

**2023 COMPETENCY MODEL FOR  
POLICE SERVICE REPRESENTATIVE  
CLASS CODE 2207**

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

- 3. Judgment and Decision Making
- 6. Attention to Detail
- 13. Stress Tolerance
- 20. Job Knowledge
- 22. Clerical Speed and Accuracy
- 34. Customer Service
- 37. Flexibility
- 45. Oral Communication
- 46. Listening

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.

**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.

**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.

**13. STRESS TOLERANCE** – Maintains effective performance when under pressure, confronted with opposition or criticism, and/or when the situation is dangerous.

Level of Competency Required by Job:

Level 1: Assignment may include varied or heavy workload; new tasks may need to be learned; members of the public and, at times, co-workers may be rude.

Level 2: Insufficient staff or resources may be available to accomplish work. Priorities/objectives may be unclear and/or direction uncertain. Role ambiguity regarding responsibilities may exist. May encounter disagreement or criticism when performing job activities.

**Level 3: *Presentation and defense of position in a public forum, which at times entails facing opposition, may be required. Work environment may be fast-paced and one in which urgent decisions must be made. Making life-or-death decisions may be necessary.***

Examples of Behavioral Indicators:

- Remains composed and focused on the task at hand in the presence of obvious stressors.
- Understands that rudeness or opposition is not typically personal attacks.
- Continues to make good decisions under urgent circumstances or when in danger.
- Soothes others who are more adversely affected by stress.

Performance Levels:

Satisfactory

Continues to perform effectively under stressful circumstances.

Superior

Acknowledges stress, but appears to be unaffected by it. Concentrates extra effort on accomplishing the task at hand. Assists others with effective coping.

**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 extensive vocabulary consisting of police and law enforcement jargon.
2. Knowledge of “elements of crime” such as intent and overt action to determine whether a crime has been committed.
3. Knowledge of the multi-key Communications Division operation system, headset volume control, mouse manipulation, multi-screen computer system, and telephone system.
4. Knowledge and ability to comprehend pertinent/relevant broadcast information while simultaneously listening to several radio frequencies.
5. Knowledge of a street maps directional resource information such as compass locations, (e.g., North, South, East, and West), major landmarks, the geographic boundaries of the jurisdiction, and freeway designations.
6. Knowledge of the specific street names comprising the geographic boundaries of an individual area or bureau in order to determine which area is responsible for dispatch or referral.
7. Knowledge of comparing and matching street locations.
8. Knowledge of complex written rules, regulations, and laws such as State, City, and Municipal codes related to the Communications Division’s policies.
9. Knowledge of police terminology and acronyms used in reference to crimes, personnel suspects, rules, regulations, procedures, and special units sufficient to know their meanings and use them correctly.
10. Knowledge of proper radio transmission procedures such as waiting for cleared frequencies, equipment operation, and terminology used to broadcast emergency and non-emergency information to field personnel.
11. Knowledge of a computer terminal, including keyboard and mouse commands to retrieve information from a database or transmit information to other agencies or field units.
12. Knowledge of available resources such as City Attorney Victims of Violent Crime Coordinator, shelters, hotlines, area hospitals, and community resource lists compiled and maintain in Computer-Aided Dispatch (CAD) to make referrals to citizens.
13. Knowledge of government databases such as the National Crime Information Center (NCIC), Department of Motor Vehicles (DMV), and Criminal Justice Information Services (CJIS) to provide the required information when needed.

**22. CLERICAL SPEED AND ACCURACY** – Correctly and quickly notes accuracy versus inaccuracy in printed material and numerical data.

Level of Competency Required by Job:

Level 1: Proofread own written material; verify own data.

Level 2: Proofread written material, verify data, and confirm the accuracy of other information such as that on forms, lists, or schedules, for someone else.

