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PUBLIC POLICY AND PERSONNEL SELECTION:

DEVELOPMENT OF A SELECTION PROGRAM

Gerald V. Barrett, Ph.D. Ralph A. Alexander, Ph.D. Edward O'Connor, M.B.A. J. Benjamin Forbes, M.S. Leslie Balascoe, M.A. Thomas Garver, M.A.

University of Akron Department of Psychology Industrial/Organizational Psychology Group A Mark

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TECHNICAL REPORT 1

ACQUISITIONS

FOR PATROL OFFICERS

Authors

(Revised April, 1975)

ACKNOWLEDGEMENTS

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We would like to acknowledge the cooperation received from the Akron Police Department in carrying out this research program. The members of the Police Department made a significant contribution to the project by their participation. Over 230 Akron patro officers spent four hours each completing the initial battery of tests and police sergeants cooperated in other aspects of the project. Many patrol officers and police supervisory personnel reviewed and commented on the materials produced in the various phases of this study. In particular, Lt. Cunningham freely gave of his time. Their comments and suggestions were invaluable to the research team.

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The results and conclusions contained in this report are the sole responsibility of the authors and may not necessarily reflect the position of the City of Akron, The Civil Service Commission, or the Akron Police Department.

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SUMMARY

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The objective of the research project was to develop an entrance-level patrol officer selection program relevant to job performance and free from minority group factors. This report describes how this goal was accomplished within the time and resource constraints of the project.

The introduction of this report discusses some of the public policy issues involved in selection programs for public organizations. The differences between selection programs in private and public organizations are considered and, in addition, four models of personnel selection are reviewed.

The report then details the research program in chronological order. The phases of development of a job description, review of the research literature, development of criterion measures, selection of tests, and concurrent validation are each discussed in order. Although each area is reported as a distinct phase, there was considerable overlap in time among these phases. The project was begun in September 1973 and completed in May 1974.

The research effort was successful in predicting the job performance of patrol officers using a concurrent validity design.

In addition, data are presented from black and white applicants taking the examination in June 1974. The court decision which found the test battery to be valid, job related, practically significant, and non-discriminatory, is also discussed.

Public policy and personnel selection

Traditionally, industrial/organizational psychologists have concentrated their efforts on personnel selection in the private sector of the economy. Only within the past five years have industrial/organizational psychologists become involved with public policy and personnel selection issues. Personnel selection for public organizations entails greater complexity and has had a more direct influence in formulating public policy. The Civil Rights Act of 1964 and the establishment of the Equal Opportunity Employment Commission has had a great impact upon personnel selection practices of both public and private organizations. Personnel selection for public organizations must take into consideration the diverse interests of many constituencies within the social and political framework. Issues such as residency requirements and preference for veterans operate as selection factors in the public sector. Personnel selection in the public sector is therefore more complex due to these constraints and contingencies which are not present in the private sector of the economy. The establishment of public policy for personnel selection should be guided by the following series of recognized procedures (Barrett, 1973). First, a model is required describing how individuals function on the job. This implies that the job being performed must be understood in sufficient depth to formulate an adequate model. A complete and detailed job analysis and description provide this information and allowed definition of the expected level

CHAPTER 1

ISSUES IN PERSONNEL SELECTION

of job performance. The problem of establishing performance criteria is especially acute in public organizations since jobs in this sector are often service oriented making objective criteria, such as sales volume, profits, units produced, etc. inappropriate.

The second procedure involves the isolation and definition of the individual attributes which are required for successful performance of the job and the relative contribution of each attribute to job success. This determination will operationally define the tests or selection procedures which are most effective in predicting the specified criterion behavior.

Third, it is necessary to estimate the validity of each of the specified measures of individual attributes against each criterion of performance.

Fourth, any value judgments or decisions related to public policy and personnel selection should be explicitly stated and if possible quantified. This step is typically not performed in the personnel selection field. Instead implicit values or assumptions are allowed to operate. The specification and quantification of these values is critical for personnel selection in public organizations since numerous divergent value systems exist within the community. Each value system must be taken into consideration in developing appropriate personnel policies. It must also be realized that cost factors implicitly limit the number and types of selection tests used and the procedures employed to establish the validity of these instruments. Fifth, a policy statement or a plan of action should be developed and formalized.

While it is possible to conceptualize the above procedures, there are a number of additional complexities inherent in the personnel selection of patrol officers as this job is perhaps one of the most sensitive public service positions. The complexities in the selection of patrol officers clearly demonstrate that the development of public policy in the area of personnel selection is quite different from that encountered in private organizations. Some of these complexities require that the industrial/organizational psychologist redefine and reformulate usual procedures, techniques, and definitions used in personnel selection in private industry. Traditionally, the psychologist is concerned with relating certain test scores, broadly defined, to some measure of job performance or criteria. The selection decision is then based upon composite weighting of test scores with the individual receiving the highest test score given first preference for the position. In public service organizations the situation is often quite different. While a typical civil service commission will have a test battery prepared as an integral requirement for a position, other considerations are incorporated into the final hiring decision. For example, residency is often a prerequisite for application for a position in a public organization. In many cases, points are added on to the test score based upon whether or not the applicant has completed military service. This veterans preference is obviously a selection device

which does not meet the usual definition of a test yet its impact is very real. Society has decided that those serving in the military forces should be given special consideration over those who have not. There may be a presumption that being a veteran will add to job proficiency, or the preference may be considered a rewar 1 for past service to society. The latter might be called a political validation measure as contrasted with the more usual predictive, content, construct, and concurrent validity as understood by industrial psychologists.

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There are other types of variables which have been incorporated into the personnel policy of many police departments. These variables have been established by a process of "consensual validation" everyone aggrees they are essential police requirements. These variables are physical standards, medical examinations, and background checks. Various height and weight ranges have been specified for patrol officers by a number of different police departments. The height and weight standards are particularly bothersome, as are any measures which have been adopted by consensual validation, since the philosophy and rational for these types of measures have typically not been well articulated in either the private or public sector.

Perhaps the case of the vision test for the state drivers license examination might serve as a focal point and relevant analogy. Everyone in our society agrees that a blind man should not be given the right to drive a motor vehicle. Everyone again would agree that someone who could only see 100 feet in front of him should not be allowed on the highways. The problem occurs when you attempt to establish a cutoff point on a variable of this nature. If it were a variable used by psychologists for prediction, ideally everyone would be allowed to drive on the road for a period of time and a correlation would be established between visual acuity and performance on the highways as measured by the number of accidents individuals were involved in over a five year period. This of course is not feasible in our society and no responsible individual would advocate such an approach. What our society has done is to reach a consensus that to drive a motor vehicle an individual typically must have a visual acuity equal to 20/30. This is not to imply, nor does the empirical data support the view, that individuals with visual acuity above this minimum cutoff point are more competent in the driving task than those at the cutoff point (Barrett, Alexander, and Forbes, 1973). The difficult decision for society is to determine the basis of an appropriate cutoff point.

A similar situation exists when establishing police department personnel policy for both height and weight. In the past, there may have been consensus that patrol officers should be at least 5'6". This was probably based on the rational view that a patrolman below this height would not be able to handle himself in those situations which would require the use of physical force. However, one can cite cases where particular individuals below a required height might be extremely proficient in the use of necessary physical restraint. But again, most individuals in our society would agree that an individual who is three feet tall would never be able to develop the

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physical prowess required, at times, by patrol officers in the performance of their duties. So again, society is left with ambiguity resulting from the height standard they have established since it does not imply that the taller the individual the more proficient he will be in performing any of the functions of a patrol officer.

Medical examinations present a similar problem. Again, society must face the issue of consensual validation and determination of an acceptable cutoff point which minimizes the risk to society but does not discriminate against individuals on irrelevant criteria. Here the situation is very analogous to that of the vision test used in driver's license examinations. Society, for example, could specify that the vision test should show minimum acuity of 20/10. This would, of course, insure society that all individuals who are deficient in visual skills would not receive a license. This standard though would also eliminate all those with 20/20 vision who would be quite acceptable drivers. There are evident risks of having both false positives (individuals selected into the system who fail) and false negatives (individuals not selected who would, succeed). The solution to these problems is complex.

Possible Models of Personnel Selection

Conceptually there are a number of methods by which individuals can be selected for jobs in our society. One model would involve hiring on a probationary basis all individuals who apply for a job. After a specified period of time these individuals would be evaluated on their probationary job performance. The organization could then retain only those individuals necessary to fill the number of actual available positions. Retention would be a function of the individual's training and/or job performance. This model is analogous to the one used by many state universities with open admission policies which allow all residents of the state with a high school diploma to enter the state university system. The chief drawback to this model, particularly in the context of personnel selection, is one of practicality and cost to both society and the individual. In view of current economic conditions there may be a thousand applicants for one hundred job positions. The cost of training and evaluating all of these applicants would be prohibitive. In addition, placing unqualified probationary employees in responsible jobs may entail too great a risk for the organization or society as a whole. A second model would involve a random selection of applicants equal to the number of position openings. On the surface this would seem to be a very "fair" method of selecting individuals for positions. However, the fairness of this selection procedure is based on a number of assumptions. First, this model may be based on the assumption that everyone could perform the job in question with equal proficiency. There are probably a few jobs of this

nature in our society but they are extremely small in number and represent the rare exception. Conversely, this method of selection could be based on the assumption that everyone in our society is equally qualified to do any job and there are really no individual / differences in the potential performance level of any member of ar society for any position. A large body of empirical evidence indicates that this assumption of no individual differences is untenable (Tyler, 1965).

A third selection model would be based upon some form of a quota system. Applicants would be classified according to demographic varibles such as sex and race and then hired so as to select a predetermined proportion from each of the designated categories. This model has a number of inherent difficulties in implementation. First, a decision must be reached relative to the appropriate categories for the quota system. Should the categories include sex, age, religion, education, ethnic group or other various demographic factors? When the categories have been established, a decision must be made as to the proportion of each category that should be selected for the position openings. Should this proportion he based on the number of applicants or on some broader population base? This decision will drastically effect the proportion of individuals hired in each category. For example, we would expect that proportionately fewer women would apply for certain jobs than their actual number in the population. If only 10% of

of the applicants are women, should that be the proportion hired or should the proportion of women hired be 50% which equals their representation in the population at large. After decisions relative to the establishment of quota categories and proportions, a third judgment must be made regarding the method of selection of individuals from each category. A random choice method may be employed or applicants may be selected on the basis of individual attribute measures which reflect the probability of later job success. A fourth model would be a procedure based strictly upon selection of individuals with those intrinsic attributes (Gulliksen, 1950) that are predictive of job success. This model assumes that there are individual attributes which can be measured prior to employment and that these individual attributes predict subsequent performance on the job. A second assumption of this model is that selection of individuals for positions in our society should be based solely upon the probability of success. This model specifically rules out the use of coincidental extrinsic predictors such as age, profession, race, sex, residence, occupation of parents, and other variables which are not intrinsic to job performance. A distinction must be made between intrinsic attributes and extrinsic variables. If one were to take a purely empirical approach and state that any individual variable or characteristic which can be measured is a legitimate basis for job selection, the resulting selection model would be totally different and might be potentially discriminatory

from our point of view.

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An example will help to clarify this point. Assume that we are recruiting Albanian translators for the United Nations

involves translating Albanian into English. Using a strictly empirical, arm-chair approach we might determine that first generation American Albanians could perform better in this position than those individuals whose parents were not originally from Albania. We would then have two groups based solely upon the national origin of the parents. The first group would be composed of first generation Albanian Americans and the second group composed of all others whose parents were either native Americans or from some other nationality. A very efficient selection process might involve selecting individuals from only the first group.

This selection procedure uses a coincidental variable as a predictor of job performance and may be considered discriminatory. It is probably true that, relative to the population in general, a larger proportion of the first generation Albanian Americans would be able to efficiently translate Albanian into English. The group of Albanian Americans would be expected to receive a much higher mean or average score on a test of translating Albanian into English than would the overall population. However, there would be individuals in the first group of Albanian Americans who would be completely inept in the translation of Albanian into English and conversely a very small number of individuals from the second group might be extremely proficient in translation. If we were to confine our selection procedure only to the first group, based upon the coincidental variable of nationality of parents, then we would be clearly discriminating against a very small proportion of proficient individuals from the second group. However, an argument could be made that selection of individuals from the first group only would insure a higher probability of successful hiring and would be more efficient from a cost criterion standpoint.

It might be quicker and cheaper to recruit and select only individuals whose parents were from Albania because their mean score on the test would be higher. We reject this concept because it is quite conceivable that an individual whose parents were not from Albania could become quite proficient in the language and have a high probability of success in the position. This individual should not be denied that opportunity because of his parents' nationality.

1972).

If we eliminate coincidental variables and adopt an intrinsic validity approach to this problem, we should be concerned only with the ability of an individual to efficiently translate Albanian into English, regardless of parental nationality. From our perspective the only nondiscriminatory way to select applicants for the position of Albanian translator would be to devise an appropriate instrument which is related to success at the task and allow all applicants to take that test. Selection of applicants would then be based entirely upon their test proficiency.

will be the basic model followed in the present investigation. Selection Ratio, Restriction of Range and Percentage Considered Satisfactory as Policy Issues This section of the report will focus on police issues related to selection ratios, restriction of range and percentage considered satisfactory in organizations. The total selection placement process is diagrammed in Figure 1.1 (Bass and Barrett,

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This fourth model, identifying intrinsic attributes of individuals,





Selection Ratio:

Thé importance of the selection ratio to personnel selection was first fully emphasized by Taylor and Russell (1939). In the conventional conceptualization of selection ratio, a <u>low</u> selection ratio is considered favorable for the organization. This is a situation where there are a large number of applicants relative to the number of positions available in the organization. An example of a low selection ratio would be a situation in which only one individual is selected out of a pool of ten applicants. A high selection ratio is considered to be less favorable for the organization and would occur in a situation in which ni . individuals were selected out of a pool of ten applicants. When there are a large number of applicants for a small number of positions it is expected that a psychological test will have its greatest utility for the organization.

This generalization follows the conventional conceptualization of the selection ratio. However, this generalization implies that there are other factors which are implicitly assumed to remain constant. The most important implicit assumption is that you continue to sample from the same population when you increase the number of applicants.

The total selection placement process, as illustrated in Figure 1, indicates that a number of other factors enter into the selection process. The most important factor in determining the favorableness of the selection ratio is the recruiting function. Typically, the implicit assumption is that as a result of the recruitment more applicants will be drawn from the same population as those who are presently applying for a position in the organization. If recruitment results in attracting applicants with markedly different individual attributes, then one of two possible results might occur. If superior applicants are recruited a more favorable selection ratio will result thus increasing the utility

of using some selection process. Conversely, if applicants of inferior individual attributes are recruited this will have little affect on the utility of the selection process.

The following hypothetical example illustrates this point. A well known engineering school is attempting to increase the utility of their selection process by an expanded recruiting campaign which will give them a more favorable selection ratio for the fixed number of openings in their entering freshman class. Past research has indicated repeatedly that the quantitative section of a scholastic apptitude test, in combination with high grades in science and mathematics was highly predictive of success in engineering. The recruiting process results in twice the number of applicants but these newly recruited applicants are students who have extremely low scores on the scholastic aptitude test and low grades in high school science and mathematics courses. Therefore, little overlap exists on relevant individual attributes between the usual applicants and those who applied as a result of the recruiting program.

If we further assume that the engineering college routinely admits only the top 20% of students who apply then it is evident that the increased recruiting effort will have no utility for the organization. This is true despite the fact that the selection ratio has become much more favorable in the conventional sense (selecting one out of ten applicants as opposed to one out of

five). This increased selection ratio might really have negative utility for the organization since an increased number of students have been encouraged to apply for an educational experience which exceeds their qualifications. Clearly there is almost no probability that they will be selected into the academic institution. This could cause resentment among those students who have been rejected because they have been encouraged to apply to the engineering college with the expectation that at least some of them will be selected for the available openings. This problem is especially acute for public organizations since they invariably operate under a system having a fixed number of openings and a variable number of applicants. An increased number of applicants as a result of recruiting is of value only if the applicants being recruited are drawn from the same distribution of individuals as the usual applicants on the relevent individual attributes or if they have superior qualifications. Decreasing the number of applicants may also be of value in certain circumstances. Stromberg (1948) found that testing programs tend to draw better applicants. The results indicated that inclusion of tests in a selection program tends to result in a voluntary screening process whereby individuals who are least qualified do not apply for available openings. On this basis alone tests may have positive utility for an organization. Restriction of Range: The problem of selecting from a restricted range is often severe in many public organizations. Restriction of range occurs

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when job applicants are fairly homogenous in those attributes which arc predictive of success on the job. When a very large number of qualified applicants apply for positions in public organizations only those who are highly qualified and have an extremely high probability of success are hired. This situation is analogous to a very select university which only admits those students who have a high probability of success as demonstrated by their high school grades and scores on scholastic aptitude tests. Students with low high school grades and low scholastic aptitude test scores are not admitted into the university. This restricts the range of those admitted, creating problems in prediction and lowering the validity coefficients found between predictors and the criterion of successful academic performance. In such a selective university you must predict success or failure among students who are all highly qualified. Prediction would be much easier if the students had a wider range of both high school grades and scholastic aptitude test scores. (This will be illustrated for the present study in Chapter 5.)

The restriction of range found in a select university is often apparent in public organizations where a large number of individuals apply for a limited number of available positions. The result of this restriction in range is a lowered validity coefficient relative to the one that would exist if a total heterogeneous population of applicants were performing the same job. Percent Considered Satisfactory:

The efficiency of the selection process is also a function of the number of individuals who can successfully perform the job. If everyone can successfully perform the job in question obviously no selection device is required. Conversely, if the job is extremely demanding, such as that of an astronaut, then only a few individuals may have the necessary qualifications to perform the task. Where a job is very demanding, and many individuals would not be successful, the utility of a selection program may be enhanced.

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In private organizations it is often easier to determine the percent considered satisfactory in performing their job duties based upon available objective standards. For example, to be considered a satisfactory salesman in some private organizations, the salesman may have to generate a certain number of sales each month. The situation is often more difficult in a public organization since the jobs are often service oriented. In a service oriented organization it is frequently more difficult to specify the distinction between a satisfactory and an unsatisfactory employee.

<u>Plan of the Present Report</u>

This introduction has reviewed the general complexities of personnel selection research in public organizations. The technical report will present a chronological discussion of a validation study conducted for Akron patrol officers. Separate sections of this technical report will present discussions of the development of a job description, a review of the research literature, criterion development, selection of tests, and the concurrent validation study. There was considerable overlap in

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these various aress during the course of the project which started in early September of 1973 and was completed in June of 1974. Upon completion of the validation program the test battery was administered to applicants in June 1974. The decision of the Federal District Court was announced in January 1975.

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The initial phase of the project involved completion of a job analysis and job description for the Akron Police Force. This part of the project was started in September 1973 and concluded in December 1973. It was the primary responsibility of Mr. Thomas Garver with assistance from Mr. Edward Barber and was reviewed by all members of the research team. The job analysis provided the framework for the identification of job dimensions to be used in the selection and performance evaluations of patrol officers. The job analysis consisted of five related yet diverse procedures which were used to obtain a comphrehensive information base from which to derive, specify and write a complete set of job re-

from which to derive, specify and write a complete set of job requirements and descriptions. First, a review was completed of previous survey results obtained from a Position Analysis Questionnaire (Appendix A) which was administered in 1968 to all members of the Akron Police Department. The second step involved conducting in-depth interviews with twenty-five Akron patrol officers. The interviews provided insights into the actual job duties, experiences and responsibilities of the patrol officers. The third procedure consisted of obtaining data from field observation (48 hours) of patrol officers performing their assigned duties. Fourth, a review was completed of the curriculum and training manuals of the Akron Police Department Academy. This study of training materials and procedures extended the job analysis by providing further insight into the diverse number of duties, responsibilities and contingencies that police work involves.

CHAPTER 2

JOB ANALYSIS

The fifth procedure consisted of verification and clarification of the information obtained in the previous four steps of the job analysis process. One hundred and ten (110) hours were spent at the Akron Police Department reviewing and verifying the job analys's data by interviewing supervisory personnel, reviewing records and making observations.

The information and data was then classified, organized and written into a detailed job description. Three drafts of the job description were reviewed by the research team and subsequently modified and revised. The final version of the job description includes a comphrehensive statement of all activites which were identified as important in the job performance of police officers. The job description was reviewed by police supervisors representing all organizational levels including the Police Chief. A number of Akron patrol officers also reviewed the job description and indicated that it represented an accurate and complete statement.

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The final job description presents specifications of job duties (including the percentage of time devoted to each duty), job requirements, job ability, skill prerequisites and job training. All these areas which have been identified and described were found to be important to the overall functioning of the Akron Police Department. A copy of the job description is presented in Appendix B of this report.

One aspect of the job description which requires special consideration is the specification of high school graduation or the equivalent as the minimum educational requirement for the

selection of patrol officers. There are five lines of empirical and logical evidence which support the position that the minimal educational requirement must be set at this level. These lines of evidence included reports by independent review boards and commissions, research studies relating educational level to police proficiency, an evaluation of the reading level required to master police training and job duties, an examination of the complexity of police work and a review of initial and ongoing police training requirements. Each one of these lines of evidence will be examined individually.

The public expects a high level of competence from professional patrol officers since they provide the community with essential services. Recommendations have been made by independent commissions and review boards which advocate and support the position that educational experience beyond high school itself is highly desirable for the modern professional police officer (President's Commission on Law Enforcement, 1967). Research evidence indicates that an increased educational level is beneficial in producing effective police performance. In at least one large police force it was found that college graduates performed better on the criterion measures of perform-

ance than those who were non-high school graduates (Cohen and Chaiken, 1972).

This finding is quite understandable when one carefully examines the training materials which the modern police officer is required to comprehend in order to effectively perform his duties. This was empirically demonstrated for the Akron Police Department

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by applying a reading grade level index to a representative sample of the required training materials. Employing the SMOG Index, an analysis of 100 word samples from eight required training bulletins of the Akron Police Department revealed that the required reading in the Akron Police Academy ranged from values of 6.68 to 26.0. A score which is above 12 is considered to be difficult and above a 12th grade reading level. The specific index employed in this analysis was equivalent to other reading level indexes (McLaughlin, 1969) and demonstrated that the required reading level of police training bulletins is equal to or above that of a high school graduate.

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An examination of the job duties of patrol officers indicates that performance of critical duties requires both written and verbal communication skill. A patrol officer may spend 10-15% of his daily time in the completion of comprehensive and detailed reports which will form the basis for further investigative work by others. Daily activities of the patrol officer usually involve extensive interaction with a wide variety of individuals to gain pertinent information and data which will form the basis for both prevention and detection of crime. The written and verbal materials gathered by the patrol officer often form the basis for court appearances where detailed testimony must be given concerning specific situations. These job duties are based upon skills which can only be obtained through a high school education **or its** equivalent.

Police officers undergo continuous training in order to upgrade and maintain their skills. The initial 400 hours of preliminary training build upon the educational skills and knowledge obtained in high school. The training course for the Akron patrol officer is implicitly built upon subject knowledge in areas such as History, English, Civics, and Social Studies. The expanding role of the police officer is one which requires continual training and at times special training to bring his knowledge in line with new legislation, court decisions, and improved investigative and forensic procedures. All of this training builds upon the knowledge gained in high school or its equivalent. Many patrol officers find that, in order to more adequately perform their duties, training beyond the high school level is required to upgrade their skills.

With acceptance of the need for this basic educational requirement, several potential areas of testing can be removed from the program employed to select patrol officers. For example, the inclusion of this educational requirement lends assurance that the tested candidates will possess the fundamental grammatical capabilities required making further tests of their reading and writing skills unnecessary.

After completion of the job description and analysis the research team focused on the development of criteria for the assessment of police performance and a continuation of the ongoing review of research literature in three major areas. First, studies dealing with police selection, police performance appraisal, or studies generally concerned with police officers were reviewed. The object of this part of the review was to

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ascertain the state of the art in the field and specifically to aid in the activities of test selection and criterion development. Second, studies were reviewed which were concerned with differences in the validity of tests in general when dealing with subgroups within the population. Again, this information was considered potentially useful for the activities of test selection and criterion development. Third, methodological considerations in test validation were reviewed with special consideration to the area labeled differential validity.

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The literature review served the function of insuring the research team that they were conversant with the published literature in the field and also conversant with all of the unpublished articles which could be obtained through a variety of personal contacts with other investigators working in the same area. A detailed account of the outcomes resulting from each of these areas of literature review will be presented in the next chapter of this report. Intelligence Tests: In the past it was assum

Police Validity Studies

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In the past it was assumed that patrol officers had to be of at least average intelligence. Therefore Civil Service Tests or other screening instruments have been routinely used to measure this attribute (see Table 3.1). A number of descriptive studies exist in which it is reported that patrol officers have high I.Q.'s (e.g. Matarazzo, Allen, Saslow & Wiens, 1964). However, these officers represented only a small subset of the total applicants who passed a number of hurdles including a written Civil Service examination, illustrating the restriction of range problems discussed in Chapter 2.

Several standardized intelligence tests have been used in validity studies. The Army General Classification Test (AGCT) has been found to predict academy success in studies by DuBois and Watson (1950) (St. Louis), Mullineaux (1955) (Baltimore) Mills, McDevitt and Tonkin (1965) (Cincinnati), and Hess (1972) (Cincinnati).

Friedland (1973) has found that both the Wonderlic Personnel Test and the California Test of Mental Maturity (CTMM) predict police academy grades and that low, but significent correlations exist between the CTMM and ratings and objective criteria of performance.

Earlier, Bass, Karstendiak, McCullough and Pruitt (1954) had found non-significant positive relationships between the Wonderlic Personnel Test and performance ratings of Baton Rouge patrol officers and deputy sheriffs.

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CHAPTER 3

1. An all and the second second and the second s

LITERATURE REVIEW

This section describes police test validity studies which were reviewed in the attempt to identify possible predictors and criterion measures for the selection program. TABLE 3.1

GENF AL INTELLIGENCE TESTS

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Test	Position	N	Criterion	Method	Results	V	CV	References
AGCT	St. Louis Police Dept.	129	 a) Academy grades b) Achievement test c) Marksmanship d) Service ratings 	Correlation	 a) Total .52, Verbal .53, Numerical .42 Blocks .33. b) Total .47, Verbal .55, Num36, Blocks .23. c) N.S.+ d) N.S. 	P	No	DuBois & Watson (1950)
	Baltimore Police Dept.	50	 a) Final Acad- emy Exam Averages b) Final Train- ing scores c) Report Writing d) Spelling 	Correlation	a) .73 b) .66 c) .60 d) .56	P	No	Mullineaux (1955)
	Cincinnati Police Dept.	a}42 b)25	Academy rank	Correlation	a) .595 b) .708	P	Yes	Mills, Mc- Devitt & Tonkin (1965)
	Cincinnati Police Dept.	122	 a) Academy score b) Commendations c) Superior Rat- ings d) Disciplinary Actions e) Peer Evaluation 	Correlation	a) .375 b-e) N.S.	P	No	Hess (1972)
	* Validity: P ** Cross-valida + N.S.=not sig	=predictiv ation, "yes mificant	e validity, C=conc s" or "no"	urrent valid	İty	X		22.9

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TABLE 3.1

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Test	Position	N	Criterion	Method	Results	v	cv	References
Wonderlic	Los Angeles Police Dept.	343	a) Academy average b) First year ratings c) Other criteria	Correlation	a) .40 (W=.37, B=.40) b) N.S. c) N.S.	P	No	Friedland (1973)
	Baton Rouge Police Dept.	37	Supervisor ratings	Correlation	N.S. (.19)	c	No	Bass <u>et al</u> . (1954)
	East Baton Rouge deputy sheriffs	22	Buddy ratings & chief ratings	Correlation	N.S. (.26)	С	NO	Bass <u>et al</u> . (1954)
CTMM	Los Angeles Police Dept.	343	a) Academy average b) First year ratings c) Complaints d) Days off w/o pay	Correlation	a) .35 (W=.28,B=.21) b) .15 (2/5 ratings c)10 d)10	P	No	Friedland (1973)
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These studies indicate that general intelligence tests consistently predict academy performance and may or may not be related to subsequent job performance. The typically severe restriction of range with respect to general intelligence may have limited the relationship between this variable and job performance.

Specific Ability Tests:

A number of specific ability tests have been used in previous research (see Table 3.2).DuBois and Watson (1950) found that scores on the Bennett Mechanical Comprehension Test and the Minnesota Paper Form Board predicted police academy grades, achievement test performance, and marksmanship. These tests were not significantly related to service ratings.

Holmes (1951) found the General Mechanical Aptitude Test to predict supervisor ratings of security guards. The sub-test scores of Technical Reading and Spatial Relations (Paper Form Board) were the best predictors.

Baehr, Furcon, & Froemel (1968) used a number of specific intellectual and perceptual ability tests. The Non-Verbal Reasoning, and Understanding Communication tests were generally not predictive. Two tests of creativity were used. Correlations from the AC Test of Creative Ability were rather inconsistent. The Artistic scale of the Cree Questionnaire was negatively related to performance ratings, especially for black officers.

TABLE 3.2 SPECIFIC ABILITY TESTS

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Test	Position	N	Criterion	Method	Results	v v	** CV	References
Bennett Mechani- cal	St. Louis Police Dept.	. 129	a)Academy grades b)Achievement Test c)Marksmanship d)Service ratings	Correlation	a).28,.29 b).20 c).27 d)N.S.+	C.	No	DuBois & Watson (1950)
Minn.Pape Form Board	r St. Louis Police Dept,	129	(see above)	Correlation	a).38,.29 b).30 c).26 d)N.S.	C.	No	DuBois & Watson (1950)
General Mechani- cal Apt- itudes Test	Security Guards	56	Supervisor Ratings	Correlation	Mech.Comp38 Tech. Reading .47 Spatial Relations.43 Shop Arithmetic .39 Spatial + Read50		No	Holmes (1951)
Closure Speed	Chicago Police Dept.	212 (151 whit 59 blac	a) Paired Compari- son Rating k)b)Departmental Rating c) Awards d) Complaints e) Disciplinary Actions f) Arrests g) Absences	Multiple Regression	a)N.S. b)13 (whites) c)N.S. d)19 (total) 24 (whites) e)N.S. f)22 (whites) +.43 (blacks) g)N.S. (figures are stand- ardized regression weights)	P	Yes	Furcon <u>et al</u> . (1971)

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			TA	BLY 3.2		
			SPECIFIC	ABILITY TES	TS	
		3	(cont	Inued)		
Test	Position	N	Criterion	Method	Results	V CV References
Closure Flexi- bility	Chicago Police Dept.	212 (151 W 59 B)	a) Paired Compari- son Rating b) CPD Rating c) Awards d) Complaints e) Disciplinary Actions f) Arrests g) Absences	: Multiple Regression	<pre>a)16 (total) 16 (whites) b)22 (total) 19 (blacks) c)15 (whites) d) .12 (total) .16 (whites) e) .13 (total) .33 (blacks) f)62 (blacks) g)37 (blacks) (figures are stand- ardized regression</pre>	P Yes Furcon <u>et al</u> . (1971)
Percept- ual Speed	Chicago Police Dept.	212 (151 W 59 B)	Same as above	Multiple Regression	 a) .12 (total) .13 (whites) b) .14 (blacks) c) .08 (total) .20 (whites) d) .19 (blacks) e)N.S. f) .37 (whites) .14 (blacks) g)11 (total) (figures are stand- ardized regression weights) 	P'Yes Furcon <u>et al</u> (1971)
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A follow-up study (Furcon, Froemel, Franczak, and Baehr, 1971) investigated the relationship of perceptual tests to performance criteria. Closure Speed was negatively related to performance ratings, complaints, and number of arrests for white patrol officers and positively related to arrests for black officers. Closure Flexibility was negatively related to the Chicago Police Department ranking (total and blacks), awards (whites only), arrests (blacks only) and absences (black only). This variable was also positively related to complaints (total and whites) and to disciplinary actions (total and blacks). Perceptual Speed was positively related to pairedcomparison rating (total and white), Chicago Police Department ranking (blacks only), awards (total and white), complaints (blacks), and arrests (blacks and whites but not total).

Personality and Interest Measures:

Studies involving personality and interest tests are summarized in Table 3.3. The General Activity scale of the Guilford-Martin Temperament Inventory was found to be related to the performance ratings of Los Angeles deputy sheriffs (Marsh, 1962), and in a later study with a sub-sample of the same deputy sheriffs, it was related to turnover (Azen, Snibbe, & Montgomery, 1973). In Marsh's study, the Mechanical and Social Service scales of the Kuder Vocational Preference Record were related to auto accidents, while in the Azen <u>et al</u>. study the Mechanical scale was related to promotion status and supervisor's ratings.

