

**COMPETENCY MODEL FOR
POLICE SPECIAL INVESTIGATOR
CLASS CODE 1640**

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

- 1. Reading Comprehension
- 4. Analytical Ability
- 6. Attention to Detail
- 16. Objectivity
- 20. Job Knowledge
- 29. Fact Finding
- 47. Written Communication
- 49. Project Management

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.

1. READING COMPREHENSION – Comprehends and correctly applies information presented in written form. Makes correct inferences; draws accurate conclusions.

Level of Competency Required by Job:

Level 1: Concrete, specific job-related information (work orders; instructions; material/equipment labels)

Level 2: General information related to field of work and assignments; (articles in trade publications; technical/instructional manuals; memos; letters; e-mails; reports)

Level 3: Abstract/complex information (highly technical articles/ reports in specialized area; legal or other regulatory material)

Examples of Behavioral Indicators:

- Follows written instructions correctly.
- Learns information presented in writing.
- Identifies relevant written information.
- Interprets written legal regulatory material accurately.

Performance Levels:

Satisfactory

Reads instructions correctly. Learns from manual and other printed material.

Superior

Learns from manual and may answer others' questions. Explains information presented in written form to others.

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.

6. ATTENTION TO DETAIL – Extremely careful in addressing all aspects of each work assignment in order to produce “completed staff work” and/or avoid any negative outcomes.

Level of Competency Required by Job:

Level 1: Ensure all aspects of work assignment are completed as directed.

Level 2: Verify that each aspect of work assignment is properly completed; make logical inference regarding additional activities that may need to be performed to produce “completed staff work.”

Level 3: Include evaluation of final work/work product in its accomplishment; make adjustments as possible to improve.

Examples of Behavioral Indicators:

- Carefully checks all aspects of work for completion and accuracy before submitting.
- Identifies errors (for example, typo's, computations, measurements, application of laws/rules/policies) and corrects them prior to submitting.
- Cross-checks work against available resources.
- Sets up a means of checks and balances to ensure work accuracy.
- Considers changes in final work product to ensure usability by recipient.
- Completes all revisions upon request.

Performance Levels:

Satisfactory

Ensures that each task accomplished represents “completed staff work.” No remaining details/ inconsistencies for others to address.

Superior

All aspects of each task completed are verified to be correct. Identifies any foreseeable consequences of work that may need to be addressed and does so.

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.

Job Knowledge Areas

1. Knowledge of proper techniques and procedures for conducting investigations (e.g., chronological recordkeeping) in accordance with established professional standards and industry practice.
2. Knowledge of applicable local, state, and federal laws, rules, and regulations governing criminal and administrative complaint investigations involving Police Department employees.
3. Knowledge of constitutional and statutory provisions sufficient to investigate possible violations.
4. Knowledge of rules of evidence, court procedures, and administrative hearings (e.g., Peace Officers Procedural Bill of Rights) sufficient to evaluate the propriety of investigations.
5. Knowledge of identifying, collecting, preserving, and presenting evidence.
6. Knowledge of interviewing techniques and strategies (e.g., Cognitive Interview Technique, Funnel Technique) sufficient to gather information to conduct investigations.
7. Knowledge of confidentiality laws and issues such as confidentiality of personnel records.
8. Knowledge of various technical experts (e.g., City Attorney, Ethics Commission, Information Technology Bureau, private consultants) available to assist in an investigation and when to seek such assistance.
9. Knowledge of various organizational rules, regulations, policies, and ordinances as they relate to Department employees sufficient to investigate violations.

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.

47. WRITTEN COMMUNICATION – Communicates effectively in writing.

Level of Competency Required by Job:

Level 1: Write notes/e-mails. Completes forms with some open-ended responses (sentences).

Level 2: Write letters, articles/reports, and/or detailed descriptions of activities/occurrences.

Level 3: Write lengthy reports, instruction manuals, in-depth analyses/reviews of complex issues and/or articles for publication. Reviews the written work of others.

Examples of Behavioral Indicators:

- Writing includes the necessary information to convey the intended message.
- Sufficiently few errors in spelling, punctuation, grammar to not interfere with the intended message or distract the reader.
- Little editing or re-writing needed to produce a final product.
- Composes materials efficiently.
- Information is presented in a well organized manner.
- Tone and degree of formality are appropriate to the purpose and audience.

Performance Levels:

Satisfactory

Writes material that clearly communicates the necessary information; needs little editing.

Superior

Precisely uses words and organizes information in a way that enhances presentation of the message. Virtually no editing needed.

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

Level of Competency Required by Job:

Level 1: Plan, coordinate, and oversee accomplishment of multi-step projects involving other employees.

Level 2: Design, plan, coordinate, and manage large, multi-faceted projects involving employees from various segments of the organization representing different perspectives.

Level 3: Design, plan, secure approval and resources, and manages large-scale, complex projects involving many employees representing a large number of diverse segments of the organization and perspectives, which may at times be in conflict.

Examples of Behavioral Indicators:

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

Performance Levels:

Satisfactory

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

Superior

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

