Core Competencies Form for All Personnel
Problem-Solving Skills – The ability to identify, examine, analyze, develop options, and address problems in the workplace and community. Requisite in this skill set is an active knowledge of available resources, both internal and external to the department, and knowledge of all of the tools available in your position.
• Participation in problem-solving projects. • Would look to see if ideas were submitted or discussed, even if not implemented. • The level of creativity and flexibility used in problem solving, the application of critical thinking skills. • Not only using their learned skills, but creative application as well. • Interaction with others and include supervisors in discussion to identify problems that should be addressed and providing solutions to the problems. • Implementing new or modified job assignments. The ability to incorporate these new tasks without causing a reduction to productivity. • Develop new, better procedures and equipment to enhance our work processes. • Ability to provide options or alternatives for problem solving. Identification of resources that normally aren't used, seeks out alternative ways to deal with issues/problems when conventional methods don't work/apply…an innovative thinker who looks beyond traditional methods • Knowledge of tools and resources available for problem solving. Is employee motivated to self-educate themselves about available resources and have the initiative to seek out/apply alternatives when needed. • Ability to identify and get to the core of the problem. • Routinely identifies potential problems and acts to head them off. • Respond immediately with corrective action once a problem has been identified • Is equally cognizant of problems that do not immediately affect him/her. • Offers methods of development to reference in future instances, shares their knowledge & experience with other employees so same problems don't befall them. • Keeps informed about solutions and procedural changes that would allow him/her to make a logical decision. • Perseveres in problem solving – does not give up. • Presents solutions – not complaints • Demonstrates initiative when faced with non-routine events or requests • Works within parameters of policies and procedures when confronted with an issue • Each problem solving incident during the rating period would be evaluated for success. • Examine the number of problems the person deals with, whether they are truly addressing problems or just looking for fluff. Look at how expertise develops with each additional incident and how the person learns from their mistakes to solve future problems more effectively.

Communication Skills – The ability to communicate with other people in the organization, in the community, and with other organizations. Communication is measured by both the ability of a person to translate ideas and thoughts into communication form and the ability listen and decode communications from others. Communication occurs across a variety of mediums and the person should be adept at several forms that are necessary for a given job. This competency should not solely be assessed on only one level of communication, but all levels of communication (organizationally, between supervisor, between peers, with the community, and with internal and external customers for example)

- Verbal skills, speaks clearly and is easily understood in person, on the telephone, or on the radio.
- Clarity of writing skills, completeness of written work, appropriate spelling and grammar.
- Appropriate use of telephone, pager, radio, MDC, e-mail, and face-to-face contact are also crucial.
- Ability to interpret verbal communications Effective reading comprehension and the ability to translate into an acceptable written form.
- Selects and utilizes appropriate forms of communications: i.e. e-mail, mobile devices, pagers, formal reports and forms, etc. Do they understand when an e-mail is sufficient versus the need for face-to-face contact?
- Do they keep their peers and supervisors informed and utilize chain of command when necessary?
- Networking and information sharing, developing relationships with other agencies
- The golden rule applies here, treating every person like they would want to be treated. They should be quick to respond to calls, e-mails, etc., and should make each person feel like their case or communication is the most important item on their desk.
- Clarity of communication among officers, supervisors and civilians in the department.
- Ability to communicate actions and philosophy of actions to citizens during calls for service, citizen requests for information, or community presentations
- Ability to actively listen, not just hear. Relies on listening skills to gauge the appropriate response to any given situation.
- Emphasis on the use of e-mail in a timely manner to notify others within the PD of specific information dealing with our cases, investigations, interactions, requests for service, or complaints.
- Public presentation and meeting skills, does not dominate the discussion but is able to effectively be heard and understood.
- Communication is key in that we have three different shifts, in a 24/7 operation. Cross communication between shifts is very important to relay case information. Additionally, communication between units is also very important.
- Effectively assess the needs of the citizen/co-worker/caller, and provide the appropriate response.
- Patience to listen before speaking, the ability to identify and empathize with another's perception of a given situation and effectively structure their basic communication to correspond to the receiver's point of reference.
- Ability to effectively communicate with people of diverse background & utilize necessary specialized equipment to facilitate this.
- Use of effective command presence.
- Through direct observation, the ability to read situations and then being able to tailor communication styles and mediums to the situation. Able to show empathy without getting directly involved.
- Effective application of interview skills.
- Ability to listen and explain our procedures regarding complaints.