TABLE 3.3 PERSONALITY AND INTEREST MEASURES

Test	Position	N	Criterion	Method	Results	v.	Č [*]	References
Guilford- Martin Tempera- ment In- ventory	Los Angeles Deputy Sheriffs	619	Performance ratings	Chi-square	General Activity P < . 05	P	No	Marsh (1962)
	L. A. Deputy Sheriffs	95	Employment Status		General Activity p. < . 025	P	No	Azen <u>et</u> <u>al</u> ., (1973)
Kuder Vocation- al Pref- erence Record	L.A. Deputy Sheriffs	619	Auto accidents	Chi-square	Mechanical & Social Service p < .05	P	No	Marsh (1962)
	L. A. Deputy Sherrffs	95	a)Rank status b)Job type c)Supervisor ratings		a)Mechanical p. <. 025 b)Mechanical p. <. 10 c)Mechanical p. <. 025	P	No	Azen <u>et al</u> ., (1973)
Kuder Prefer- ence Record, Personal	Small munici- pal police force	49	a)Supervisor ratings	Correlation	a) N.S. +	c	No	Sterne (1960)

* Validity: P=predictive validity, C=concurrent validity **Cross-validation, "yes" or "no" + N.S. = not significant

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	TABLE 3.3	
PERSONALITY	AND INTEREST	MEASURES
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Test	Position	N	Criterion	Method	Results	v cv	References
Gordon Personal	Baton Rouge City Police	37	Chief ratings	Correlation	HypersensitivityN.S	C No	Bass <u>et al</u> . (1954)
PIOLITE					Sociability N.S. Responsibility N.S.		
•	East Baton Rouge deputy sheriffs	22	Buddy ratings & chief rating	Correlation	Hypersensitivity NS Ascendency N.S. Sociability N.S. Responsibility .50	C No	Bass <u>et al</u> . (1954)
Humm- Wadsworth Tempera- ment Scale	Los Angeles Police Dept.	669	Termination VS Success	Percentage of "Hits", Correlation	Some success in pre dicting tenure. Pro cedural and data an- alysis problems pre- vent precise inter- pretation. (Blum, 1964; Ruch, 1965)	-P No	Humm & Humm (1950)
SVIB	Major metro. police force	87	ll measures	Correlation	ll r's of .20 or higher, 8 criteria predicted.	P No	Blum (1964)
	St. Louis Police Dept.	129	a)Academy grades b)Marksmanship c)Achievement Test d)Ratings	Correlation	 a) N.S. b) N.S. c) Police Interest 24 	C No	DuBois & Watson (1950)
					d) N.S.	!	: :
	New York City patrolmen	25	a)Job satisfaction	Correlation	.a) N.S.	C No	Kates (1950)

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TABLE 3.3 PERSONALITY AND INTEREST MEASURES (continued)

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Test	Position	N	Criterion	Method	Results	V	cv	References
Tempera- ment Com- parator	Chicago Police Dept.	212 (151 W 59 B)	 a)Paired Compari- sons b)Dept. Rating c)Awards d)Complaints e)Discipline f)Arrests g)Absence 	Multiple Regression	24 scales contri- buted heavily to the seven regression equation but weight- ing was inconsistent across subgroups	P	Yes	Furcon <u>et al</u> . (1971)
Test of Søcial Insight	Chicago Police Dept.	212 (151 W 59 B)	 a) Paired Compari- sons b) Department Rating c) Awards d) Complaints e) Disciptine f) Arrests g) Absence 	Multiple Regression	 a)Loadings of 1)Withdrawal Scale: .18 (total),14 (whites),32(blacks) 2)Total Score: .22 (total),23 (whites),34(blacks) Inconsistent for other criteria. 	P	Yes	Furcon <u>et al</u> ., (1971)
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(continued)									
Test	Position	N	Criterion	Method	Results	v	cv	References	
T.A.V. Selectio System	State Traffic n Officer Cadet	78	a)Academy Performance b)Overall Ratings	Multiple Correlation	a) .46 (7 predic- tors) b) .56 (12 predic- tors)	C	No	Mormón <u>et al</u> . (1966a)	
	State Traffic Officer Cadet	z 109	a)Academy Performance	Multiple Correlation	a) .37 (6 test predictors + edu- cation and exper- ience)	C	No	Mormon <u>et al</u> , (1966b)	
	Los Angeles Area Police	27	a)Supervisor Rankings b)Supervisor Ratings	Multiple Correlation	a)84 (8 tests + age & education) b) .90 (9 tests + age, education & experience)	C	NO	Mormon <u>et al</u> . (1967)	
C.P.I.	Maryland State Police Cadets Maryland State Police Office	44,51, 46 42 \$	a)Academy staff ratings of suita- bility b)Supervisor evaluations	Correlation & mult.reg. Correlation & mult.reg.	<pre>a)6 pos. simple rs, R: .61,.48 .49 (4 variables) b)8 pos. r's,overall R: .66 (60% total sample,R: .50) (applied to other 40%, R: .29,p < .01)</pre>		Yes	Hogan (1971)	
	Correctional Officers		Performance	Correlation	SOscale.35			Gough (1956) (In Blum, 1964)	
	Oakland Police Appli- cants	71Satis- factory 42 Unsat.	Acceptance as police recruits	Group Comparison	Significant differ- ences on 8/18 scales	c h	NO ;	Hogan (In Megargee,1972)	
	Oakland Police Cadets	50	Academy standing	Correlation	Significant r's on four scales	c ¦i	No	Hogan (In Megaree, 1972)	
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PERSONALITY AND INT: .39T MEASURES (ontinued)

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Test	Position	N	Criterion	Method	Results	V	zv	References
A.M.P.I.	Major metro. police force	87	ll measures	Correlation	15 r's of .20 or higher 6 criteria predicted	P.1	NO	Blum (1964)
	L.A. Deputy Sheriffs	619	a)Performance ratings b)Auto accidents	Chi-square	a)Ma & Hy scales significant @ .05 b)Ma & D @ .05	PI	NО	Marsh (1962)
	L.A. Deputy Sheriffs	95	a)Auto accidents	Anova ,	Ma & D significant	P 1	NO I	Azen, Snibbe, & Montgomery (1973)
	Cincinnatti Police Dept.	122	a)Academy Score b)Commendations c)Supervisor Rating d)Disciplinary Actions e)Peer Ratings	Correlation	5/78 low significant r's	P	NO	Hess (1972)
	Salt Lake City Police Department	114	29 criteria	Correlation	17/377 significant r's(19 expected by chance)	P	No	Mandel (1970)
Hand Test	Cuyahoga Fall Police Depart ment	<u>-</u> 42	Supervisor ranking	Correlation	6/21 sig.r's	с	No	Rand & Wagner (1973)
Rosenwei Picture Frustra- tion	g St. Louis Police De- partment	129	a)Academy Grades b)Achievement Test c)Marksmanship d)Service Ratings	Correlation	3/35 sig. r's	P	No	DuBois & Watson (1950)
Rorschac	h New York City Patrolmen	25	Job satisfaction	Correlation	Pos. r's between maladjustment & job satisfaction	С	No	Kates (1950)
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Storne (1960) correlated the Kuder Preference Record - Personal Scale with supervisor ratings for a small municipal police force but found no significant relationships.

Bass, Karstendiak, McCullough & Pruitt (1954) correlated the four Gordon Personal Profile scales with ratings of Baton Rouge patrol officers and deputy sheriffs. The Responsibility scale significantly predicted the performance ratings of deputy sheriffs.

Humm and Humm (1950) reported successful prediction of patrol officer success based on the Humm-Wadsworth Temperament Scale. However, the study has been criticized on the basis of a number of statistical and experimental problems by Blum (1964), and others preventing any objective evaluation.

The Strong Vocational Interest Blank (SVIB) has been used in several studies. DuBois and Watson (1950) found achievement test performance correlated positively with Occupational Level and negatively with Police Interest. Kates (1950) found non-significant correlations with job satisfaction for a small (25) group of New York City patrol officers. Blum (1964) found several significant correlations. For instance, the Physician scale was positively related to auto accidents and negatively related to misconduct.

A study of Chicago police used a wide variety of personality and interest measures (Baehr <u>et al.</u>, 1968). The Artistic Interest Scale of the Work Interest Inventory was negatively related to police performance. Some significant relationships were found for the Edwards Personal Preference Schedule. The only consistent relationship was a positive correlation between the Deference scores of black officers and their performance ratings. The Behavior Inventory, the Hand Test, and the Maudsley Personality Inventory showed a few scattered significant correlations. The above tests were given to only one subgroup of the total patrol officer sample and were not included in the 1971 follow-up analysis.

The 1968 Chicago study was followed up by an additional study (Furcon et al., 1971). The Press Test and Arrow-Dot Test showed scattered inconsistent relationships for the various criteria and for the three groups of patrol officers (total, whites and blacks). The Temperament Comparator contributed heavily to the regression equations mainly because of the large number of scales (24). Many of the correlations were inconsistent across racial groups but a few consistent relationships were found. The Consistency scale was positively weighted for predicting complaints and arrests for all three groups. The Self-Confident scale was positively related to both paired-comparison ratings and absenteeism for all groups. The Socially-at-Ease scale was negatively related to paired-comparison ratings for all groups and positively related to absenteeism for the total group and the white group but negatively related to absenteeism for the black group. The Test of Social Insight was described by the authors as

The Test of Social Insight was described by the authors as "second only to the Personal History Index in the prediction of the performance criterion measures" (Bachr et al., 1968, p. 117).

This test is notable in that two scales out of six (Withdrawal and Total Score) were negatively related to the paired compariso ratings for all three groups. It should be noted that the lowe the score on this test, the greater the "Social Insight." The loadings on the other criteria are rather inconsistent, however.

In another study using multiple prediction, Colarelli and Siegel (1964) administered the California Test of Mental Maturity, the Study of Values, the Edwards Personality Preference Schedule (EPPS) and the Minnesota Multiphasic Personality Inventory (MMPI) to members of the Kansas State Highway Patrol. Successful prediction for a group of new recruits was claimed but no specific correlation or regression weights were reported making an evaluation of the utility of the individual tests impossible.

Mormon, Hankey, Heywood & Liddle (1966a, 1966b, 1967) have used the T-A-V Selection System in several studies of police in the Los Angeles area. The T-A-V is a three hour battery of tests which yields 15 predictors. In the three studies by Mormon little validty was found for specific tests as predictors of academy performance, or supervisor ratings and rankings. Significant multiple correlations were found. However, these often included personal history data such as age, education, and police experience in addition to a large number of test as predictors. Relatively small samples were used in the study and the findings were not cross validated.

An encouraging study which used the California Psychological Inventory (CPI) was reported by Hogan (1971). The test was administered to three groups of Maryland State Police cadets and one group of patrol officers who had been on the job for one year. Significant positive correlations were found between C.B.I. scales and ratings by the academy staff of cadet suitability. Eight out of 18 scales correlated significantly with average supervisor ratings of the patrol officer performance. Three of these correlations were greater than .50 and a multiple R of .66 was found. A multiple R of .50 was found for 60% of the total sample which shrank to .29 when cross-validated on the remaining 40%. Other evidence for the validity of the C.P.I. comes from a study by Gough (1956, cited in Blum, 1964) in which the Socialization scale correlated with performance ratings of correctional officers, and from an unpublished study by Hogan (cited in Megargee, 1972) in which the C.P.I. discriminated between acceptable and nonacceptable candidates for the Oakland police force, and in which four scales correlated with academy standing.

More clinically-oriented instruments such as the Minnesota Multiphasic Personality Inventory (MMPI) and various projective techniques have been used as psychiatric screening devices. The validity of such an approach is suggested by a study by Blum (1964) in which significant correlations were found between cases of

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serious misconduct and the M.M.P.I. scales. The Manic (MA) and Depression (D) scales have been shown to differentiate patrol officers with respect to auto accidents over 10 and 20 year periods (Marsh, 1962, and Azen, Snibbe, & Montgomery, 1973). Marsh (1962) also found the Manic (MA) and Hysteria (HY) scales to be related to performance ratings. However, little validity for the M.M.P.I. was found in research studies reported by Mandel (1970) and Hess (1972).

Projective techniques have also been found to be related to police performance criteria. Rand and Wagner (1973) found six significant correlations between scales of the Hand Test and supervisor rankings for Cuyahoga Falls patrol officers. In their study in St. Louis, DuBois and Watson (1950) found three significant correlations among 35 calculated between scores on the Rosenzweig Picture Frustration Test and several criteria. Kates (1950) found a relationship between adjustment as measured by the Rorschach and the job satisfaction of 25 New York City patrol officers. Biographical Data:

Since our research program focused on intrinsic predictors an attempt was made to identify and use only those measures of psychological variables that seem to be causally related to successful police performance. Biographical data was not considered as an intrinsic predictor due to the frequent occurrence of what appear to be only coincidental correlations between such data and job performance. However, a large number of studies have been done

using these types of predictors and these will be briefly reviewed. Mormon et al., (1966a, 1966b, & 1967) used personal data in addition to predictors from the T-A-V Selection System (described previously). Age and previous police experience were found to be related to performance criteria. Levy (1967) found biographical data to be related to turnover

among 4,500 patrol officers. Those who remained as police officers had more work experience, less education, were older when appointed, and tended to have police science courses. Indicators of emotional instability were also predictive of police turnover.

Baehr et al., (1968) and Furcon et al., (1971) found that numerous items on a Personal History Index predicted success as a patrol officer. These predictors included such items as less "liking for and acheivement in school," higher "Professional-Successful Parents," and little previous sales experience. McAllister (1970) found no differences on seven criteria be-

who had been approved or disapproved by the background investigation committee.

Mandel (1970) found 208 significant correlations among 108 biographical items and 29 job related criteria for 114 Salt Lake City patrol officers. By chance alone, 157 significant correlations would be expected.

tween New York City police recruits after 18 months on the job

Performance of New York City patrol officers has been related to background information by Cohen and Chaiken (1972). Age was found to be predictive of career progression. Earlier disciplinary problems predicted later problems of a similar nature. Education was positively related to most of the performance criteria.

Kelly and Farber (1974) identified two extreme groups of District of Columbia police officers on measures of responsiveness to community needs. The least responsive policemen were all white, while the most responsive group was 56% white. Neither level of education nor rank were related to responsiveness. There was a tendency for more responsive officers to be older but the differences were not significant. Finally, there was significant differences with respect to place of residence, with those living in the city being more responsive (and more likely to be black). Police Aptitude Tests:

So-called "police aptitude" tests are widely used but rarely validated. They seem to rely heavily on content and face validity and typically sample general ability and achievement levels. Recently, Wallack, Clancy, and Beals (1973) validated two new police aptitude tests with samples of police officers from numerous California and Nevada police departments. The Police Officer A-1 Form, prepared by International Personnel Management Association, and the Law Enforcement Aptitude Form 51-X, prepared by Cooperative Personnel Services, California State Personnel Board, were both found to predict ratings of communication skills, problem solving,

and learning ability. In addition, the validity coefficients for blacks were greater than for whites. Analysis of covariance yielded no significant racial group differences. Situational Tests:

Situational tests were not seriously considered for operational use in the present study due to the cost factors involved in this type of evaluation. Mills, McDevitt, & Tonkin (1966) have described the application of this type of testing in Cincinnati. The situational tests included a "Foot Patrol Observation Test," a "Clues Test," and a two-hour informal group "Bull Session." However, the only reported evidence for the validity of this approach was a correlation of .38 between the Clues Test and academy standing. Hess (1972) later found that psychological team interviews predicted academy score and "most recent efficiency" ratings. Summary:

Two general classes of criteria have been used in most validation studies. One is academic performance during training and the other is actual job performance. With respect to these classes, it appears that general intelligence tests consistently predict academy success but have not been shown to relate to later job performance. This may be the result of restriction of range, however, since intelligence tests have been widely used as screening devices.

Spatial and mechanical ability tests have shown some isolated cases of validity with respect to both academy performance and subsequent job performance.

Perceptual tests seem to relate to on-the-job criteria in a complex fashion and differentially for social subgroups.

The Test of Social Insight seems to relate to performance ratings for both blacks and whites.

A number of personality measures have been found to relate to academy and on the job performance. Of these the California Psychological Inventory appears to be the most promising.

Descriptive Police Studies

A number of studies have been done in which police groups have been described in terms of variables measured by paper and pencil tests (intelligence, personality, interests, etc.). While these studies provide no evidence for the predictive validity of the tests used, they do provide a picture of the typical police officer or police applicant, and will be selectively reviewed here. Intelligence:

The testing of the intelligence of police dates back to 1917 when Terman found that 30 San Jose, California police and fire department applicants had a median I.Q. of 84 on the Stanford Revision of the Binet-Simon Intelligence Test. In 1922, Thurstone administered the Army Alpha scale to 358
Detroit patrol officers. He found that patrol officers scored higher
than sergeants or lieutenants. In addition, a negative relationship was found between mean Alpha Scores and length of police service.
More recently, Matarazzo, et al (1964) found that the average
total score on the Wechsler Adult Intelligence Scale for a group
of 116 Portland police applicants who had already been extensively
screened (there were 1928 original applications) was 113.
Gordon (1969) found that the average I.Q. of 252 non-screened
police applicants was 93, as measured by the Large-Thorndike Test
of Intelligence. For those who passed the Civil Service Examinaation. the average I.O. was 104.

ation, the average I.Q. was 104. Personality and Interests : The most extensive study in

The most extensive study in this area was completed by Matarazzo, et al. (1964). With respect to emotional adjustment, the successful police applicant group is described as very healthy as measured by the Taylor Manifest Anxiety Scale, The Saslow Psychosomatic Screening Inventory, and the Cornell Medical Index. Ninety-three of the applicants were given the Edwards Personal Preference Schedule (EFPS). They scored higher than the norm in their needs for Achievement, Exhibition, Intraception, Dominance, Endurance, and Heterosexuality and lower than the norm in their needs for Autonomy, Succorance, Nurturance, and Aggression. On the Strong Vocational Interest Blank, the group scores were high

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in the technical, social service, and business detail areas.

The MMPI profile for 84 of the applicants showed elevations on the K scale which indicates defensiveness in self evaluation and elevations on the Psychopathic Deviate (PD) and Hysteria (HY) scales with low Social Introversion scores, a pattern typical of "the lower socioeconomic groups' stereotype of the 'man's man'" (p.131).

This MMPI profile has been consistently found with police applicant groups in all parts of the country. Rhead, Abrams, Trosman, and Margolis (1968) report that the group profile of over a thousand applicants for the Chicago Police Department exceeded the average on the Psychopathic Deviate and Manic scales indicating a willingness to take chances with a propensity for acting out. There was also a less pronounced but more pervasive deviation on the Paranoid (Pa) scale.

Gottesman (1969) analyzed the MMPI profiles of 203 applicants from an urban New Jersey police force and found significant elevations on the K, Hy, Pd, and Ma scales with a low Si score. The police group profile was compared to that of 100 demographically similar male veterans and found to be less deviant, or "more normal".

More recently, similar MMPI profiles have been found for 114 Salt Lake City patrol officers (Mandel, 1970), for 102 Philadelphia patrol officers (Savitz, 1971), and for 122 Cincinnati officers (Hess, 1972). It must be concluded that the men who are attracted to patrol officer positions have rather distinct personality

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structures as measured by the MMPI. Goldstein (1971) has found certain scales on a Personality Inventory to differentiate between applicants who passed and those who a New Jersey civil service examination. Those who failed passed were characterized as less likely to avoid dangerous situations, more prone to trust others, and more likely to listen to and assist others. Applicants who failed were more interested in situations which might result in harm to others, were more likely to repress negative feelings toward others, and were more likely to present themselves in an unrealistically favorable light.

In two recent studies, Fenster and Locke (1973 a & b) have found that New York City patrol officers obtain higher Masculinity (MF) scores than civilians as measured by the M.M.P.I. and by the Wechsler Interest Inventory; and that they score lower than civilians on Neuroticism as measured by the Eysenck Personality Inventory and the Rokeach Dogmatism Scale. In conclusion it seems that the intelligence and emotional stability of police are typically determined by rigorous selection procedures. However, there also seems to be a process of self-selection through which men with certain distinct personality patterns and needs are attracted to police work as

the means of fulfilling these needs.

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General Differential Validity Studies

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This section contains a review of studies in which tests were validated for black and white subgroups of the population.

Prior to the mid-1960's there were scattered studies indication that tests might be differentially valid for different racial groups. For example, in 1949, Michael reported the results of a factor analytic study of paper and pencil tests, apparatus tests, and pilot proficiency for two samples - 815 West Point Cadets and 356 Negro cadets. In general, it was concluded that the factor loading of the tests were comparable. However, the three most valid factors for the West Point group were pilot interest, spatial relations, and psychomotor coordination, while for the Negroes the most valid factors were kinesthesis, perceptual speed, and spatial relations.

The more recent deluge of studies on differential validity was started by Lopez (1966). His subjects were female toll collectors (80 white and 102 black). The Differential Aptitude Test - Clerical Speed and Accuracy, a custom-built Mental Ability Test, a standardized biographical interview, and a composite score were correlated with absenteeism, toll accuracy rate, tenure, and supervisor ratings.

For the total rated group, only two significant correlations were found. Lopez based the correlations for the separate groups on the total applicant population. He found opposite validity for all four measures as predictors of accuracy and found that while the two paper and pencil tests predicted supervisor ratings for

whites, there was no relationship for blacks. High scores on the predictors were negatively related to tenure for both groups and negatively related to attendance for blacks.

If these data are analyzed on the basis of the rating sample, rather than the applicant sample, there are still four predictorcriterion relationships where validity existed for whites only, one case of validity for blacks only, and three cases of significantly different validity (Boehm, 1972).

Kirkpatrick, Ewen, Barrett, and Katzell (1968) have reported the results of five studies of differential validity. The first . study involved 136 female clerical employees of an insurance company (102 whites and 34 blacks). Scores on a four-part Short Employment Test and an interviewer rating scale were correlated with termination of employment, merit rating, job grade, current pay, pay controlled for tenure, and pay increases. No significant differences between groups were found on either predictors or criteria, and in general no predictive validity was found. In the second study by Kirkpatrick et al. the subjects were 39 white and 33 black female clericals employed by the same insurance company as the subjects in the above study. The predictors were a company selection battery with vocabulary, numerical, checking, and coding subparts, plus two nonverbal tests: Differential Aptitude Test - Abstract Reasoning, and Science Research Associates - Non-Verbal Form. The criteria were a three-part rating form developed by the researchers plus a company rating scale used for salary purposes. Validity for blacks only was found in four instances. While there were no differences on the ratings used for research purposes, whites were rated higher on the scale used for

for whites and not blacks. None of the predictors were valid in the black groups only.

The fifth study involved 437 white and 98 black female clerical employees of various insurance companies. A seven-part clerical selection test was related to salary level and supervisor ratings. No instances of differential validity were found.

In their summary of the five studies, Kirkpatrick <u>et al</u>. claim that in 221 comparisons between ethnic groups there were 117 instances of validity for only one group, 45 instances of significant differences in degree of validity, and 90 instances of unfairness (i.e., under- or over-prediction for either group).

Mitchell, Albright, and McMurry (1968) studied a large sample of male semiskilled workers at a large southern industrial plant. Turnover and supervisor ratings were related to scores on the Wonderlic Personnel Test and biographic items. No significant correlations were found, but blacks scored lower on the tests.

Ruda and Albright (1968) found that in a large, highly automated office with high turnover rate, a weighted application blank predicted tenure for both blacks and whites. Wonderlic scores were directly related to turnover rate for whites (i.e., higher score higher turnover) but there was no relationship found for blacks. It was found that blacks tended to longer tenure than whites, and they scored lower as a group on the Wonderlic. Therefore, since the company had been using a cutoff on the Wonderlic in hiring, it was both discriminating against blacks and at the same time selecting applicants who were more likely to leave the organization.

In a study of administrative personnel, Wollowick, Greenwood, and McNamara (1969) compared a group of 60 blacks with 3 groups of 60 whites matched on total test scores, supervisory rank, and salary. A company test battery which was not used for selection, consisted of tests of verbal ability, nonverbal reasoning, and arithmetic reasoning plus a total score. These scores were correlated with supervisor ratings and salary. The only valid predictor for the blacks was the arithmetic reasoning score. For the white group matched on total test scores with the black group there were 5 significant correlations. The authors also report that when blacks were matched with whites on the basis of rank and salary the blacks had significantly lower test scores. This indicates that black performance would have been underpredicted by these tests. It also appeared that the criteria ranges were restricted for blacks.

An extensive test validation study for the Chicago Police Department was conducted by Baehr, Furcon, and Froemel (1969) (see also Baehr, Saunders, Froemel, and Furcon, 1971). They developed multiple regression weights to relate an extensive test battery to the following set of criteria: performance rating, tenure, awards, complaints, disciplinary actions, arrests, absences, and a specially designed paired-comparison performance rating. There was a primary validation sample consisting of 126 whites and 47 blacks and a cross validation sample of 126 whites and 66 blacks. Significant multiple correlations were obtained for the total group. However, when weights based on one group were applied to the other group some correlations dropped to zero

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or became negative and when weights based on the total group were applied to separate groups the results were inconsistent. As Ruch (1972) has pointed out, the criteria in this study are probably confounded since blacks tended to be assigned to predominantly black high crime districts. This means that the differences may be a function of differing working conditions rather than racial group membership.

Several studies involving telephone company employees have been conducted. Grant and Gray (1970) studied a group of telephone installers and repairmen consisting of 211 blacks and 219 whites in 5 geographically distinct company locations. One-half of the applicants in both groups would normally have been rejected and not hired in the selection process. The two groups were fairly well matched on the predictors which consisted of the School and College Ability Test, the Test of Mechanical Comprehension, the Bell System Qualification Test, the Abstract Reasoning Test, and the Crawford Small Parts Dexterity Test. The criterion was the craft level for which the employee was qualified following training. This was determined by the score on a test of knowledge acquired during training.

All tests correlated significantly with the highest craft level passed and there were no significant differences between groups. Multiple correlations of approximately R= .50 were obtained. Similar slopes were found for both groups but the intercepts were lower for the minority group. This indicates that a common regression line will overpredict the performance of the minority group. However, the authors concluded that the difference was

not great enough to justify the use of separate regression lines. Gael and Grant (1971) conducted a validation study of the Bell System Qualification Test for the position of telephone operator. Predictor and criteria data were obtained on 120 black and 228 white operators. The blacks were lower than the whites on both the test and on ratings of job performance. Even though the slopes of the regression lines were equal for both groups, the higher intercept for whites indicated that use of a common regression line would result in bias against whites. A third telephone company study was conducted by Gael and Grant (1972). The subjects were 107 blacks and 193 white service representatives. The predictors were the Bell System Qualification Test, tests of spelling, number comparison, arithmetic, number transcription, and filing, plus the Service Representative Aptitude Test (a role-playing interview). The criteria were a paper and pencil achievement test, the Job Knowledge Review, and an individually administered work sample (the Job Performance Review). Out of 35 predictor-criterion combinations, there were 14 cases of validity only for whites, and 1 case of validity for blacks only. The Bell System Qualification Test (BSQT), the Service Representative Aptitude Test (SRAT), and the Number Transcription Test predicted the composite score for both groups. The SRAT was dropped due to practical considerations and a multiple correlation of .37 was obtained between the BSQT plus Number Transcription and the composite performance index. Regression line slopes and intercepts were not significantly

different between the groups.

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Lefkowitz (1972) has conducted a study of 593 female production assembly workers : (256 white, 289 black, 40 Spanish, 5 Oriental, and 3 not classified). This group included virtually all applicants for the job during a 6 month period. The tests used were the Purdue Pegboard, the Science Research Associates Non-Verbal Form, and a biographical information blank. Tenure was the only criterion measure. There was an increase in the number of significant correlations plus an increase in the magnitude of the multiple correlations when ethnic groups were studied separately. In general, valid predictors for one group were invalid for the other. For instance, there was a negative correlation between the SRA Non-Verbal score and tenure for whites but not for blacks. There were four cases of significantly different correlations between groups.

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In this study, educational levels and S.R.A. Non-Verbal test scores were comparable between groups. The author feels they were all equally culturally disadvantaged and yet differential validity still was demonstrated. Lefkowitz attributes the difference to greater perceived job mobility for whites than for minority group members. Such an explanation could apply to several other studies where tenure was the criterion measure.

A number of studies are described by Farr, O'Leary, and Bartlett (1971). The first study involved three separate state civil service occupations. The first group was comprised of 115 white and 44 black toll collectors. A clerical checking and an arithmetic reasoning test were correlated with attendance, termination, extension of probation, and accuracy. Arithmetic

reasoning was negatively correlated with absenteeism for blacks only, and clerical checking was negatively correlated with dollar accuracy for whites only. The second civil service group consisted of 322 white and 49 black correctional officers. Scores on the California Test of Mental Maturity were related to attendance, extension of probationary work period, promotion, and supervisor ratings. Only one significant correlation was found and that was between the test score and attendance and occurred for blacks only. Toll facility officers were the third group studied. There

whites but not blacks.

The second study involved two groups of clerical workers. The first group consisted of 363 whites and 46 blacks. The Thurstone Test of Mental Alertness and the Picture Selection Index (a custom built non-verbal test of reasoning ability) were related to ratings obtained from immediate supervisors and office managers. In general, the correlations were higher for whites than blacks.

The second group was composed of 107 white and 28 black keypunch operators. Two company-developed tests and the Thurstone Temperament Schedule were related to supervisor ratings on six dimensions plus keypunching speed and percentage of errors. Few significant correlations were found.

Bartlett and O-Leary's (1969) model 5 (no differences between groups on the predictor or the criteria but significant validity for one group only) was found in twelve of the predictor-criterion relationships.

were 56 whites and 18 blacks. It was found that the Otis Quick Scoring Test predicted extension of probationary work period for

In a summary similar to that done by Kirkpatrick et al., (1968), Farr et al.,(1971) claim that in 151 comparisons between ethnic groups, there were 56 instances where the test was valid for one or more groups, 44 instances of validity for only one group, 4 instances of significantly different validity, and 48 instances of unfairr ss (over or under-prediction for either group).

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Tenopyr (1967) has reported that for a random sample of 500 applicants for machine shop trainee jobs, with socioeconomic status controlled, whites scored significantly higher than blacks on the Verbal Comprehension, Numerical Ability, and Space Visualization tests of the Employee Aptitude Survey. A subsample of 84 whites and 83 blacks who had been selected on the basis of a composite score on the spatial and numerical tests were used in the validation of the three tests against 10 criteria of training success. There were no regression slope differences between blacks and whites and black performance would have been overpredicted by the white group equation or the total group equation.

Wood (1969) validated a "Psychiatric Aide Selection Test" for a large group consisting of 545 whites and 223 blacks. Similar correlations with involuntary turnover were found for blacks and whites.

Campion and Freihoff (1970) used the 10 tests of the Employee Aptitude Survey as predictors of the level of learning difficulty of the highest job for which an employee had qualified. The sample consisted of employees of a food processing company. Depending on the specific test, the number of minority group members varied from 42 to 95 while the number of non-minority

group members varied from 61 to 69. Significant correlations between all predictors and the criterion were found for the total group. However, subgroup validation yielded four tests as significant for the minority group only, and one test significant for the non-minority group only. The non-minority group scored

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significantly higher on all tests and on the criterion measure. Campbell, Pike and Flaugher (1969) used an eight test aptitude battery to predict performance on a Job Knowledge Test for medical technicians. Their sample consisted of 287 white and 168 black medical technicians. Regression analysis revealed that errors of estimate were not significantly different for all tests, slopes were not significantly different on 7 out of 8 tests, but intercepts were consistently different. Therefore use of a common regression line would over-predict black performance. A validation study of a similar nine test aptitude battery was conducted by Campbell, Pike, Flaugher and Mahoney (1970) using supervisor ratings from all four possible black-white rater-ratee combinations. It was found that the validity coefficients were generally higher for blacks than whites. Furthermore,

supposedly "culture-bound" tests (arithmetic and vocabulary) were consistently more valid for blacks than whites while "culture-free" tests (finger dexterity and picture number) were more valid for whites than blacks.

The U.S. Department of Labor (1969) has reported on the subgroup validity of the General Aptitude Test Battery for the position of production line welder. All nine aptitude scales correlated significantly with supervisor ratings for the total group (N=116). However, for the non-minority subgroup (N=59)

only one scale significantly predicted the criterion, and for the minority sub-sample (N=57) six scales significantly predicted the criterion.

Guinn, Tupes, and Alley (1970) related aptitude indexes derived from the Airman Qualifying Examination (AQE) to technical training school grades. Data were collected on 19,734 airmen from 10 technical school groups (including Air Police). Regression analysis was performed in which racial, educational, and geographical data in addition to aptitude index were used to predict final school grade. For five technical school groups no cultural bias was found. In the other five groups intercept differences were found with respect to area, race, and/or education. For the Air Police group all three variables affected the intercept levels. The authors concluded that the regression equations showed technical school grades of blacks to be overpredicted.

In an attempt to avoid the problems of cultural bias with paper and pencil tests, Siegel and Berman (1972) have developed six "miniature job learning tests" for use with low aptitude naval personnel. Although these tests appear less culturally loaded than the usual classification tests, final validation has yet to be completed.

Farr, O'Leary, Pfeiffer, Goldstein, and Bartlett (1971) report eight studies in which "less traditional predictors" were used. The first study was a reanalysis of data reported by Edwards, Hahn, and Fleishman (1969) in which the sample consisted of 152 white and 151 black taxicab drivers. Predictors included driving simulator performance and measures of psychomotor abilities. Criteria were: observed errors in actual driving, number of accidents and number of moving violations. In general, the validity of the predictors was not supported (of 117 correlations only 8 were significant). Therefore, those cases of single group validity that were found can be best attributed to chance. The second and third studies were from purely academic settings and will not be discussed. The fourth study was done in a large health insurance company. The sample consisted of 158 whites and 51 blacks who worked as approvers, coders, keypunch operators, special assistants, and computer operators. Scores on the Thurstone Test of Mental Alertness (TMA) and the Science Research Associates - Pictorial Reasoning Test were correlated with supervisory ratings of seven criteria. Significant differences between blacks and whites were found on the verbal, quantitative and total TMA scales, but no significant difference was found on the Pictorial Reasoning Test.

The overall correlation trends were quite different for blacks and whites. All of the correlations for the white group were positive while 25 of 28 correlations for the black group were negative. Quantity of work was predicted by all three TMA scales and by the SRA test for whites. Quality of work was predicted by the TMA quantitative and total scores and flexibility was predicted by the TMA verbal and total score for whites only. The only significant correlation for the black group was a negative correlation (-.28) between SRA score and overall effectiveness. In a number of cases there were significant differences between the validity correlations for blacks and whites.

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tests predicted turnover for whites but not blacks. The work sample showed little validity for turnover or for training.

It has been proposed that differential reinforcement of learning between racial groups may bias the results of traditional tests. In an attempt to control for this, the eighth study used actual learning tasks as predictors. Three types of learning tasks were used: a paired-associate task, a concept learning tast, and a principles/learning task. In addition, the Wonderlic, French's Wide Range Vocabulary and Addition Test, and a Digit Span Test were used as predictors. The criteria were various measures of performance on a programmed instruction text presenting basic statistical concepts. Subjects were 46 white and 48 black University of Maryland students.

While learning ability on the paired associate task was similar for blacks and whites, the test was not predictive. On the more valid concept and principles learning tests, whites demonstrated superior performance. The Wonderlic was the most valid overall predictor, predicting most of the criterion measures for both groups. The Digit Span Test did not predict post-test performance or gain in proficiency for either group, but did predict errors for the black group. The authors concluded that these learning tasks were not the solution to test bias and differential validity problems.

Arvey and Mussio (1973) have used the multiple regression approach to develop an unbiased test battery for culturally advantaged and culturally disadvantaged employees.

Their subjests were 266 female clerical workers, five of whom were blacks. The criterion was supervisor's ratings. Their original predictor set included the Strong Vocational Interest Blank, the Gough Adjective Check List (ACL), the Short Employment Tests (SET), the Minnesota Multimode Analogy Test, and a Biographical History Form.

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Using a developmental group of 168, a set of predictors was chosen "rationally" based on (1) significant zero order correlations with the criterion, (2) "logical" relationships, (3) absence of "isolated" relationships, and (4) face validity. The final regression equation included the ACL Endurance, Order, Intraception, and Autonomy scales; the Multimode Verbal and Pictorial scales; and the SET Verbal and Clerical Tests. Multiple correlation with the developmental sample was .36 and with the cross-validation sample .38. Culturally advantaged and disadvantaged groups were identified based on father's education and score on the Environmental Participation Index - a measure of cultural exposure. Multiple correlations of .37 and .44 were found for the disadvantaged and advantaged groups respectively. There was no significant under or over prediction for either group. There was no significant difference on the criterion between groups, however, the advantaged group scored significantly higher

on ACL Autonomy and Multimode Verbal and Pictorial. This did not result in bias, however, due to the compensatory nature of multiple regression. While the Pictorial score was positively weighted,

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the Autonomy and Verbal scores received negative weights.

