked professional expertise and a depth of knowledge and experience in the planning program requirements, operations, and functional problems of an agency; or in specialized areas of planning, such as urban renewal housing, or transportation. In addition, they must possess, to a high degree, technical judgment, tact, imagination, and resourcefulness.

### *Responsibility*

Work is assigned in terms indicating objectives, results expected, any major problems anticipated, and priorities. Supervisors participate in decisions involving changes in direction, or departures from established policies, and furnish advice, as requested, on policy or administrative aspects of assignments. Completed work is reviewed primarily for results achieved and conformance to policy.

Community Planners GS-13 frequently meet with local and State officials to aid and encourage the adoption of sound planning principles and programs. They have a substantial and continuing responsibility for representing their organizations in negotiations with officials of organizations whose decisions and activities have important implications to the overall planning program. (By contrast, at the GS-12 level contacts involve discussions primarily to obtain cooperation and agreement on specific plans and projects.)

## **COMMUNITY PLANNER, GS-0020-14**

### *Nature of Assignment*

Community Planners GS-14 provide expert counsel to agency management and professional colleagues on a wide variety of planning questions or problems. These include authoritative interpretation of agency policy, regulations, and standards as applied to problems involving land use proposals or operating problems. In responding to questions, they must weigh the implications for basic agency objectives, legal requirements, and program needs, while being fully aware that the answers they propose may establish precedents with considerable future impact. The work includes important problems involving regions, States, or major municipalities. These problems are assigned to GS-14 planners to coordinate or negotiate with other Federal agencies, or with top officials of State or local government bodies. The problems at the GS-14 level involve unusually important, extensive, delicate, and controversial issues.

The following assignments are illustrative:

- Develops standards and criteria to guide agency representatives in evaluating comprehensive plans and analytical techniques;
- Provides leadership and advice to top planners of regions, States, and major municipalities in identifying problems, developing cooperative relationships leading to joint technical efforts in planning projects, in formulating legislation, and in resolving unusually complex or controversial issues; or
- Prepares and reviews policy recommendations and technical proposals relative to District of Columbia and Federal interests in the development of the National Capital Region. Responsible for liaison and coordination with District of Columbia, Federal, State, local government, and regional officials and citizen groups in matters related to these interests.

In addition to the background, abilities, and personal qualities required at the GS-13 level, GS-14 planners, as experts, must have:

- Marked ability to identify parallel areas of program concerns, interests, and goals with State and other governing bodies, and other public and private organizations;
- The ability to present planning values, techniques, and processes in a meaningful way to professionals in many other fields; and
- Considerable finesse and diplomacy.



*Responsibility*

The work is performed under broad administrative guidance, subject to general policy direction, and the established policies and procedures of the agency. At this level, incumbents carry out their work independently but may seek advice on complex policy questions. The work is evaluated in terms of the effectiveness in working with the various publics, soundness of recommendations, and achievement of solutions to significant problems.

Major work accomplishments are generally achieved through personal contacts and negotiations with top State, business community, and other groups and officials.

In such contacts, planners speak with authority in explaining agency policy, procedure, and the application of technical requirements. These contacts typically involve negotiation of delicate or controversial issues where the consequences of an inadequate presentation have serious implications for agency programs.