Interaction and Interpersonal Skills – This skill set includes the ability to relate to others in a professional and friendly manner. It is the ability to work in an environment with others without frequent conflict or arguments developing. When conflict does erupt, this type of person has the ability to resolve the conflict in a positive way without creating additional conflict or problems. It is also the ability to relate with others in a non-threatening, open manner resulting in a perception that the person gets along well with others.

- Each employee must be able to interact with each other as well as the public. Many times, the citizens that we deal with have either been a victim of a crime or charged with a crime and the employee must be both empathetic and direct in working with people.
- The ability to respect each other and work professionally. When conflict arises, the person avoids becoming irate, impatient, childish, vindictive, or unwilling to work towards resolution. The person doesn't require frequent supervisory intervention to control their behavior and how they treat others.
- Does the person show empathy for the individual or situation—this can also be used for situations showing respect for others/sympathy
- Provides creative alternatives for interpersonal issues that resolve conflict in a positive manner.
- Ability to diffuse emotionally charged situations, de-escalation skills, and the ability to calm tense situations
- Demonstrate emotional intelligence in their interactions with citizens, victims, fellow employees, and supervisors.
- Ability to control bias / prejudice while demonstrating intercultural, generational and special needs sensitivity.
- Ability to control emotions, ability to deal with irate people, ability to take verbal abuse. The person listens before reacting…ability to approach conflict with impartiality, diffusing discord without taking it personally. Ability to remain calm and professional during all interactions.
- Demonstrating mutual respect for other's views and opinions and possessing the ability to communicate his/her own views without projecting negativity or putting the receiver on the defensive.
- Ability to treat people the way he/she would like to be treated thus creating a positive work environment.
- Recognizes conflict will occur, but works toward the mission and value statements of the Department.
- Active listening skills, they are open to new ideas, flexible to change, open to suggestions for improving performance without being closed minded or making the other party feel their opinions and input are unimportant.
- Ability to work with others in a close environment. We often differ in our conclusions and must come to a mutual agreement to present to the chain of command.
- Team work skills / willing to work within a team environment
- Respect of peers, supervisors, and citizens
- Have a good sense of humor
- Does not promote or perpetuate rumors, gossip, etc.

Attitude – the continual application of positive and productive emotion, drive, and energy to your job.

- Has positive words about their peers, supervisors and department and expects the same from other officers
- Doesn't complain about what the department doesn't have but focuses on what the department does have.
- Their positive attitude is infectious and those around them enjoy working with the person.
- You can trust that this person would represent the department well in interactions inside and outside the department; they always put a positive spin on the department and promote the goals and objective continually.
- Positive vs. negative emotions exhibited during the course of the day/week/rating period
- Their attitude allows them to deal with emotional stress, physical demands, negative interactions, and other demands in a positive and professional manner. They consistently demonstrate resiliency in the face of adversity.
- Attitude determines how each person deals with internal and external customers, assists others in the department, and provides a friendly work environment in the office for co-workers
- Attaining personal satisfaction from a job well done without looking toward outside rewards for validation.
- Energetic and cheerful – views job as an opportunity for a career and not just as a "job"
- Realizes their contribution to reaching the departments' missions and values.
- Sets realistic expectations. And takes responsibility for own successes and failures.
- Curiosity, aggressiveness, confidence, inquisitive, self-confidence, enthusiastic, patience
- Receptive to supervision, responds positively to constructive criticism, strives towards self-improvement, and accepts responsibility without passing blame or externalization.
- Demonstrates through their words and actions that they are both capable and enthusiastic about working for the Richardson Police Department.
- Demonstrated ability to focus on job performance and goal achievement without excuses.
- Ability to maintain positive outlook when confronted with constructive criticism or counseling.
- Positive attitude is directed outward, reflecting a desire to assist others, rather than a selfish or inwardly motivated attitude.