Zero order correlations between the eight predictors and the criterion showed instances of Bartett and O'Leary's (1969) differential validity models. However, these eight predictors resulted in unbiased prediction when used in a multiple regression equation.

While many examples of differences in test validity for racial subgroups have been cited, these represent only a small fraction of all the validities calculated in these studies. A number of other reviews have indicated that this phenomenon may be a rather rare exception.

In 1970, Rosen reviewed most of the earlier studies discussed here. At that point, the basic conclusion was that more research was needed.

Boehm (1972) has reviewed 13 of the studies reviewed here and has concluded that differential validity (strictly defined as the case where significantly different validities occur) is a rare phenomenon and that the occurrence of "single-group validity" (where validity is significantly different from zero for one group but not significantly different from the validity coefficient of the other group) may be related to the use of subjective criteria or to inadequate sample size.

In a review of 20 studies on differential validity, Ruch (1972) has concluded that "there is no such thing as differential validity but there is a tendency of tests to overestimate black job performance" (p.9).

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Most recently, Schmidt, Berner, & Hunter (1973) have shown that cases of single group validity found in 19 studies are adequately accounted by a statistical validation model that assumes no true differences in the validity of tests for blacks and whites, and that takes sample size differences into account. It seems that the occurrence of differential and single group validity is associated with methodological problems such as: restriction of range; small sample sizes, especially for blacks; possibly biased criteria; and possible confounding of race with other variables. Furthermore, although equal validity does not preclude test bias, in studies in which regression analyses indicate intercept bias, this bias is often against the white

subgroup (Grant & Bray, 1970; Gael & Grant, 1971; Campbell, Pike, & Flaugher, 1969).

Although differential validity studies should be carried out whenever possible, this report concurs with Humphreys (1973) that "an a priori expectation of highly similar validities for majority and minority groups is justified by the available data" (p. 3). This conclusion could be extended to a cross-national level. Barrett and Bass (1975) in a recent review of cross-cultural issues in Industrial/Organizational Psychology considered cross-national assessment tests. They reported that Western tests which predicted job performance in one nation would predict job performance in another country when appropriately modified. Methodological Issues in Validation

The stated objective of fair or nondiscriminatory employment practices is to gelect individuals for a particular job based

solely on their ability to perform that job. As is often the case, the apparent simplicity of this goal becomes quite complex upon attempted implementation. The employer's desire to hire the best possible people for particular jobs, imperfect knowledge regarding the relationship between individual characteristics an' the ability to perform those jobs, and imperfect measurement of both individual characteristics and job performance all contribute to this complexity,

Early studies in subgroup validation of selection instruments focused on bias in the instruments themselves. These early studies assumed that a test was fair only if the mean test score of population subgroups was the same. This assumption eliminates the use of any variable for which real between group differences exist.

The basic problem with testing minority group members is that they often tend to score lower on certain standard paper and pencil tests than do non-minority group members (Dreger and Miller, 1960; Miller and Dreger, 1973). One explanation for this test performance difference is that standardized tests, expecially verbal tests, are culturally loaded or culturally biased and cannot accurately measure the abilities of minority group members. In response to this charge, a number of so-called culture-fair or culture-free tests have been developed. In order to eliminate verbal content, spatial tests have been proposed in place of verbal ability tests. Unfortunately, the gap between blacks and whites on such tests is often greater than on verbal tests (Moore, MacHaughton, and Osburn, 1969). Other culture-free tests have succeeded in reducing racial group differences but either have shown little validity or the resulting differential validity

patterns are the opposite of what would be expected. For instance, Campbell, Pike, Flaugher, and Mahoney (1970) found "culture bound" tests were more valid for blacks than whites. Farr <u>et al.</u>,(1971) have concluded from their study of "less traditional predictors", such as work sample and learning tasks, that these measures did not result in a reduction of possible cultural bias.

In light of the evidence for the wide-spread existence of group differences (Tyler, 1965), and the almost universal relationships between identifiable group properties (such as race, sex, etc.) and psychological variables (Meehl, 1967) the early concentration on test bias <u>per se</u> has been dropped. It was soon recognized that the real purpose in attempting to define discriminatory testing was to evaluate the use to which test results were put. The fact that one subgroup may score below another on a selection test does not in itself necessarily result in bias.

Virtually every recent discussion of discriminatory testing or discriminatory employment selection has centered around the statistical basis and definition of between-group bias for subgroups of a particular population. The majority of the discussions of methodological issues as well as reported empirical results have been based on one or more of the three following operational definitions: differential validity, comparative predictability, and proportional selection (c f. Cole, 1972). Differential Validity:

Simply stated, differential validity examines whether a particular test or battery of tests has a significant non-zero correlation for one subgroup but a nonsignificant correlation for another subgroup using the same criterion. Differential validity studies were reviewed by Schmidt, Berner and Hunter (1973)

and their conclusion was that differential validity has not been empirically demonstrated. A number of other reviews of minority research studies have expressed serious doubt about the existence of differential or single group validity (Boehm, 1972; Ruch, 1972). It has been suggested (Boehm, 1972) that reports of validity differences are more likely to be the result of small sample sizes, restriction of range, and poor criteria measures. Comparative Predictability:

Recent methodological literature on the subject of discriminatory selection has focused on the statistical question of comparative regression. There is a question of whether or not the regression lines from <u>a priori</u> identified subgroups are

likely to have come from the same population. Cleary (1968) has defined discrimination based on comparative regression:

"A test is biased for members of a subgroup of a population if, in the prediction of a criterion for which the test was designed, consistent non-zero errors of prediction are made for members of the subgroup. In other words the test is biased if the criterion score predicted from the common regression line is consistently too high or too low for members of the subgroup." (Page 115)

Gulliksen and Wilks (1950) advanced three hypotheses for experimental testing of this question. The first was the hypothesis that all standard errors of estimate are equal. The second was the hypothesis that the regression lines are parallel given that the first hypothesis is true. The third was the hypothesis that the regression lines are identical given that the second hypothesis is true. The most important consideration is the first hypothesis, namely that of equality of standard errors of estimate. The first hypothesis must be met for either of the other two hypotheses to be tested, or at least this assumption must be made. It is practically never the case that this assumption is tested in the literature and often it is not recognized that the assumption is even necessary. Einhorn and Bass (1971) have shown that differences in standard errors of estimate are the most relevant factor in determining the probabilities of success for members of different subgroups.

Bartlett and O'Leary (1969) graphically depict many of the instances of nonhomogeneity of regression in population subgroups and much of the work in validation of selection instruments has referred to the various "models" described in their discussion.

There appears to be a more fundamental issue involved in a comparative predictability definition of discriminatory testing. In the absence of perfect predictability of criterion performance, cases of misclassification (over and under prediction of criterion performance) will always exist. Therefore, Cleary's definition of test bias allows a clever investigator to find some common property among those tested which occurs more frequently in the underpredicted group and thereby automatically define a class of people being discriminated against.

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Reilly (1973) has shown that if one assumes a trivariate normal distribution (test variable, criterion variable, and a third "sociocultural" variable underlying the group categorizations), then regression lines for groups chosen on the basis of this third variable will be expected to have equal slopes but unequal intercepts.

In view of Meehl's (1967) conclusion of the universal existence of relationships between group membership and psychological variables, the likelihood of finding some characteristic common to that group is quite high. In view of the reality of imperfect prediction and the lack of a clear operational definition of discrimination, the area is ambiguous.

Proportional Selection:

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An alternative definition of test bias has been advanced recently by Thorndike (1971). His definition suggests that a selection test is fair only if, for a given criterion of success, the test admits or selects the same proportion of applicants from each subgroup as would be admitted by selection on the basis of the criterion alone or on the basis of a perfectly valid test. Idealistically, this is an excellent restatement of the fairness doctrine. In practice, however, it is virtually impossible to implement. In the absence of extensive empirical research, there is no way of determining (nor even rationally estimating) what proportion of any given subgroup is likely to be successful at any particular job.

Schmidt and Hunter (1974) review the discrepancies between Cleary's and Thorndike's definitions of discriminatory testing. Their conclusions are essentially two: First, that while the two definitions appear to be identical they are, in fact, quite different and in most practical circumstances will yield conflicting conclusions about the fairness of a selection system (even if the necessary data were available to test both definitions). They conclude that at some point agreement must be reached among the participants in this discussion as to what constitutes a

practical definition of unfair bias. As Barrett (1972) has pointed out, however, this kind of consensus is seldom reached. The foregoing discussions of statistical definitions of biased selection are all predicated on the single, fundamental assumption that it is possible to define the population of interest. A moment's reflection, however, shows that in practice this may be virtually impossible to do. For example, the 1970 census for the city of Akron showed a ratio of total blacks to whites of 17.5/82.5 but the ratio for the two groups age 20 and above was 14.6/85.4. Any factor which results in self selection for one of the subgroups (employment availability, job mobility, recruiting techniques, etc.) and which is even partially related to a valid selection test will serve to change the statistical conclusion reached about selection bias. The simple expedient of redefining the parameters of the subpopulations of interest will be sufficient to serve the purposes of those attempting to show either the presence or absence of discriminatory selection.

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Given the present problems with defining either the subpopulations of interest or discrimination, one is left with the conclusion that purely statistical treatments of this subject are inadequate. It is also unlikely that this situation will improve much in the foreseeable future.

Traditionally, test theorists and individuals concerned with the use of test data in selection processes have directed their attention primarily toward concerns of forecasting accuracy or predictive validity. More recently Gulliksen (1950) and Guion(1965, 1974) among many others have criticized the overemphasis of observed predictive validity. The distinction must be made between correlations which arise from the fortuitous correspondence of

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events (coincidental validity) and those which are the result of genuine causal relationships (intrinsic validity). Dunnette (1963) goes so far as to propose that predictive validity coefficients in the absence of construct validation should be accorded a much lower status among the body of measurement evidence.

Intrinsically valid selection tests, then, are those which measure those individual characteristics which are necessary for the successful performance of the job under scrutiny.

The foregoing discussion leads to three fundamental conclusions. The first is that the development of a set of criteria for job performance is essential to the process of non-discriminatory selection.

There is considerable evidence that criteria differences may be responsible for reported cases of differential validity. In the Chicago police study for example, black officers were usually assigned to high crime areas resulting in a higher number of arrests and more complaints being filed against them (Baehr <u>et al.</u>, 1968). On the other hand, Christal (1972) found no black-white differences among Air Force security police on: number of tasks assigned, task and job difficulty, job interest, and perceived utilization of talents and training.

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The effects of race of employees and supervisors on evaluation ratings has been studied using a sample of medical technicians (Flaugher, Campbell and Pike, 1969). White supervisors' ratings of white and black employees as well as black supervisors ratings of black employees were associated with factors measured by a Job Knowledge Test. However, black supervisors' ratings of whites were not related to the test.

Wollowick, Greenwood, and McNamara (1969) have noted greater restriction of the criterion range for black administrative personnel than for whites. Lefkowitz (1972) has suggested that black-white differences in turnover may be due to greater job mobility for whites than blacks.

Bass and Turner (1973) found that white supervisors of bank tellers seemed to base their evaluations on objective data to a greater extent for black subordinates than for whites. Miner (1974) has reviewed A.T. & T.'s selection testing program which was not disapproved despite intensive federal scrutiny and a large settlement against the company. Of particular interest was the use of job simulations and training criteria for test validation - criteria which maximize motivational and intellectual factors. Upon reviewing some 31 validation studies, Miner found a higher percentage of valid studies where training criteria were used than where job performance measures were used. The differences were not significant however. In the nine studies in which both black and white subjects were used, there was only one case of validity for whites only and this occurred with job performance criteria. The author's conclusion is that there is no reason not to use objective

and this occurred with yes r conclusion is that there is no reason not to use objective training or job simulation criteria. It seems most likely that many cases of differential validity are due more to difficulties in the criterion measures than to differences in either the test scores or the validity of selection instruments.

The second conclusion is that the selection instruments used must have more than statistical validity to recommend them. The individual characteristics measured by the selection devices must be necessary for the successful performance of the tasks involved in the particular job for which people are being selected.

The final conclusion is that these two requisites are not independent of each other. The entire process of careful and thorough job analysis, the development of performance standards based on that analysis and the derivation of selection devices designed to measure individual skills, abilities and characteristics that correspond to the job components must be undertaken as a composite. A statistical statement of the correlation between predictors and criteria is but a single bit of information (i.e., a numerical index) of the usefulness of a particular instrument toward selecting those individuals most likely to perform well at a job without respect to non-valid (e.g., race, sex, etc.) characteristics. The study reported here attempted to achieve this overall goal of systematic development and evaluation of the selection-appraisal system for patrol officers.

It should be noted that the problems discussed above are especially prevalent within the police selection literature. In fact, the poor quality of most previous research has led certain reviewers to conclude that, "a usefully valid and unbiased procedure for selecting police officers has not been demonstrated yet (Kent & Eisenberg, 1972, p. 28)." The present research project is an attempt to develop the first such procedure.

Selection of Candidate Performance Evaluation Dimensions for the Akron Police Department.

The criterion phase of the research project involved the construction, analysis, modification and evaluation of meaningful and reliable patrol officer performance evaluation measures. This activity was carried out between December, 1973 and April, 1974. Three sets of data which were already being collected on patrol officers were evaluated as potential criterion measures of performance. The first was the City of Akron, Employee Service Rating Reports for patrol officers. Ratings of members of the Akron police force for May and November 1973 were analyzed. Summary data for the most recent ratings are presented in Table 4.1. It was determined that the variance among those ratings was far too small for the ratings to be of value in the context of selection validation. In fact, more than 90 percent of all patrol officers received a rating of either 90 or 95 on all five dimensions. The second set of existing data examined was the monthly activity police summary reports. These contain numeric counts of activities such as mileage driven, number of calls made, number of intoxication arrests, number of suspicious persons arrested, total arrests, number warned and released, number referred to juvenile

court, number referred to the detention home, number of subpeona served, number of accident reports, number of moving violations, number of parking tickets, number of field reports completed, confidential reports, and all other reports completed, for each patrol officer. Data were examined for the period of September 1972 to December 1973. Month-to-month comparisons of each data

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CHAPTER 4

CRITERIA DEVELOPMENT

Measures of Central Tendency and Dispersion on the City of Akron, Employee Service Rating Report for 304 Patrol Officers for the Most Recent Rating Date (November, 1973)

	Mean*	Std. Dev.
Quality Work	92.7	1.02
Quantity of Work	93.5	0.91
Work Habits	91.1	0.97
Relationship with others	94.0	1.04
Personal Fitness	93.2	1.11

* Point Value:

60=unsatisfactory

70=improvement needed 80=satisfactory 90=very good

95=outstanding





category showed this data to be highly inconsistent over time. Table 4.2 presents the average month-to-month correlations for these data. Further investigation indicated that this data is highly dependent on shift assignments, transfers, district assignments etc. The contamination of these objective measures indicates that these cannot adequately serve as criterion measures.

The third set of data investigated was employment history information such as disciplinary actions taken, number of absences without leave, sick leave and so on. Table 4.3 presents summary data for these measures. On examination, it was clear that these data suffered from the defects found in the two other data sets. All three kinds of data were eliminated on these bases as potential criteria measures.

Obtaining reliable and meaningful performance evaluations for any job is difficult, but obtaining evaluations for patrol officers' performance is particularly arduous because of the mobility and freedom of action inherent in this type of work. It would seem that a patrol officer's value depends not only on how well he performs his routine tasks such as making arrests, but also upon his attitue toward police work and the way he carries out a large and varied set of functions recognized as police duties. This diversity of activities indicated that the development of criteria for performance evaluation of Akron patrol officers should incorporate and build upon previous work in this area.

Several investigators have recently been involved in the development of suitable criteria for the evaluation of patrol officers. Personal contacts were established with Dr. Frank J. Landy, Department of Psychology, Pennsylvania State University and Dr. Robert W.

TABLE 4.2

Average Month-To-Month Correlations for Data Collected by Means of the Monthly Activity Police Summary Reports for the Latest Three Month Period (October 1973 to December 1973).

Activity Description Number of Calls Taken Mileage Intoxication Arrests Suspicious Person Arrests Other Arrests Warrants and Arrests, Total Refferals (Juvenile) Detention Subpoenas Accidents Moving Violations Parking Tickets Field Interrogations Conferences Reports Number of Offenses

42

Average	r
.55	
.47	
.44	
.03	
.35	
.13	
.04	
.07	
.37	
.80	
.62	
.63	
.33	
.21	•
.67	
.65	

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Measures of Central Tendency and Dispersion, and Year-to-Year Correlations for Desciplinary Action, Absences, and Injuries

Variable	Mean	Std. Dev.	r*
Number of disciplinary actions	0.031	0.0007	**
Number of days sick leave (1973) ⁺	6.94	7.16	0.372
Number of days injury leave (1973) ⁺	2.07	9.59	0.075
Number of injuries (1973) ⁺	0.175	0.404	0.068

* average year-to-year correlation for this variable for 1970 through 1973.

** insufficient non-zero data to compute correlation coefficients.

+ Mean and standard deviation are for the calendar year 1973.

Heckman, Vice President, Personnel Decisions Incorporated, Minneapolis, Minnesota. Both of these individuals have been involved in funded research projects to develop performance rating scales for patrol officers. The measures and procedures from both of these projects were supplied for modification and use in the Akron area. Since these two projects differed significantly in their approaches, the results of each produced related, yet somewhat diverse sets of rating scales and recommendations for criterion evaluation.

Dr. Landy's research effort has been involved with the development of appraisal forms covering police officer's performance as viewed from two distinct levels; that of the superivsor and that of the coworker. After determining the present state of performance appraisal strategies, his group constructed performance appraisal scales relevant to identified areas of professional performance. Conferences were held where patrol officers and supervisors identified and defined the dimensions of patrol officer's job performance. From the supervisor's perspective the critical dimensions were identified as Job Knowledge, Judgment, Initiative, Dependability, Demeanor, Attitude, Relations with others, and Communications. The patrol officers identified the critical job dimensions as Job Knowledge, Judgment, Use of Equipment, Dealing with the Public, Reliability, Demeanor, Compatiability, Communication, and Work Attitude.

After identification of the relevant critical job dimensions a set of behavioral items describing the above dimensions were obtained from 19 police supervisors and 17 patrol officers. The behavioral items emerged from separate conferences attended by sup-

ervisors and the patrol officers. The participants responded to mailed requests for information.

The total of 151 items which resulted from the supervisory conference and mail-ins were then assigned to the critical dimensions by supervisory officers from 12 different departments following an allocation procedure developed by Smith and Kendall (1963). The initial procedure resulted in 93 of the original 151 items being allocated to critical dimensions. The criterion for allocation was that at least 60% of the judges agreed on the assignment of that particular item to the same critical job dimension. The items which did not meet this criterion due to ambiguity in wording were rewritten in an attempt to overcome such problems. In addition, new items were also written for those dimensions which had less than ten behavioral items allocated to them. Following this a new allocation of this pool of items, including the 93 which had originally where found acceptable, was administered. All items which successfully met the allocation criterion in either the first or second procedure were retained for further study. Groups of supervisory officers then rated these behavioral items on a numerical scale.

A similar allocation procedure was used for behavioral items resulting from the patrol officers' conference. Two allocation procedures were employed to classify items originally provided and those that were added or rewritten after the first allocation procedure. Groups of peer patrol officers then rated the behavioral items on a numerical scale. As described above, the research project conducted by Dr. Landy developed two behaviorally anchored

evaluation forms - a supervisory scale and a coworkers scale. These scales, in the form received from Dr. Landy, are presented in Appendix C.

Dr. Heckman used a critical incident approach in the development of his police rating scales. Behavioral examples of effective and ineffective police officer job performance (critical incidents) were obtained from job incumbents or immediate supervisors. The research staff and a small group of police officers read the incidents and identified the major dimensions of performance. Officers independently assigned these incidents to the dimensions and scaled the effectiveness of the behaviors manifested in the incidents. Incidents which were assigned to the same dimension by 66% of the police officers and which also received ratings with a standard deviation of less than 2.5 were included in the scales. As a final check, the scales were shown to officers to determine if they agreed with the choice and order of incidents that composed the scales. Twenty-five (25) precinct patrol officers and eight (8) sergeants were involved in developing these patrol officer scales. A total of 430 critical incidents were written with 158 of these meeting requirements in terms of percentage of allocation agreement and mean rating, and standard deviation. Eleven critical dimensions of performance were identified and scales were created for each of them. These scales in the form received from Dr. Heckman, are presented in Appendix D. they included Crime Prevention; Investigating, Detecting, Following up on Criminal Activity; Using Force Appropriately; Dealing Constructively with the Public;

Handling Domestic Disputes; Traffic Maintenance and Control; Main-

taining Public Safety and Giving First Aid; Integrity and Professional Ethics; Committment, Dedication, Conscientiousness; Teamwork; and Report Writing.

Development of Scales for the Akron Police Department.

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Performance appraisal scales need to be adopted to specific local organizational characteristics. They are not universally suitable for all police departments throughout the country.

In an attempt to develop such performance appraisal scales the comprehensive job descriptions and analysis of positions within the Akron Police Department discussed earlier in this report (Chpt.2), was used as a reference. To assure that all areas of this job description would be adequately represented in any final performance appraisal form, items from the Landy study and the Hackman study were assigned to each job description category developed for Akron patrol officers. In allocating the Landy and Heckman items, each statement from the patrol officer's job description was con-sidered independently and all items of the Landy and Heckman scales that related to that area of police behavior were listed below it. Items from the Heckman study which were used were rephrased so that the wording would be consistent with items from the Landy study. Upon completion of this procedure, additional items were constructed for those job duties not adequately covered by the landy or Heckman items. The resulting job description statements and related items are presented in Appendix E.

Following this categorization of performance evaluation items, three members of the research team systematically reviewed each job statement and all behavioral performance evaluation items related to those statements. In each case only those items on which there was mutual consensus as to the item's direct relationship to the job statement were retained. This set of performance evaluation scales was then presented to supervisory personnel of the Akron Police Department for their comments. They were asked to evaluate each scale and each behavioral anchor within the scales on the basis of relevance, clarity, ambiguity and completeness of coverage. After their set of recommendations had been incorporated into the performance evaluation form, it was presented to the six members of the research team. Again, those items not receiving mutual agreement from the research team were deleted. Finally, the behavioral statements contained in each of these scales were randomly sorted into a single performance evaluation form.

The final performance evaluation form for the first administration is presented in Appendix F. It consisted of a 149 item performance appraisal form containing 72 items from the Landy study, 65 modified items from Heckman's work and 12 new items written specifically for the Akron Police Department. The 149 behavioral items were presented in Likert-type rating format employing the following five anchor points to describe the frequency of the behaviors being evaluated (always (5), very often, (4), fairly often (3), occasionally (2), never (1)). Numerical values for the Likert frequency ratings had been previously determined by the work of Bass, Cascio and O'Connor (1974). This performance evaluation also included an alternation ranking procedure wherein each sergeant was to rank-order the patrol officers he supervised in terms of overall performance. This performance evaluation form was administered to 28 Akron police ser-

geants who used it to evaluate over 220 Akron patrol officers. Each sergeant rated from 4 to 14 patrol officers. Results of this first performance evaluation are presented in Appendix G.

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The results from this first administration of the performance evaluation form were then analyzed. This analysis was conducted with the goal of reducing the set of 149 items to the smallest useful set that would adequately represent the dimensions of job performance for patrol officers.

The first step in this type of analysis is to cluster items into some set of dimensions. This step is often carried out by means of factor analysis (Guilford, 1954). Such a statistical procedure was infeasible in the present study due to the extremely low ratio of persons to items (223:149). An alternative method for clustering items was available for this analysis. Since all but 12 of the 149 items were drawn from the behavioral anchors of the scales developed in previous performance evaluation studies, these items could be clustered on the basis of the dimensions in those studies.

Inspection of the dimension definitions and content of the Landy and Heckman studies (Appendices C and D) indicated that the two studies had several dimensions in common while others were unique to one study or the other. Retaining all dimensions from both studies and combining those with common definition and content resulted in a set of 20 dimensions. Those dimensions are: Dependability; Traffic Maintenance and Control; Job Knowledge; Using Force Appropriately; Handling Domestic Disputes; Communication; Crime Prevention; Work Attitude; Dealing Constructively with the Public; Maintaining Public Safety and Giving First Aid; Judgment; Demeanor; Report Writing; Use of Equipment; Investigating, Detecting, and Following up on Criminal Activity; Committment, Dedication, and Conscientiousness; Relations with Others; Integrity and Professional Ethics; Initiative; Teamwork. Each item was then assigned to the dimension for which it had been a behavioral anchor in either the Landy or Heckman scales. These 20 dimensions and the items comprising them are presented in Appendix H.

The 12 new items that were written specifically to cover job duties for the Akron Police Department were handled somewhat differently. Inspection of the content of those items suggested that many of them should logically become part of the content of the previously described dimensions. Statistical analysis of these items during the item analysis (described later in this chapter), however, indicated that none of them met the statistical requirements for inclusion in any dimension. In spite of this, it was felt that the duties and responsibilities covered by these items was sufficiently important to retain them for overall evaluation purposes. Therefore, they were assigned to a "miscellaneous" dimension. While the item analysis, to be described, was performed on this dimension as well as the 20 dimension just discussed, all 12 items were retained for this dimension. On further analysis it was found that the retention of this "miscellaneous" dimension did appear to enhance the statistical properties of the performance evaluation form.

At this point a detailed item analysis of each dimension was performed in two distinct phases. The first phase of the item analysis consisted of eliminating items from further consideration if they were either ambiguous or neutral. Items that were omitted

as ambiguous met two criteria. The first criterion was in the form of comments from the supervisors who performed the evaluation. If one or more of the sergeants indicated that an item was sufficiently 0 ambiguous as to make it difficult to rate his subordinates on that item it was marked for further evaluation. The second criterion, then, was based on an analysis of the distribution of ratings on that item for the total pool of patrol officers rated. A commented item was omitted as ambiguous if supervisor ratings were not given on that item for more than 40 patrol officers. In practice, the distinction between omitted and retained items on this basis was guite clear. For no omitted item was rating data missing for fewer than 76 patrol officers and for no retained item was data missing for more than 10 cases. Items 66 and 98 are examples of items omitted as ambiguous because of excessive failure to rate. (see Appendix G). Items called to the investigators' attention by rater comments were also omitted as ambiguous if the distribution of ratings were severely bimodal, indicating substantial uncertainty as to the desirability of the described behavior. Operationally, an item was defined as bimodal if the relative frequency of both values was at least ten percentage points higher than the most frequent value between them and the two modes occurred one on either side of the neutral value (3). Item 77 is an example of the items omitted as ambiguous because of sergeants' responses and distribution characteristics. The relative frequency of responses for that item was; 1=15%, ● 2=34%, 3=17%, 4=30%, 5=4% (see Appendix G).

Items which were neutral (neither positive nor negative behaviors) were omitted from the dimensions since their inclusion in further analysis would simply introduce random error into the mathematically derived dimension values. Neutral values were defined as inter-

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mediate (middle 25%) scale values in the studies from which they were originally taken and within the 2.7-3.3 mean rating range in the present study. Items which met both criteria were presented to the six members of the research team. Those items for which there was mutual consensus as to the items neutral content for that dimension were omitted from the dimension.

The second phase of the item analysis for each dimension was essentially statistical in nature. The procedure for statistical item analysis was as follows: 1) scoring for negative items (instances of negative behavior) were reversed by subtracting the actual rated value from 6; 2) item values for a particular dimension were summed for each patrol officer, yielding a dimension total; 3) item-total correlations were computed for each dimension; 4) item statistics were inspected and items omitted either because of redundancy or unreliability; and 5) steps 2-4 were repeated with the reduced set of items until no further adjustment of item content was deemed necessary (Nunnally, 1967). The criterion for eliminating items as redundant was that the item have a high correlation ($|r| \ge .90$) with another item in the same dimension and that the correlation between the dimension total including that item and the total excluding that item be high ($r \ge .90$). If an item met both criteria it essentially meant that that item was providing no new information about the persons being evaluated relative to that job performance dimension. An item was deemed to be contributing to the unreliability of a dimension (adding irrelevant/error variance to that dimension) if its correlation with the dimension total was low $(r \leq .50)$. In the majority of cases, items which were omitted as unreliable were items which came very close to meeting the criterion of response

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uncertainty or value neutrality in phase one above. Decisions to omit items as redundant or unreliable were, however, tempered by the necessity of attempting to maintain a balance between the number of positive and negative items within each dimension,

The final step in the item analysis consisted of treating each dimension total (in its form after item analysis) as if it were a single item, and performing the same type of statistical item analysig for the overall performance evaluation total. Two methods of arriving at an overall evaluation total were used: 1) summation of the raw dimension total scores, and 2) summation of the standardized dimension total scores. Standardized dimension scores were computed by subtracting the mean dimension total from the raw score and dividing that difference by the standard deviation of the raw scores for that dimension (Table 4.4 presents the means and standard deviations for the dimension totals). Results from from the item analysis for both methods were identical in terms of final results and virtually identical statistically, indicating that the dimensions appear to meet the homogeneity of variance requirements and that a simple summation of raw scores may be used. Using the same criteria as described above for the item analysis of individual dimensions, the statistical item analysis of overall performance scores resulted in the elimination of four dimensions (Traffic, Using Force, Work Attitude, and Teamwork) due to unreliability and two scales (Communication and Public Safety) due to redundancy. The correlation between the composite performance scores using all 20 dimensions and the composite using the 14 which remained after item analysis was quite high (r=.996) indicating that the omission of those 6 scales resulted in virtually no loss of information.

TABLE 4.4

Totals After Item Analysis of the first Administration Performance Evaluation.

Dimension Dependability Job Knowledge Domestics Communication Crime Prevention Dealing with Public Judgment Demeanor Report Writing Equipment Investigation Commitment Relations with others Integrity Initiative Traffic Using Force Work Attitude Public Safety Teamwork

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Measures of Central Tendency and Dispersion for the Dimension

Mean	Std. Dev.
16.25	2.69
25.61	3.92
24.12	2.99
20.74	2,88
17.65	3.32
26.49	3.21
23.83	2.59
18.05	1.97
14.64	2,61
21.83	2,23
17.69.	2.27
20.50	2.99
16.04	2.43
28.15	2.90
13.78	2.74
16.34	1.80
13.15	1.76
15.11	1.53
17.45	2.51
15.66	1.42

The 14 job performance dimensions and items comprising those dimensions together with appropriate statistics after item analysis are presented in Appendix I. A summary of those results are presented in Table 4.5. Intercorrelations of the final dimension scores are presented in Table 4.6.

A part of the performance evaluation done by the police sergeants required them to place their subordinates in rank order in terms of overall performance (a detailed description of the ranking procedure is contained in Appendix F). Since the number of subordinates ranked by each sergeant ranged from 4 to 14, it was necessary to convert each patrol officer's overall performance rank to a standardized value for purposes of comparability. These were converted so that, overall, the performance rankings would have a mean of 50 and standard deviation of 10. This standardization was performed by the following formula (Guilford, 1954):

 $SR_i = (\Xi_i \times 10.) + 50.$

where; E, is the ordinate of the normal probability density function corresponding to P_i and; $P_i = 1 - (\frac{R_i - 0.5}{n})$;

 R_i is the rank of the ith person ranked by one supervisor, n is the number of persons that supervisor ranked, and SR; is the standardized rank of the ith person.

All future references to "overall performance ranking" will be taken to mean the standardized rank as above. Table 4.7 presents the correlations between the performance evaluation and overall performance rank.

The overall results of the analysis of this first administration of the job performance evaluation were used to construct a revised version of the performance evaluation for a second administration.

Correlations Between Job Performance Dimensions Before vs. After Item Analysis, and Dimensions vs. Overall Composite for the First Administration Job Performance Evaluation.

Dimension Dependability Job Knowledge Domestics Crime Prevention Dealing with Public Judgment Demeanor Report Writing Equipment Investigation Commitment Relations with others Integrity Initiative "Miscellaneous"

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TABLE 4.5

(<u>r</u>)
Dimension total vs Overall composite performance total after item analysis
.81
. 87
.77
.69
.82
.76
.68
.82
.80
.83
.81
.77
.69
.84
.89

	Job Knowledge	Domestics	rime Prevention	ealing with Publi	fudgment)emeanor	teport Writing	Guipment	nvestigation	omnitment	elations with oth	ntegrity	initiative	
Dependability	73	58	41	77	59	н 49	56	н 58	m 65	59	76	۳ ٤٥	66	
Job Knowledge		62	58	70	62	49	71	63	75	70	64	55	76	
Domestics			57	63	62	45	64	50		55	C 1	10	70	
Crime Prevention				50	52	44	52	50	54	55	45	40	57	
Dealing with Public					55	53	57	60	62	57	40	39	60	
Judgment						<u> </u>	57	55	56	01	73	59	64	
Demeanor						**	57	55	20	53	55	44	65	
Report Writing							57	58	23	53	55	57	53	
Equipment								57	65	67	63	50	66	
									68	66	55	60	69	
Investigation										71	53	55	73	
Commitment .										•	57	54	71	
Relations with others	•											53	54	
Integrity										·			52	
													بب تی م	

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l Intercorrelations Among Job Performance Dimensions From the first Administration Performance Evaluation.

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TABLE 4.6

¹Decimals omitted

Dimension Dependability Job Knowledge Domestics Crime Prevention Dealing with Public Judgment Demeanor Report Writing Equipment Investigation Commitment Relations with others Integrity Initiative

"Miscellaneous"

Composite Evaluation

TABLI

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Correlations Between Performance Evaluations (After Item Analysis) and Overall Performance Rank for the First Administration Performance Evaluation.

Correlation performance	with rank	overall
.45		
.42	•	
.35		
.40		
.46		•
.35		
.37		
.45		
.40		
.45		•
.48		
.38	•	
.30		•
.49	,	
.45		
.53		

The purpose of the second administration was first to provide a test of the reliability of the performance evaluation, and second to assesthe rating format for the performance evaluation.

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While the items comprising the first administration performa.ce evaluation were presented in such a way that each was individua.ly evaluated in a Likert-type format, the items themselves had originally been drawn from performance evaluations developed as behaviorally anchored rating scales (Smith & Kendall, 1963). Evaluation of alternative rating formats have been performed for several occupations (for a review, see Peters & McCormick, 1966) but to the authors' knowledge, no similar evaluations have been performed to date on performance ratings for patrol officers. The decision was made, therefore, to present the second administration of the performance evaluation in two formats, both of which were different from the first administration. This second performance evaluation form is presented in Appendix J.

