

**POLICE LIEUTENANT  
COMPETENCY MODEL  
CLASS CODE (2232)**

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

- 3. Judgment and Decision Making
- 11. Initiative
- 20. Job Knowledge
- 36. Emotional Maturity
- 42. Resolves Conflict
- 45. Oral Communications
- 47. Written Communications
- 53. Leadership
- 55. Community Relations

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.

**11. INITIATIVE** – Generates activity that facilitates accomplishment of work.

Level of Competency Required by Job:

- Level 1: Offer to help co-workers and/or recognize things to do that facilitate work group accomplishment.
- Level 2: Identify new tasks/projects to be undertaken and assist others with accomplishment of their work.
- Level 3: Determine additional work necessary to improve the function and productivity of the organization or its services to citizens or other customers.**

Examples of Behavioral Indicators:

- Makes suggestions for improvement in work quality or quantity.
- Finds work to do when own work is slow rather than allow diminished personal productivity.
- Expands scope of work/responsibility in appropriate directions.
- Anticipates upcoming events in order to prepare for them.

Performance Levels:

Satisfactory

Generates goal directed activity rather than waiting to be told what to do. Anticipates what is likely to occur in order to be able to prepare; recognizes that preparation for (and clean-up after) a job is part of doing the job.

Superior

Actively pursues additional tasks/responsibilities that will facilitate effectiveness. Makes extensive preparations for upcoming events or expected changes.

**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 Area**

1. Knowledge of and ability to apply leadership principles, employee development, morale enhancement and team building strategies, the Department Mission Statement and Core values, and management principles sufficient to develop a quality work environment and to meet the goals and objectives of the Department.
2. Knowledge of leadership and supervisory techniques related to motivating staff to improve their performance, evaluating employee performance, delegating work, coaching and counseling, and giving directions sufficient to assist officers in the performance of their duties.
3. Knowledge of interpersonal skills sufficient to interact with officers, supervisors, and the public in groups and one-to-one displaying sensitivity to differences in gender, culture, sexual orientation, and economic background in order to set an example and handle problems within the Department or complaints from the public that may arise over police activities.
4. Knowledge of and ability to apply community policing philosophy in order to provide leadership and direction while implementing, applying, and enhancing the Department's program within his/her assigned area of responsibility.
5. Knowledge of interpersonal communications to communicate orally, one-to-one or in a group with officers, peers, supervisors, Department management, other City departments, other governmental agencies, members of the community and various community groups, and the public sufficient to represent the Department accurately and to retrieve and provide information.
6. Knowledge of employee development strategies in providing emphasis and direction to subordinate personnel through the utilization of sound written and oral communication which inspires them to accomplish Department goals and objectives.
7. Knowledge of the Field Training Officer Program sufficient to implement and comply with the Program ensuring a global understanding of its intentions and principles.
8. Knowledge of the Operation to plan, organize, and conduct meetings as related to a particular group or purpose such as training staff, explaining police functions to citizens groups, and exchanging information with supervisors and other personnel.
9. Knowledge of employee development strategies to write employee evaluations, personnel complaint summaries, and reports on assigned projects sufficient to organize material and formulate recommendations.
10. Knowledge of scope of authority to identify and analyze problems, develop, and refine plans and systems, and implement solutions in a timely manner in order to assess results for further improvement.

11. Knowledge of a variety of Department generated materials such as, special orders, training notices, manuals, and bulletins in order to provide employees with information and direction to ensure compliance with current policies and procedures.
12. Knowledge of Field Tactic/Operations to quickly gather and analyze information at critical events and make appropriate decisions pertaining to safety of people and property; and, ability to monitor multiple incidents simultaneously occurring throughout a division and to make appropriate decisions related to the deployment of personnel.
13. Knowledge of the Department's resources to reference and have general knowledge of policies, procedures, and regulations sufficient to explain the policy and objectives of the Department, the conduct expected of Departmental employees, the Department's role in the community, how law enforcement works under the legal system, management rules and procedures, report requirements, personnel management, field activities, Constitutional Policing, traffic enforcement, booking, custody, and disposition of property.
14. Knowledge of tactical Guides, including Incident Command System (ICS) and National Incident Management System (NIMS) Guidelines and Structure, which deal with responsibilities and functions toward control of disasters and other emergencies.
15. Knowledge of Equal Employment Opportunity policies of the Department, City, State, and Federal laws sufficient to ensure subordinates are properly assigned and trained and treated.
16. Knowledge of the organization and functions of the City government and of the interrelations of the Department with other City departments and governmental agencies such as the courts, jails, parole offices, Juvenile Diversion Program, and schools sufficient to work effectively with these groups.
17. Knowledge of public relations techniques including diplomacy sufficient to clear up problems and explain sensitive situations while adhering to the Department's Mission and Core Values.
18. Knowledge of Memorandums of Understanding for subordinate personnel sufficient to provide references for work related questions and to ensure that proper procedures are followed.
19. Knowledge of the Public Safety Officers Procedural Bill of Rights sufficient to ensure that personnel complaints are properly conducted.