Decision-Making Ability – the ability of a person to make decisions at all levels and degrees of complexity based on logic and available information. This ability is contextual, that is, it must be judged based on the context in which decision are made (e.g., high pressure situations versus long term decisions). In essence, it is the ability to foresee the consequences and outcomes of decisions without constant and active intervention by supervisors.

- Makes decisions without input from peers/supervisors, but seeks input when necessary.
- Asks questions on complex issues, asks questions if unsure what to do instead of taking wrong action, reviews major decisions with supervisors before implementing them.
- The person must possess the ability to think through an issue and determine the best course of action. The needs of the citizen, victims, department, and the legal rights of suspect's must be taken into consideration. An employee who has been exposed to various situations should have the ability to retain information and apply it in future cases when applicable.
- The appropriate use of discretion in making judgments and decisions.
- Foresees effects of decisions and accepts full responsibility for consequences of decisions/actions.
- Makes good decisions that conform to departmental objectives and policies.
- Consistency is the key here, a person who can be relied upon to regularly make decisions which are correct should have the higher score (shying away from basing this on high-stress decisions).
- Demonstrates common sense through all of their actions using awareness, knowledge, and their ability to read situations and determine the appropriate responses. Single "bad" decisions should not weigh heavily on the final score.
- Doesn't let events dictate their decision—rather the person takes control of situations and implements sound, logical decisions in a timely fashion. In other words, they manage decisions rather than letting situations manage them.
- The person should be trusted by supervisors to make decisions in the absence of direct supervision and review.
- Decisions should be commensurate with rank and/or current assignment, not necessarily tenure.

Motivation – a person's dedication and proactive attitude and actions while at work. Motivation means not simply doing the minimum possible to get by on the job, rather the person actively seeks ways to be more efficient and effective at their job. Motivation is different than attitude in that a person can have a positive attitude but not be motivated to put actions behind their attitudes.

- Motivation means that the person doesn't require continual supervision, prodding, reminders, and micromanagement to get their jobs done.
- Makes suggestions for program improvement, makes suggestions for process improvement, and demonstrates initiative in improving their work and the department.
- Demonstrates initiative: i.e. punctual, prepared for duty, attendance, prompt in responding to questions, provides timely input, pursues personal and/or professional advancement.
- Motivation comes from the heart and is a constant issue with employees. The person should want to do a good job and not just the bare minimum.
- Looking at productivity as measured by the division or unit in conjunction with the supervisor.
- Motivation would translate to individuals who go the extra mile to further their skills in their job.
- Initiating professional development and inclined toward self-improvement.
- Shows eagerness to assume new responsibilities.
- Strives for excellence and thoroughness.
- Adaptable toward implementing and mastering new procedures and policies.
- Gives more than receives
- Self-starter, seeks out work and assignments
- Assignments are frequently time sensitive and require personal motivation to get them completed rapidly and effectively.
- Picking up the workload when we are short-staffed or overwhelmed by circumstances.
- How a person acts when no one is watching, what they do with their idle time, are they clock-watchers.
- Being proactive in their assignment, seeking out ways to help others with their work, initiating work when time permits.
- A motivated person can be counted on to do whatever is necessary to get the job done. You can always count on the person to put the maximum effort into everything they touch resulting in quality work products consistently.
- Personal motivation not directed selfishly or for personal gain, but toward the organizational or unit goals.