Section I of that performance evaluation contains 15 job performance dimensions - the 14 dimensions which resulted from the previous item analysis plus the Communication dimension. The dimension covering Communication was included since the mutual consensus of the research team was that even though statistical analysis indicated it was a redundant dimension, the data were marginal and,with some revision, the scale could possibly tap unique variance in the performance evaluation. These 15 dimensions were presented as behaviorally anchored scales. Each supervisor, then, was to rate each of his subordinates giving a single rating for that dimension by marking the behavioral statement that best described the behavior expected. The behavioral anchors for each dimension were selected by mutual agreement of the research team. The pool of available items was the dimension content from the first administration (Appendix H). Items were selected from this pool to make up the behavioral anchors for a dimension so that the statements would represent a relatively equally spaced range of behavior desirability (positive through neutral to negative). Where possible, behavioral anchors were selected from the set of items comprising the final dimensions after statistical item analysis. Where necessary, items were reworded to render them more appropriate for the Akron Police Department or to reduce ambiguity in meaning as indicated by the feedback received from the sergeants who conducted the first performance evaluation. In a few cases, the final form of the behavioral anchors bears very little resemblance to the wording of that item in its original form. The number of behavioral anchors for each dimension ranged from 4 to 7.

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Section II (of Appendix J) contains the 12 items which were written specifically for the Akron Police Department ("Miscellaneous" in Appendix H). and were to be rated in the same Likert-type format used in the first administration (item #4 in this section should be ignored since it was included in the performance evaluation form as a result of clerical error). Section III (of Appendix J) contains 12 Likert-type items that measure broad, general attitudes and abilities required of patrol officers. These are traits that are similar in meaning to the nature of the behavioral dimensions in Section I. This performance evaluation form also includes the alternation

ranking of subordinates on overall performance that was contained in the first administration. Finally, each sergeant was asked to rank order each of the 15 dimensions (from Section I) in order of importance for overall job performance. A detailed description of each ranking procedure is contained in Appendix J.

This second performance evaluation form was administered to the same sergeants rating the same subordinates as for the first administration. The time between evaluations was 8 weeks. Each behavioral dimension (Section I) was scored by assigning the value to it that corresponded with the number assigned to the behavorial statement which had been checked. This value was then subtracted from one plus total number of items making up the scale. This scoring reversal was necessary to render the second administration scoring compatible with the first administration (i.e., higher values indicating better or more desirable performance). Individual item statistics for this second administration performance evaluation are presented in Appendix K. Summary data for these 15 dimensions plus the "miscellaneous" dimension (Section II) are presented in Table 4.8.

Initial item analysis indicated that the Communication dimension was redundant for the second administration just as it had been for the first.' It was therefore omitted from further analysis. Summary statistics for the correlations (product-moment) between the first and second administration are presented in Table 4.9. As can be seen from the results in Table 4.9, "alternate forms" correlation indexes for the 14 individual performance evaluation dimensions ranged from a low of .28 (Equipment) to a high of .57 (Initiative).

Evaluation.

Dimension Dependability Job Knowledge Domestics Communications Crime Prevention Dealing with Public Judgment Demeanor Report Writing Equipment Investigation Commitment Relations with others Integrity Initiative

5 54

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TABLE 4.8

Measures of Central Tendency and Dispersion for 15 Behaviorally Anchored Dimensions From the second Administration Performance

Mean	Std. Dev.
5.982	1.062
3.393	0.768
4.106	0.939
2.978	0.971
2.603	0.706
5.678	0.749
4.084	0.959
3.497	0.850
4.191	1.007
3.464	0.647
2.609	0.673
3.503	0.774
3.486	1.355
4.966	1.043
1.799	0.968

First and Second Performa	Performance Evaluation Measures in he nce Evaluation Administrations.
Dimension	
Dependabiltiy	r
Job Knowledge	• 56
Domestics	• 36
Crime Prevention	.41
Dealing with Public	•35
Judgment	. 41
Demeanor	.32
Report Writing	.41
Equipment	•55
Investigation	.28
Commitment	.44
Relations with others	.'40
Integrity	.38
Initiative	.43
"Miscellaneous"	.57
Composite Evaluation	.64
Performance Banking	•71
Mainting .	• 85

All correlations were significant ($p \langle .05 \rangle$). The alternate forms correlation for the composite evaluation (14 dimensions plus "miscellaneous" summed) was .71. The test-retest reliability for the "miscellaneous" dimension was .64, and for the overall performance ranking .85. Intercorrelations among the dimensions for the second administration are presented in Table 4.10 (c.f., Table 4., for the first administration). Table 4.11 presents the correlations of the dimension scores with the composite evaluation total and with the overall performance ranking (c.f., Tables 4.5 and 4.7). Table 4.12 presents the correlations between the 12 trait ratings (Section III, Appendix J) and the performance dimensions from the second administration. Summary of Results

In summary, the reliability of the performance evaluation is quite good, certainly adequate for use as a criterion against which to perform an investigation of the concurrent validity of a potential battery of tests for predicting job performance. The alternation ranking of overall performance had the highest test-retest reliability (r=.85) of any measure investigated. The alternate-forms correlations of the individual job performance deminsions was quite variable. However, it should be noted that a very different rating format was used in the two administrations. Those scales for which the correlations were lowest were also those scales for which the content of the behavioral anchors (at time two) were substantially different from the original item content (at time one) after item analysis. In spite of this, the correlation of the overall composite performance evaluation measure was actually slightly higher (although the difference was non-significant) than the correlation for the "miscellaneous" scale total.

Trations

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Intercorrelations¹ Among Job Performance Dimensions From the Second Administration Performance Evaluation.

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Dependability	α Job Knowledge	& Domestics	w Crime Prevention	w Dealing with other	c Judgment	e Demeanor	🖒 Report Writing	5 Equipment	c Investigation	c Commitment	" Relations with oth	h Integrity	5 Initiat. °	
Job Knowledge		34	27	30	38	41	34	42	40	27	22		22	ter an
Domestics			28	35	31	43	36	33.	31	22	25	<u>т</u> с 1	20	ji - reaching a state
Crime Prevention				14	45	37	35	22	35	22	30	31	40	a construction of the second secon
Dealing with Public					19	22	26	07	20	25	24	*L	35	
Judgment						50	54	25	36	20	4 (1 m	33	35	Sign Carlos and State
Demeanor						••	45	36	20	37 33	T1	46	39	
Report Writing							10	20	22	26	21	39	33	2. * *
Equipment								20	59	35	09	43	52	
Investigation						,			50	22	12	30	27	
Commitment										44	19	36	41	
Relations with others							,				12	33	38	
Integrity									•	•		40	32	
											· · · · · ·		42	
											£ ⁴ − ² s			
														K

Decimals omitted

istration Perf Correl Compos <u>Evalua</u>

Dependability Job Knowledge Domestics Crime Prevention Dealing with Public Judgment Demeanor Report Writing Equipment Investigation Commitment Relations with Others Integrity Initiative "Miscellaneous" Composite Evaluation

Dimensions

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TABLE 4.11

Correlations Between Performance Evaluation Dimensions, Composite Performance and Overall Performance Ranking for the Second Administration Performance Evaluation.

lation with site Performance ation	Correlation with Overall Performance Rank
.70	.49
.55	.28
.62	.40
.54	.41
.50	.28
.66	.49
.65	. 41
.69	.43
.45	. 32
.57	.46
.48	.26
.50	.31
.67	. 34
.69	.59
.73	.49
ومؤو هنَّه عندو	.62

Correlations Between Trait Ratings and Behavioral

Dimension Ratings for the Second

Administration Performance Evaluation.

Traits ² Dimension	1	2	3	4	5	6	7	8	9	10	11		
Dependability	42	27	37	63	60	26	50	32	37	34	38	38	
Job Knowledge	31	36	31	21	28	23	36	37	34	35	34	22	
Domestics	32	29	26	36	27	17	41	34	30	29	24	·24	
Crime Prevention	33	45	31	39	31	30	38	36	33	34	29	32	
Dealing with Public	23	29	23	32	32	24	34	31	21	28	23	15	
Judgment	42	49	53	57	51	42	54	47	46	39	48	41	
Demeanor	45	33	33	48	49	22	51	31	40	35	32	31	
Report Writing	48	43	45	51	45	35	51	45	43	46	48	38	
Equipment	34	18	33	20	31	32	36	24	30	24	34	32	
Investigation	42	40	40	26	3.5	28	39	42	39	41	43	37	
Commitment	32	43	32	30	28	39	32	44	48	43	33	42	
Relations with Others	30	25	22	28	26.	19	26	29	36	25	25	28	
Integrity	34	34	32	39	40	37	45	30	41	41	36	36	
Initiative	57	52	48	46	50	32	49	63	60	61	57	55	

Sum of Traits vs. Overall Performance Ranking: r=.65Sum of Traits vs. Composite Evaluation (Time 2): r=.75Sum of Traits vs. Composite Evaluation (Time 1): r=.57

Decimals omitted

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See Section III, Appendix J for item Content

A final note is in order by way of comparing these two performance evaluation formats. The behaviorally anchored rating scale has been cited as a substantial improvement over other methods (particularly Likert-type scaled items) for job performance evaluation (Campbell, Dunnette, Lawler, & Weick, 1970). Few studies have been performed, however, to compare the properties of the two methods and none for the job of patrol officer. Several investigators have begun to find that in some settings, behaviorally anchored scales will produce substantially greater rating leniency than will summated Likert ratings (Borman & Vallon, 1974). Also, Zedeck, Imparato, Krausz, and Oleno (1974) found that behavioral incidents which form the anchors for behavioral rating scales may be valued differently by members of different organizational levels.

Inspection of the results of this study lead to essentially the same conclusion. For individual scales or dimensions, the frequency distributions of the behaviorally anchored scales are substantially skewed toward positive ratings while the distribution properties of the summated Likert dimensions in no case deviate significantly from normality. On the other hand, when the two formats are compared on the total composite performance evaluation measure (the summed dimension totals), the distribution properties of the two methods are virtually identical with neither deviating significantly from normality.

It would appear, therefore, that the choice of rating format, at least in cases where severe rating leniency is likely to occur, will depend on the use to which the results are put. If ratings on

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individual dimensions are to be used, the Likert-type format would appear to be preferred, since severe skewedness can create major problems in statistical analysis. If, on the other hand, only an overall composite is to be used, the behaviorally anchored scales may be preferred, since the time necessary to perfrom an evaluation in that format is substantially less than for the Likert-type format.

Selection of Candidate Tests

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During December, 1973 and January, 1974 relevant literature was reviewed and appropriate candidate tests selected. The choice of candidate tests was based upon the following information: Previous police validity studies (1)

- (see Chapter 3)
- (1972, 1965, 1959)

Tests were chosen that measure abilities or traits required for satisfactory performance of police duties as identified in the Job Description. An additional criterion for test selection was evidence for the lack of bias or differential validity as shown in earlier studies. The third criterion for selection was psychometric soundness as evidenced by adequate reliability and validity.

The tests chosen for inclusion in the battery are all published by reputable test publishers. The reliability and validity of these tests have been well established and substantial normative data exists for every test. Where differential validity studies have been conducted using these tests, the validity for black groups has been equal to or greater than the validity for the white groups. Validation Sample

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CHAPTER 5

CONCURRENT VALIDATION

(2) Previous black-white differential validity studies (see Chapter 3)

(3) Reviews of Buros' Mental Measurements Yearbooks

(4) Reviews of test publisher catalogs,

Two hundred and fifty (250) of the 304 officers in the Patrol

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and Traffic divisions of the Akron Police Department were randomly selected and asked to volunteer to take the battery of candidate tests. Of these, 223 actually took the test battery. The sample was further reduced by the necessary elimination of those officers who failed to complete all of the tests or for whom performance evaluation data (see Chapter 4) was missing due to recent.transfer. In addition, examination of the relationship between length of service and performance ratings showed curvilinearity due to the unreliability and possible contamination of the criteria for those officers who had more than 20 years of service as patrol officers. For this reason, these men were eliminated from the validation sample.

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ences.

The 186 patrol officers remaining after this sample shrinkage were randomly divided into a derivation sample of 80 officers and a hold-out sample of 106 officers. This approximate 40%/60% split with the derivation sample smaller than the hold-out sample was chosen due to statistical power requirements. (Tversky and Kahneman, 1971).

The final validation sample consisted of 180 white and 6 black officers (of the 13 black officers on the force only 6 are assigned to patrol). The officers were all males.

Table 5.1 shows the means and standard deviations of the test battery and the criteria measures (performance evaluations from the first administration) broken down by race. None of these 16 variables showed a significant (p < .05) between-group differ-

Measures of Central Tendency and Dispersion by Racial Subgroups on the Performance Dimensions and Test Battery For the First Administration Performance Evaluation Performance Criteria Dimen Dependability Job Knowledge Domestics Crime Prevention Dealing with the Public Judgment Demeanor Report Writing Equipment Investigation Committment Relations with Others Integrity Initiative "Miscellaneous" Composite Performance Evalu Overall Performance Ranking Police Academy Grade Ranking Three-Test Battery (Total S Regression-Weig

Four-Test Battery (Total Sa Regression-Wei

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TABLE 5.1

	White	Sample	Black	Sample
nsions:	X	= 180) S.D.	(N 7	= 6)
****			4	<u>S.D.</u>
	16.2	2.7	16,5	1.9
	25.6	3.9	24.0	3.5
	24.1	3.0	24.7	2.8
	17.7	3.4	16.7	2.3
	26.5	3.2	26.7	2.9
	23.8	2.6	22.6	1.7
	18.1	1.9	16.8	2.9
	14.7	2.6	12.2	3.5
	21.8	2.2	20.2	2.9
	17.7	2.3	16.0	2.0
	20.5	3.0	17.8	3.2
, ···	16.0	2.4	16.7	2.9
•	28.2	2.9	27.2	2.9
	13.8	2.8	12.2	1.8
4 	47.5	7.7	40.5	6.7
ation	333.6	37.7	300.8	25.2
F	50.9	9.5	47.0	9.5
ıa	50.2	9.9	43.2	3.4
ample ghting)	51.4	1.5	51.3	1.6
mple ghting)	32.3	1.7	33.1	1,6
	the subscription of the second s	and a second side of the second s		

Concurrent Validation

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Concurrent validity involves relating selection tests to performance criteria for present employees. The first necessary step in such a procedure is to determine the relevance of the criteria.

In the study undertaken here, present patrol officers were rated by their supervisors on each of several behavioral dimensions, and were also ranked in terms of overall performance (the precedure is detailed in Chapter 4). Each of the performance dimensions was correlated with the overall performance ranking. These results are presented in Chapter 4 (Tables 4.7 and 4.10). Each of these correlations was found to be positive and significant (p <.05).

Once the relevance of the performance criteria dimensions had been determined, it was possible to proceed with the validation of the test battery against this set of criteria.

The first step in the validation analysis was to select a test battery which would predict patrol officers' overall performance, academy rank, and the performance evaluation criterion which were developed from the job analysis and criterion evaluation study (Chapter 4). An intercorrelation matrix was generated relating the entire test battery to all criteria (using the first administration performance evaluation). From this intercorrelation matrix, a final fixed Battery of tests was selected which accounted for maximum variance in the criteria.

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An overall standard score for police academy training was derived from the six separate grades earned by the cadet during training. The training scores were summed and then ranked within academy class. These rankings were then converted to percentiles by the following formula: P=1-n; where Ri is the rank value and n is the number of entities ranked (Guilford, 1954). Corresponding Z values were found for the percentile ranks from normal

curve tables (Hays, 1963). The E values were then transformed to T scores with a mean of 50 and standard deviation of 10 based on the following formula: T=Zi (10) + 50. For example, if a student was ranked first in an academy class of 8, P=.9375, Z=1.53, and T=65.3. The next step entailed determining alternative approaches for the combination of the predictive test battery information. A number of statistical techniques were considered for combining predictors. These techniques were: unit weighting, standardized unit weighting, logical weighting, standardized logical weighting, stepwise multiple regression, and straight regression procedures. Unit weighting involves simply algebraically summing the raw scores on the subtests. Standardized unit weighting refers to the procedure of first converting all subtest scores to standard scores with equal means and standard deviations, and the summing the standard scores. Logical weighting and standardized logical

weighting both involve rationally determining the relative impor-

tance of various skills or traits and weighting the scores accordingly. Stepwise multiple regression involves adding predictors sequentially in order of variance accounted for given the contribution of the other predictors already in the equation. Straight regression refers to the procedure of forcing all predictor variables simultaneously into the equation. On both regression techniques weights are statistically determined that maximize the variance accounted for in that particular sample. (Bass & Barrett, 1972; Draper & Smith, 1966). Comparisons of the significance levels of these six statistical procedures revealed that the straight regression weight approach was superior.

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Due to the relatively small sample size (N=6) of the blacks in this sample, separate inferential statistical analyses for the blacks and whites were not feasible.

A "Double Cross-Validation", is a traditional method commonly employed in concurrent validation studies. This method involves randomly dividing the concurrent subject sample into two groups of equal size. Regression equations are then computed for each sample separately. Next these equations are applied to the opposite samples and a statistical test is made of the extent to which the regression equations remain significantly predictive of the criterion in the opposite samples. At the time that this approach was recommended (Mosier, 1951), its logic appeared to be defensible. Recent empirical and statistical developments, however, indicate that under certain conditions, this procedure is no longer consistent with the current state-of-the-art.

Wiggins (1973) discusses several of the problems of "double cross-validation". For example, the procedure is inappropriate when dealing with a fixed set of predictors (as is the case in this study) since estimated validity coefficients are typically less accurate than those based on the total sample. Early in the development of cross-validation procedures, Baker (1952) noted that the significance tests performed on the cross-validated validity

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coefficients would be spuriously conservative. He showed that the correct significance test in such a procedure was the compound probability (i.e., the probability of that the entire set of validity coefficients could have occurred by chance).

A second approach to dealing with the cross-validation problem is recommended by Tversky and Kahneman (1971) among others and is described below. This second approach was selected for the present study for two reasons. First, it is more conservative (less likely to demonstrate statistically significant validity) than Baker's approach. Second, it is more easily understood in light of the goals of this study.

Specifically the regression weighted cross-validation was performed as follows. The overall performance ranking measure from the first administration of the performance evaluation was regressed on the set of subtests which had previously been selected from the total intercorrelation matrix. This statistical regression was performed using the derivation sample. The regression weights found from that analysis was applied to the subtests to form a composite test battery score for each individual in the total sample. Finally, correlations between this composite test battery and each of the criteria were run for both the derivation sample and the cross-validation sample. The same regression analysis was repeated using the total sample.

Prior to the statistical analysis of the second administration performance evaluation, the psychometric properties of three of the performance evaluation dimensions' from the first administration were sufficiently suspect as to be excluded from validity analysis (see Chapter 4). Two of the three (Dealing with Public, and Relations with Others) were borderline cases in terms of possible redundancy. The "miscellaneous" scale showed possible. unreliability, principally due to the lack of negative items. The raw score regression equations were:

(1) Y' (Derivation Sample) = (Test 1 x 0.264) + (Test 2 x 0.075) + $(Test 3 \times 0.017) + (Test 4 \times 0.022)$ (2) Y' (Total Sample) = (Test 1 x 0.149) + (Test 2 x 0.091) + ' $(Test 3 \times 0.006) + (Test 4 \times 0.337)$

Table 5.2 presents the summary of those results. As can be seen, nine of the 12 validity coefficients for the individual performance evaluation dimensions are significant (p .05) as are both of the overall criteria measures. The "postdictive" correlation with Academy grades was not significant.

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Following the analysis of the second administration performance evaluation and statistical comparisons of the two administrations, the three excluded dimensions appeared to warrant inclusion. Inspection of the multiple regression analysis (Formulas 1 and 2 above) indicated that while the inclusion of Test 4 was statistically significant, it may be of limited practical significance, particularly on later cross-validation. For this reason, and due to its relatively lengthy administration time, the decision was made to reanalyze the data using only the other three tests. The raw score regression equations are as follows:

(3) Y' (Derivation Sample) = 37.36 + (Test 1 x 0.234) + (Test 2 x 0.007) + (Test 3 x 0.099)

(4) Y' (Total Sample = $43.05 + (Test 1 \times 0.140) + (Test 2 \times 0.002)$ + (Test 3 x 0.061)

Results of those analyses are summarized in Table 5.3. Table 5.4 presents the validity coefficients for the regression-weighted (from formula 4 above) battery against the criteria for the second administration performance evaluation.

As can be seen from Table 5.3, 11 of the 15 validity coefficients for the individual performance criteria dimensions are

Product-Moment Correlations of Regression-Weighted Test Battery (Four Tests) Against Criteria from the First Administration Performance Evaluation

Performance Criteria Dime

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Dependability Job Knowledge Domestics Crime Prevention Judgment Demeanor Report Writing Equipment Investigation Committment Integrity Initiative Composite Evaluation Overall Performance Ranking Police Academy Grade Rankin * = Correlation coefficient significant at the .05 level (one-tailed

** = Significant difference at the .05 level between r for the holdout sample and r for the derivation sample where derivation r is significant. (two-tailed test) + = Correlations corrected for restriction of range

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TABLE 5.2

ensions:	Derivation Sample (N = 80)	Hold-Out Sample (N = 106)	Total Sample (N =186)
	<u> </u>	r	<u>r r+</u>
	.14	.10	.10 .30
	.21*	.13	.16* .46
	.17	.05	.11 .33
	.21*	.21	.20* .55
	.18*	.03	.09 .27
	.23*	.16	.18* .51
	.34*	.00**	.15* .45
	.22*	.13	.15* .45
	.10	.04	.06 .18
	. 22*	.07	.14* .40
	.18*	.,09	.15* .45
	.21*	.16	.18* .51
	.28*	.07	.16* .46
g	.24*	.10	.16* .46
ng	.12	.08	.10 .30

Test Battery (Three Tests) Against All Criteria from the Second Administration Performance Evaluation

Performance Evaluation Dimen

Dependability Job Knowledge Domestics Crime Prevention Dealing with Public Judgment Demeanor Report Writing Equipment Investigation Commitment Relations with others Integrity Initiative "Miscellaneous" Composite Evaluation Overall Performance Ranking

* Significant at the .05 level (one-tailed test) + = Correlations corrected for restriction of range

TABLE 5.3

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Product-Moment Correlations of Regression-Weighted Test Battery (Three Tests) Against All Criteria from the

First Administration Performance Evaluation

Performance Criteria Dimension	Derivation Sample s:(N = 80)	Hold-Out Sample (N = 106)	Total Sample $(N = 186)$	
	r	r	, <u>r r+</u>	
Dependability	.11	.15	.11 .33	
Job Knowledge	.21*	.16	.17* .49	
Domestics	.14	.10	.12* .35	
Crime Prevention	.25*	.18	.20* .55	
Dealing with Public	.21*	.15	.18* .51	
Judgmei, č	.18*	.08	.11 .33	
Report Writing	.35*	.06**	.18* .51	
Equipment	.18*	.16	.16* .46	
Investigation	.06	.07	.04 .16	
Commitment	.20*	.11	.15* .45	
Relations with others	.15	.11	.11 .33	
Integrity	.19*	.08	.12* .35	
Initiative	.21*	. 22	.21* .57	
"Miscellaneous"	.19*	.12	.14* .40	
Composite Evaluation	.25*	.14	.16* .46	
Overall Performance Ranking	.23*	.16	.16* .46	
Police Academy Grade Ranking	.14	.09	.11 .33	

* = Correlation coefficient significant at the .05 level (one-tailed test)

Significant difference at the .05 level between r for the hold-out sample and r for the derivation sample where derivation r ** 📾 is significant. (two-tailed test)

TABLE 5.4

Product-Moment Correlations of Regression-Weighted

sion	Total Sample $(N = 186)$		
	r		<u>r+</u>
	.05		.17
	.20*		.55
	.17*		.49
	.01		.10
	.20*	•	.55
	.13*		. 37
	.17*		,49
	.04		.16
	.04		.16
	.13*	•.	.37
	.08		.25
	.21*		. 57
	.18*	•	. 51
	.08		.25
	.15*		.45
	.20*		.55
	.20*		. 55

significant (p $\langle .05 \rangle$) and both of the overall criteria dimensions measures are significant (p $\langle .05 \rangle$ in the derivation sample. Only one (1) of those 11 significant validity coefficients showed significant (p (.05) shrinkage and the reduced battery performed well in the hold-out sample. Also, 11 of the 15 individual performance evaluation dimensions were significant for the total sample as were both of the overall criteria (p $\langle .05 \rangle$).

Restriction of Range

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In Chapter 1 of this report, the issue of attenuated validity coefficients resulting from restruction of range in the predictor variables was discussed. Guilford (1965, p. 342) presents a coherent summary of the logic for dealing with the restriction of range issue in validation studies and provides clear, graphic demonstration of its occurrence (1965, p. 465). Mathematical proofs for the phenomenon have been derived from several viewpoints - among the more recent derivations in Finney (1961).

The question still remains, however, whether or not such validity shrinkages resulting from restriction or range, have been demonstrated empirically. To demonstrate that it is not unreasonable to expect severe shrinkages in practice, an example from the Army Air Force studies (Thorndike, 1947) will be discussed. A large group (n=1,036) had been permitted to enter pilot training without any selection whatever. Each of the trainees had taken the training qualification and classification test battery prior to entering training. At the end of training, the elements of this test battery were correlated with the graduation-elimination criterion. The same set of correlation coefficients was computed for a subsample (n=136) of this group - specifically the 13% scoring

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highest on the training qualification and classification test In view of the logical, graphic, mathematical and empirical Since the present study was a concurrent validation with pre-

battery (i.e., as if they had been selected on the basis of the predictor battery). The data are presented in Table 5.5. As can be seen, the substantial validity coefficients in the unselected group shrank markedly (often to near-zero) in the selected group. evidence supporting correction for restriction of range in real world validation studies, corrected validity coefficients were computed for this study. The computational procedure used was identical to that used by Barrett, Alexander and Forbes (1973). A detailed description of the mathematical procedure is presented in that study. The method is based on the mathematics developed by Finney (1956, 1961, 1962). In the present study, the sample of patrol officers was treated as a random sample from a truncated (restricted) bivariate normal population and the obtained validity coefficient was treated as the "first product-moment" (product-cumulant) of that truncated partial volume. Using the method referenced above, it was then possible to work backward to estimate the population validity for a non-truncated (unrestricted applicant population) distribution. sent patrol officers, the following range restrictions. (truncations)

were used;

1) The 10% of the total population scoring highest on the prediction battery is unavailable due to self-selection (i.e., the likelihood that they will even apply for this position is extremely low).

2) Of those remaining, the 70% scoring lowest on the predictor battery were eliminated from further consideration.

TABLE 5.5

Validity Coefficients for Classification Tests and a Composite Score For the Selection of Pilot Students With and Without Restriction

of Range (Adopted from Thorndike, 1947).

Variable	Correlation in the total group (N=1,036)	Correlation in the selected highest 13 per cent (N=136)
Pilot stanine	.64	.18
Mechanical principles	.44	.03
General information	.46	.20
Complex coordination	.40	03
Instrument comprehension	.45	.27
Arithmetic reasoning	.27	.18
Finger dexterity	_1 8	.00

3) Of those hired the lowest 10% in performance are eliminated (quit, transferred, fired, etc.).
4) The top 15% in performance are promoted to sergeant or above.

The usual formulas for correction for restriction of range (e.g., Guilford, 1965, pp. 342-345) were not used in this case since they require some empirical knowledge of the population variances in both the range-restricted and unrestricted groups, and such information was not available. It should be noted, however, that prior correction formulas (e.g., Michael, Jones, Gaddis & Kaiser, 1962) are approximations to special cases of the general soulation by Finney. Due to instability in population variance estimates made from sample data, prior formulas used in practical circumstances will give more biased corrected coefficients than will corrections based on estimates of the cumulants of partial volumes. As shown in Tables 5.2, 5.3, and 5.4, the estimated validity coefficients (after correction for restriction of range) of the test battery against the criteria range from r=.16 to .57. Tests for Linearity

The question of linearity was approached in three ways. First, rank-order correlations (Spearman's rho) were calculated (these correlations for the first administration performance evaluation are presented in Tables 5.6 and 5.7) and compared to the Pearson product-moment correlations. While no statistical procedures exist for testing the differences, Kendall and Stuart (1967) have recommended comparison of the values obtained from these two techniques as a test of the linearity of the data. The values were found to be highly similar, lending support to the assumption of linearity.

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TABLE 5.6

Spearman Rank-Order Correlations of Regression-Weighted Test Battery (Three Tests) Against All Criteria From the First Administration Performance Evaluation

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		Derivation Sample	Hold-Out Sample	Total Sample	Performance Criteria Dimensi
		$(\underline{N} = 80)$	$(\underline{N = 106})$	(N = 186)	Dependability
	Performance Criteria Dimension	s: r s	rs	, r _s	Job Knowledge
	Dependability	.12	.17	.14	Domestics
•	Job Knowledge	.23	.15	.17	Crime Prevention
	Domestics	.16	.12	14	Judgment
	Crime Prevention	.13	1 3	16	Demeanor
	Dealing with Public	22	10	.10	Report Writing
		a da da	.18	.19	Equipment
	Judgment	.20	. 05	,14	Investigation
	Demeanor	.27	.14	.19	Commitment
	Report Writing	. 37	.0.8	.21	Integrity
	Equipment	, 23	.08	.15	Initiative
	Investigation	.09 .	.07	.09	Composite Performance Evalua
	Commitment	.21	11	1.4	Overall Performance Ranking
	Relations with others	10		. 14	Police Academy Grade Ranking
		• 1 4	.09	.10	
	Integrity	.30	.17	.22	
	Initiative	.25	.12	.19	
	"Miscellaneous"	.21	.15	.18	
	Composite Evaluation	. 14	.08	.12	
	Overall Performance Ranking	.2.4	.18	.16	
	Police Academy Grade Ranking	.32	.09	.20	

TABLE	5.7
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ions of Regre	ssion-Weighted	
ts) Against A	ll Criteria	
ion Performan	ce Evaluation	
Derivation Sample (N = 80)	Hold-Out Sample (N = 106)	Total Sample (N = 186)
<u> </u>	r	r
.16	.12	.11
.23	.12	.17
.16	.06	.10
.18	.17	.16
.20	.03	.11
.27	.14	.19
.39	.03	.19
.27	.07	.15
.11	.07	.08
.20	.07	.14
.30	.17	.25
	.06	.16
.12	.06	.12
.25	.11	.16
.36	.07	.20
	<pre>ions of Regrets) Against A ion Performan Derivation Sample (N = 80) <u>rs</u> .16 .23 .16 .18 .20 .27 .39 .27 .11 .20 .30 .25 .12 .25 .36</pre>	ions of Regression-Weighted ts) Against All Criteria ion Performance Evaluation Derivation Hold-Out Sample (N = 106) r_s r_s .16 .12 .23 .12 .16 .06 .18 .17 .20 .03 .27 .14 .39 .03 .27 .14 .39 .03 .27 .07 .11 .07 .20 .07 .11 .07 .20 .07 .30 .17 .25 .06 .12 .06 .25 .11 .36 .07

The second approach involved comparing the "eta" correlation ratio (a general index of correlation suited for curvilinear data) with the Pearson produce-moment correlations. For all criteria, an F test for deviation from linearity was performed as described in Guilford (1965, pp. 308-314). It should be noted that this may be a conservative test of linearity. The value of the ' correlation ratio (eta) is a function of the number of categories into which the test battery scores were grouped. In this instance, 10 categories were used resulting in what may be an overly conservative test of linearity. (i.e. a higher-than-usual liklehood of finding significant curvilinearity).

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Using this technique, none of the predictor-criterion relationships were found to be curvilinear for either administration of the performance evaluation (see Table 5.8 for the three-test battery) and three were significant($p\langle.05\rangle$ for the four-test battery (Table 5.9).

The third approach to curvilinearity is a qualitative analysis and involves inspection of expectancy tables. By computing the proportion of people expected to be successful (based on the predictor battery) relative to the number rated successful (based on performance criteria) it is possible to assess the relative adequacy of the predictor battery. Curvilinearity will be indicated by expectancy "reversals"; a lower predictor score being related to a higher proportion of expected success. Expectancy charts are discussed in greater detail later in this chapter. Inspection of those charts gave no indication of curvilinearity. Alternative Test Battery Weighting

Since certain authors have suggested that standardized unit

Linear and Curvilinear Correlation Coefficients Between the Test Battery (Three Test) and Criteria for Both Performance Evaluation Administrations.

<u>Eta</u> .23 .20 .18 .37

Crime Prevention Dealing with Public . 2 Judgment . 2 Demeanor .2 Report Writing . 2 Equipment .21 Investigation .1! Committment .23 Relations with Others .2 Integrity .1 Initiative . 27 "Miscellaneous" .24 Composite Evaluation .21 Overall Performance Rank

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Criteria Dimension

Dependability

Job Knowledge

Domestics

* F ('=.05;df = 8,176) =1.94

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Table 5.8

First Administration			Se	Second Administration			
<u>Eta</u>	R	F*	Et	<u>a R</u>	F*		
.22	.10	0.78	, 2	.11	0.87		
.26	.16	0.83	. 2	.17	0.62		
.18	.11	0.37	. 2	.12	. 1.04		
.37	.20	0.33	.1	.9 .20	0.61		
.24	.18	0.51	. 3	.18	1.28		
.21	.09	0.62	.2	.11	0.75		
.24	.18	0.51	. 2	.17	0.80		
. 27	.15	0.89	. 2	9.18	1.72		
.20	.15	0.35	.1	.17	0.46		
.15	.06	0.45	. 2	5 .04	0.95		
.23	.14	0.65	.2	8.15	1.36		
.25	.12	1.17	.3	2.11	0.91		
.17	.15	0.22	.3	2.12	1.32		
.27	.18	0.56	.2	6.21	1.28		
.24	.20	0.34	.3	0.14	1.49		
.21	.16	0.13	.3	0.16	1.51		
.23	.16	0.57	.3	0.16	1.25		

TABLE 5.9

Linear And Curvilinear Correlation

Coefficients Between Test Battery (Four Tests)

And Criteria from The First Administration

Performance Evaluation.

