COMPETENCY MODEL FOR
CRIMINALIST
CLASS CODE 2234

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

4. Analytical Ability
20. Job Knowledge
33. Interpersonal Skills
37. Flexibility
40. Credibility
44. Follow Written Directions
45. Oral Communication
53. Written Communication

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.

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.

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

Superior

Sufficient job knowledge to perform work correctly independently. Answers technical questions about work correctly.

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 the interpretation and use of street maps and GPS equipment sufficient to locate crime scenes.

2. Knowledge of precise measurement techniques sufficient to accurately determine locations, distances, weights, volumes, and dimensions.

3. Knowledge of hand tools such as screwdrivers, wrenches, hammers, and saws sufficient to dismantle or remove objects.

4. Knowledge of analytical chemistry sufficient to perform quantitative and qualitative analysis on organic and inorganic substances and to understand the theory of instrumental analysis.

5. Knowledge of inorganic chemistry sufficient to identify and/or determine the properties of inorganic substances.

6. Knowledge of organic chemistry sufficient to identify and/or determine the properties of organic substances.

7. Knowledge of biology, including human physiology, sufficient to understand enzyme, antibody-antigen reactions, and the appearance of sperm cells.

8. Knowledge of physics sufficient to understand the fundamentals of electricity and magnetism, mechanics, acoustics, and optics.

9. Knowledge of microscopy sufficient to understand various microscopes, microscopic techniques, and sample preparation.

10. Knowledge of genetics sufficient to understand the population frequency and distribution of various DNA markers.

11. Knowledge of the laws of evidence sufficient to know what items at a crime scene constitute or can be physical evidence, where to look for these items, and how physical evidence can help establish that all the elements of a particular crime exist in order to ensure that the crime scene investigation is effective and realistic.

12. Knowledge of blood stain pattern analysis sufficient to document and analyze blood stain patterns that can be used to reconstruct events of a crime.

13. Knowledge of human anatomy sufficient to accurately convey crime scene information.

14. Knowledge of the operation of a two-way radio including the use of the proper codes in order to provide and receive information or to request assistance.

15. Knowledge of the types of LAPD resource personnel (e.g., surveyors, Photographers, City engineers, dive team, search canines, additional Criminalists)

and equipment (e.g., additional lighting, sifters, 3D image scanner) available and which ones should be requested for various situations in order to ensure that evidence investigation and collection is efficiently completed.

16. Knowledge of the operations and procedures used by other Police divisions such as Property and Records and Identification sufficient to ensure that the Criminalist's work is coordinated with the work of these other divisions.

17. Knowledge of how to prepare casts of impressions such as tire tracks, shoe prints, and tool marks including preparing the impression area, mixing the casting material and determining the amount of casting material needed in order to preserve impression evidence for further analysis.

18. Knowledge of industrial technologies sufficient to understand machining, metallurgy, and drafting.

19. Knowledge of the proper handling of firearms sufficient to load, unload, and operate them in the safe manner.

20. Knowledge of various types of firearms including function, operation, specific terminology, manufacturing processes, historical perspective, and cartridge components, classifications, and characteristics sufficient to analyze and/or identify firearms related evidence and to establish expertise in court.

21. Knowledge of internal, external, and terminal ballistics sufficient to analyze firearms related evidence (e.g., trajectory analysis, distance determination, firearm functionality).

22. Knowledge of the limitations of analytical testing to determine the conclusiveness of evidence associations (e.g., class versus individual characteristics).

23. Knowledge of Molecular Biology sufficient to understand the structure and function of DNA and the different DNA types.

24. Knowledge of statistical measures sufficient to convey the uniqueness of analytical findings.

25. Knowledge of the various types of physical evidence and laboratory methods used to conduct analysis, including blood for alcohol, blood for drugs, urine for drugs, identification of body fluids, DNA typing via STR markers, DNA amplification, DNA extraction, DNA quantitation, fired bullets, fired cartridge cases, operability of firearms, gunpowder residue, tools & tool marks, serial number restoration, fire debris evidence (e.g., accelerants), hair, metals, poisons, paint, microscopic fibers, glass, ink, paper, soil, and drugs.

26. Knowledge of theory of operation of test instruments commonly used in crime laboratories, such as Gas Chromatograph, Gas Chromatograph/Mass Spectrometer, UV/VIS Spectrometer, FTIR, Breath Alcohol Instrument, Refractometer, Comparison Microscope, Scanning Electron Microscope, X-ray

Diffraction Spectrometer, Pyroprobe, Compound Microscope, Thermal Cycler, High Performance Liquid Chromatography (HPLC), Capillary Electrophoresis, Quantitative Polymerase Chain Reaction (PCR), Robotic Liquid Handlers, Fluorescence Microscope, Alternate Light Source or Laser, Robotic DNA Extraction, DNA Genotyping Software, National Integrated Ballistic Information Network (NIBIN) Workstation, X-ray Florescence Spectrometer, and Energy Dispersive Analysis of X-rays (EDAX).

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	Superior
Behaves in a courteous, respectful, cooperative manner toward co-workers, other City employees, and members of the public.	Facilitates positive interpersonal relations within/among workgroups and toward members of the public. Adept at finding similarities and grounds for cooperation/mutual benefit.

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.

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.

44. FOLLOW WRITTEN DIRECTIONS – Performs work accurately as directed in writing.

Level of Competency Required by Job:

Level 1:   Perform tasks assigned in writing.

Level 2:   Perform work after reading instructional manual.

Level 3:   Perform work after completion of training modules or programs presented in writing.

Examples of Behavioral Indicators:

- Correctly completes work assigned in writing.
- Answers questions and/or explains work to others who received the same instructions.
- Learns and applies information presented in writing (instruction manual; training program).
- Correctly infers details of work to be performed that were unclear or omitted as presented in writing.

Performance Levels:

Satisfactory	Superior
Correctly performs work assigned or for which training was provided in writing.	Understands instructions and training materials presented in writing to the extent that is able to answer questions or explain to others. Correctly infers unclear or omitted details as presented in writing.

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 <u>not</u> 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	Superior
Writes material that clearly communicates the necessary information; needs little editing.	Precisely uses words and organizes information in a way that enhances presentation of the message. Virtually no editing needed.