Documentation Skills -- the ability of a person to produce accurate and timely documentation needed for their specific job function. It is qualified as different from communication in that this competency assesses a person's ability to provide the quantity and quality of documentation necessary for the adequate performance of their job.
• Documentation is complete with no needed corrections or addendums, learns from mistakes and doesn't repeat same mistakes in subsequent documentation. • Has working knowledge of necessary documentation specific to the completion of job assignment. • The ability to translate massive amounts of information into a readable, structured document understandable by anyone who reads it. • Thoroughness, accuracy, completeness, timeliness, neatness, grammar, spelling, format, readability of reports and all other forms of documentation. • ALL documentation follows standard protocols • Reports all the relevant facts and bits of information necessary. Thoroughness is of paramount importance. • Does the report have all the necessary information so a supervisor doesn't have to perform tasks that should have been completed in the in the first place. • Ability to document information that could be utilized by another person to prepare narrative reports or relay information to other internal sources. The ability to detail specifics that could later clarify situations is extremely important. Anyone should be able to pick up the report and not have to ask clarifying questions or inquire about additional information missing from the document. • The ability to read/follow instructions, and the discipline to do so before beginning any given document. • Timely response to email, both internally and externally. • Accurately completes time sheets daily • Call documentation is accurate, complete, professional, and thorough. • Accuracy of all documentation is not compromised by speed • The person's documents (in any format) do not require additional clarification or substantive editing by the person receiving the documentation. In short, the documents are self-explanatory, complete, and accurate.

Dependability – how reliable a person is regarding their work, the timeliness of their work, and the quality of their work. It should be measured through a variety of mechanisms and sources including work product, the ability to work independently, and the ability use all available resources actively.
• Is on time to work, meetings, and briefings. Faithful to arrive at their prescribed assignment well prepared and on time. • Counted on to do job that meets department standards • The ability to successfully complete assignments in a timely manner determines our dependability. • Awareness of how their dependability affects others in the department and alert to the needs of others, and assists others without being asked. • Reliable to take responsibility for ensuring the completion of tasks in a timely and accurate manner – meets deadlines. • The person can be trusted with sensitive information and relied upon to conduct themselves professionally in performing their job. • Is flexible to stay late or come in early to assist other shifts • Only uses sick time when they are sick • A persons willingness to adjust their schedule and their ability to step up to the plate and go the extra mile in order to solve a problem. • Cognizant of how their overall job performance affects their coworkers and reflects on the department as a whole. • Voluntarily responds to staffing needs (Shift Coverage) • Can be relied upon to promptly relieve other shift workers • A dependable person is someone who is thought of by supervisors and other employees as a go-to-person. In other words, when serious situations arise or the need arises to get the job done, they are frequently called upon to handle the situation. • Quality/timelines of work product does not adversely affect coworkers, citizens, or other stakeholders.

Professionalism – the overall assessment of how a person approaches their job and the attention to detail they manifest in their day-to-day job functions. Professionalism means that the person doesn't require close supervision to perform their work ethically, efficiently, and effectively. They don't have to be needled into compliance as they work independently and neatly. Professionalism represents the highest level of commitment to organizational goals and objectives independent of the basic performance of job functions. While it is true that professionalism bleeds into all of the other competencies, it is assessed separately as a holistic measure of the person's development and ability to handle any situation adeptly.

