

**COMPETENCY MODEL FOR
POLICE DETECTIVE
CLASS CODE (2223)**

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

- 3. Judgment and Decision Making
- 16. Objectivity
- 20. Job Knowledge
- 29. Fact Finding
- 33. Interpersonal Skills
- 35. Teamwork
- 40. Credibility
- 47. Written Communications

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

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

Level of Competency Required by Job:

Level 1: Training and guidelines needed to respond to immediate situations within very specific function are provided (or supervisor available to assist).

Level 2: General information and guidance to assist in responding to a variety of situations across a range of circumstances are provided.

Level 3: Little guidance available for responding to a wide range of complex situations with far-reaching and/or enduring consequences.

Examples of Behavioral Indicators:

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

Performance Levels:

Satisfactory

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

Superior

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

16. OBJECTIVITY – Demonstrates fairness and equity toward others; understands different perspectives; states sides of a conflict non-evaluatively; uses facts and logic.

Level of Competency Required by Job:

Level 1: Respond to the situation at hand and its specific circumstances as opposed to being influenced by previous encounters, stereotypes, or biases.

Level 2: *Appropriately aligns self/organizational interest with objectives to benefit the overall organization and/or citizenry.*

Level 3: Appropriately aligns self/organizational interest with the “common good” (citizens, other public sector agencies, elected officials).

Examples of Behavioral Indicators:

- Notes facts and circumstances specific to the situation.
- Formulates plans for action based on the totality of factual information.
- Gives full attention to each task/issue within areas of responsibility
- Clearly demonstrates the benefits of actions to the overall organization, citizens, and/or the “common good.”
- Does not take positions or promote actions/causes that reflect blatant self interest.

Performance Levels:

Satisfactory

Focuses on and reacts to all facts and information available for each situation/issue. Disregards personal preferences or biases in appraisal of situation/issue and response to it.

Superior

Strives to serve the “common good.” Responds in a manner contrary to self-interest when appropriate.

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.

Police Detective (2223)
Job Knowledge Areas

A. TECHNICAL

1. Knowledge of Department policies and procedures, such as those contained in the Los Angeles Police Department Manual, Detective Operations Manual, Juvenile Procedures Manual, Special Orders, and Training Bulletins, sufficient to ensure compliance with current standards.
2. Knowledge of the organization and functions of the Department, including the responsibilities of specialized units, sufficient to request assistance from and delegate duties to the appropriate Department entity.
3. Knowledge of Department safety policies, such as vehicle operation and pursuits, sufficient to ensure police officer and public safety.
4. Knowledge of police tactics, such as how to enter structures, control crime scenes, and conduct criminal street stops, sufficient to ensure police officer and community member safety in dangerous situations.
5. Knowledge of police radio procedures and terminology sufficient to access and understand broadcasts and accurately request information or assistance.
6. Knowledge of street terminology, such as that related to narcotics and criminal gang activity, sufficient to understand suspect, witness, and informant communication.
7. Knowledge of criminal law, including Constitutional law, current case law, and court decisions pertaining to the conduct of preliminary and follow-up investigations, elements of felony and misdemeanor crimes, admissibility of evidence, and rules of search and seizure, sufficient to complete arrest and crime reports and conduct investigations.
8. Knowledge of the Uniform Crime Reporting Guidelines sufficient to ensure that crimes are correctly coded and reported according to FBI guidelines.
9. Knowledge of the local legal system, including the courts, county jail, parole, probation, and District and City Attorney's Offices, sufficient to file criminal cases, access suspect information, and/or make inquiries when legal questions arise.
10. Knowledge of other City departments, outside agencies, and other law enforcement agencies at a level sufficient to know where and how to obtain information in order to successfully complete investigations.
11. Knowledge of Federal, state, county, and private referral agencies, such as the Department of Social Services and Youth Advocacy Program, and various

hotlines, such as the Rape and Victim Assistance Programs, in order to provide relevant information to those affected by crime.