<u>Criteria</u>	ETA R		F	
Job Knowledge	.35	,16	2.78*	
Crime Prevention	.37	.20	2.54*	
Demeanor	.26	.18	1.20	
Report Writing	.30	.15	1.43	
Equipment	.26	.15	1.44	
Commitment	.30	.14	1.96	
Integrity	.28	.15	1.62	
Initiative	.30	.18	1.69	
Overall Performance	.17	.16	.00	
Composite Criterion (Standardized)	. 35	.16	2.55*	

* Significant at .05 level

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weighting of the tests in a predictor battery is more likely to hold up under cross-validation, this approach was attempted. An analysis similar to that using the multiple regression approach was carried out. However, the multiple regression weighting resulted in higher and more stable relationships, particularly on cross-validation (Tables 5.10 and 5.11). Performance Expectancy

Subjects in the concurrent validation sample were cross-classified in terms of both the test battery score (e.g., top 20%, bottom 20%, etc.) and the overall performance ranking (e.g., top third, bottom third, etc.). Linear extrapolations based on the frequency distribution in that cross-classification and the validity coefficient (uncorrected) were then used to estimate the expectancies if the minimum acceptable test battery score were lowered. These expectancy charts are presented in Figures 5.1 and 5.2 for the four test battery (formula 2 above) and in Figures 5.3 and 5.4 for the three test battery (formula 4 above).

It is estimated that the present sample of patrol officers represents approximately the top 30% of the applicant population (based on available population norms for the test battery), assuming that the top 10% of the general population is eliminated through selfselection. Thus, each 20% grouping of the present sample represents approximately 6% of the total population on the test battery. These expectancies were then extrapolated to groups scoring just below the present sample in increments of 6% of the total population.

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TABLE 5.10

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Produce-Moment Correlations of Unit- Weighted Test Battery (Four Tests) Against All Criteria For the First Administration Performance Evaluation.

	Derivation Sample (N = 80)	Hold-Out Sample (N = 1.06)	Total Sample (N = 186)
Performance Criteria Dimensions:	Line and the second sec	<u>r</u>	<u>r r+</u>
Dependability	.00	.15	.07 .23
Job Knowledge	.11	.09	.10 .30
Domestics	.13	06	.02 .07
Crime Prevention	.26*	.19**	.21* .56
Dealing with Public	.13	.11	.02 .07
Judgment	.14	06	.03 .09
Demeanor	.21*	.08**	.13* .38
Report Writing	.31*	.03	.16* .46
Equipment	.13	.13	.12* .35
Investigation	01	.03	.00 .00
Committment	.14	.07	.10 .30
Relations with others	.17	.01	.04 .12
Integrity	.02	.17	.11 .33
Initiative	.12	.15	.14* .40
"Miscellaneous"	.15	.10	.12* .35
Composite Evaluation	.21*	.04**	.11 .33
Overall Performance Ranking	.14	.20	.17* .48
Police Academy Grade Ranking	.24*	.11	.17* .48

= Correlation Coefficient significant at the .05 level (one-tailed test)

= No significant difference between r for the hold-out sample and r for the derivation sample where derivation sample is significant ** (two-tailed test)

= Correlations corrected for restriction of range +

Test Battery (Three Tests) First Administration Performance Criteria Dimensions: Dependability Job Knowledge Domestics Crime Prevention Dealing with Public Judgment Demeanor Report Writing Equipment Investigation Commitment Relations with Others

Integrity

Initiative

"Miscellaneous"

Composite Performance Evaluation

Overall Performance Ranking

Police Academy Grade Ranking

* = Correlation coefficient signif test)

** = No significant difference between r for the cross-validation sample and r for the derivation sample where derivation sample is significant (two-tailed test)

+ = Correlations corrected for restriction of range

	FABLE 5.11				
Product-Moment Corr	relations Of	Unit-Weighted			
attery (Three Test	s) Against Al	ll Criteria For the	•		
First Administratio	on Performanc	ce Evaluation.			
iteria Dimensions:	Derivation Sample (N = 80) r	Cross-Validation Sample (N = 106) r	Tota Samp (N = r	al ble 186) r+	
	.06	.12	.07	.23	
	.17	.11	.14	.40	· · ·
	.18*	.01**	.07	.23	
on	.24*	.19**	,21*	.56	:
ublic	.09	12	.01	.05	
	.13	06	.03	.09	
	.28*	.07	.16*	.46	· · ·
Ĵ · · ·	.16	.04	.19*	.54	
	.15	.13	.12*	.35	
	.08	.02	.04	.12	*
	.26*	.05	.15*	.43	
Others	.16	.04	.05	.15	1
	.02	.19	.15*	.43	•
	.17	.13	.13*	.38	
11	.14	,12	.13*	.38	
ormance Evaluation	.22*	.04	*12*	.35	
mance Ranking	.19*	07	.12*	.35	
Grade Ranking	.21*	26**	.25*	.59	
n coefficient sign	ificant at th	ne .05 level (one-ta	ailed		

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Utility

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Once the concurrent validation study had been completed, it was then possible to begin approaching the question of the usefulness or benefit to be gained from employing the selection battery. Many authors have pointed out that validity is only one of several factors which influence the utility of a selection instrument. In addition to validity, both the proportion of applicants who are hired (selection ratio) and proportion of present employees who are successful (base rate) affect the utility of the selection device. Since the base rate among patrol officers appears to be quite high (an extremely small number fail to successfully complete the probationary period and dismissal is a rare event) we will consider only the selection ratio question. Cronbach (1970, p. 430) treats utility as the average productivity of persons hired and graphs this as a function of selection ratio and validity. Guion (1965, p. 152) deals with utility as the proportion of selected individuals who are superior and graphs it as a function of the same two variables. An adaptation of the latter graph is presented in Figure 5.5.

As can be seen from that figure, even relatively low (if significant) validities may have substantial benefit, particularly in those cases of a very low selection ratio. Logically, for extremely high (e.g., .90 or 1.0) selection ratios, the organization is accepting vartually all applicants and even an instrument extremely high validity is of limited value. On the other hand, with very favorable (e.g., .2 or .1) selection ratios, only a small proportion of applicants are selected and almost <u>any</u> additional predictive information will have value.



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Proportion of selected patrol officer applicants who will be superior at selection ratios of .10 to .70 for validities of .10, .20, .40, and .60 when 50 percent are superior without using the selection instrument. (Adopted from Guion, 1968).

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Selection Ratio

Since 1967, the selection ratio for the Akron Police Department has ranged from approximately .08 to .12. Thus, a selection device with a validity between .10 and .20 will have substantial utility for the organization.

Adverse Racial Impact

On June 13-15, 1974, the four test battery was administered to 548 applicants and scored and weighted a described earlier in this chapter. The total sample was then divided into 20 equal size groups based on the weighted test battery score. Next, each of the 20 groups was divided into white and black examinees. The resulting (20 by 2) matrix was submitted to a chi-square analysis to determine whether or not there was a significant difference in the distribution of scores between racial subgroups. No significant difference was found χ^2 (19) = 22.94, p >.24. In addition, a t-test of means was performed between the two racial subgroups and no significant difference found.

Thus, no evidence of adverse racial impact was found for this group (389) white, 159 black) examinees.

This final section of the report discusses the conclusions reached by the investigators within the framework of the EEOC quidelines and recommendations for a personnel program. Public Policy, Personnel Selection and EEOC Guidelines: During the recent period of rapid social change there has been a corresponding increase in the number of government regulations which spell out the policy for nondiscrimination in organizational personnel practices. The chronology of events in the 1960's include a number of executive orders and laws pussed by Congress. The first legislation was the Equal Pay Act of 1963 (an amendment to the Fair Labor Standards Act) which forbids discrimination between sexes in the wages paid to employees doing the same work. The second important move to end discrimination was Executive Order 11141 issued in 1964 which stated that govern-

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CHAPTER 6

Conclusions

ment contractors could not discriminate based on age. The third important piece of legislation was the Title VII of the Civil Rights Act of 1964. This was a broad piece of legislation which was aimed at preventing discrimination in any form. This specifically stated that it would be an unlawful employment practice to discriminate against an individual because of that individual's race, color, religion, sex, or national origin. The fourth major policy statement was enumerated by Executive Order 11246 and its amendment, Executive Order 11375, which stated that all government contracts should include provisions requiring that there be no discrimination against an employee because of race, color, religion, sex or national origin. Recent legislation includes the Age Discrimination Employment Act of 1967 and Equal Employment Opportunity Act of 1972 which amended Title VII (The Conference Board,

One important outgrowth of Title VII was the establishment of the Equal Employment Opportunity Commission (EEOC) which has been charged with the administration of provisions of Title VII. As part of the administrative process the EEOC issued employee selection guidelines in 1970 as well as a document elaborating on and interpreting these guidelines (Anderson and Rodgers, 1970). In 1973 a new draft of Uniform Guidelines on Employee Selection Procedure was distributed. Since these latest guidelines spell out in more detail the standards for selection, they will form the basis for the discussion here as they pertain to the present research project. The following will be a review of the present project with a discussion of how the research and operational use of the selection procedures follows these guidelines. Job Analysis:

A systematic and comprehensive analysis of the actual duties performed by patrolmen was conducted. This analysis included the level of difficulty at which the duties were performed and the circumstances and conditions under which these duties were performed. Each job duty also included the proportion of time spent performing that function. The exact procedures employed in the job analysis are described in Chapter 2 and the resulting documentation is contained in Appendix B.

Test Administration:

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The tests for the research portion of the present project

None of the resultant test scores were available to any operating personnel of the police depart dot. The performance measures and criterion data used in the validation of these tests were collected approximately two weeks before the administration of the test battery. Thus there was no possibility of criterion contamination by anyone having any knowledge of the test scores of any individual. Prediction of Performance for patrolofficers.

The test battery has been validated using current patrol officers. The test battery was designed to predict performance of patrol officers and not the performance at the next level, the sergeants. Following the guidelines and the analysis of the progression in the police department, it was evident that the majority of the persons initially selected as patrol officer will not have progressed to the sergeant's job in a reasonable length of time. It is also doubtful that 1/3 of the patrol officers will eventually become sergeants. In reviewing the organization structure of the police department it would appear that a patrol officer typically takes longer than five years to progress to the level of sergeant. Therefore, the test battery has not been designed to predict or qualify a selected patrol officer for the position of sergeant.

Job-Relatedness, Face Validity, Content Validity, Construct Validity and Empirical Validity: The concept of validity is a confusing one to many individuals in the field of testing. The term "job-relatedness" has recently

been introduced due to the legal issues facing the field of testing (Guion, 1974). This has added a whole new dimension to the confusion.

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Guion (1974) defines job-relatedness as the extent to which the hypothesis of the relationship between the hiring requirement and job behavior can be accepted as logical. This definition poses several problems for the investigator. First, the question is by whom is this logical decision being made and second, at what level is this decision being made in terms of abstraction. This brings in the concepts of face validity, content validity, and construct validity, Since this topic is so complex we will first define briefly each of the terms and then give an example to attempt to clarify this issue.

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Face validity is usually thought to be the degree to which the items making up a test appear, upon casual inspection, to be related to the job behavior. Content validity is concerned with the degree to which the test can be considered a sample of the job being performed. In other words, the items of the tests are really some subset of the job behavior. Construct validity is a much more difficult concept and refers to a nypothetical attribute of an individual measured by the test items which is hypothesized to be related to job performance. This is not to imply that these terms are mutually exclusive nor that a face valid, content valid, and construct valid tests might not be empirically valid. One of the basic problems in this area is that if a test does not appear to be "face valid" the layman judging the adequacy of the test might feel that it is not really job related and is therefore inappropriate for hiring decisions which are designed to predict subsequent job performance. An example might help to clarify some of the key issues.

Let us assume, for a minute, that we are interested in predicting success of commerical drivers and, in particular, we want to select drivers who have a low probability of being involved in traffic accidents. If we were to rely solely on a "face validity"

approach the following quotation would apply: "If you want to know how well a person can drive a car (the criterion), sample his ability to do so by giving him a driver's test" (McClelland, 1973). On the surface this seems very logical and rational but in reality the empirical data tells quite a different story. It has been well documented that the usual driving tests administered to individuals are not effective predictors of accident involvement (Miller & Dimling, 1969). A driving test would also seem to have content validity since you were sampling, or would appear to be sampling, from behavior actually performed by the individual while on the job of a commercial driver. But appearances can be deceptive when you realize that the typical driving tests sample minimum levels of competence under routine situations and are not designed to put someone into an emergency situation where he would have to use his maximum capabilities. Indeed, it is probably not feasible to subject individuals to a kind of driving situation which would put the vehicle and driver at risk.

A recent study by Mihal and Barrett (1975) illustrates some of the points which are relevant to the different concepts of validity. A battery of tests was given to 75 commercial drivers on whom accident records for a period of five years were available. Three of the tests could be considered to have high "face validity" since they were measures of reaction time ranging from very simple situations to actual photographs of driving scenes. The material was presented to each driver while seated in a mock-up of an automobile with the usual controls. Two other tests had little face or content validity. One task was concerned with measuring perceptual style. The driver

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was asked to adjust a luminescent rod surrounded by a frame to a true vertical position. The room was dark and the only cue available to the driver was the tilted rod and frame (Witkin et al., 1962). There are large individual differences in performance on this task and on the surface the test appears to have nothing to do with driving behavior.

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In the same manner, a selective perception test was used which required the individual to respond to 24 dichotic messages conveyed through earphones. Again, this task would appear to have little face or content validity. It should be noted that the dichotic messages involved presenting one sound to one ear simultaneously with a different sound to the other ear (Gopher & Kahneman, 1971). This is an auditory task and does not involve vision which is assumed to be the most important sensory modality in driving.

While neither the selective perception no the perceptual style test has face or content validity they have a very high degree of construct validity. Following a perceptual information-processing model both of these tasks should theoretically be related to effectiveness in the driving situation. The empirical results indeed showed that both of these tests were related to accident involvement to a much higher degree than any of the other three more face valid driving tests.

This study demonstrated that the tests which one would logically believe to be job-related were not as predictive of accident involvement as tests which would appear to be unrelated to the job of a commercial driver. Here we have a clear example of a case where the face valid tests were not empirically related to job performance while the <u>apparently</u> non job-related tests were the best predictors

The main conclusion that one can reach from this is that it is extremely difficult for laymen to look at any test or subset of tests and decide, based upon some logical analysis, that indeed the test is or is not job-related. The more defensible approach is one which has the test battery selection based upon construct validity and then empirically validated. A second example, is from a series of studies reviewed by Fleishman (1967). The point is made that for a variety of perceptual-motor tasks performed by individuals the ability which is predictive of success at an early stage in the acquisition of the skill may change and become less important as the task becomes well learned and a different ability may come to the fore. The practical applications of this for discussion are evident if we consider that content validity often involves the prospective employee performing on a sample of the task to be performed on the job. On the surface this would appear to be a very effective and fair way of predicting success. In some sense this is also quite naive unless we can make the very simple assumption that the abilities which are most important when an individual first begins a job will continue to be most important as the person learns and progresses satisfactorily in the position. In reality, Fleishman (1967) has presented substantial evidence indicating that an ability, such as spatial relations, which might be important in first learning and performing a psychomotor task may become less important with time while a different capacity, such as kinesthetic ability, will become more important. The point is that it might be a more effective selection procedure to hire an individual who is high on the kinesthetic ability factor knowing that this will be the most important for high performance once a task is learned. In the

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of the job performance in question.

Fleishman (1967) example, if criterion data was collected shortly after the individual began work, those high on spatial relations might seem to perform well but this would not be predictive of succes once the job as been learned.

Again, the main point is that the selection process is a comple one involving the interaction between psychological theory and application. Simple "logical" relationships concerning the job-relatedness of a test may demonstrate results contradictory to those which are expected. Criterion-Related Validity:

The validation study was conducted with present employees and had not been administered to applicants prior to this study. The patrol officer performance criteria have been detailed in Chapter 4.

In view of the possible bias inherent in supervisory subjective evaluations of patrol officer behavior the criterion employed were carefully developed. The method of their development is also detailed in Chapter 4 and the actual forms used by the sergeants in rating each of their men are contained in the Appendices.

Concurrent Validation Test Scores as Influenced by Job Experience and Training:

Concurrent validation studies have been criticized due to the problems that arise from using present employees to validate a test battery intended for job applicants. It is possible that the test scores from job incumbents may reflect only training and job experience. What assurance do we have that such a test will be predictive when given to untrained and inexperienced individuals applying for the position?

We will discuss two "logical" approaches or conceptualizations of the problem and then present some empirical data on this issue.

One way to think about this proposition is to make the assumption that individuals who score low on a test will, with proper training or experience, raise their test scores at a faster rate than individuals when have a his near the second state of the second training

should raise the test score of the low scoring individual to that of the high scoring individuals since there is a great deal of room for improvement for the low scoring individual and little room for improvement for the high scoring individual. This assumption fits very well with a traditional idelogy which postulates the ability of individuals to compensate fully for their deficiencies. This concept has a lot of intuitive appeal and would appear "logical" to many individuals. But there is second "logical" way we can look at the same problem which leads us to quite different conclusions. Let's assume that we are selecting individuals for a sports team. Based on research and the use of a testing procedure we have identified individuals who have a high degree of psychomotor coordination, good perceptual motor skills, fast reaction time, and exceptional visual acuity. In addition these individuals have the required motivational characteristics to be very competitive in the sports situation. Let's further assume that we have a group of individuals scoring relatively low on the same attributes. Both groups have similar experience in playing basketball. Now we can give both groups of potential athletes the same training and experience in playing basketball. It is "logical" to believe that those with the better individual attributes will progress at a much faster rate in terms of developing basketball skills as a result of training and experience in playing the sport. In contrast, those with lower test scores may reach a certain level of proficiency but not advance as far as those with more talent. Those individuals scoring low on the tested attributes will never reach the proficiency of a Walt Frazier or John Halvechik no matter how much training and experience they have in playing basketball. In fact, those with the lower test scores would probably never even reach the level of proficiency which would allow the states of the second s

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them to play on a good high school team.

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It is evident from the two examples above that simply applying some sort of "logical" analysis to the situation does not give us a clear cut answer to the questions which have been raised. Therefore it is well to examine the empirical evidence which bears upon this issue.

One of the earliest projects which looked at these issues was conducted at the Minnesota Employment Stabilization Research Institute in the 1930s (Dvorak, 1935). This extensive study was one of the first to clearly show large differences among occupational groups on a variety of ability tests. As part of their analysis they also demonstrated that the patterns of both low and high abilities they found on the tests were not a function of time on the job itself.

The assumption that if there are group differences on a tested attribute, then training on the attribute will tend to narrow the difference in achievement levels between the two groups has also been tested empirically. Gordon, Arvey, Daffron, and Umberger (1974) studied the impact of mathmetical training during a manpower development program. They found that the training actually accented the difference between the two groups.

Another assumption often made is that if an individual has a deficiency on some attribute which is considered to be or found empirically to be important for success on the job that training can automatically remedy that deficit. Even if it were true that training could completely modify all attributes which are necessary for successful performance of all jobs there is good evidence that the time in training would be greatly lengthened for those individuals with lower test scores. Perhaps a simple example will illustrate this this point. If a position requires reading comprehension and writing skills which are ordinarily obtained during the high school years and an individual does not have these skills then it is certainly true that a remedial program could be initiated which attempted to bring the applicants up to the required levels. Although this process is certainly possible it must be recognized that there is a cost to both the organization and to society in taking this route. It was demonstrated a number of years ago that the cost of training can be reduced by selecting more qualified applicants for the job (Doppelt & Bennett, 1953). The training cost can be substantial for an organization if the applicants are only marginally qualified for the position.

In summary, while the issue can be looked at from two opposite "logical" positions the best evidence we have would indicate that first, actual job experience does not greately modify scores on tests which measure individual attributes important for success on a job and second, the individuals most likely to profit from training and experience related to a job are those who score higher on attributes which are important for success on the job. Training and experience on the job may actually accent the difference between those with initial high and low test scores. Differential Prediction:

Differential prediction is an extremely complex topic with a multitude of technical ramifications. For the present study differential prediction was not a factor since subgrouping of the sample was not possible in the concurrent validation study. In recommended subsequent validation studies these technical issues, which have been discussed in Chapter 3, will become more prominent.

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Practical Usefulness of the Test Battery:

At least three factors are important in determining the operational usefulness of a test battery. These include the selection ratio, the proportion successful in the position who have not been selected on the basis of a selection test, the magnitude of the relationship between test performance and job performance. Together they influence the total utility of the test battery to the organization.

The selection ratio is extremely favorable for the organization since only a small percentage of the individuals who actually apply for the openings are ultimately selected. This means that even a moderate relationship between the test score and performance will make the test useful to the police department. Historically, the selection ratio has ranged from .08 to .12 (approximately one in ten selected for each position).

The present employees of the police department have always been selected by some form of civil service test. Therefore, it is not feasible to determine the proportion of individuals who have become satisfactory or superior employees when not selected on the basis of a test.

The obtained relationship between test performance and job performance in the validation study shows the potential usefulness of the test battery. This has been graphically illustrated by the expectancy tables in Chapter 5.

Documentation of Validity Evidence:

The following fourteen points relevant to criterion-related validity have been included in the report or are detailed below:

(1) Organization, location, and date of study.

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The study was conducted for the Akron police department

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between September 1, 1973 and June 1, 1974 in Akron, Ohio. The time between the collection of test and criterion data was approximately two weeks.

- (2) Problem and setting.
- Job Analysis. (3)

The job analysis conducted for this validation study is contained in Appendix B.

- Job titles and codes. (4)
- (5) Criteria.
- they were derived is contained in Chapter 4. (6) Sample.

The sample used for this validation study in terms of the racial, and sex composition is provided in

The validation study was conducted to provide a non- discriming, ting operational test battery for use by the Civil Service Commission in selection of patrol officers.

The validation study was done for patrol officers. This group has a job title and code from the Dictionary of Occupational Titles, (3rd Edition) (United States Training and Employment Service, 1965) of Patrolman, 375,268.

A complete discription of all criteria including the rationale for their selection and how they were observed, recorded, evaluated, and quantified is contained in Chapter 4 with the performance rating scales contained in the Appendices. The reliability estimates and how

Chapter 5. Included in that is a description of how the research sample was selected from the total group of patrol officers currently employed by the Akron police

department.

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(7) Number of Cases.

Chapter 5 contains the number of patrol officers tested in the validation process.

- Tests and Other Selection Procedures. (8)All of the commercially available tests used for the validation study (including the title, form, and publisher) have been provided to the Akron City Employment Manager.
- Techniques and Results.

Chapter 5 contains the complete method used in analyzing the data. Included in the discussion are both the uncorrected correlation coefficients and those which have been corrected for restriction of range. The statistical significance of the results are shown.

Normative Data. (10)

> Measures of central tendency and dispersion are reported for all tests and all criteria and are grouped by relevant racial, and sex subgroups. This data is contained in Chapters 4 and 5.

(11) Uses and Implications.

Chapter 5 contains the specific operational use of the test battery along with the weights used for each test and the validity of the weighted composite.

Cut-off Scores. (12)are ranked.

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- (13) Source data. number deleted.
- Contact Person. (14)this report.

Interim Use of the Test Battery: The clear support for the operational use of the recommended test battery is contained in Section 9 of the draft of EEOC guidelines. The situation can best be described in the present case as one where the Civil Service Commission has conducted a validation study for patrol officers demonstrating a significant correlation between test results and performance on various dimensions of the job. A complete validation study was carried out with the exception of differential prediction analysis which was

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Cut-off scores are not a factor in the operational situation since by Civil Service Regulations all applicants

Source data, maintained by the investigators, contains all pertinent information concerning the validation study. This data includes the test scores, criterion scores, age, sex, minority group status and experience on the specific job of patrol officer. Included is a work sheet showing the pertinent information about each individual sample member with specific identifying information such as name and social security

Further information about the validation study can be obtained from the principal investigator. His name and mailing address are contained on the front cover of

not conducted due to technical infeasibility. The present study shows a significant correlation between test results and performance. Under the draft EEOC guidelines the Civil Service Commission may continue to use the test battery operationally until such a time as a differential prediction study is feasible. It is a specific recommendation of this study that a differential prediction study be conducted when technically feasible.

Develop a Total Personnel Selection Program Within a Public Policy Framework:

In the introduction to this report some of the difficulties of integrating public policy and personnel selection were discussed. Five major points were raised concerning the appropriate approach to this problem. In the present study it was possible to consider a limited number of these issues. It is the recommendation of this report that a total, integrated personnel selection program be instituted with takes into account all of the factors previously discussed. This has not previously been done in the personnel selection and public policy area.

In a different context, Barrett, Alexander, and Forbes (1973) presented an integrated package for driver licensing and training which took into account many of the issues which have been discussed. This involved a modification of the Cronbach and Gleser (1965) model along with the use of a Bayesian decision analysis model in order to evaluate public policy considerations for the Department of Transportation.

Conceptually, the same approach should be undertaken in the area of personnel selection for the police department. This type of study is particularly important since there are a number of trade-offs to be made between the cost of a testing program and the benefits to be derived from that program. As new information becomes available concerning the efficacy of various personnel selection programs these need to be integrated into a total model that quantitatively assesses the value of the alternative approaches.

Continued Development of Personnel Selection Program:

The operational use and scoring of the test battery requires continued study and development. Personnel selection and validation is not a static process, but one which requires continued development and modification as new information becomes available. The operational use of the test battery and prediction validity studies will be reported as the data becomes available.

United States District Court Decision

On January 31, 1975 the court (Arnold vs. Ballard) ruled that:

- (1) "The high school education requirement is a valid requisite for employment as a policeman even if a higher proportion of blacks are disqualified because of it."
- (2) "The concurrent validation study has practical significance for the selection of Akron police officers and is substantially job related."
- (3) "The new examination has not yet demonstrated a disproportionate impact on black applicant and is jobrelated."

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APPENDIX B

Job Description Police Division

January 11, 1974

JOB DESCRIPTION POLICE DIVISION

is the front-line function of the police force being the first to answer calls, first at the scene of crimes and traffic accidents, and responsible for helping citizens, solving traffic problems, citing traffic violators, and arresting suspects. The uniform officers interact daily and continuously with the citizens.

Patrol (247) The basic functions include preventing crimes (deterrence) and giving aid, relief, and information to all citizens as circumstances require. Patrol officers detect, report, question and arrest suspects observed or believed to 13 involved in a crime. This requires the officer to know the routine activity of his assigned district, to detect offenders (past and suspected), to know the habits of people and business in district, to be familiar with the residential and commercial areas that are the most frequent scenes of crimes, and to evaluate the social environment and influences with which he must be familiar if crime is to be prevented. This may best be accomplished by consistently reporting for duty, maximizing the time on patrol, and by conducting oneself in a professional manner.

1. Attend roll call, view TV line-up, take notes on orders and instructions, review Daily Bulletin.

3. Inspect equipment to insure a sufficient supply and to determine if all equipment is operating properly.

4. Patrol district on random basis while being constantly alert for conditions which may facilitate or invite the commission of crimes and other incidents that require police service. This requires initiative, problem solving capacity, and the ability to make prompt and effective

a. Examine accessible doors and windows in the patrol

c. Note conduct of suspicious persons and fill out Field Interrogation Report when necessary.

The approximate number of officers assigned as of 1/11/74 are within

² The percentages represent the approximate proportion of time spent

B-4

18

30%

B-3

s.	Seek	ne
	ALC: NO 12	

5. Answer all calls - Receive radio calls from dispatcher and obtain all necessary information for completing log sheets (Appendix VIII). Proceed to given address quickly with regard for safety. While approaching the address observe any suspicious person(s) or cars leaving. Interview suspects and victims. Fill out Incident Report and make arrest if needed. Report back to Dispatcher. When necessary fill out Confidential Report. WORKING CONDITIONS

In and out of auto many times a day.

- 4.
- 5.
- 6.
- 7.
- 8.

SUPERVISION RECEIVED

- 1.
- 2.
- 3.
- SUPERVISION GIVEN
- 1.
- 2.
- 3.

d. Keep a record of all known or suspected gambling 0.5% houses, houses of ill fame, disorderly houses, resorts for persons of known bad character, etc. Examine relevant places and persons in the district 0.5% for licenses and compliance with city ordinances.

f. Render information and aid to persons in need. 58

Aid in handling traffic and emergency conditions. 49 q.

- Suppress any disturbance in the district and make 18 h. arrests if necessary.
- Enforce traffic and parking laws. 5% i.
- Care of lost children. 1. 5%
- k. Insure that the sidewalks and streets are not 18 obstructed by persons or property.
- 1. Keep alert for potentially dangerous situations. 18
 - 1. Note obstructions and defects in the streets or sidewalks and any other such conditions which might render the City liable.
 - 2. Be vigilant to prevent fires.
 - 3. Notify property owners of potentially dangerous situations and take appropriate actions.
 - 4. Make proper notifications when street lights are out or in need of repair.

Report unsafe conditions of buildings. 5.

6. Report missing or damaged street and traffic signs.

Make daily reports of all complaints received during

crimes as may be necessary. Search for and preserve

n. Conduct preliminary investigations at the scene of

48

m.

- 10%
- 18
- Render first aid as necessary. 0.
- p. Appear in court and testify as required, relating the 58 sequence of events according to proper procedures.

evidence according to proper procedures.

"Settle" domestic guarrels. 48 α.

the shift.

Search suspects and cars, and complete Weapon Reports 5% r. when necessary.

eded information from appropriate sources.

1. Primarily inside official automobile.

Exposed to all climatic conditions both in and out of auto.

In and around many types of buildings and residences.

In all kinds of traffic conditions.

Often under pressure and in dangerous situations.

Always under close public scrutiny.

Work is performed with people of differing personalities and backgrounds and with individuals under emotional stress.

9. Periods of monotony due to routine activities.

Sergeant makes periodic checks to observe the alertness and location of Patrol Officers.

Sergeant reviews reports made.

Sergeant assists on certain calls (resisting arrest, mental cases, suicide, sudden deaths, serious crimes and accidents).

4. Sergeant is available upon request by Officers.

Supervises new recruits assigned to him.

Supervises reservists assigned to him for experience.

Supervises civilian observers that have been given permission to accompany him on duty.

4. Supervises civilians at emergency situations.

BASIC REQUIREMENTS

- A resident of the City of Akron for a minimum of one
 (1) year immediately prior to application and at the time of appointment.
- 2. Graduation from an accredited high school or vocational school or equivalent.
- 3. Age 21 to 30 inclusive.
- 4. In Sound Physical Health as determined by a comprehensive medical examination including the following major factors:
 - A. Vision: Uncorrected distance visual acuity in each eye of 20/200, or less and correctable to at least 20/20 in each eye. Candidates requiring corrective lenses of <u>any</u> type must possess a second pair of Break-Resistant glasses at the the time of appointment.
 - B. Height: Minimum 5'6" (66 inches) to a maximum of 6'9" (81 inches) Note: Candidates not meeting this requirement will be required to demonstrate their ability to safely perform those tasks which have established the height requirements.
 - C. Weight: Within established limits bases on individual body composition.
 - D. Good hearing.
 - E. Capable of complex psychomotor skills as required for self defense, apprehension, auto control at high speeds, etc.
 - F. Perceptual ability able to perceive differences in detail and maintain independence of the perceptual field.
 - G. Stamina for working up to 16 hours a day.
 - H. Physical attributes of strength, agility and speed as related to job performance.
 - I. Memory as needed to be familiar with the activities of his assigned district and to recognize past offenders.





5. Emotional maturity

	A. Able to deal effectively with others in divergent interpersonal situations.		7. Ordinances o
,	B. Cooperative - able to work with and assist ot ers.		8. State statut
	C. Maturity in judgment - able to properly handle position of authority and demonstrate a potential		9. First Aid
	for leadership in diverse situations.		10. Typing
	D. Able to deal successfully in stressful situations.		11. Report writh
	E. Capable of accurate and objective interpretation of situations, both involving and not involving self.		12. Printing 13. Notes and no
6.	Capable of expressing self clearly in written form.		14. Legal terms
7.	Able to read and comprehend written materials.		15. Case prepara
8.	Able to speak clearly and rationally.		16. Court room d
9.	Possession of a valid Ohio Operator's License.		17. Jurisdictio Patrol
10.	Passing of written examination.		18. Community r
11.	Successful passing of detailed background check.		19. Pubic inqui
TRA	AINING	•	20. Control of
1.	Academy	• • •	21. Radio proce
	 a. 400 hours of in-class training with passing grade on all exams, thereby demonstrating proficiency in: 	•	22. Care of fir
	1. Departmental rules and regulations		23. Tactical us
	2. City and Departmental organization	•	24. Federal law
	3. Operation of Ohio State Government		25. Arrest proc
•	4. Constitution of United States and Bill of Rights		26. Crime preve
	5. Code of the City of Akron	• 2.	Three to six mon of an experience
	6. Operation of the Sheriff's offices	3.	Semi-annual hand
		•	Accident investi
		5. 5.	In service train

B-6

of the City of Akron

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cedures

ention, equipment, and methods

ths duty under the supervision ed officer.

gun proficiency qualification.

igation school (two weeks).

ning - Special training as necessary.

- B. <u>Traffic (57)</u>. The basic functions are accident investigation, traffic, assisting motorists, and traffic enforcement, parking violations, monitoring traffic speed by radar and "Vascar," and directing traffic. Traffic officers also answer calls and provide assistance for patrol cars. They are also alert to nontraffic problems such as: intoxication, possession of marijua a, suspicious persons, etc. The focus of attention is, however, on traffic.
 - a. Accident Investigation (3-9). Functions are to investgate all serious accidents with a fatality or near fatality. Other accidents may also be investigated depending upon the work load.

8 of

58

48

88

Time WORK PERFORMED

- 6% 1. Attend roll call, view TV line-up, take notes on orders and instructions, review the Daily Bulletin.
- 2% 2. Check out necessary equipment.
- 2% 3. Inspect equipment to insure a sufficient supply and to determine if all equipment is operating property.
 - 4. Accident investigation should determine how, why and who was at fault.
- 5% a. Protect the accident scene from fire (spilled gasoline) and traffic.
- 18 b. Call the proper emergency equipment.
- 5% c. Evacuate the injured.
- 5% d. Apply first aid when necessary.
- 12% e. Sketch all visible evidence making measurements as necessary.
- 7% f. Make triangulations by measuring from two nearby fixed objects to the evidence (skidmarks, etc.)
- 5% · g. Photograph the accident scene and deceased victims.
- 25% h. Take statements from witnesses and surviving victims.
- 5% i. Transfer field sketch to a drawn diagram when a fatality has occured.
 - j. Write a Police Traffic Crash Report. In addition, if a fatality has occurred, write a Detailed Confidential Report to the traffic Captain.
 - k. Cite and arrest violators.
 - Appear in court and testify as required, relating the sequence of events according to proper procedure.