- The person in all of their actions and job performance represents the highest standards of the department and law enforcement, performing their job ethically, responsibly, and consistently. Consistently presents oneself in a manner consistent with the department's goals and objectives and values and mission statement.
- The person maintains and displays for others the highest ethical standards in the performance of their job functions. They are in a sense poster material and a beacon for all to follow.
- Professionalism in dealing with internal and external customers throughout the entire process of performing their job. As a result, commendations or complaints are usually generated from the amount of professionalism exhibited.
- This person sets the bar for others to follow, they are the example of how we think all employees should conduct themselves.
- The ability to present a positive front to the public. This should be measured on their ability to make a positive impression with every contact.
- Include the assessment based on the image they portray in dress, stance and speech
- They will not take shortcuts or "cut corners" in performance of their duties
- Handling negativity or criticism in a professional manner – being open to suggestion/guidance.
- Ethical – willing to readily admit mistakes and correct them quickly.
- Keeping supervisory personnel informed about issues, which would reflect negatively on the department and could impact liability if not properly addressed/corrected.
- Grooming – professional in appearance and demeanor. Attire and demeanor conforms to established standards
- Deals appropriately with stress – does not allow stressful situations to alter his/her professional demeanor.
- Language appropriate to the audience, is not sarcastic or rude to the community, coworkers, or superiors
- Honors the chain of command
- Integrity is the key to this, not working independently and neatly. I would look at the attitude, honesty and efforts to learn as points to consider when grading this category
- This is measured by the lack of additional work or complaints received about them meeting our strict time lines. We speak and deal with a large population of the general public in performing our duties.
- The supervisor of the person would have no concerns with this person meeting with anyone or interacting with anyone—they can be trusted to portray the department professionally in any setting.

Technical Competency – the ability of a person to effectively operate equipment and tools necessary for the efficient and effective performance of their job function. Each job function will clearly have different equipment upon which this assessment is to be made, but being proficient with these unique tools and technologies comprises the assessment of this competency.
• Ability and willingness of a person to effectively operate the technological equipment and tools necessary for the efficient performance of their job functions. • Initiative to independently research and analyze technological equipment, resource tools, and maintain a current level of knowledge commiserate with their tenure and job assignment. • This is not an assessment of who are the "technically savvy" in the department, but rather an assessment of if the person can sufficiently operate technology necessary for the performance of their job. • Does the person have to rely on others to use the technical equipment necessary to perform their job? • Is the person able to help others learn how to use the equipment, are they known as the problem solver in regards to equipment and technology? • Computer literacy, telephone knowledge and skills, appropriate radio and mobile device application and usage, appropriate use of any other communication equipment. • Ability to transition to manual operation • This should be measured not only by a person's technical competency, but their willingness to learn and take proactive steps to achieve a level of competency. • Assuming training had been conducted, this would be fairly easy to evaluate. If a person is not aware of or capable of operating any particular equipment he would be marked down. • Ability to safely and effectively operate a motor vehicle within departmental expectations and guidelines.

Customer Service – the ability to deal with the various customers served by the department including internal customers, other agencies, and all other citizens. It is the ability to effectively and professionally deal with persons from diverse backgrounds and diverse needs.

- The ability to satisfy, for the most part, a victim, witness, supervisor, other employee, or anyone else with whom they have interaction with. While it is true that not everyone will be satisfied, does the person do all that they could to reach a satisfactory conclusion.
- Does the interactions of this person with others generate customer satisfaction or customer complaints overall?
- Through personal observations, complaint, and commendations, how well or poorly the person serves the internal and external customers of the department.
- We deal with external customers such as victims, suspects, other agencies, and the public. These customers often ask us to perform various tasks with little or no advance warning. Ability to effectively deal with these external customers and their requests (both reasonable and not reasonable) will determine the appraisal score. Regarding internal customers, how we deal with these requests so that all demands and requests are completed satisfactorily for all parties involved, will determine the grade.
- Demonstrates cultural sensitivity. The ability to deal with victims, be responsive to victims, show empathy, and act alert and professional with the public.
- Willingness to listen before deciding on a course of action, even when this might conflict with other professional endeavors.
- Strives to be the last person the "customer" has to come in contact with before getting help/direction/answers for their given situation (very frustrating for a "customer" to be passed from person to person/department to department).
- Professional, compassionate response toward citizens/customers.
- Extending the same level of service to colleagues and professional contacts that is extended toward customers/citizens.
- Ability to re-focus the attentions of an emotional customer/citizen toward the identification and resolution of a specific problem without alienating the customer/citizen or minimizing their concern.
- Deals professionally with the public, calm and alert, keeping the customer/citizen informed about what course of action is being taken.
- Knowledge and application of customer service policies and procedures
- Appropriate voice modulation and speech, effectively utilizes language resources
- Provides resource information to public where applicable, i.e. victim assistance; crime prevention tips: etc.
- Our customers are unhappy citizens filing complaints on employees as well as happy customers who wish to become employees or file a commendation. Dealing with each of these sects requires different skills. Normally, if we can make the complaining citizen feel that we care and will have the complaint fairly investigated we have accomplished our goal. Providing feedback at the end of each complaint is also a necessity for closing the case. The customers from the hiring chain are asking for a job and are often upset when they do not get selected. This also requires tack in delivering unhappy news and in explaining the reasons when available.
- Are people treated with dignity regardless of the reason for contact?