**Level 3: Recording, entering, comparing, and/or verifying information and/or data is primarily job duty and must be performed quickly and accurately.**

Examples of Behavioral Indicators:

- Notes virtually all typos in printed material.
- Enters data quickly and accurately.
- When verifying entries, identifies and corrects all errors.
- Identifies errors on forms completed before the information is used by others.
- Notes even minor inconsistencies in the presentation of detailed information.

Performance Levels:

Satisfactory

Makes few errors when recording, comparing, or entering information or data. Verifies and corrects information and data in a way that results in a virtually error-free work product.

Superior

Records, compares, and enters information and data with exceptional speed and accuracy. Virtually no errors identified during verification.

**34. CUSTOMER SERVICE** – Interacts with recipients of services (internal or external customers) in a way that provides accurate, timely, and effective information and service.

Level of Competency Required by Job:

Level 1: Interact with customers in person, over the telephone, or through e-mail (and/or other electronic media) in order to provide information or assistance. Listen to customer concerns; explain/reconcile information and provide alternatives if possible; facilitate resolution by making referral and/or following-up as necessary.

**Level 2: Promotes positive customer service. Serves as a model of providing exemplary customer service.**

Level 3: Develop customer-oriented procedures; identifies changes in procedures to enhance customer service and ensures they are implemented.

Examples of Behavioral Indicators:

- Carefully listens to (or reads) customer statement of the issue.
- Provides direct, informative, accurate responses to customer.
- Suggests options if available.
- Maintains a positive attitude in the face of customer complaint or frustration.
- Remains focused on the issue presented by the customer and directs the customer back to the issue if necessary.
- Asks the customer if their concerns have been fully addressed.
- Ensures organizational policies and practices are customer-focused.
- Ensures all employees recognize their responsibility for customer service and are properly trained for it.

Performance Levels:

Satisfactory

Displays knowledge as well as courtesy and patience when interacting with customers. Ensures customers' issue is correctly identified and remains focused on it until it is resolved.

Superior

Seeks further information or advice to resolve difficult issues. Solicits feedback on the effectiveness of service. Makes suggestions for improving service and facilitates changes needed to implement.

**37. FLEXIBILITY**– Changes behavior to more effectively respond to differences or changes in situations, circumstances, objectives or people.

Level of Competency Required by Job:

Level 1: Modify behavior as necessary to accommodate differences/changes.

**Level 2: *Initiate changed behavior when initial approach proves ineffective.***

Level 3: Perceive subtle cues/feedback to determine modifications in behavior necessary to improve effectiveness

Examples of Behavioral Indicators:

- Adjusts speaking in terms of volume (softer/louder) and/or manner (for example, explanatory vs. directive).
- Offers a different option when the first is rejected.
- Completes work in a nonroutine manner when usual approach is inefficient or ineffective.
- Readily accepts changes in work assignments.
- Willingly works with any others as assigned or required by job duties.

Performance Levels:

Satisfactory

Changes approach or objective when directed to do so. Recognizes failure of initial approach to achieve objective and tries a different one.

Superior

Identifies opportunities to improve performance by changing the goal or personal behavior to reach the goal. Supports changes imposed by others.

**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.

## 46. LISTENING – Hears and acknowledges what others say.

### Level of Competency Required by Job:

- Level 1: Attentive to others speaking in interpersonal interactions.
- Level 2: Comprehend information from others one-on-one, in group settings, and from oral presentations.

**Level 3: Comprehend information provided/questions asked by others in public forums or other stressful circumstances.**

### Examples of Behavioral Indicators:

- Demonstrates correct understanding of issue as expressed by customer.
- Recalls details of information provided by a speaker.
- Expresses subtleties/nuances in information conveyed by others.
- “Answers the question asked.”
- Conveys correct information based on information obtained from a speaker.

### Performance Levels:

#### Satisfactory

Comprehends the message conveyed by the speaker. Rephrases information clearly and accurately; recalls information and details, and answers questions about the information correctly.

#### Superior

Recalls specific terminology used by a speaker when important. Accurately understands subtleties and nuances in spoken language. Answers questions completely, demonstrating clear and complete comprehension of questioners' full inquiry.