	18	m. Give informatic victims concern
	28	n. Fill out Daily
	WOR	KING CONDITIONS
	1:	Primarily inside of
	2.	In and out of auto
	3.	Exposed to all clin of auto.
	4.	In all kinds of tra
	5.	Under close public
	6.	Under pressure and
	7.	Work is performed with the second sec
	SUI	PERVISION RECEIVED
	1.	Sergeants assist o
٠	2.	Sergeants review
	3.	Sergeants are avai
	4.	Sergeants make per ness and location
	SU	PERVISION GIVEN
	1.	Supervises new rec
	2.	Supervises officer in Accident Invest
•	3.	Supervises civilia permission to acco
	BA	SIC REQUIREMENTS
	1.	Must fulfill basic quirements of Patr
	TR	AINING
	1.	Complete Academy
	2.	Accident Investiga
	2	mbree to six month

B-8

on to insurance companies and ning accidents.

Activity Log.

fficial automobile.

many times a day.

matic conditions both in and out

affic conditions.

scrutiny.

undesirable conditions.

with individuals of differing personaln under emotional stress.

n all serious traffic accidents.

reports.

lable upon request by officers.

iodic checks to observe the alertof accident investigators.

ruits assigned to him.

s assigned to him who are not experienced igation.

an observers that have been given propany him on duty.

c requirements (refer to Basic Rerol).

(refer to Academy, Patrol).

ation School-two weeks.

Three to six months duty under the supervision of an

experienced officer.

- 4. Semi-annual handgun proficiency qualification.
- 5. In-service training special training as necessary.
- Three-wheeled motorcycle (6-10). The basic functions are b. to patrol specified districts in downtown area while checking for parking violations, issuing parking tickets, moving traffic citations, and assisting motorists. Highly congesteds areas are patroled to keep traffic moving

% of Time WORK PERFORMED

- 1. Attend roll call, view TV line-up, take notes 68 on orders and instructions, and review the Daily Bulletin.
- Check out necessary equipment. 28 2.
- 28 3. Inspect equipment to insure a sufficient supply and to determine if all equipment is operating properly.
- 4. Issue parking violations: restricted area (may be 758 towed), meter violations, parking too close to fire hydrant or crosswalk, blocking driveway, etc.
- 28 5. Write citations for moving traffic violations: speeding, red light, stop sign, reckless operation, etc.
- 28 6. Inspect motor vehicles for safety.
- 7. Assist motorist with stalled autos. This may in-18 volve directing traffic around the car until it can be moved.
- 8. Assist at traffic accidents. 18
- 9. Answer other calls in the area, especially when 18 a cruiser is unable to go.
- 1% 10. Note other criminal activity and suspicious persons and fill out Field Interrogation Report when necessarv.
- 1% 11. Arrest criminal suspects.
- 5% 12. Fill out Daily Activity Log sheets.
- 1% 13. Appear in court and testify as required.
 - 14. Clean and polish motorcycle, usually during off shift hours.

WORKING CONDITIONS

- 1. Primarily on three-wheeled motorcycle between 6 A.M. and 6 P.M.
- On and off motorcycle many times a day. 2.
- Exposed to all climatic conditions. 3.
- In all kinds of traffic conditions. 4.
- Under close public scrutiny. 5.
- б.
- 7. and backgrounds.

SUPERVISION

- 1. Sergeants assign districts.
- ness and location of officers.
- 3. Sergeants review reports.
- cycle is being properly maintained.

SUPERVISION GIVEN

vision given.

BASIC REQUIREMENTS

- guirements of Patrol).
- stabilitiy on the job.

TRAINING

- 1.

- 4. experienced officer.

Under pressure and in dangerous situations.

Work performed with people of differing personalities

Sergeants make periodic checks to observe the alert-

4. Sergeants make periodic checks to ensure the motor-

1. Since the operation of the three wheeled motor cycle requires that they work alone, there is little super-

1. Must fulfill basic requirements (refer to Basic Re-

2. Two to four years in Uniform, exhibiting evidence of

Complete Academy (refer to Academy, Patrol). له تعديده الدار و برامروره بدرسه العد والعروض الدارية والرق المروق المروق 2. Accident Investigation School-two weeks.

Semi-annual handgun proficiency qualification.

Three to six months duty under the supervision of an

5. In-service training - Special training as necessary.

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c. Solo motorcycle (10-20). The basic functions include traffic enforcement, directing traffic, issuing parking tickets, and assisting at traffic accidents. However, special assignments may include patrol escorts, funeral escorts, motor convoys, traffic enforcement of high accident area, and traffic enforcement on streets where a complaint has been received from a citizen. They also may work as a "catcher" for a radar car.

% of

Time WORK PERFORMED

- 6% 1. Attend roll call, view TV line-up, take notes on orders and instructions and review the Daily Bulletin.
- 2. Check out necessary equipment. 28
- 28 3. Inspect equipment to insure a sufficient supply and to determine if all equipment is operating properly.
- 4. Direct traffic. 23%
- 163 5. Serve as radar catcher.
- 6. Enforce traffic laws at high schools and high 23% accident areas.
- 7. Issue parking tickets. 28
- 88 8. Cite and arrest moving traffic violators.
- Write Daily Activity Log sheets (Appendix VII & XVI) 18 9.
- 1% 10. Arrest criminal suspects.
- 8% 11. Clean and polish motorcycle.
- 8% 12. Appear in court and testify as required, relating the sequence of events according to proper procedure.

WORKING CONDITIONS

- 1. Primarily on Solo motorcycle between 6 AM and 6 PM.
- 2. On and off motorcycle many times a day.
- 3. Exposed to mild climatic conditions since solos do not operate during the Winter seasons or in heavy rains. (During winter season he is assigned to other divisions in traffic.)
- 4. In all kinds of traffic conditions.

- 5. Work is performed under close public scrutiny.
- ations.

SUPERVISION RECEIVED

- ness and location of officers.
- Sergeants review reports. 2.
- Sergeants are available upon request. 3.
- Sergeants assign special details. 4.
- 5. cycle is being properly maintained.

SUPERVISION GIVEN

BASIC REQUIREMENTS

- quirements of Patrol)
- stability on the job.

TRAINING

- 1. Complete Academy (refer to Academy, Patrol).
- 2. Accident Investigation School-two weeks.
- 3.
- 4. experienced officer.
- as well as non-traffic crimes.

6. Often working under pressure and in dangerous situ-

7. Work performed with people of differing personalities and backgrounds, sometimes under emotional stress.

1. Sergeants make periodic checks to observe the alert-

Sergeants make periodic checks to ensure the motor-

1. Since the operation of the solo motorcycle requires that they work alone there is little supervision given.

1. Must fulfill basic requirements (refer to Basic Re-

2. Two to four years in Uniform, exhibiting evidence of

Semi-annual handgun proficiency qualification.

Three to six months duty under the supervision of an

5. In-service training - Special Training as necessary.

d. Vascar (9). The basic functions are to observe and cite speeders, hased on evidence gathered by Vascar while it is either stationary or moving. They concentrate on freeways, high accident areas or where citizens' complaints have been noted. Other traffic violations are also noted

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	% of Time	WOI	RK P	ERFORMED		•				
	68	1.	Ati on Bul	end roll call, view TV lir orders and instructions ar letin.	e-up, take notes d review the Daily		4	l.	In all forms of traff	i
	28	2.	Che	eck out necessary equipment	•		5		Work is performed wit ities and backgrounds	h L
	28	3.	Che sup	ck equipment, making sure ply and all is working pro	there is ample perly.			5. 1	Work involves dealing	1
	768	4.	Vas	car operation:		•	7	1.	Usually alone (i.e. w	7 1 .
	2%		a.	Set up Vascar.			Č.	SUPE	RVISION RECEIVED	
	18		b.	Check radio transmission	to catchers.]	L.,	Sergeants review repo	r
•	18		c.	Record in notebook the da tions, road conditions, n	te, weather condi- umber of traffic		2	2.	Sergeants make period and alertness of Vasc	li :a
				lanes, temperature, and s	peed zone.			3.	Sergeants are availab	ג.
	50%		đ.	Observe and measure speed	of cars with Vascar		-	SUPE	RVISION GIVEN	
	20%		e.	Cite and arrest violators	as is necessary.			1.	Supervises new recrui	Lt
				· · · · · · · · ·	•		:	2.	Supervises officers enced in Yascar oper	as at
	1%	·	f.	Check license number agai	nst stolen car sheet	•		3.	Supervises civilians accompany him on du	t ty
	1%		g.	Check cars passing for bu mufflers.	mpers and had	2 g - 1		BASI	C REQUIREMENTS	
	18	5.	Inv	estigate accidents and non-	-traffic calls.			1.	Fulfill basic require Patrol).	en
	18	6.	Fil	l out Daily Activity Log.			•	2.	Accurate visual judg	me
	48	7.	Ope for	rate Breathanalyzer and finns.	ll in appropriate			TRAI	INING	
•	88	8.	App	ear in court as necessary,	relating sequence of	of a state of the		1.	Complete Academy (re	Ēē
ŕ	WORI	KING	eve CON	nts according to proper pro DITIONS	ocedure.			2.	Accident Investigation	or
	1.	Prin	nari	ly inside official automob:	ile .			3.	Three to six months experienced officer.	đu
· .	2.	'In 'a	and o	but of auto many times a da	ý.			4.	Semi-annual handgun	p
	, 3.	Expo of a	osed auto	to all climatic conditions	both in and out		•	5.	In-service training	
	•							6.	Breathanalyzer schoo	1.
							е.	Rada	ar Car (3). Function	5

B-14

.C.

people of differing personal-

with intoxicated drivers.

thout a partner).

ts.

c checks to observe the location r operators.

e upon request.

s assigned to him.

ssigned to him who are not experition.

that have been given permission to ٢.

ments (refer to Basic Requirements

ent.

er to Academy, Patrol).

n School-two weeks.

uty under the supervision of an

roficiency qualification.

Special Training as necessary.

Radar Car (3). Functions are to observe and cite speeders in high accident areas, areas where complaints have been noted, school zones, residential areas, and business dis-tricts. The radar unit consists of a radar car and catcher (either solo motorcycle or a cruiser).

	% of		•		and the second se
	Time	WOR	K PERFORMED		
	6୫	1.	Attend roll call, view TV line-up take notes on orders and instructions and review the Daily Bulletin.	6. Must work	in coordin
	28	2.	Check out necessary equipment.	7. Radar cars	operate b
•.	28	3	Inspect equipment to insure a sufficient supply	SUPERVISION REC	CEIVED
	~ 0		and to determine if all equipment is operating prop	erly 1. Sergeants i	review rep
	838	4.	Radar operation:	2. Sergeants r and location	nake perio on of rada
	2%		 Set up radar car at appropriate distance from "speed meter ahead" sign. 	3. Sergeants a	are availa
	48		b. Set radar beam to clock oncoming traffic.	SUPERVISION GIV	VEN
	18		c. Check radio transmission to catchers.	1. Direct the	catcher t
	53%		d. Observe and measure speed of cars in radar beam.	2. Supervises	new recru
	18		e. Record in notebook the date, weather conditions road conditions, number of traffic lanes, tem-	, 3. Supervises enced in ra	officers adar opera
			perature, and speed zone.	4. Supervises to accompar	civilians ny him on
	208		f. Transmit to catcher information on traffic and pedestrain conditions and the speed of cars identified by their license numbers. makes.	BASIC REQUIREM	ENTS
			colors and lane locations. The catcher cites a arrests violators.	and 1. Fulfill bas ments,Patro	sic requir
	18		g. Check license number against stolen car sheet.	TRAINING	
	18		h. Check cars passing for missing bumpers and bad mufflers.	1. Complete Ac	ademy (re
	5%	5.	Appear in court and testify as required, relating	2. Three to st experienced	ix months d officer.
	18	6.	sequence of events according to proper procedure. Answer non-traffic calls.	• 3. Semi-annual	l handgun
r	18	7.	Fill out Daily Activity Log.	4. In-service	training
	WORK:	ING	CONDITIONS	f. Send-For (2).	Functions
	1. 1	Prim	arily from inside of official automobile.	jects who recei appear in court	ived movin t on their
	2.	In a	nd out of auto several times a day.	time WORK PERFO	ORMED
	3. 1	Expo auto	sed to all climatic conditions both in and out of	5% 1. Attend orders	i roll cal s and inst
	4.	In a	ll forms of traffic.	Bullet	tin,
•	5. 1	Work	is performed with people of differing personalities	2% 2. Check	out neces
		and	packgrounds.	2% 3. Check to de	equipment termine if

B-16

J

between 6 A.M. and 6 P.M.

eports.

iodic checks to observe the alertness dar cars.

lable upon request.

to the appropriate car.

ruits assigned to him.

s assigned to him who are not experiration.

ns that have been given permission n duty.

irements (refer to Basic Require-

refer to Academy, Patrol).

s duty under the supervision of an r.

n proficiency qualification.

J - Special Training as necessary

ns are to locate and arrest all subing traffic citations, but failed to ir designated date.

all, view TV line-up, take notes on structions, and review the Daily

.

essary equipment.

nt, to insure a sufficient supply and if all equipment is operating properly.

- 60% 4. Contact people by phone, in person, or mail. When contacts are in person, at home or work. an arrest is often made.
- Serve fugitive warrants involving out-of-town 5. 58 police departments.
- Send out warrants to other police departments 5% 6. and maintain a file on this.
- 5% 7. List and search for subjects wanted for several moving violations (most wanted).
- 8. Keep record of abandoned cars towed because of a 78 violation as denoted by the Building Inspection Department.
- 2% 9. Notify owners that their cars have been listed as abandoned and will be removed in thirty days if not moved.
- 6% 10. Arrange for the removal of junk vehicles located in residential areas. A Confidential Report is typed indicating action taken and final disposition.
- 18 11. Write traffic citations.

WORKING CONDITIONS

- 1. Primarily divided between inside official automobile and inside Safety Building.
- 2. In and out of auto several times a day.
- 3. Exposed to all climatic conditions both in and out of auto.
- 4. In all areas of the city.
- 5. Work is performed with people of differing personalities and backgrounds.
- 6. Because of new laws (i.e. bonds handled by the State), the Send-For, as other police officers (especially detectives), are becoming more involved in serving warrants.

SUPERVISION RECEIVED

- 1. Sergeants check capias (failure to comply with a court order) and warrants served.
- 2. Sergeants check disposition of complaints made regarding junk vehicles.

- 4. Superiors review reports and files.

SUPERVISION GIVEN

1. Supervises new recruits assigned to him.

BASIC REQUIREMENTS

ments, Patrol).

TRAINING

- 2.
- 3.
- 4
- II. Police Personnel and Police Reserves.
 - Operator (answerer) and Teletype Operator.
 - Telephone answering 1.
 - & OF TIME WORK PERFORMED
 - 90%
 - of communications.
 - 10% Police Division.

B-19

3. Superiors check progress in arresting subjects listed as most wanted for traffic violations.

1. Fulfill basic requirements (refer to Basic Require-

1. Complete Academy (refer to Academy, Patrol).

Three to six months duty under experienced officer.

Semi-annual hand gun proficiency qualification.

In service training - Special Training as necessary.

Services Sub-Division (31) The basic function is to provide the auxiliary services (technical, special, supportive, and facilitative) necessary for the efficient functioning of the Police Division. This involves supplies (e.g., forms, reports, motor vehicles, etc.), communications, records, and training of

A. Communications (27) The basic purpose is to receive citizen's complaints and requests for police service and to provide dispatching and related information services for all police field units. Communications also provides non-police and police related information to the public. They provide the means by which the Police Division can swiftly and efficiently learn of crimes, retrieve information, and perform other administrative and operational actions. Communications encompasses three areas: Dispatcher, Telephone

> a. Answer telephone calls from citizens making complaints or requesting information. If a crime is involved, all pertinent information (name, location, nature of crime, description of persons involved, type of car used, license number, etc.) is recorded on the Dispatch card the Dispatch card is then signed, stamped by the time clock and sent to Dispatcher via the Sergeant in charge

b. Transfer citizen's calls to proper department in

Dispatcher 2. % of

Time

WORK PERFORMED

- 82% A. Deploy car(s) in the area of a crime to the scene, relaying all pertinent information on Dispatch Card. Place card into time clock, then transfer it to the appropriate slot which corresponds to a car number. This trips an electric circuit that displays a red signal indicating that the gar is on call.
- 4% B. After the car(s) have taken appropriate action and reported so, the Dispatcher completes the disposition on the bottom of the Dispatch Card (Appendix XX). The time is then stamped on the card and it is placed in a storage box. This action returns the display light for the car to a green signal which indicates the car is clear and ready to answer another call.
- When a car needs an ambulance or a tow truck, the 18 с. Dispatch Card is removed and passed to the Sergeant who places the appropriate calls. The Sergeant writes in this information, and returns the Dispatch Card to the Dispatcher who places it in the appropriate slot.
- D. The Dispatcher records on the Dispatch Card all 18 hourly check ins of foot patrolmen and mobile units.
- 1% E. Broadcasts the time and radio code letters every half hour as required by Federal law.
- 5% F. Observes bank alarm display on dispatchers board and sends cars to investigate any alarm.
- 1% G. Relays police car requests for hook ups with the teletype operator.
- H. Makes the dispatch cards for all traffic violation 58 citations.
- 3. Teletype Operator

6

- a. Receive requests from cars (traffic and patrol) 808 and other Bureaus within the Police Division for motor vehicle registration and driver License checks (Columbus).
- b. Receive requests for record checks from other police 38 agencies.

C. 48 record check). messages. MISCELLANEOUS DUTIES OF COMMUNICATIONS

38

58

- field.
- request that he come to the scene.

WORKING CONDITIONS

- contact possible with other officers.
- 2.
- Operator).

SUPERVISION RECEIVED

1. Sergeant moniters all dispatcher calls.

B-20

Teletype stolen car lists to Ohio State patrol to be broadcast throughout the State

d. Send messages to other Police Departments (e.g.

e. Maintain daily record file of in and out of State

f. Receive reports of stolen cars and Stolen or. lost license plates from fields units.

a. Operate information and complaint desk. This involves directing people to appropriate departments, taking complaints and filling out appropriate reports.

b. Building security: make rounds of the Safety Building particularly during hours when it is deserted at night.

c. Search record room when no one else is available (at night) to obtain information needed by a unit in the

d. Report to the appropriate utility company in case of equipment breakage and arrange for barricades.

e. Notify owner of robbery or illegal entry on his property

f. Midnight shift: compile all records (radio messages) and then make a monthly report of calls dispatched and of teletyped messages sent and received. Teletyped information is sent to Highway Patrol headquarters.

1. In communications room of the Safety Buildings. Verbal

Work pressure varies with number of calls received.

3. Frequent rotation among the three functions of communications (Dispatcher, Telephone Operator, Teletype
- B-22
- 2. Sergeant in charge checks dispatch card for accuracy and clarity.
- 3. Sergeant handles problem calls.
- 4. Sergeant checks alertness and efficiency on the job.
- SUPERVISION GIVEN
- 1. Supervises officers assigned to him who are not experienced in services subdivision work.

BASIC REQUIREMENTS

- 1. Fulfill basic requirements (refer to Basic Requirements . Patrol).
- 2. Capable of "Abstract Visualization": constructing mentally what is confronting police officers in the field.
- 3. Memory: ability to recall the assignments of officers.

TRAINING

- 1. Complete Academy (refer to Academy, Patrol).
- 2. Accident Investigation School-two weeks.
- 3. Three to six months duty under the supervision of an experienced officer.
- 4. Semi-annual handgun proficiency qualification.
- 5. In-service training.
- 6. Four to six years in Uniform to develop knowledge of the City and appreciation for situations which confront police officers on call.
- B. Community Relations (2). The basic function is to promote understanding and cooperation between the citizens and the Police Division. This is accomplished by providing the citizens information and explanations regarding the role and activities of the Police Division. % of

. Time WORK PERFORMED

- 17% 1. Give tours of the Safety Building, explaining the functions of each department, and answering all questions.
- 38% 2. Speak at high schools and other organizations regarding police functions and organization or topics of current interest such as drugs or security procedures.

.

10% 3. Provide vocational counseling on police work at high schools.

1.1 5% 5. Organize summer park programs. 15% 6. strikes, etc. 108 - 7. ment program.

WORKING CONDITIONS

- 1. Work primarily from inside office.
- 2. personal interaction. SUPERVISION RECEIVED
- 1. Sergeant assigns duties.
- 2.
- 3. behavior and abilities.

SUPERVISION GIVEN

- enced in community relations work.
- 2. given.

BASIC REQUIREMENTS

- Patrol).
- viduals and civic groups.

TRAINING

- 2. experienced officer.
- 4.

5% 4. Communicate with other police agencies requesting an Akron Police Division Arm patch.

Special assignment during civil disturbances,

Organize annual report and evaluation of recruit-

Work with organized groups. Requires frequent inter-

Sometimes under pressure and in tense situations.

Sergeant periodically reviews the progress of assignments.

Sergeant frequently works with officers noting their

4. Sergeant gives aid and advice when requested.

Supervises officers assigned to him who are not experi-Due to the nature of the job, there is little supervision

1. Fulfill basic requirements (refer to Basic Requirements-

2. Demonstrate an ability to establish rapport with indi-

3. Five to ten years of varied police work enabling the officer to speak on diverse police activities.

Complete Academy (refer to Academy, Patrol).

Three to eight months duty under the supervision of an

Semi-annual handgun proficiency qualification.

In-service training - Special Training as necessary.

- III. Investigative Sub-Division (87). The basic function is to investigate serious crimes with the objective of convicting the perpetrator. This involves ascertaining facts regarding the crime by interviewing witnesses and victims. Attempts are made to identify all suspects involved and assemble evidence capable of substantiating the appropriate charges in court.
 - General Assignment (36). Principal function is foll w-up Ä. investigation of serious crimes, usually after an incident report is filed by the uniform officer called to the scene. Crimes involved are homocide, robbery, rape, breaking and entering, larceny, suicide, arson, embezzlement and other felonies.

€ of

Time WORK PERFORMED

- 6% 1. Attend roll call, view TV line-up, and take notes on orders and instructions and review Daily Bulletin.
- Receive the assignment of new cases. 28 2.
- Check out necessary equipment. 28 3.
- 50% 4. Interview witnesses and victims by phone or in person (preferably) to obtain pertinent information.
- 5% 5. Observe crime scene for a reconstruction of the sequence of events.
- 5% 6. Search crime scene for evidence of suspects involved. If necessary call the identification bureau to photograph important aspects of the crime life., entrance, bodies) and attempt to find and lift fingerprints of perpetrators.
- 5% 7. Request or bring witnesses and victims to Identification Bureau in an attempt to identify perpetrators.
- 10% 8. Arrest and interrogate suspects.
- 48 9. Confiscate evidence from suspect, tag with initials and store in an attempt to construct a Jenain of evidence". Fill out form.
- 5% 10. Prepare cases for court and make court appearances giving facts of the cases and evidence obtained. Complete Supplement Arrest Reports giving brief details of arrests and explaining other circumstances to Court Officers.

11. Prepare (type) confidential progress reports of 6%

MISCELLANEOUS DUTIES

1. Obtain warrants for suspects and make arrests in evidence for conviction.

WORKING CONDITIONS

- 4 auto.
- 5.
 - 6. stress.
- 7. Work in all areas of the City.

SUPERVISION RECEIVED

- Sergeants assign cases. 1.
- Confidential Reports.
- 4. Sergeants are available upon request.

SUPERVISION GIVEN

- enced in investigative work.
- permission to accompany him on duty.

cases giving the details of the investigations. These are reviewed by the Deputy Chief in charge.

those cases where it is felt that there is sufficient

1. Work teams usually include three men, one being off duty and two on duty. Some have only one partner with men working alone three or four days a week.

2. Cooperate with other details (I.D., record room, etc.

3. Primarily inside official automobiles (unmarked).

Exposed to all climatic conditions both in and out of

Often under pressure and in dangerous situations.

Work performed with people of differing personalities and backgrounds, and with individuals under emotional

Cases assigned are the detectives! responsibility, however much information is exchanged between detectives and superiors, and among detectives.

3. Sergeants review progress of cases by reading

1. Supervises officers assigned to him who are not

2. Supervises civilian observers who have been given

3. Supervises officers from other divisions who become involved in ongoing investigations.

BASIC REQUIREMENTS

- 1. Must fulfill basic requirements (refer to Basic Requirements, Patrol).
- 2. Ability to plan and organize work days and maintain file of case reports.
- 3. Ability to synthesize evidence collected in preparation for possible arrests and convictions.

TRAINING

- 1. Complete Academy (refer to Academy, Patrol).
- Semi-annual handgun proficiency gualification. 2.
- 3. In-service training Special Training as necessary.
- 4. Four to five years in uniform showing an interest in and ability for investigative work.
- 5. Assigned to work with experienced detectives.
- B. Narcotics (5). The basic functions include the investigation, surveillance and confrontation of suspects in undercover (plain clothers) manner to gather evidence for arrests and conviction of perpetrators. Narcotics agents attempt to arrest dealers (sellers). This involves obtaining two or more purchases from suspects. Or, if a buy cannot be made, a search warrant is obtained (based upon evidence from an informer or surveillance) and the suspects residence is searched. Surveillances in the past have taken from on day to four years. Citizens' complaints regarding dealers are recorded and placed in a file.

% of

Time WORK PERFORMED

- 5% 1. Attend roll call, view TV line-up, take notes on orders and instruction and review Daily Bulletin. ě.
- Briefed by others on progress of cases. 28 2.
- Check out necessary equipment. 28 3.
- 28 4. Inspect equipment to insure a sufficient supply and to determine if all equipment is operating properly.
- 20% 5. Attempt to locate dealers while undercover. Suspects are approached and asked where drugs can be obtained (using slang terms).

- 10% 6. Purchase drugs using money identified by serial are being made by the dealer.
- 30% 7. Inhabit places high in narcotic traffic in an attempt
- 10% 8. "Stake out" (day and night) residences of persons in and out.
- 5% 9. Write reports on the progress of cases.
- 1% 10. Read FBI reports and other sources which relate to and procedure.
- 8% 11. Process evidence tag, wrap, date, initial, list and store for use in court.
- to buy narcotics.

MISCELLANEOUS DUTIES

WORKING CONDITIONS

- advice as needed.
- Food and Drug, etc.).
- 5. Work is performed with individuals of differing personalities and backgrounds.

B-26

B-27

numbers. Usually two or more buys are made to establish the legal fact that economic gains

to make contacts with "other buyers". Involves talking in slang language and acting to gain the trust of those involved in narcotic traffic.

suspected of dealing in narcotics, noting the traffic

judicial decisions that may effect narcotic arrests

5% 12. Appear in court explaining sequence of events before and after arrest, noting evidence such as money used

1. Infrequent arrests of individuals for crimes which do not relate to narcotics (e.g. driving while intoxicated),

1. Usually work in teams; however, the cases worked on are known to everyone (day and night shift) and are more of a total group effort with everyone giving

2. Primarily in places where narcotic traffic is high.

3. Frequent interaction with staff from other details (I.D., record room, etc.) and Federal agencies (FBI,

4. Often under pressure and in dangerous situations.

6. Must deal with persons under the influence of drugs.

· •						
	7. Work frequently from inside unmarked automobile	лан Д				
	8. Exposed to all climatic conditions both in and out of auto.	P			.5.	Assigned to work with exp
!	9. Work in all areas of the city.			c.	Juv gat	enile (11). The basic fun ion of crimes involving (
	SUPERVISION RECEIVED			•	18 Ass	years or under. The activity ignment but with a greater
Ĩ	- Sergeants assign cases.			.'	juv off	enile agencies (school, ju icers, detention, etc.).
2	. Sergeants review progress of cases by reading Confident Reports.			% of Time	WOF	RK PERFORMED
3	• Superiors (sergeants and lieutenants) work with men on cases.			68	1.	Attend roll call, view T orders and instructions a
4	. Sergeants are available upon request.		-	2୫	2.	Receive the assignment of
S	UPERVISION GIVEN			28	3.	Check out necessary equip
1	• Supervise recruits assigned to them.		j.	50%	4.	Interview witnesses and
2.	Supervise officers assigned to them who have no exper- ience in narcotic investigation.		• •	5፥	5.	Observe crime scene for 'a
3.	Supervise officers from other divisions who become involved in ongoing investigations.			5%	6.	sequence of events. Search crime scene for ev
BA	SIC REQUIREMENTS					If necessary call the ide
1.	Must fulfill basic requirements (refer to Basic Requirements - Patrol).					bodies) and attempt to f: perpetrators.
2.	Acting ability. Able to convince contacts and suspected			5%	7.	Request or bring witness Bureau in an attempt to :
3.	Must have realistic understanding a state		· ,	10%	8.	Arrest and interrogate su
	those involved in drug traffic.			5%	9.	Confiscate evidence from and store in an attempt
	TNTNG			•		evidence". Fill out form
L.	Complete Academy (refer to Academy, Patrol),			48	10.	Prepare cases for coun
2.	Semi-annual handgun proficiency qualification.		•			plete Supplement Arrest details of arrests and ev
ي. م	in-service training - Special Training as necessary.					stances to Court Officer.
4.	Usually four to five years in uniform, with some temp- orary assignements in Narcotics when a "new face" is needed. Sometimes new narcotic detectives are assigned immediately after the Academy.			6%	11.	Prepare (type) confident: details of the investigat Chief in charge.
	· · · · · · · · · · · · · · · · · · ·			•	MIS	CELLANEOUS DUTIES

B-28

1994) 1974) 1984)

viction.

B-29

perienced detectives.

nctions include the investias a victim or suspect) anyone vities are similar to General r emphasis on cooperating with uvenile court, welfare, traunt

V line-up, and take notes on and review Daily Bulletin.

f new cases.

pment.

victims by phone or in person ertinent information.

a reconstruction of the

vidence of suspects involved. entification bureau to photoof the crime (i.e., entrance, ind and lift fingerprints of

es and victims to Identification identify the perpetrators.

uspects.

suspect, tag with initials to construct a "chain of m 🕌

rt and make court appearances s and evidence obtained. Com-Reports giving brief plaining other circum-

ial progress reports giving tion for review by the Deputy

1. Obtain warrants and make arrests in those cases where it is felt that there is sufficient evidence for con-

WORKING CONDITIONS

- 1. Work teams usually include three men, one being off duty and two on duty. Some have only two partners with men working alone three or four days a week.
- 2. Cooperate with other details (I.D., record room, etc)
- 3. Primarily inside official automobiles (unmarked).
- 4. Exposed to all climatic conditions both in and o t of auto.
- 5. Often under pressure and in dangerous situations.
- 5. Work performed with people of differing personalities and backgrounds, and with individuals under emotional stress.
- 7. Work in all areas of the City.

SUPERVISION RECEIVED

- 1. Sergeants assign cases.
- 2. Cases assigned are the detectives' responsibility, however much information is exchanged between detectives and superiors, and among detectives.
- 3. Sergeants review progress of cases by reading Confidential Reports
- 4. Sergeants are available upon request.
- SUPERVISION GIVEN
- 1. Supervises officers assigned to him who are not experienced in investigative work.
- 2. Supervises civilian observers who have been given permission to accompany him on duty.
- 3. Supervises officers from other divisions who become involved in ongoing investigations.

BASIC REQUIREMENTS

- 1. Must fulfill basic requirements (refer to Basic Requirements, Patrol).
- 2. Ability to plan and organize work days, and maintain file of case reports.
- 3. Synthesize evidence collected in preparation for possible arrests and convictions.

	TRAI	INING	
	1.	Comp	lete Academy (
•	2.	Semi	-annual handgu
	3.	In-s	ervice trainin
	4.	Four in a	to five years nd ability for
	5.	Assi	gned to work w
D.	Auto gati hous % of Time	o The lon o se tr wor	ft (8). The b f crimes invol ailers, mini-b K PERFORMED
	20	1	Attonde vell
	05	• بل	notes on orde Daily Bulleti
	28	2.	Receives the
	28	3.	Checks out ne
	28	4,	Inspects equi determine if
	408	5.	Interviews wi in person (pr formation.
	10%	6.	Arrests and i
	48	7.	Confiscates e initials and a "chain of e
	5%	8.	Prepares the appearancesgi obtained. Co giving brief o other circumst
	58	·9. ·	Surveillance thefts in an
	5%	10.	Communicates agencies to p

B-30

B-31

(refer to Academy, Patrol).

in proficiency qualification.

ng - Special Training as necessary .

s in uniform showing an interest c investigative work.

with experienced detectives.

basic functions include the investilving stolen cars, motorcycles, bikes, etc.

call, views TV. line-up, and takes ers and instructions and reviews in .

assignment of new cases.

ecessary equipment.

ipment to insure a sufficient supply and to all equipment is operating properly.

tnesses and victims by phone or referably) to obtain pertinent in-

interrogates suspects.

evidence from suspects, tags with stores inan attempt to construct evidence". Fills out forms.

cases for court and makes court iving facts of cases and evidence ompletes Supplement Arrest Reports details of arrests and explaining tances to court officer.

of car dealers involved in past attempt to locate crimes in progress.

with car dealers and car rental promote security procedures.

8% 11. Compares towed vehicle file to stolen car thefts.

10% 12. Surveillance of stolen or suspected stolen cars in an attempt to apprehend suspects. 1% 13. Prepares(type) confidential progress reports of cases giving the details of investigations. These are reviewed by Deputy Chief in charge.

MISCELLANEOUS DUTIES

1. Obtain warrants for suspects and make arrests in those cases where it is felt that there is sufficient evidence for conviction.

WORKING CONDITIONS

- 1. Work teams usually include three men, one being off duty and two on duty. Some have only one partner with men working alone three cr four days a week.
- 2. Frequent interaction with other details (I.D., record room, etc.)
- 3. Primarily inside official automobiles (unmarked).
- 4. Exposed to all climatic conditions both in and out of auto.
- 5. Often under pressure and in dangerous situations.
- Work performed with people of differing personal-6. ities and back grounds, and with individuals under emotional stress.
- 7. Work in all areas of the City.

SUPERVISION RECEIVED

- 1. Sergeants assign cases.
- 2. Cases assigned are the detectives' responsibility, however much information is exchanged between . detectives and superiors, and among detectives.
- 3. Sergeants review progress of cases by reading Confidential Reports.
- 4. Sergeants are available upon request.

SUPERVISION GIVEN

1. Supervises officers assigned to him who have no experience in auto theft investigations.

- 2. Supervises civilian observers who have been given permission to accompany him on duty.
- 3. Supervises officers from other dividions who become involved in ongoing investigations.

BASIC REQUIREMENTS

- Requirements, Patrol).
- and maintain file of case reports.
- possible arrests and convictions.

TRAINING

- 1. Complete Academy (refer to Academy, Patrol).
- 2. Semi-annual handgun proficiency qualification.
- in and ability for investigative work.
- 5. Assigned to work with experienced detectives.
- Ε. leave for a week-end (go to a friend's or relative's) and then return. % of
 - TIME WORK PERFORMED
 - 68 Bulletin.
 - 28
 - 3. Check out necessary equipment. 28
 - 28 4
 - 458
 - 6. 15% may have relevant information.
 - 7. 98 frequently.
 - 8. 58 office, juvenal court, etc.).
 - 9. Check hospital admission lists. 58
 - 88 10, Review all accident reports.