Ability to Multitask – the ability to manage multiple functions, deadlines, tasks, and people effectively—especially in times of crisis. The skill can be judged by a person's ability to prioritize, schedule, and delegate in the face of multiple pulls and pushes from various people and components of the organization.
• The ability to prioritize and respond to multiple request from multiple customers while apprising the customers of their status and when they can expect a product or response. • Prioritization is key; however, equally important is the ability to simultaneously perform multiple tasks rather than just "juggling" tasks while performing them independently. • Flexible to work with unpredictable activity, i.e. emergency – life threatening situations • Ability to recognize the need to do many things. Meeting, answer calls, perform traffic management functions • The ability to judge one call or request as having priority over another call or request based on departmental guidelines, and the ability to use common sense to determine prioritization in the absence of a specific departmental guideline. • Ability to seamlessly move between multiple emergencies with equal accuracy and commitment, without compromising the confidence of any of the parties involved in the quality of service being rendered. • Having the mental discipline to stay focused through multiple and varied distractions, while fulfilling concurrent obligations. • Exhibits ability to listen, talk, and retain information while functioning in emergency or non-emergency situations. • Simultaneously evaluate and respond to a situation • Organize and prioritize tasks allowing for disruptions requiring and immediate response. The ability to delegate and utilize others when necessary to complete multiple tasks. • Adaptability to stressful situations, particularly the controlling of emotions during high stress situations. The ability to follow through on tasks without losing composure.

Knowledge – the requisite knowledge for each job function varies substantially, but each job function has some type of knowledge component. Acquiring knowledge is an ongoing process and is fundamental to the functioning of a learning-based organization. Gaining knowledge for better job performance is a life long endeavor and persons at each level of the organization and every educational background should be judged on their ongoing efforts to gain additional knowledge to help them perform their jobs.

- The ability to learn and the attitude that learning is a lifetime pursuit. One must continually strive to learn and absorb. Once that knowledge is formed, they must use it for the betterment of the department. A person's willingness and ability to use their knowledge along with their experience. Identifies the position as a profession rather than just a job and initiates knowledge acquisition in order to become more professional.
- Knowledge would also translate to individuals who go the extra mile to further their skills. With ever changing technology, new specialized equipment, and new legal developments, everyone will need to stay current in their specific skills and training and develop weak skills into strong skills. Standing pat is not an option.
- Knowledge and application of all pertinent written departmental directives (G.O.s, S.O.Ps, Rules & Regulations, Civil Service Rules & Regulations, etc.), knowledge of the chain of command, knowledge of organizational mission.
- Knowledge of law, legal authority, rights of citizens, and liability issues present in their jobs.
- Knowledge of the community and the specific crime problems associated with given areas of the city.
- Level of cross training. Not only displays requisite knowledge for employee's primary job function, but has a working knowledge of how that job relates to the functions of other personnel within and without the division. Seeks to further understand the workings of other departmental personnel, relating how their roles affect the employee's job function.
- Desire and initiative to seek further education and/or training, seeks out methods of learning without always relying on formalized training – hands out experimentation, when applicable.
- Not only has requisite knowledge of primary job functions, but also the initiative and discipline to utilize this knowledge instead of relying on others to carry out what may be viewed as "menial" job functions.
- Knowledgeable of departmental goals, philosophies, and community needs or issues.