12. Knowledge of Memorandums of Understanding for sworn personnel and the Public Safety Officer's Procedural Bill of Rights (Government Code Sections 3300-3312. 3300) sufficient to ensure that personnel complaint investigations are conducted properly.
13. Knowledge of and ability to apply interviewing techniques used in questioning victims and witnesses, such as the use of open-ended questions and prompting recollection, sufficient to gain accurate information related to an investigation.
14. Knowledge of and ability to apply interrogation techniques used in questioning suspects, such as confrontation and gaining suspect confidence, sufficient to gain accurate and truthful information related to an investigation.
15. Knowledge of arithmetic, such as addition, subtraction, multiplication, and division, sufficient to complete and understand reports on criminal and arrest activities.
16. Knowledge of statistics sufficient to calculate and analyze data contained in tables, charts, graphs, and narratives, such as that found in COMPSTAT reports, and calculate crime trends and patterns.
17. Knowledge of the use and operation of a computer terminal sufficient to input data and commands for the storage and retrieval of information related to an investigation.
18. Knowledge of available computer data sources, including City, State, and Federally maintained systems, such as those providing suspect criminal history, juvenile record, and suspect involvement in civil litigation, sufficient to obtain information for the furtherance of an investigation.
19. Knowledge of available printed material, such as previous case files, telephone directories, and reference books, sufficient to obtain information for the furtherance of an investigation.
20. Knowledge of recording devices sufficient to accurately record information and/or collect evidence.
21. Knowledge of tools, such as breaching tools, battering rams, fire extinguishers, and screwdrivers, in order to forcibly enter and/or search structures and/or vehicles.
22. Knowledge of surveillance equipment such as binoculars and electronic audio equipment sufficient to effectively observe, hear, and record suspect activity.

23. Knowledge of restraints, including handcuffs and plastic cuffs, sufficient to subdue and control suspects and ensure police officer and public safety.
24. Knowledge of the proper maintenance and functions of safety equipment and weapons, including bullet proof vests, helmets, chemical agents, tasers, and firearms (lethal and less-than-lethal), sufficient to ensure proper function.
25. Knowledge of discharging weapons, including chemical agents, tasers, and firearms (lethal and less-than-lethal), in order to subdue suspects and ensure police officer and public safety.

B. ANALYSIS AND DECISION-MAKING

26. Knowledge of and ability to read and apply a variety of complex Department-generated policies and procedures in order to ensure compliance with current standards.
27. Knowledge of and ability to read and apply complex regulations and laws, such as those contained in various Federal, State, City, and Municipal codes, in order to ensure application of current laws.

29. FACT FINDING – Obtains required information through questioning, review of existing materials, or securing new materials to answer a question or address a problem.

Level of Competency Required by Job:

Level 1: Look up information available in the workplace (including use of the internet) or by asking questions of co-workers or supervisor.

Level 2: Interview individuals and/or obtain necessary information from files, the library, and/or the internet.

Level 3: Conduct in-depth interviews/interrogations or depositions. Locate obscure reference material containing germane information by correctly identifying needed information, making logical inferences regarding where it might be available, and discerning from newly acquired information relevant additional materials.

Examples of Behavioral Indicators:

- Asks a series of insightful questions in a logical order.
- Correctly identifies persons most likely to have the needed information.
- Listens carefully to responses from others to discern all relevant information stated.
- Makes logical assumptions about where certain types of information might be found; or asks others who are likely to know.
- Persists in locating relevant information until a sufficient amount is available to permit answering question or addressing the problem fully.

Performance Levels:

Satisfactory

Obtains necessary information through scrutiny of existing files and other resources, correctly identifying and obtaining other sources of information, and/or asking questions.

Superior

Exhibits great insight in identifying who would have certain information, or in what materials it might be located. Carefully crafts questions to extract needed information. Persists until sufficient information is gathered to formulate a logical conclusion.

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.

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.

40. CREDIBILITY – Is truthful and sincere; objectively and clearly provides all pertinent information rather than being vague, omitting negative information or only stating what listeners “want to hear.”

Level of Competency Required by Job:

Level 1: Freely and openly share accurate job-related information with co-workers.

Level 2: Provide complete, accurate information to other City employees and members of the public.

Level 3: Represent department to the Mayors’ Office, City Council, City Commissions, and/or department heads, and/or to external organizations, professional associations, and/or the media.

Examples of Behavioral Indicators:

- Admits mistakes.
- Information provided is consistent (not contradictory or stating different things to different people).
- Answers questions directly and thoroughly.
- Shares credit for achievements.
- Acts in the best interest of the organization, not self interest.

Performance Levels:

Satisfactory

“Tells the complete story” from the onset. Is forthcoming with full information when questioned. Statements are consistent. Readily admits mistakes and gives credit to others.

Superior

Information provided is complete and accurate, and includes any negative information or information contrary to self interest. Does not attempt to be vague or put a “spin” on negative information to make it appear more positive.

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.