1. Must fulfill basic requirements (refer to Basic

2. Ability to plan and organize work days, file notes,

Synthesize evidence collected in preparation for

3. In-service training - Special Training as necessary.

Four to five years in uniform showing an interest

Missing Persons (2). Functions primarily involve the investigation of persons reported missing. This usually involves juveniles who get angry at their parents and

1. Attend roll call, view TV line-up, and take notes on orders and instructions and review Daily

Receive the assignment of new cases.

Inspect equipment to insure a sufficient supply and to determine if all equipment is operating properly.

5. Interview parents to obtain relevant information.

Interview friends, school officials, etc. who

Check those places the person is known to go

Check state agencies which may have knowledge of the persons' whereabouts (i.e. coroners

1% 11. Prepare (type) confidential progress reports giving details of investigations for review by the Deputy Chief in charge.

WORKING CONDITIONS

- 1. Frequent interaction with other details (I.D., record room, etc.)
- 2. Primarily inside official automobiles (unmarked).
- 3. Exposed to all climatic conditions both in and out of auto.
- 4. Often under pressure and in dangerous situations.
- 5. Work performed with people of differing personalities and backgrounds, and with individuals under emotional stress.
- 6. Work in all areas of the City.

SUPERVISION RECEIVED

- 1. Sergeants assign cases.
- 2. Cases assigned are : the detectives' responsibility, however much information is exchanged between detectives and superiors, and among detectives.
- 3. Sergeants review progress of cases by reading Confidential Reports.
- 4. Sergeants are available upon request.

SUPERVISION GIVEN

- 1. Supervises officers assigned to him with no experience in missing persons investigations.
- 2. Supervises civilian observers who have been given permission to accompany him on duty.
- 3. Supervises officers from other divisions who become involved in ongoing investigations.

BASIC REQUIREMENTS

- 1. Must fulfill basic requirements (refer to Basic Requirements, Patrol).
- 2. Ability to plan and organize work days, file notes, and maintain file of case reports.
- 3. Ability to synthesize information needed to determine the location of individuals.

•				
	TRAI	NING		
•	1.	Comp	lete Acad	lemy (1
	2.	Semi	-annual h	andgur
	3.	In-s	ervice tr	aining
•	4.	Four in a	to five nd abilit	years y for
	5.	Assi	gned to w	ork wi
F.	Chec crim chec etc. * of Time	k de les i ks, Co utiv	tail (6). nvolving stolen cr mplaints es, and v K PERFORM	Prin forgen edit o are us victims
	68	1.	Attend r notes or Daily Bu	oll ca orden lletir
	28	2.	Receive	the as
	28	3.	Check ou	t nece
	28	4.	Inspect determin	equip ne if a
	108	5.	Determin sufficie (payment accordin	ne if c ent fur for s ng to s
•	30%	6.	Intervie partment about pe to obtai license	w vict store rpetra n rele number
	88	7.	Search, tain con other Po	arrest fessio lice I
	10%	8.	Speak wi procedur cause th deceased	th ban e for d ey wer accou
•••	10%	9.	Write me about cu	mos to rrent

B-35

refer to Academy, Patrol).

n proficiency qualification.

g - Special Training as necessary.

in uniform showing an interest investigative work.

ith experienced detectives...

ncipal function is to investigate ry, counterfeit checks, stolen cards, pass books, con games, sually made by citizens, bank s.

all, view TV line-up, and take rs and instructions and review n

ssignment of new cases.

essary equipment.

ment to insure a sufficient supply and to all equipment is operating properly.

cashed check is a crime, nonnds, or past consideration services received in the past) State laws.

tims (grocer store manager, dee manager, etc.) and bank tellers ator of bad checks or con games evant information (description, rs, etc.

t and interrogate suspects to obons. Obtain warrants and notify Departments of warrants outstanding.

nk executives regarding the proper dealing with checks returned bere stolen, counterfeitted, involve unts, etc.

Write memos to bank tellers and bank personnel about current stolen or counterfeitted checks and current con games.

- 5% 10. Maintain files on con games and illegal checks in an attempt to gather evidence and identify and arrest perpetrators.
- 10% 11. Make daily check of pawn shops and gun dealers to see if people purchasing guns have been convicted of a felony.
- 5% 12. Obtain handwriting analysis and send it with checks to London, Ohio, for comparison,

MISCELLANEOUS DUTIES

- 1. Serve warrants, capias (take a person in custody), and make arrests.
- 2. Return fugitives being held in other cities and states or persons being released from prisons.
- 3. Circulate around banks during busy times to detect con games in progress.
- 4. Check stolen gun file for guns confiscated in other crimes.
- 5. Keep telephone recordings up to date on local stolen checks.
- 6. Assist with General Assignment duties when they are overloaded.

WORKING CONDITIONS

- 1. Work in teams of two (both off weekends).
- 2. Frequent interaction with other agencies (FBI, postal authorities, etc.)
- 3. Work inside official automobile (unmarked) and Safety Building.
- Exposed to all climatic conditions both in and out 4. of auto.
- 5. Occasionally under pressure and in dangerous situations.
- Work is performed with people of differing personalities б. and backgrounds, and with individuals under emotional stress.
- 7. Work in all areas of the city.

SUPERVISION RECEIVED

1. Sergeants assign cases.

- tectives and superiors.
- fidential Reports.
- 4. Sergeants are available upon request.

SUPERVISION GIVEN

- perienced in Check Detail.
- permission to accompany him on duty.
- dealing with illegal checks.

BASIC REQUIREMENTS

- quirements Patrol).
- and maintain file of case reports.
- ation for arrests and convictions.

TRAINING

- 1.
- 2.
- 3.
- 4. and ability for investigative work.

2. Cases assigned are the detectives' responsibility, however, much information is exchanged between de-

3. Sergeants review progress of cases by reading Con-

1. Supervises officers assigned to him who are not ex-

2. Supervises civilian observers who have been given

3. Supervises officers from other divisions who become involved in ongoing investigations.

4. Advise other officers of the proper procedures in

1. Must fulfill basic requirements (refer to Basic Re-

2. Ability to plan and organize work days

3. Ability to synthesize evidence collected in prepar-

Complete Academy (refer to Academy, Patrol).

Semi-annual handgun proficiency qualification.

In-service training - Special Training as necessary.

Four to five years in Uniform showing an interest in

5. Assigned to work with experienced detectives.

G. Identification Bureau (11). The basic function of the police laboratory is to establish the identities of the perpetrators of crimes. This is accomplished by means of a detailed analysis of all evidence available. % of

Time WORK PERFORMED

- 25% 1. Process all suspects arrested for felonies serious misdemeanors. Record all criminal and personal history, fingerprints and description (scar marks, tattoos, build, skin tone, hair, teeth, etc.). Place final dispositon of the case in individuals personal jacket.
- 28 2. Classify and file fingerprints. Search the file to varify that the person arrested gave the correct name and is not wanted for other crimes.
- 28 3. Maintain photograph file (mug file) according to height and type of crime for citizens use in making identifications.
- 4. Provide information (arrest record and address) 228 upon request from other Police departments and Government agencies.
- 5. Photograph all violent crimes (murders, etc.), 58 sudden deaths, suicides (upon request from the coroner) as well as some breaking and enterings.
- 9% 6. Lift fingerprints at crime scene. Preserve them and make enlargements with the points of comparisons marked for use as evidence in court.
- 38 7. Testify in court to witness the validation of evidence obtained.
- 10% 8. Fill out forms and reports.
- 58 9. Photograph (still and moving) strikes, riots, civic functions, police memorial services, soap box derby, etc.
- · 2% 10. Process and develop all photographs taken making prints and enlargements.
 - 2% 11. Load and unload cameras.
- 10% 12. Operate TV camera for closed circuit TV roll call (line-up). Video tape all persons arrested and make audio tapes of their names, arrests, etc., for roll call.

38 13. Complete gun registration forms.

TECHNICAL WORK DUTIES

- scope.
- stereoscopic miscroscope.

- 6. on paper.
- destroyed.
- 8.
- graphing.
- jector.

WORKING CONDITIONS

- 1. Primarily in the Laboratory.
- 2. Frequent crime scene work.
- 3.

SUPERVISION RECEIVED

- 1.
- 2. workload.
- SUPERVISION GIVEN
- 1.
- handling evidence.

B-39

1. Compare spent bullets using ballistics micro-

2. Microscopic analysis of substances using cycloptic

3. Photomicrographic work - photographing substances through cycloptic microscope.

4. Paraffin test for gun powder burns.

Blood test of humans and animals.

Iodine fuming - develop latent fingerprints

7. Number restoring - detecting numbers filed or

Scale to weigh bullets to determine caliber.

9. Plaster casting of foot prints after photo-

10. Show color mug shots from Kodak carousel pro-

Work is performed with individuals of differing personalities and backgrounds.

4. Cooperate and assist other police details.

Sergeant assign duties and oversees results. Sergeant sometimes assist officers depending on

Supervises officers assigned to him who are not experienced with Identification Bureau work.

2. Advises officersof the "proper" techniques for

BASIC REQUIREMENTS

1. Fulfill basic requirements (refer to Basic Requirement).

2. Hand-finger dexterity. Hand and finger adjustments of many technical and laboratory pieces of equipment.

- 3. Eye-hand coordination. Laboratory duties involving visual judgments and finger movements.
- 4. Visual identification. Judgment involving comparisons of bullets, fingerprints, etc.

TRAINING

- 1. Complete Academy (refer to Academy, Patrol).
- 2. Semi-annual handgun proficiency qualification.
- 3. In-service training Special Training as necessary.
- 4. Four to ten years in Uniform showing an interest and ability for technical laboratory work.
- 5. One to three years in I.D., training under experienced officers.
- IV: SERGEANT (65). The basic function involves the supervision of officers assigned to him. Sergeants are responsible for the successful functioning of their respective departments.
 - Patrol Sergeant (22). The basic function involes the supervision of six to twelve Patrol Officers and the training of new recruits. Patrol Sergeants are responsible for one of four sectors within the city.

Time WORK PERFORMED

- 7% 1. Hold role call, read orders and special instructions as well as changes to the Daily Bulletin.
- 4% 2. Inspect officers regarding fitness for duty.
- 2% 3. Inspect officers equipment to insure it is in proper operating condition.
- 2% 4. Make special assignments.
- 46% 5. Check alertness and job behavior of officers in the field and make corrections when necessary. The Sergeant also assumes patrol duties while checking his sector.
- 2% 6. Respond to all fatal traffic accidents within his sector to assist in preliminary investigations.

		·
28	7.	Respond to all homicid sector, supervising th crime scenes.
• . 2%	8.	Inform supervisor when
108	9.	Synthesize all case in are reviewed by a supe
58	10.	Answer other calls.
18	11.	Attend meetings with b and city officials con may disrupt traffic.
28	12.	Train new recruits.
5%	13.	Evaluate officers supe
5%	14.	Available to officers
58	15.	Assume superiors dutie
	WORK:	ING CONDITIONS
	1.	Usually works alone.
	2.	Frequent interaction w
•	3.	Primarily inside offic
	4.	In and out of auto sev
	5.	Exposed to all climati
	6.	In all forms of traffi
	7.	Under pressure and und
	8.	Work is performed with
	SUP	ERVISION RECEIVED
	1.	Lieutenants review all
¥ .	2.	Lieutenants observe th their work output.
	3.	Lieutenants are availa advice when necessary.
	SUP	ERVISION GIVEN

This is listed under the Work Performed section.

es and violent crimes within his e preliminary investigations at the

a fatality occurs.

formation into final reports which rior and used by prosecutors.

usiness executives, contractors cerning building projects which

rvised.

for advice and assistance.

s when necessary.

ith patrol officers.

ial automobiles (unmarked).

eral times a day.

c conditions both in and out of auto.

lesirable conditions.

individuals under emotional stress.

reports made by Sergeants. We behavior of Sergeants rating

ble to provide assistance and

BASIC REQUIREMENTS

- 1. Must fulfill basic requirements (refer to Basic Requirements, Patrol).
- 2. Successfull passing of written promotional examination.
- 3. Outstanding work record with above average service rating and demonstrated stability on the job.

TRAINING

- 1. Complete Academy (refer to Academy, Patrol).
- 2. Semi-annual handgun proficiency qualification.
- 3. In-service training Special training as necessary.
- 4. Four years as a police officer.
- 5. Training not formally required, but always taken.
 - a. Traffic accident investigation school.
 - b. Supervisor school.
 - Traffic enforcement school. C.
 - Traffic records school. d.
 - e. Various F.B.I. schools.
 - f. Miscellaneous training seminars.
- Traffic Sergeant (3). The basic functions involve the super-vision of six to sixteen traffic officers and the training of в. new recruits. % of

Time WORK PERFORMED

- 7% 1. Hold roll call, read orders and special instructions as well as changes to the Daily Bulletin.
- 2. Inspect officers regarding fitness for duty. 48
- 2% 3. Inspect officers equipment to insure it is in proper operating condition.
- 2% 4. Make special assignements.
- 30% 5. Check alertness and job behavior of officers in the field and make corrections when necessary.
- 10% 6. Take charge at fatal and near fatal accidents insuring that diagrams are prepared properly, witness statements are taken and taped and accident and Confidential Reports are made. A Sergeant may be called at home to respond to such situations.

13%	7.	Review and approve of
28	8.	Inform supervisor wh
10%	9.	Synthesize all accide which are reviewed by
5%	10.	Answer other calls.
18	11.	Attend meetings with city officials concer rupt traffic.
28	12.	Train new recruits.
28	13.	Evaluate officers sug
5%	14.	Available to officers
58	15.	Assume superiors duti
۰ ۲۰	WOR	KING CONDITIONS
	1.	Usually works alone.
	2.	Frequent interaction v
•	3.	Primarily inside offic
	4.	In and out of auto sev
	5.	Exposed to all climation
	б.	In all forms of traffi
	7.	Under pressure and und
	8	Work is performed with
	SUP	ERVISION RECEIVED
	1.	Lieutenants review al

- output.
- when necessary.

SUPERVISION GIVEN

This is listed under the Work Performed Section.

B-42

ficer reports.

en a fatality occurs.

ent information into final reports a superior and used by prosecutors.

business executives, contractors and ning building projects which may dis-

pervised.

s for advice and assistance. les when necessary.

with traffic officers.

cial automobiles (unmarked).

veral times a day.

Lc conditions both in and out of auto. ic.

desirable conditions.

h individuals under emotional stress.

all reports made by Sergeants.

2. Lieutenants observe behavior of Sergeants noting their work

3. Lieutenants are available to provide assistance and advice

APPENDIX C BASIC REQUIREMENTS BEHAVIORALLY ANCHORED RATING SCALES 1. Must fulfill basic requirements (refer to Basic Require-IN THE FORM RECEIVED FROM DR. LANDY. ments, Patrol). 2. Successful passing of written promotional examination. Supervisory Scales 3. Outstanding work record with above average service ratings and demonstrated stability on the job. Dimension 1: Job Knowledge--Awareness of procedures, laws, and court TRAINING 1. Complete Academy (refer to Academy, Patrol). Behavioral Anchor Semi-annual handgun proficiency qualification. 2. (**9**85)² a. Could be expected to seek Four years as a police officer. 3. recent court rulings so that In-service training - Special training as necessary. won't be lost by his action 4. (149) b. Could be expected to know 5. Training not formally required, but always taken. down a locked door while i thus arrest a fleeing susp Traffic accident investigation school. a.

- Breathanalyzer school. b.
- Supervisor school. c.
- Traffic enforcement school. d.
- Traffic records school.
- f. Various F.B.I. schools.
- Miscellaneous training seminars. g.

The remaining Sergeants perform similiar supervisory duties which are adapted to their specialized areas.

- Could be expected to prese C. the scene of a burglary.
- (124) d. Could be expected to be asl of law by less experienced
 - Could be expected to misin: e. legal matters through lack
- (98) f. Could be expected to arrest misdemeanor not committed presence.
- (49) g. Could be expected to ignore rulings because he feels they tie his hands too much.

- development study (See Chpt. 4).

B-44

rulings and changes in them.

	Scale Value			
	<u>x</u>	<u>s.D.</u>		
information about at "good" arrests ns.	7.53	1.14		
he could break n hot pursuit and ect.	6.63	1.31		
rve evidence at	6.42	1.04		
ked about points officers.	5.84	1.75		
form public on of knowledge.	2.37	1.35		
t suspect for in the officer's	2.32	1.22		
e recent court hey tie his hands	1.89	1.45		

¹ "Scale Value" refers to the mean (\overline{X}) and standard deviation (S.D.) of the numeric values assigned by the subjects in Dr. Landy's

Numbers in parenthesis are the numbers of those items that appear in the original criterion performance rating scales for the patrol officers in the present study (Appendix F).

C-2

Dimension 2: Judgment--Observation and assessment of the situation and taking appropriate action.

	Behavioral Anchor		Scale Value			
			X	S.J.		
(86)	a.	Could be expected to notice potentially dangerous situations before anything actually occurs.	6.74	۰.78		
	b.	Could be expected to believe that all violations of the law cannot be satisfied by arrest at that time.	5.68	1.42		
	C.	Could be expected to shoot out tire of car of fleeing felon suspect who ignored sirens and commands to halt.	4.95	1.57		
	đ.	Could be expected to enter building with broken door window instead of guarding exits and calling for the K-9 corps.	3,53	1.27		
126)	e.	Could be expected to make statements that cannot be carried out because of insuffi- cient manpower or legal constraints.	2.79	0.77		
	f.	Could be expected to cause supervisor to hold his breath when this officer is sent on trouble calls.	2.47	1.04		
(36)	g.	Could be expected to continue to write a traffic violation when he hears a report of a nearby robbery in progress.	2.16	1.18		

C-3 Dimension 3: Initiative--Individual personal performance conducted without either direct supervision or commands including suggestions for improved department procedures. Behavioral Anchor Could be expected to keep (143) a. written account of all crim area. Could be expected to recogr deficiencies and attempt to (5) b. Could be expected to come c. early to check on previous Could be expected to ask to đ. so he can move quickly and apprehand a burglar. Could be expected to check (127) e. homes when not busy. Could be expected not to 1 f. from planning and resource about his patrol area. Could be expected to rarel g. for friends or favorite sp Could be expected to wait visor to arrive at scene r (35) h. a decision on his own. Could be expected to stop (146) i. one bomb was found, resulting in in the location of second bomb.

6

No 💼

	Scale Value			
	X	S.D.		
an up-to-date me in his patrol	7.11 ,	1.07		
nize his own o correct them.	6.63	1.27		
to work 1/2 hour day activity.	6.47	1.04		
o borrow a bicycle quietly to	6.32	0.80		
vacant and model	5.74	0.96		
Look for information es division	3.47	1.46		
ly check files pots of suspects.	3.05	0.83		
for his super- rather than making	2.89	1.07		
searching after ting in a delay	2.63	1.09		

Dimension 4: Dependability--Predictable job behaviors, including attendance, promptness, and reaction to boredom, stress, and criticism.

	Behav	ioral Anchor	Scale Valu.		
			X	<u>S.D.</u>	
(135)	a,	Could be expected to stay calm during rock and bottle throwing.	7.53	1.09	
(26)	b.	Could be expected to remain cool under verbal abuse.	6.84	1.14	
(92)	с.	Could be expected always to get to the station in time to check the daily log.	5.58	1.27	
(104)	đ.	Could be expected to follow form instructions.	5.32	1.17	
(10)	e.	Could be expected to bring in report 15 minutes before going off duty so he won't get a final call.	2.89	1.17	
	f.	Could be expected to use up his total number of sick days each year.	2.47	1.04	
(84)	g.	Could be expected to call in sick when trouble is anticipated in city.	2.00	1.08	
(8)	h.	Could be expected to leave area without responding to a potentially dangerous call.	1.68	0.86	
	i.	Could be expected to crack up in tense situations and threaten to shoot other officers.	1.32	0.73	

1 	Dimens	sion 5: Demeanor	Pro nea gen	fes tne era
•	Behav:	ioral Anchor		
	a.	Could be expected in top shape even	to thc	wor ough
	b.	Could be expected every night.	to	pol
(72)	c.	Could be expected	to	hav
	đ.	Could be expected needed to be.	to	cha
	e.	Could be expected in it.	to	wea
(17)	f.	Could be expected uniform.	to	wea

31

.

6

C-4

sssional bearing as determined by overall ess of uniform, personal grooming, and al physical condition.

	Scale Value		
	x	S.D.	
k to keep himself he's 45 years old.	7.05	0.89	
ish boots and brass	6.63	1.63	
e highly shined shoes.	6.05	1.10	
nge uniform when it	5.53	0.99	
r uniform with holes	2.47	1.04	
ar a dirty, unpressed	2.11	0.85	

C-5

Dimension	6:	AttitudeGeneral	orienta	ation	toward	the	law	enforceme	E.
		profess	ion and	the	departme	ent.			

	Behavioral Anchor		Scale	Scale Valu	
			X	<u>S.D.</u>	
	a.	Could be expected to consider law enforcement a career, not just a job.	6.95	1.43	
	b.	Could be expected never to become drunk and disorderly in a public place during off-duty hours.	6.16	1.23	
14)	c.	Could be expected to gripe about the way things are handled just once in a while.	5.00	0.93	
22)	đ.	Could be expected to complain about a particular problem but offer no solution.	3.26	0.64	
	е.	Could be expected only to criticize other officers' suggestions, never to contribute any of his own.	2.89	0.85	
69)	f.	Could be expected to refuse training because he already is an expert.	2.58	1.04	
	g.	Could be expected to write flattering letters about himself to the department, signing them with fake names.	2.05	1,15	

Dimension 7: Relations with Others--Ability to deal with the people he comes into contact with during the performance of his job, including the public, fellow officers, and supervisory personnel.

Behavioral Anchor

.

a. Could be expected to be a leader amorning peers.
(62) b. Could be expected to have a good reprint the minority community.
(108) c. Could be expected to be considered on the boys on his watch or shift.
(18) d. Could be expected to be a loner.
e. Could be expected always to have for ficers riled up by his actions and f. Could be expected to use racially-to language in front of minority group members.

8

6

	Scale V	alue
	x ·	S.D.
leader among	6.89	0.64
a good reputation	6.53	1.14
onsidered one of shift.	5.21	0.95
loner.	3.79	1.28
to have fellow actions and remarks.	2.58	0.67
racially-toned	2.16	1.31

Dimension 8: Communication--Ability to make oneself understood and gather and transmit information, both in oral and written fashion.

Bena	vioral Anchor	Scale	Valle
		X	S.D.
(110) a.	Could be expected to talk with people with less education at their level but not talk down to them.	6.74	0.96
(1) b.	Could be expected to turn in reports which are legible and neat.	6.37	1.22
(73) c.	Could be expected to have to be asked to repeat himself over the radio.	5.63	1.42
(138) d.	Could be expected to confuse opinion with fact in his written and oral reports.	3.05	1.10
(38) e.	Could be expected to talk so fast over radio that he is unintelligible.	2.89	1.07

•			po pa ti
	Behavi	oral Anchor	
Q 130)	a.	Could be expected to cl passage and restore vic applying resuscitation.	ea t
(71) •	b.	Could be expected to co drug case so that it wi in court.	1
(50)	C.	Could be expected to ap code section to a case, or wrong charges.	p
• (55)	đ.	Could be expected to is summons in routine traf	s f
(37)	e.	Could be expected not to overdose immediately.	:0
	f.	Could be expected not t effectively.	:0
(76)	g.	Could be expected not t for evidence preservation	:0 10

C-8

•

Peer Scales

Dimension 1: Job Knowledge--Use of knowledge of law, procedures, policies, and techniques related to the patrol function, including the application of prior training.

	Scale Va	lue
	x	S.D.
ear blocked air tim's breathing by	7.89	0.94
llect evidence in a ll be admissable	7.44	1.17
ply precise penal avoiding ambiguous	6.94	1.51
sue appropriate fic code violations.	6.17	1.12
o recognize narcotics	4.28	1.41
o use referral services	3.00	1.00
o protect crime scene on.	1.83	0.76

Dimension 2: Judgment--Analytic assessment of the situation and taking necessary and appropriate action after consideration of alternative approaches.

C-10

	Behav	ioral Anchor	Scale Va	Lie
			<u>x</u>	<u>S.D.</u>
(125)	a.	Could be expected to withhold fire in a situation calling for the use of weapons where gunfire would endanger innocent bystanders.	8.17	0.90
(33)	b.	Could be expected to allow a fleeing suspect to escape in a crowd rather than endanger bystanders.	7.67	1.00
(96)	C.	Could be expected to wait to complete a physical arrest until securing assistance.	7.06	1.51
	đ.	Could be expected to issue a summons where warnings have failed to correct a condition.	6,72	1.15
(23)	е.	Could be expected not to drive in a hot pursuit on a foggy night.	5.22	1.42
	f.	Could be expected to fire a gas projectile into an occupied apartment building.	3.39	1.14
(57)	g.	Could be expected to underestimate a drunk suspect, resulting in injury to himself.	2.89	1.20
(111)	h.	Could be expected to take short-cuts on traffic violations, approaching the car without thinking about whether any occupant is armed.	2.28	0.99
	i.	Could be expected to get people out of cars at gunpoint on almost every vehicle stop.	1.78	1.03
	j.	Could be expected to touch and fool around with a bomb while waiting for the bomb squad to	1.22	0.53

Dimension 3: Use of Equipment--Knowledge of and skill in the use of firearms and other special equipment (radio, first aid, vehicles).

Behavioral Anchor

đ.

e.

e (61) f.

(89) g.

(119) h.

- (54) a. Could be expected to use f if it is necessary for the
- (78) b. Could be expected to be ab and barrel of a wide varie
- (6) c. Could be expected to check damage and general conditi
 - Could be expected to be ab repairs to equipment when
 - Could be expected not to m patrol car tire pressure i
 - Could be expected to negle unless he has fired it at
 - Could be expected to be al the radio.
 - Could be expected to shoot set trying to quickdraw and fire.

	Scale V	<i>Value</i>
	X	S.D.
first aid equipment e injured person.	7.72	1.24
ole to clear chamber ety of firearms.	7.17	1.17
c his patrol car for ion every day.	6.78	1.36
ole to make minor necessary.	6.06	1.69
make sure that the is high and even.	4.28	1,71
ect cleaning his gun the pistol range.	3.00	1.29
lways playing with	2.22	1.03
t self in leg while	1.22	0.53

Dimension 4: Dealing with the Public--Ability to deal with the Publi in respectful, tactful style while attempting to meet the r expectations if possible.

Behavioral Anchor

ie

0

		Scale	Val e
(56) a.	Could be expected to guidt a birth	X	<u>S.D.</u>
	situation by remembering a citizen's name and addressing him as "sir" despite insults and threats.	7.50	1.50
b.	Could be expected to state why he stopped a traffic violator before making any demands	6.94	1.18
(112) c.	Could be expected to smile, wave back and continue driving when a citizen waves at him for assistance.	2,33	0.94
(105) d.	Could be expected to insult and bully a father in front of his family.	2.22	1.03
(67) e.	Could be expected to aggravate citizens by insulting them when talking to them	1,72	0.80
121) f.	Could be expected to harass members of ethnic groups other than his own.	1.56	0,76

Dime	ension 5: ReliabilityDependability in job atte expenditure, acceptance of reaction to stress, and ac details of work.	endance, f respons ccuracy i	effort ibility, n all
Beha	avioral Anchor	Scale	Value
		x	<u>S.D.</u>
a.	Could be expected to assist his partner physically with a fighting suspect.	7.56	1.21
b.	Could be expected to make a thorough investigation of a misdemeanor.	7.06	1.08
c.	Could be expected to use a ruler to measure distances for accident reports, rather than estimating distances.	6.50	1.71
đ.	Could be expected to be called at night by a detective for a report he forgot to file during his day shift.	3.06	1.67
e.	Could be expected to stretch the truth sometimes in reporting what occurred but never really falsifying a report.	2.50	1.12
f.	Could be expected to say he checked the back doors of a group of businesses when he didn't because it was a cold, rainy night.	2.00	0.94
g.	Could be expected to disappear when a dangerous situation occurred.	1.44	0.68
h.	Could be expected to stand outside a bar while another officer was in trouble inside.	1.17	0.37

(114)

(63)

(99)

(88)

(117)

(140)

.

Dimension 6: Demeanor--Personal and professional pride as shown by personal neatness and grooming, care of eq. p. ment, and physical appearance.

Be	havioral Anchor	Scale Va le	
•		X	S.D.
a.	Could be expected to personally clean his patrol vehicle on his own time.	5.78	1.70
(74) b.	Could be expected to be exhausted after one block run.	3.28	1.15
(82) c.	Could be expected to drop empty food con- tainers on the floor of the patrol car and not pick them up when going off duty.	2.28	0.87
d.	Could be expected to be loud and boisterous in a public place.	1.89	0.81
(80) e.	Could be expected to be mouthy and loud in a restaurant while in uniform.	1.78	0.79

Dimension 7: Compatability--Ability to work with fellow officers including accepting and giving constructive criticism, mutual decision making, and taking an equal share of the workload. Behavioral Anchor (95) a. Could be expected to volur fellow officer who has a **9**70) b. Could be expected to work an officer who is having to various duties. Could be expected to be C. to his partner after an e: Could be expected to back đ. traffic violations. Could be expected to work e. officers he has picked. f. Could be expected to remain never talking to partner. (48) g. Could be expected always forcing his junior partner Could be expected to cont: (7) h. recklessly despite his par that he drive more caution •⁽¹⁵⁾ 1. Could be expected to crit: in front of several citize

C-14

	Scale Value	
	X	<u>S.D.</u>
nteer to assist heavy workload.	7.56	0.90
willingly with trouble adjusting	7.28	1.04
able still to talk ight-hour shift.	6.72	1.37
his partner on	6.28	1.73
with only	3.83	1.67
in silent all night,	3.06	1.54
to refuse to drive, r to do it all.	2.72	1.15
inue to drive rtner's requests usly.	2.22	1.03
icize his partner ens.	1.94	0.97

Dimension 8: Work Attitude-Interested in serving the public by the performance of his job and gains satisfaction from doing his job well includin the fair and objective enforcement and administration of the law.

	Behavioral Anchor		Scale Val e	
			x	<u>S.D.</u>
	a.	Could be expected to take college courses in law enforcement and police science.	7.72	0,99
	b.	Could be expected to work on his own time gathering information on a case.	7.13	1.70
	C,	Could be expected to buy a police radio for his personal car.	5.38	1.32
(94)	đ.	Could be expected to believe that "a ticket a day keeps the sergeant away."	3.47	1.35
	e.	Could be expected to pass the buck to another city agency although it could be handled best by the police.	2.47	1.06
	f.	Could be expected to go only through the motions of the job.	2.06	1.08

	Dimens	sion 9: CommunicationAbi fac inf
	Behav:	ioral Anchor
(136)	'a.	Could be expected to speak when testifying in court.
	b.	Could be expected to confi using technical jargon wh
•	c.	Could be expected to have a caveman.

ility to make oneself understood in ce-to-face situations and to transmit formation in written form.

	Scale Value		
	X	S.D.	
k slowly and clearly	7.78	1.03	
Euse citizens by nen talking to them.	3.06	1.22	
e the vocabulary of	1.83	1.01	

AFPENDIX D

BEHAVIORALLY ANCHORED RATING SCALES IN THE FORM RECEIVED FROM DR. HECKMAN.

Category A: CRIME PREVENTION

and the second
Knowledge of effective crime prevention, such as silent alarms, security fances, lighting and random patrol; educating citizens to aid in deterring criminal activity or in aiding apprehension of suspects; maintaining security in keeping relevant information from potential criminals; being aware of trends of criminal activity; keeping an eye on potential or knows criminals in the area.

Scale Point¹

-9

- ²(93) The officer went to every late night gas station in his area to alert the attendants about a group of hold-up men who had been hitting gas stations. He left a description of the men, a phone number to call and detailed instructions on what to do if the men were spotted. Because of his actions the hold-up men were apprehended. ---8
- (60) When eight burglaries had occurred in a small area, the officer told a citizen that he would tell them how to help if they wished. The citizen organized a coffee party where the officer's tips on what to do led to the arrest of six young men. -7
- (31)An officer, after checking apartment house parking lots for car prowlers, would make a note of any apartment that didn't have good lighting and then tell the caretaker during the day. -6
- The officer advised a bar owner who had been burglarized to wire a (2)bell to the back door so a bartender who lived above the bar could tell when there was a break-in.

-4

After there had been a rash of burglaries, the officer began spending more time patrolling the area they occurred in.

- (120) While on his night beat, an officer observed a business with one of the windows open. Finding no evidence of a break-in, he failed to report the open window to the owner the next day. -3
- (133)A burglar who was being transported to jail asked how the officer had known he had broken in. The officer then explained all about silent alarms -- how they worked, how to spot them, etc. -- educating him for his here job. -2
 - (9) While on patrol an officer takes his coffee and lunch breaks at the same time and same place every night. He also patrols his beat in the same pattern every night. -1
 - ¹"Scale Point" refers to the numeric values assigned in Dr. Heckman's developmental study (See chpt. 4).
 - ² Numbers in parenthesis are the numbers of those items that appear in the original criterion performance rating scales for the patrol officers in the present study (Appendix F).

and the second
Category B: USING FORCE APPROPRIATELY

Keeping one's "cool" under pressure or personal abuse; being able to judge and to utilize the correct amount of force to resolve an incident promptly and effectively; avoiding acts that might be seen as brutal or sadistic; retaining composure when confronted with hostility and

Scale Point

D-2

-9

-7

-5

-4

(59)

(64)

(16)

(77)

(51) -8

> In a fight with a traffic violator, the violator knocked one officer down, took his revolv, , and shot six shots at the officer's partner, hitting him four times. The wounded officer pulled his revolver and drew a bead on the violator, who then threw the empty gun down and raised his hands. The wounded officer did not fire, but instead kept the violator covered until he was in custody.

- -6
 - in the head with his gun to subdue her.

The officer waited for two young men who had been rowdy and noisy in a restaurant to come back to their car to pick them up. He took them to a dark area several blocks from their car, kicked them in the ass, and told them to walk back to their car. He also said that they should stay out of the area, because their kind weren't needed.

The officer slapped a man who was pestering a bartender to sell 12

A man stopped after being chased at high speed. Even though the situation was in hand, an officer from a second squad which pulled -1

A deskman calmly convinced a man who was pointing a rifle at him to hand it over rather than shooting the man when he had the chance,

An officer stopped a car for a traffic violation and the driver assulted the officer with obscenities and verbal abuse. The officer wrote the tag and calmly explained why the man got the tag and how he could handle it, still amid a barrage of obscenities.