Leadership – there are many types and qualities of leaders. Someone should not be judged on how they choose to lead, but rather if they are leading and the effectiveness of their actions in a leadership context. People can lead by example, through words, and through actions and job performance. Leadership skills should be judged against the mission, goals, and objectives of the department. Additionally, departmental leaders are those people whom the organization is proud to display publicly.

- Leadership is demonstrated at all levels of the organization and in all employees. Every employee is expected to display leadership in the words and deeds. Does the person consistently show that they seek to be the "best" in their given job and do they always strive to demonstrate the highest regard for our profession and our department.
- Informal leadership and peer direction is a must. Rating's should be based on a person's willingness to step up and guide others. Employee provides leadership even though he/she may not be filling a formally designated "leadership" role.
- Leaders will take on additional assignments without being asked.
- Leaders will not complain when given a difficult assignment, so as to set the example for others.
- Leaders will volunteer assistance to co-workers and are actively involved in helping others. Leaders will not hesitate to provide assist to co-workers and assists fellow employees without being asked no matter how "low" the job might be. Leaders will also provide training to co-workers on specialize equipment.
- Leaders can also have high overall productivity.
- Leaders will also design and build new procedures and equipment by taking a "detailed" look at a particular issue.
- Ability to mentor – inspires leadership in others.
- Role model - demonstrating strong professional skills and good interpersonal skills. Their conduct reflects favorably on department and behavior is conducive to high morale
- Encourages others to work together as a team.
- Willingness to serve others before being served
- Exhibits the desire and skills to coach or mentor others
- Possesses the required knowledge, skills and abilities to share with others
- Do the other officers go to this person for advice/instruction? When people listen to what you tell them, you have to be careful what you say, taking all things into account. Is a person capable of that when asked for advice/instruction?
- How we interact and show our enthusiasm for the job as well as being organized and efficient in our processing shows leadership skills.
- Shares recognition for work done jointly
- Demonstrates accountability for departmental priorities and/or provides solid peer to peer supervision.

Organizational Skills – how well a person plans their work and organizes their work space, their resources, and their people in certain circumstances in order to get the job done. People should not be judged against the tidiness or lack thereof of their immediate workspace (although particularly disheveled workspace can be a distraction), instead the ultimate judge of organizational skills is the ability to get the job done efficiently and effectively.

- Demonstrating planning, prioritization, and time management skills that lead to greater efficiency
- Exercises effective time management, manages the allotted time to accomplish both scheduled and unscheduled assignments, accommodates shift work
- Keeps the myriad of reports, notes, photos, evidence, and documents in a logical manner so that, in their absence, others (co-workers and supervisors) can access the information without problems.
- The ability to retrieve information they are working with in a quick and timely fashion.
- Personal space organizational skills
- A neat orderly workspace is also important since much of the business we conduct and the office work area is seen by outsiders and is one of their first impressions of the PD.
- Quality of work is demonstrative of good organization
- Recommends, develops and utilizes methods for work improvement

Investigations Addendum

Case Management – the ability of an investigator to effectively manage cases throughout the investigative process and to bring those cases to resolution in a timely manner.