**36. EMOTIONAL MATURITY – Maintains a calm and task-oriented approach to**

work even under circumstances of conflict or hostility.

Level of Competency Required by Job:

- Level 1: Remain focused on the task at hand when interacting with unpleasant or uncooperative people, circumstances are frustrating, the workload is high, or other conditions of the work environment are less than optimal.
- Level 2: Seek effective resolution to complaints/criticisms; recognize that complaints/criticisms often are not personal, but a reflection of frustration or disagreement on the part of others.
- Level 3: Maintain neutrality and effective performance even in the face of unjustified challenge or direct criticism in a public forum.**

Examples of Behavioral Indicators:

- Maintains a calm and focused demeanor.
- Continues to listen to others with whom conflict or disagreement has occurred.
- Does not display excessive emotionality: yell, shout, scream, cry, or use profanity.
- Does not “act out:” slam doors, throw things, threaten, or assault others.
- Does not engage in inappropriate acts such as telling off-color jokes, name-calling, horseplay, or bullying.

Performance Levels:

Satisfactory

Demonstrates emotional stability and mature behavior appropriate to the workplace even in circumstances of discord or duress.

Superior

Maintains businesslike demeanor and continues to attempt to address the issue at hand even when faced with personal attacks, unjustified accusations, or other inappropriate behavior from others.

**42. RESOLVES CONFLICT** – Acknowledges and takes action to eliminate

ineffective/disruptive interpersonal relationships.

Level of Competency Required by Job:

- Level 1: Recognize that conflict is inappropriate in the workplace; ensure no personal involvement in conflict or promptly seek elimination if such involvement occurs. May try to avert conflict among co-workers or to eliminate it if it occurs.
- Level 2: Monitor staff for possible signs of arising conflict and, when noted, immediately intervene to reconcile. Recognize when the differing perspectives of different organizational units become disruptive and address the issues with involved parties or management, as appropriate.**
- Level 3: Recognize that the purposes/objectives of certain entities are inherently at odds and approach interactions with them with sensitivity and facilitates others' doing so as well. Recognize the debilitating nature of emergent conflict among organizational segments and, when noted, immediately intervene to reconcile.

Examples of Behavioral Indicators:

- Recognizes when a conflict is emerging or has emerged.
- Mentions the need to resolve conflict to other involved party(ies).
- Brings together parties in conflict and encourages them to resolve/ facilitates resolution.
- Articulates the common objectives of conflicting entities.
- Enlists the participation of conflict resolution specialists when warranted.

Performance Levels:

Satisfactory

Diffuses conflict at work. Uses other means of addressing interpersonal friction, disagreement, or competing goals. Notes and seeks resolve of conflict among others.

Superior

Recognizes interpersonal, intra-organizational, and internal-external organizational interactions with conflict potential, and seeks to avoid. When signs of emerging conflict noted, immediately takes steps to eliminate.

**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.

**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.

## **55. COMMUNITY RELATIONS** – Communicates/Interacts with members of the

public in a way that elicits positive response and participation.

Level of Competency Required by Job:

- Level 1: Interact with members of the public, usually one-on-one, to meet their immediate need.
- Level 2: Interact with several to many members of the public at a time to present information, persuade, solicit input, and/or one-on-one in varied situations, some of which may be likely to arouse hostility.
- Level 3: Interact with large segments of the community and/or community leaders in varied situations, some of which involve addressing sensitive issues or in which hostility may arise.**

Examples of Behavioral Indicators:

- Speaks in a manner clearly understood by community members.
- Listens actively to what community representatives say and conveys understanding.
- Responds fully and accurately to questions raised.
- Effectively addresses the issues/resolves the situation at hand.
- Achieves the desired objective of the interaction.
- Obtains participation from community members.
- Elicits a favorable reaction from members of the community.

Performance Levels:

Satisfactory

Listens carefully to concerns and responds to all of them. Speaks in a manner appropriate to the audience. Maintains pleasant/positive demeanor.

Superior

Conveys information fully and responds thoroughly to all concerns. Draws community members into the interaction if needed. Receives a positive response from members of the community.