

**COMPETENCY MODEL FOR
CHIEF FORENSIC CHEMIST
CLASS CODE 2237**

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

- 3. Judgment and Decision Making
- 20. Job Knowledge
- 28. Supervision
- 33. Interpersonal Skills
- 45. Oral Communication
- 47. Written Communication
- 53. Leadership
- 60. Vision

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.

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

I. Technical Knowledge and Abilities

1. Knowledge of how to properly devise an evidence collection and/or testing strategy in order to ensure the collection and testing of one type of evidence doesn't compromise or destroy subsequent evidence collection and testing.
2. Knowledge of criminalistics sufficient to effectively manage the field and laboratory activities of department staff and verify their work is efficiently and accurately completed.
3. Knowledge of the laws of evidence sufficient to supervise and provide technical guidance to subordinate employees as to what items at a crime scene constitute or can provide physical evidence, where and how to look for these items, how to mark and measure evidence for future identification purposes, and how to properly collect various forms of evidence.
4. Knowledge of and ability to review physical evidence in order to develop an approach or sequence to the analysis of the evidence in order to assist police investigators in solving crimes.

Departmental Organization, Functions and Policies

5. Knowledge of LAPD emergency field procedures sufficient to properly handle various situations such as potentially dangerous situations, inoperative motor vehicles, or being mistaken for a police officer by a crime suspect or witness.
6. Knowledge of the types of LAPD resource personnel (e.g., Architectural Drafting Tech or other criminalists) and equipment (e.g., portable light sources) available and which ones should be requested for various situations in order to ensure that evidence investigation and collection is efficiently completed.
7. Knowledge of the operations and procedures used by other LAPD divisions, such as Property and Records and Identification, sufficient to ensure that work done in the division of assignment is coordinated with the work of other divisions.
8. Knowledge of laboratory and LAPD policies and procedures related to the handling, documentation, and analysis of physical evidence sufficient to ensure that work done by the analyst is in accordance with these standards.

9. Knowledge of Department and City budget policies and procedures sufficient to evaluate budget requests and assist in the preparation of the division's budget.
10. Knowledge of and ability to plan, implement, and monitor a robust quality assurance program that is compliant with an external accrediting organization and its standards.
11. Knowledge of and ability to direct the maintenance of a laboratory information management system sufficient to meet the needs of the laboratory and the department.

28. SUPERVISION – Ability to assume direct responsibility for all aspects of the performance of a work group, which requires knowledge and/or ability in the areas of:

- Planning and goal setting
- Creating a safe and positive work environment
- Establishing standards and training employees
- Motivating employees and teambuilding
- Performance Management (assigning, monitoring, facilitating, reviewing and evaluating work, and providing feedback)
- Supporting and developing employees through delegation and participation
- Taking disciplinary action including progressive discipline
- Provisions of employees' MOU's and handling grievances
- Legal requirements including EEO, ADA, FLSA, FMLA, and Workers' Compensation provisions
- Civil Service Commission Rules and Policies related to the management of employees
- Administrative Code provisions related to the management of employees
- Budget processes sufficient to request and justify expenditures in a correct and timely manner

Level of Competency Required by Job:

- Level 1: Supervises small workgroup of employees performing the same or highly related work.
- Level 2: Supervises a larger workgroup of employees performing various types of work.
- Level 3: Supervises employees including provision of coaching and advice to subordinate supervisors.

Examples of Behavioral Indicators:

- Plans, assigns, and monitors work progress.
- Trains employees to do work.
- Evaluates work and gives positive and negative feedback.
- Displays knowledge of legal requirements including applicable Federal and State laws, Administrative Code provisions, Civil Service Commission Rules and Policies, and MOU provisions.

Performance Levels:

Satisfactory

Proficiency in supervision sufficient to supervise a workgroup in terms of task orientation, interpersonal concerns, and personnel administration.

Superior

Proficiency in supervision sufficient to serve as a resource to others and/or represent department position in a public forum.

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.

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

60. VISION – Conceptualizes and conveys an ideal future in a way that creates employee acceptance and motivates employees to achieve it.

Level of Competency Required by Job:

- Level 1: Envision a more efficient operational unit in which productivity is increased and product quality/quality of service is improved, and, at the same time, persistent problems and other frustrations for employees are eliminated to create a more pleasant work environment. Convey vision to employees and take all possible steps to make the vision a reality.
- Level 2: Envision a more efficient, better coordinated function in which organizational barriers and other factors that detract from performance are eliminated and the opportunity for gratifying individual contribution is enhanced. Convey vision to employees in a way that motivates them to support and help achieve vision.
- Level 3: Envision a more efficient and effective organization that is well recognized as an exemplary “organizational citizen” and an employer of choice. Identify strategies to achieve vision, and convey vision and strategies to staff in a way that enlists their enthusiastic support and commitment to achieving the vision.

Examples of Behavioral Indicators:

- Identifies and articulates an ideal future state.
- Considers both organizational and staff perspectives when developing vision for the future.
- Conveys vision for future to staff in a way that provides concrete description of the ideal and makes it seem achievable.
- Presents strategies and secures resources to achieve vision or, alternatively, identifies specific steps to be taken.
- Establishes responsibility and accountability for required actions.
- Recognizes, and conveys to staff, that ultimately this is a process, (a feature of organizational functioning), not a project.

Performance Levels:

Satisfactory

Envisions future, conveys vision, and, with staff, tries to achieve it.

Superior

Articulates ideal future state, generates enthusiasm/staff desire to achieve it.