- Manages multiple cases
- Knows the status of current cases
- Ability to determine when case requires additional attention
- Ability to triage cases effectively and utilize resources effectively
- Ability to report effectively on status of cases
- Keeps supplements current, thorough, and complete
- Following leads in a timely manner.
- Ability to prioritize.
- Thinking through issues.
- Inquisitive
- Investigative Supplements:
    1. Does the investigator keep his or her case supplements current and up to date?
    2. Does the investigator use current resources to enhance efficiency (use of digital recorders and secretaries to do transcription in lieu of manually typing their own supplements)?
    3. Are the supplements thorough and have all reasonable leads been followed?
- Is the investigator effective at multi-tasking? Can he or she work multiple cases on any given day and stay focused on objectives and priorities? Are those objectives and priorities met within a reasonable amount of time?

Case Preparation – the effective and efficient preparation of cases for prosecution.

- Well laid out case report.
- Providing evidence in a clear and convincing manner
- Working within current case law and penal code.
- Are the case report packets thorough and accurate? Do they contain everything that is required by the D.A (summaries, copies of warrants, jail records, confessions, etc.)?
- Has the investigator clearly identified and outlined probable cause that supports the issuance of the arrest warrant(s) and subsequent filing of the case for successful prosecution?
- Has the investigator consulted with his or her supervisor or the D.A's office to clarify any possible issues or apparent concerns?
- Cases meet evidentiary requirements
- Cases are complete
- Documentation is thorough and well prepared
- Case files reflect high standards of quality
- Investigators apply feedback from supervisors effectively

Information Management – Investigators must manage large amounts of information on a daily basis from multiple sources. Information management is crucial in order to be an effective investigator and successfully manage cases. Characteristics to assess can include:

- Ability to separate the useful information from the fluff, ability to weed out unimportant or extraneous information
- Providing information to other units and divisions
- Knowledge of resource databases: Does the investigator utilize all current informational databases to obtain necessary information on property, witnesses, and/or suspects?
- Intelligence gathering and intelligence information:
    1. Does the investigator use all intelligence resources to gather and disseminate information on a routine basis?
    2. Is the investigator proactive in hosting or attending regular intelligence meetings regarding his or her current assignment/assigned cases?
- BOLO's: Does the investigator recognize the need to disseminate intelligence bulletins and BOLO's in a timely manner?
- Networking
- Coordination
- Ability to work with and gain information from informants
- Developing information from other officers, detectives, and support personnel
- Systematic approach to information documentation
- Systematic approach to information storage
- Ability to synthesize information into coherent summaries
- Ability to gather information in a systematic manner

Interviewing and Interrogation – the ability to effectively and legally interview and interrogate witnesses, suspects, and victims.

- Cognizant of Miranda and limitations
- Rapport development
- Covering of entire investigative scope
- Establishing themes
- Does the investigator maintain control over the interview/interrogation process?
- Ability to think ahead and remain inquisitive
- Ability to detect deception. Can the investigator recognize verbal and non-verbal clues of deception?
- Ability to elucidate information
- Ability to get people talking
- Ability to guide interviewees through process without too much unnecessary information
- Ability to adequately document interviews and interrogations, does the investigator appropriately record (audio or video) all interviews and interrogations?
- Does the investigator ask appropriate, non-leading questions?
- Does the investigator have an appropriate grasp of juvenile issues, as related to interrogation?

Application of Investigative Practices – the ability to use all available investigative tools and practices in an effective and efficient manner leading to successful termination of cases.

- Combination of the above. Overall, just the ability to be a successful, thorough, and curious investigator.
- Investigative Supplements:
- Does the investigator keep his or her case supplements current and up to date?
- Does the investigator use current resources to enhance efficiency (use of digital recorders and secretaries to do transcription in lieu of manually typing their own supplements)?
- Are the supplements thorough and have all reasonable leads been followed?
- Knowledge of resource databases: Does the investigator utilize all current informational databases to obtain necessary information on property, witnesses, and/or suspects?
- Does the investigator rely upon and utilize his or her contacts at other agencies and organizations to assist with their investigations?
- Does the investigator seek out help or suggestions from others when necessary?
- Does the investigator utilize volunteers and civilian staff in clerical or administrative tasks or duties?