The officer grabbed the arm of a girl attacking her boyfriend with an ice pick, narrowly saving him. The officer was then assulted by her, and had his shirt ripped by the ice pick before he struck her

While taking a very hostile and belligerent man to jail, the officer

Category C: TRAFFIC MAINTENANCE AND CONTROL

Concern for the effective actions for maintaining motorized and pedestrian traffic safety; knowing traffic ordinances; exercising caution in apprehending speeders and other offenders; responding quickly to accidents and taking proper actions to preserve life and protect, property; protecting the accident scene.

Scale Point

~9

-2

(109)

(4)

After an officer became aware that a dangerous intersection had no traffic control devices and that a high hedge was obstructing the view, he took it upon himself to contact the traffic engineers to have signs posted and the owner of the hedge to have it cut. +8

While tagging a driver for speeding in a school zone, the officer explained how unpredictable children were when playing and how much damage a car can do to a pedestrian. +7

- An officer on routine patrol observed an emergency vehicle attempting to go through an intersection and immediately took measures to stop traffic and control the situation. -6
 - The officer tagged and towed a parked car which he found covered with snow, though it hadn't snowed for five days.
- 116) 1 Investigating an accident, an officer used his squad car to block a street at the bottom of a hill. A car coming down the hill was unable to stop and hit the squad. -4
- (44) Observing a driver traveling at high speeds down a residential area late one night, an officer decided not to ticket the individual because the street was clear, but to warn him. [Even when the driver became impatient with being stopped, the officer gave only a warning.] -3
- (79) * While on patrol, the squad car was almost involved in an accident with a car which turned right in front of it. The officer disregarded the partner's suggestion to give a tag and said, "No, I'll just chew them out."

While directing rush hour traffic from the middle of a very busy intersection, the officer began a needless conversation with a friend. He stopped directing traffic and stood with his friend in the middle of the street obstructing the flow and seriously endangering himself and his friend. -1

Category D: MAINTAINING PUBLIC SAFETY AND GIVING FIRST AID

Concern for public safety; knowing and using the proper procedures for dealing with hazardous or emergency situations; evacuating and restricting activities in dangerous areas; giving quick and effective first aid when indicated.

Scale Point

-9

(131)

(29)

(27)

- supervisor. --8
- (134)saved the man's life.
 - -7 extinguished the flames with dirt. ~6
- (39)the fire department. --5
 - -4
- (115)but did not evacuate adjacent buildings. -3
- (13)but he did nothing about it. -2
 - 41

At a propane gas tank leak, the officer requested cars to block specific intersections. He then shut down two nearby companies and began evacuating the area; all before receiving orders from his

While watching a parade, an old man collapsed. An officer rushed up, pushed the crowd back, gave mouth-to-mouth resuscitation and

Arriving at a house with two burning fire bombs on the front porch, the officer evacuated the house, contacted the fire department, and

Responding to a call about a burning car, an officer, noticing a fire near the gas tank, evacuated the area of bystanders and contacted

In response to a suicide attempt where a girl had slashed her wrists, the officer administered proper first aid to stop the bleeding.

At a bomb threat to a business, the officer evacuated the building,

An officer saw that the sidewalk next to a building that was being wrecked was not blocked off and that people might be hurt by debris,

At an auto accident a victim complained that he was injured, though there was no signs of any injury. The officer told the person that he was faking and then refused to call an ambulance.

D-6

Category F: REPORT WRITING

Knowing and using the proper style or code for reporting or communicating information; providing complete reports of one's actions, specifying all details which may aid in reconstructing the incident, using the correct grammar and language in reports.

Scale Point

(122)

(107)

(30)

(47)

(113)

-4

-2

11

-9

- field sketch of the crime scene. -8
- being in the area. -7
- (42)acceptable to the county attorney. -6
 - and he failed to explain some minor details. -5
 - burglarized.
- (145)~3

 - officer was told to retype it.)

D-5

Category E: INVESTIGATING, DETECTING, AND FOLLOWING UP ON CRIMINAL ACTIVITY

Being fully informed about all wanted felons; being alert to unusual circumstances or out-of-the-ordinary situations; protecting the crime scene to maintain the integrity of evidence; attentiveness to detail; effective questioning of witnesses; verifying both suspects and witnesses answers; following up on all clues or leads.

Scale Point

An officer was called to a domestic involving a man with a .38 caliber revolver and two companions trying to get an ADC check. Six (106)hours later, when an armed robbery took place in another district by three men with a .38, he immediately provided detectives with names -8 of suspects and a car description, leading to arrests and recovery

of the loot. After finding footprints leading up to a wall of a warehouse, but -7 no prints leading away, an officer called for a dog and a key for the warehouse. A burglar who had scaled the wall and entered

through a ventilator shaft was found inside.

a state and the second second

- At the scene of a man with a gun call, the officer found a gun which he handled carefully to preserve any fingerprints. (3)
 - An officer requested a listing on a car parked in front of a house ~5 occupied by people who were suspected of associating with burglars. Since the plates listed to another car, it was towed away.

The officer was given a knife that appeared to have blood on it by -4 a man who had found it laying in his yard. The officer put the knife (75) in the glove compartment and forgot about it.

Early one morning an officer noticed a young man standing near a used -3 car lot. When the officer asked him what he was doing, he said he

- was waiting for his dad to pick him up. The officer left and the next morning several car parts were reported missing from the used car lot.
- (19) -2 At the scene of a burglary where many TV sets were taken, the officer was told by a neighbor that he had observed a truck at the scene earlier in the evening. The officer failed to get the neighbor's name and did not follow up the information.
 - -1

The officer's report of a robbery of a person where a suspect was apprehended contained not only a standard account of the crime, but details of the weather and lighting conditions at the scene and a

The officer's resume contained the names of all witnesses he questioned, their occupation, residence, phone number, and reason for

An officer helped two other officers write a report of a felony arrest so that it contained all necessary information and was

On a report form for a burglary of a dwelling, the officer filled in all the spaces properly, but the body of the report was brief

An officer's offense report did not mention the type of residence

An officer's report contained many incomplete sentences or fragments, such as "held suspect while partner opened case he was carrying."

An officer was called to a house burglary, investigated, and filed a report. The next day, he was requested by the Detective Division to return to the scene and redo his incomplete report.

An officer wrote an incomplete and messy report of a serious crime. He was told to redo the report, but instead he simply filled in the missing information. (The report was again returned and the

D-7

D-8

Category H: DEALING CONSTRUCTIVELY WITH THE PUBLIC

Courtesy and understanding: helping citizens in matters that may not be strictly police business; maintaining and improving the police department's image in the eyes of the public; knowing about and using other agencies for referral of citizens who have special problems.

Scale Point

(132)

(139)

(91)

(129)

(148)

(137)

-9

- (24)and presents to make their Christmas happier. -8
 - groceries. -7
 - -6
 - instead walked him home. -5
 - -4
 - allowed to and drove off. -3
 - -2
 - the car, did the guy tell you he'd meet you? -1

Category G: INTEGRITY AND PROFESSIONAL ETHICS

Avoiding opportunities to use one's badge, uniform, or authority for personal gain; refusing bribes, inventorying all evidence; presenting evidence accurately and completely; avoiding situations which might compromise one's honesty.

Scale Point

- The officer gave a businessman he knew a ride home, because the man (97) was drunk. The next day the officer received an envelope containing \$200 from the businessman. The officer returned the money and explained that he took the man home because he was a friend and expected nothing for it.
- A man offered to pay the officer if he wouldn't enforce prostitu-(141) tion laws so tightly in his area. The officer refused, sent a memo to the Morals Division and observed the man even closer in the future.
- An officer who was having financial problems was offered a \$100 (81) bribe by a drunk driver, but he immediately refused the money and added attempted bribery to the charges.
- -16 The officer gave a ride to a man who had left his house as a result (43) of a domestic. At his destination, the man offered the officer some money for his troubles, but the officer declined.

After arresting two men drinking illegally and confiscating their bottle, the officer refused the money offers of "winos" along the street for the liquor.

- On the way home from work, an officer would stop at a drive-in that fed uniformed officers for nothing and pick up dinner for his family.
- -3 Two officers walked into a bar and one officer asked for a Christmas bottle for each. When his partner said, "Put mine back, I don't want it," this officer took both bottles.
- Answering a call to a D.O.A., an officer told the bystanders in the apartment building to go back to their rooms, that he would handle everything. His partner asked why he was searching the apartment, and the officer replied, "You never know what you can find, especially money."

(32)

(34)

(25)

The officer made a service call to a destitute family. He called the proper authorities to obtain assistance for them and bought a tree

Answering a call in which a blind man had been robbed of his grocery money, the officer went to a nearby church to collect food coupons and then took the blind man to the store and assisted him in buying

The officer had an elderly woman who had lost her house keys sit in the squad, out of the cold, while he gained entry. After she was inside the officer replaced the storm window he had removed.

Because the bartender admitted having served the man too much liquor. the officer didn't arrest the man who was slumped over the bar, but

A girl's boyfriend was abusive toward an ambulance attendant, who spoke in a loud voice to the hysterical girl in an attempt to get through to her. An officer called the boyfriend aside and told him in no uncertain terms that he was wrong and to stop interfering.

A man flagged an officer down and asked if he could get a jump start since his car battery was dead. The officer said he wasn't

The deskman was listening to a man's questions about a traffic accident when the phone rang. He just picked up the phone saying, "The forms are on the table," but he didn't answer the man's questions.

A depressed alcoholic committed suicide by jumping out of a hotel room after a minister left the room to get the man's bag. The investigating officer said, "When you left the room to go down to

Category I: HANDLING DOMESTIC DISPUTES

Holding back and using restraint in working with arguments and fights between husbands and wives, boyfriends and girfriends, or other domestic combatants; exercising caution; mediating between parties while maintaining impartiality; referring citizens to appropriate agencies for further help.

Scale Point

-9

-- 7

-5

920)

(90)

(58)

(52)

(45)

a

(11)

6

When the officer arrived at the scene of a domestic, he found that the husband had assulted his wife but that she didn't want him arrested. She wanted to leave with her small children, so the officer helped the woman dress her children while he kept the husband in a separate room. While the officer drove them to her parents' home, he advised her of the various agencies that could assist her with her marital problems. -8

The husband and wife knew the officer by name and his first action at that domestic call was to get them in separate rooms, ask each what their problems were, and how he could help. The wife wanted the husband to go to bed or leave, since he had been drinking. The officer presented him with these alternatives and advised him to go to bed, which he did.

On the third call to a husband/wife domestic, the officer realized the wife was using the officer's presence to belittle the husband. The officer took her aside and told her to seek help for her problems, but that the officer would not allow her to misuse his authority. -6

In order to arrest a man without a fight, the officer at a domestic explained that by law he had to arrest the man, that he would call more officers if need be, and that the man might get hurt if he put up a fight.

- (66) At a domestic, the wife made a "citizen's arrest" of her husband. The son sided with his father, and the officer had a difficult struggle to subdue and jail him. -4
 - At a domestic, the officer advised the husband, who was drunk, to leave when his wife refused to sign a complaint. The domestic was settled, because the husband drove away, but he left under the influence of alcohol. -3
 - When the officer arrived at a domestic, the wife started to leave, but the officer called her back and the husband/wife domestic began again.
 - The officer took a gun away from a woman in a domestic, but gave it back to her before her husband had left, so that she had it reloaded as her husband was leaving. -1

and and a start of a st

Category J: COMMITMENT, DEDICATION, AND CONSCIENTIOUSNESS Exerting maximum effort at all times; responding to all calls; Exerting maximum erfort at all times; responding to all the; readines; constantly updating and improving one's skills; being on time; readines; constantly updating and improving one's satis, being on charge to provide police services at all times, both on and off duty; readiness to respond to needs at all times, both on and off duty; conducting one.

Scale Point

D-10

-19

(41)

(102)

-4

(21)

- (83) -8 -7
 - -6
 - -5
- (53)-3

After being informed at roll call every day two weeks prior to the date that officers were to change to winter uniforms, an officer came -2

-1

An off-duty police officer and his wife pulled into a gas station just after it had been held up. The officer told his wife to call the police, then gave chase on foot, apprehending one suspect.

An officer observed a person jump from a bridge into the Mississippi River. He jumped into the river and pulled the person to safety.

An officer recently assigned as deskman at the precinct received no instructions on what the job involved, so he read the job description

An officer occasionally assigned to a certain beat noticed juveniles hanging around a vacated building. The officer passed this information on to the men who were permanently assigned to the area.

An off-duty who was informed of a potentially dangerous situation; i.e., children digging into the side of a steep bank, failed to make note of it and did not remember to report it for several days.

The officer was in a cafe drinking coffee, even though he had told

The officer was tipped off to a burglary, but got there too late because he took care of some personl business first.

Category K: TEAMWORK

Having a good "feel" for what one's partner's actions are going to e without asking; backing him up and keeping his safety in mind at ... times; keeping him informed; willingness to risk one's own safety to assure his protection; cooperating with other divisions or departments; assisting other law enforcement agencies such as the FBI or Stile's

Scale Point

(28)

(40)

(65)

-1

-9

When the officer saw the criminal he and his partner had been tailing was about to shoot his partner, he yelled the criminal's name, which fouled his shot, saving the partner's life. -8

While two officers were closing in on a wanted criminal, the officer realized that his partner had not seen the gun the criminal had -7 drawn. The officer yelled and alerted his partner.

While searching some bars for a robbery suspect, one officer would stand in front of the bar while his partner would go inside and -6 look for the suspect.

When the officer received his days-off slip for the month, he called his partners and arranged the days off so that the days off were -5 acceptable to all.

At roll call an officer was given memos concerning his squad's work (46) -4 in a district. The officer put the information in his pocket, failed to tell his partner what it concerned, and handled the situation by himself. Thus, his partner was unable to answer his supervisor's questions regarding the handling of the instructions. -3

When asked to assist in arresting a drunk, the officer simply walked away, even though the drunk was being obviously troublesome to his fellow officer. -2

An officer remained in a squad car "apparently frozen" even though his partnergot out of the squad, attempted to break up the fight, got involved in it, and was threatened by the crowd.

TO THE JOB DESCRIPTION

Uniform Sub-Division I.

A. Patrol

The basic functions include preventing crimes (deterrence) and giving aid, relief, and information to all citizens as circumstances require. Patrol officers detect, report, question and arrest suspects observed or believed to be involved in a crime. This requires the officer to know the routine activity of his assigned district, to detect offenders (past and suspected), to know the habits of the people in businesses in the district, to be familiar with the residential and commercial areas that are the most frequent scenes of crime, and to evaluate the social environment and influences with which he must be familiar if crime is to be prevented. This may best be accomplished by consistently reporting for duty, maximizing the time on patrol, and by conducting oneself in a professional manner.

Item 4E.

WORK PERFORMED

Job Requirement 1. Attend roll call, view TV line-up, take notes on orders and instructions, review daily bulletin.

Item.

Following all items are the letters LS, LP, M or O which identify the original sources of statements as either the Landy Supervisory Scales (LS), Landy Peer Scales (LP), Heckman Minnesota Scales (M) or Our items (O) developed specifically for the Akron Police Department. Further specificity regarding each item's original position within its identified source is provided by the number and letter preceeding the item.

RELATIONSHIP OF PATROL OFFICER EVALUATION ITEMS

Could be expected to bring in a report 15 minutes before going off duty so he won't get a final call. $(LS)^{1}$

Item 4H. Could be expected to leave area without responding to a potentially dangerous call. (LS)

> Item 4C. Could be expected always to get to the station in time to check the daily log. (LS)

Could be expected to take adequate notes on orders and instructions. (0)

Could be expected to check out Item. all necessary equipment. (0)

- Job Requirement 3. Inspect equipment to insure sufficient supply and to determine if all equipm nt is operating properly.
 - Item. Could be expected to check all equipment to insure sufficient supply. (0)

Item 3C. Could be expected to check his patrol car for damage and general condition every day. (LP)

Job Requirement 4. Patrol district on random basis while being constantly alert for conditions which may facilitate or invite the commission of crimes and other incidents that require police service. This requires initiative, problem-solving capacity, and the ability to make prompt and effective decisions.

> Item 8A. Could be expected to take his coffee and lunch breaks at the same time in the same place while patroling his beat in the same pattern. (M)

.

Job Requirement 4A. Examine excessible doors and windows in the patroled district at night time.

> Item 3E. Could be expected to check vacant and model homes when not too busy. (LS)

Item 5F. Could be expected to say he checked the back doors of a group of business when he didn't because it was a cold, rainy night. (LP)

Job Requirement 4B. Examine vacant premises.

Item 3E. Could be expected to check vacant and model homes when not busy. (LS)

Job Requirement 4D.

Job Requirement 4E.

Job Requirement 4C. Note conduct of suspicious persons and fill out Field Interrogation Report when necessary.

> Could be expected to fill out Item. Field Interrogation Reports when required. (0)

Keep a record of all known or suspected gambling houses, houses of ill fame, disorderly houses, resorts of persons of known bad character, etc.

Could be expected to keep a Item. personal record of all known or suspected gambling houses, houses of ill fame, disorderly houses, and resorts for persons of known bad character.(0)

Examine relevant places and persons in the district for licenses and compliance with city ordinances.

Could be expected to make Item. needed inspections within his district to insure all are complying with license requirements. (0)

Job Requirement 4F. Render information and aid to persons in need.

- Item 4C. Could be expected to smile, wave back and continue to drive when a citizen waves at him for assistance. (LP)
- Item 8A Could be expected to talk to people with less education at their level and not talk down to them. (LS)
- Item 2A When eight burgularies had occurred in a small area, the officer could be expected to inform a citizen that he would tell them how to help if they wished. When the citizens organized a coffee party, the officer could be expected to give tips on what to do leading to the arrest of six young men.

Item 4A. Could be expected to advise the bar owner who had been burgularized to wire a bell to the back door, so a bar tender who lived above the bar could tell when there was a break-in. (M)

Item 1H.

The officer could be expected to make a service call to a destitute family, contacting the proper authorities to obtain assistance for them and buying a tree and presents to make their Christmas happier. (M)

Item 11.

When the officer arrived at the scene of a domestic, he found that the husband had assaulted his wife but that she didn't want him arrested. Because she wanted to leave with her small children, the officer could be expected to help the woman to dress her children while keeping her husband in a separate room. Furthermore, the officer could be expected to drive them to her parents home, advising her of various agencies that could assist her with her marital problems. (M)

Job Requirement 4G Aid in handling traffic and emergency conditions.

> Item 3C. An officer on a routine patrol observing an emergency vehicle attempting to go through an intersection could be expected to immediately take measures to stop traffic and control the situation. (M)

Item 4C.

Investigating an accident, an officer could be expected to use his squad car to block a street at the bottom of a hill setting up a situation where a car coming down the hill and unable to stop, would hit the squad. (M)

Job Requirement 4J. Care of lost children.

Item.

Item.

Item 7D.

Job Requirement 4H. Suppress any disturbances in the district and make arrests if necessary.

E-5

- Item 5G. Could be expected to disappear when a dangerous situation occurs. (LP)
- Job Requirement 41. Enforce traffic and parking laws.
 - Item 8D. Could be expected to believe that "a ticket a day keeps the Sergeant away." (LP)
 - Item 6C. While on patrol, a squad car was almost involved in an accident with a car which turned right in front of it. The officer could be expected to disregard his partner's suggestion to give a ticket and say, "no, I'll just chew them out." (M)

 - Could be expected to stop and help small children who are crying and appear lost. (0)
- Job Requirement 4K. Insure that sidewalks and streets are not obstructed by persons or property.
 - Could be expected to keep sidewalks and streets free from obstruction. (0)
- Job Requirement 4L. Keep alert for potentially dangerous situations.
 - Item 2A. Could be expected to notice potentially dangerous situations before anything occurs. (LS)
 - The officer, who saw that the sidewalk next to the building that was being wrecked was not blocked off and that the people might be hurt by the debris, could be expected to do nothing about it. (M)

Item 6A.

While on his night beat, an officer observed a business with one of the windows open. Finding no evidence of a bre kin, he could be expected to fail to report the window to the owner the next day. (M)

E-6

Job Requirement 4M. Make daily reports of all complaints received during the shift.

Item.

Could be expected to make daily reports of all complaints received during the shift. (0)

- Job Requirement 4N. Conduct preliminary investigation at the scene of crimes as may be necessary. Search for and preserve evidence according to proper procedures.
 - Item 1G. Could be expected not to protect crime scene for evidence preservation. (LP)
 - Item 5B. Could be expected to make a thorough investigation of a misdemeanor. (LP)
 - Item 3E, At the scene of a man with a gun call, the officer found the gun which he could be expected to handle carefully to preserve any fingerprints. (M)

Item 5E. The officer was given a knife that appeared to have blood on it by a man who had found it lying in his yard. The officer could be expected to put the knife in the glove compartment and forget about it. (M)

Item 7E. At the scene of a burglary where many TV sets were taken, the officer was told by a neighbor

Joo Requirement 4Q.

that he had observed a truck at the scene earlier in the evening. The officer could be expected to fail to get the neighbor's name and not to follow-up the information. (M)

Job Requirement 40. Render first-aid as necessary.

- Could be expected to clear Item 1A. blocked air passage and restore victims breathing by applying resuscitation. (LP)
- Could be expected to use first-Item 3A. aid equipment as is necessary for the injured person. (LP)
- While watching a parade, an Item 2D. old man collapsed. An officer could be expected to rush up, push the crowd back and give mouth-to-mouth resuscitation saving the man's life. (M)
- In response to a suicide attempt, Item 5D. where a girl had slashed her wrist, the officer could be expected to administer proper first-aid to stop the bleeding. (M)
- Job Requirement 4P. Appear in court and testify as required relating the sequence of events according to proper precedures.
 - Could be expected to speak slowly Item 9A. and clearly when testifying in court. (LP)

"Settle" domestic quarrels.

scene of a domestic, he found that the husband had assaulted his wife but that she didn't want him arrested. Because she wanted to leave with her small children, the officer could be expected to help the woman to dress her children while keeping her husband in a separate room.

Item 8B. Could be expected to turn in reports which are legible and neat. (LS)

Furthermore, the officer could be expected to drive them to her parent's home, advising her of the variou; agencies that could assi.' : her with her marital pr plems. (M)

Item 61. At a domestic, the officer could be expected to advise the husband, who is drunk, to leave when his wife refused to sign a complaint. The domestic was settled, because the husband drove away, but he left under the influence of alcohol. (M)

Item 71. When the officer arrived at a domestic, the wife started to leave. The officer could be expected to call her back, allowing the husband/wife domestic to begin again. (M)

Job Requirement 4R. Search suspects in cars, and complete weapon reports when necessary.

> Item 3E. At the scene of a man with a gun call, the officer found the gun which he could be expected to handle carefully to perserve fingerprints. (M)

E-8

Job Requirement 4S. Seek needed information from appropriate sources.

> Item 1A. Could be expected to seek information about recent court rulings so that "good" arrests won't be lost by his actions. (LS)

Item 8A. Could be expected to take college courses in law enforcement and police science. (LP)

Item 3A. Could be expected to keep up to date written account of all crime in his patrol. (LS)

Item 5B.

Item 8A.

Item 8B.

Item 8C.

Item 8E.

Item 1E.

Job Requirement 5. Answer all calls - receive radio calls from dispatcher and obtain all necessary information for completing log sheet. Proceed to give an address quickly with regard for safety. While approaching the address observe any suspicious persons or cars leaving. Interview suspects and victims. Fill out incident Report and make arrests if needed. Report back to dispatcher. When necessary fill out Confidential Report.

> Could be expected to make a thorough investigation of a misdemeanor. (LP)

Could be expected to talk with people with less education at their level but not talk down to them. (LS).

Could be expected to turn in reports which are legible and neat. (LS).

Could be expected to never have to be asked to repeat himself over the radio. (LS)

Could be expected to talk so fast over a radic that he is unintelligable. (LS)

An officer was called to a domestic involving a man with a .38 calibar revolver and two companions trying to get an ADC check. Six hours later, when an armed robbery took place in another district by three men with a .38, he could be expected to immediately provide detectives with the names of suspects and a car description, leading to the arrest and the recovery of the loot. (M)

Item 7E. At the scene of a burglary where many TV sets were taken, the officer was told by a neighbor that he had observed a truck at the scene earlier in the evening. The officer could be expected to fail to get the neighbor's name and not to follow-up on the information. (M)

		• •				
	• •		Item	1 6J. The officer could be expected to be in the cafe drinking coffee, even though he had told the dispatcher he was still on an accident. (M)		
	Working	Condition	5.		Working Condition	
	Working	Condition	n 1.	Primarily inside official automobile.	MOLYING CONVICTOR	Ttom GE CC
				The above working condition is not appropriate for a performance evaluation.		item 61. Cc
	Working	Condition	n 2.	In and out of auto many times a day.		sh
				The above working condition is not appropriate for a performance evaluation.		Item 5F. Co pr
	Working	Condition	a 3.	Exposed to all climatic conditions both in and out of auto.		Item 6B. Wh er pu
				The above working condition is not appropriate for a performance evaluation.		Item 7B. Co
	Working	Condition	4.	In and around many types of buildings and re- sidences.		dı O Wawla da
				The above working condition is not appropriate for a performance evaluation.	Working Condition	8. Work is personal viduals
	Working	Condition	5.	In all kinds of traffic conditions.		Item 1B. Co
			•	The above working condition is not appropriate for a performance evaluation.		ha ma
	Working	Condition	6.	Often under pressure and in dangerous situations.		Item 3B. Ar
	•		Item	1K. When the officer saw the criminal he and his partner had been tailing about to shoot his partner, he could be expected to yell the criminal's name so as to foil the shot and save his partner's life. (M)	•	od al to th ha
•			Item	5K. An officer could be expected to remain in his squad car "apparently frozen" even though his partner got out of the squad, attempted to break up the fight, and got involved in it, and was threatened by the crowd. (M)		Item 5H. A ar Va ta
•		ŧ				

E-10

under close public scrutiny.

the state of the second se

ould be expected to be mouthy and loud n a restaurant while in uniform. (LP)

ould be expected to have highly shined hoes. (LS)

ould be expected to wear a dirty, unressed uniform. (LS)

hile taking a very hostile and belligrent man to jail, could be expected to urposely throw him against the wall. (M)

ould be expected to slap a man who is estering a bar tender to sell him a rink after hours. (M)

performed with people of differing lities and backgrounds and with indiunder emotional stress.

ould be expected to calmly convince a an who is pointing a rifle at him to and it over rather than shooting the an when he had the chance. (M)

n officer stopped a car for a traffic iolation and the driver assaulted the officer with obscenities and verbal buse. The officer could be expected to write the tag and calmly explain why the man got the tag and how he could andle it, still amid a barrage of obicenities. (M)

girl's boyfriend was abusive toward an mbulance attendant, who spoke in a load oice to the hysterical girl in an attempt to get through to her. The officer could be expected to call the boyfriend uside and tell him in no uncertain terms that he was wrong and to stop interfering. (M)

E-11

	•				
	Working Con	dition 9.	Periods of monotony due to random activities.		
			The above working condition is not appropriate for a performance evaluation.		
	Supervision	Received		Supervision Given 4. S	Superv
	Supervision	Received	1. Supervisors make periodic checks to observe the alertness and location of patrol officers.	Item 4A. C •	ould situat and ac
			The above supervision dimension is not appropriate for a performance evaluation.	Basic Requirements	and th
	Supervision	Received	2. Supervisor reviews reports made.	Basic Requirement 1. A	a res
•			The above supervision dimension is not appropriate for a performance evaluation.	a a	of one and a
	Supervision	Received	 Supervisors assist on certain calls (re- sisting arrest, mental cases, suicide, 	r f	the al for a
			sudden death, serious crimes and accidents).	• Basic Requirement 2. G	Jradu vocat
•	•		The above supervision dimension is not appropriate for a performance evaluation.	Ţ	The a
	Supervision	Received	 Supervisors are available upon request by officers. 	Basic Requirement 3. A	tor a Age 2
		•	The above supervision dimension is not appropriate for a performance evaluation.		The a for a
•	Supervision	Given		Basic Requirement 4.	In so
	Supervision	Given 1.	Supervises new recruits assigned to him.		compr the f
	1	Item 1D.	Could be expected to be asked about points of law by less experienced officers. (LS)	Basic Requirement 4A.	Visio in ea
	Supervision	Given 2.	Supervises reservists assigned to him for experience.		to at requi posse
		Item 1D.	Could be expected to be asked about points of law by less experienced officers. (LS)		at th The a
	Supervision	Given 3.	Supervises civilian observers that have been given permission to accompany him on duty	• Pagia Peguirement 4B	for a Heigh
			The above supervision dimension is not appropriate for a performance evaluation	Daste Kedurrement and	6'9" meeti
		•	-FFFFLAGE FOR a PELIDIMANCE EVALUATION.		those requi
					The a
					TOT 0

E-12

vises civilians at emergency situations.

l be expected to quiet a highly volatile ation by remembering a citizen's name addressing him as "sir" despite insults threats. (LP)

sident of the City of Akron for a minimum ne year immediately prior to application at the time of appointment.

above basic requirement is not appropriate a performance evaluation.

uation from an accredited high school or tional school or equivalent.

above basic requirement is not appropriate a performance evaluation.

21 to 30 inclusive.

above basic requirement is not appropriate a performance evaluation.

ound physical health as determined by a rehensive medical examination including following major factors:

on: Uncorrected distance visual acuity ach eye of 20/200, or less and correctable t least 20/20 in each eye. Candidates iring corrective lenses of any type must ess a second pair of break-resistant glasses he time of appointment.

above basic requirement is not appropriate a performance evaluation.

ht: Minimum 5'6" (66 Inches) to maximum (81 inches). Note: Candidates not ing this requirement will be required emonstrate their ability to safely perform e tasks which have established the height irements.

above basic requirement is not appropriate a performance evaluation.

E-14			
, t	Basic Requirement 4C	. Weight: Within established limits based on individual body composition.	
		The above basic requirement is not appro riate for a performance evaluation.	Supervision Given 4. Supervi
	Basic Requirement 4D	Good hearing.	Item 4A. Could b
		The above basic requirement is not appropriate for a performance evaluation.	• situati and add and thr
•	Basic Requirement 4E	. Capable of complex psychomotor skills - as required for self-defense, apprehension, auto control at high speeds. etc.	Basic Requirements
		The above basic requirement is not appropriate for a performance evaluation.	• Basic Requirement 1. A festa of one and at
	Basic Requirement 4F.	. Perceptual ability - able to perceive differ- ences in detail and maintain independence of	The abo for a p
		perceptual field.	Basic Requirement 2. Graduat vocatio
	Item 2A	. Could be expected to notice potentially danger- ous situations before anything actually occurs. (LS)	The abo for a p
	Item 1C.	Could be expected to apply precise penal code section to a case, avoiding ambiguous or wrong	Basic Requirement 3. Age 21 The abo
1		Changes. (Lb)	for a p
	Basic Requirement 4G	. Stamina for working up to 16 hours per day.	Basic Requirement 4. In sour compreh
	Trew 6B	block run. (LP)	the fol
	Basic Requirement 4H	Physical attributes of strength, agility and speed as related to job performance.	Basic Requirement 4A. Vision in each to at J
	•	The above basic requirement is not appropriate for a performance evaluation.	possess at the
	Basic Requirement 41.	Memory as needed to be familiar with the activities of his assigned district and to recognize past offenders.	• The abo for a p
	an an Araba an Araba an Araba. An Araba an Araba an Araba an Araba Araba		Basic Requirement 4B. Height
	Item 4A.	Could be expected to quiet a highly volatile situation by remembering a citizen's name and addressing him as "sir" despite insults	meeting to demo those
		threats. (LP)	require
			The abo for a j

0

vises civilians at emergency situations.

be expected to quiet a highly volatile tion by remembering a citizen's name ddressing him as "sir" despite insults hreats. (LP)

ident of the City of Akron for a minimum a year immediately prior to application at the time of appointment.

bove basic requirement is not appropriate performance evaluation.

ation from an accredited high school or ional school or equivalent.

above basic requirement is not appropriate a performance evaluation.

21 to 30 inclusive.

above basic requirement is not appropriate a performance evaluation.

ound physical health as determined by a rehensive medical examination including following major factors:

on: Uncorrected distance visual acuity ach eye of 20/200, or less and correctable t least 20/20 in each eye. Candidates iring corrective lenses of <u>any</u> type must ess a second pair of break-resistant glasses he time of appointment.

above basic requirement is not appropriate a performance evaluation.

ht: Minimum 5'6" (66 Inches) to maximum (81 inches). Note: Candidates not ing this requirement will be required emonstrate their ability to safely perform e tasks which have established the height irements.

above basic requirement is not appropriate a performance evaluation.

		이 가지 않는 것 같아요. (於)		•
	Basic Requirement 4C	. Weight: Within established limits based on individual body composition.	Item 9H.	The officer was called a man with a .38 calab panions trying to get
		The above basic requirement is not appro riate for a performance evaluation.		later, when an armed r another district by th could be expected to i
	Basic Requirement 4D	. Good hearing.		tectives with the name description, leading t of loot. (M)
	Basic Requirement AR	for a performance evaluation.	Ttem 4E.	The officer was given have blood on it by a
. •	Requirement 4E.	required for self-defense, apprehension, auto control at high speeds, etc.		ing in his yard. The to put the knife in th forget about it.(M)
		The above basic requirement is not appropriate for a performance evaluation.	Basic Requirement 5.	Emotional maturity.
	Basic Requirement 4F.	Perceptual ability - able to perceive differ- ences in detail and maintain independence	Basic Requirement 5A.	Able to deal effective divergent interpersona
	Itom 21	perceptual field.	• Item 2E.	Could be expected to r not be carried out become or legal cons
	L'CEIR ZA.	ous situations before anything actually occurs. (LS)	Item 4F.	Could be expected to l ethnic groups other th
	Item 1C.	Could be expected to apply precise penal code section to a case, avoiding ambiguous or wrong changes. (LS)	Item 7b.	Could be expected to I in the minority commun
	Basic Requirement 4G.	Stamina for working up to 16 hours per day.	Item B3.	An officer stopped a violation and the driv officer with obscenit
	Item 6B.	Could be expected to be exhausted after one block run. (LP)		The officer could be tag and calmly explain tag and how he could
1	Basic Requirement 4H.	Physical attributes of strength, agility and speed as related to job performance.	• Item 5B.	Could be expected to
	r	The above basic requirement is not appropriate for a performance evaluation.		to come back to their Could be expected to
Ľ	asic Requirement 41.	Memory as needed to be familiar with the activities of his assigned district and to recognize past offenders,		the ass, and tell the car, pointing out tha of the area, because
	Item 4A. C	Could be expected to quiet a highly volatile	Item 4H.	Because the bartender the man too much liqu expected not to arres
	at	addressing him as "sir" despite insults and threats. (LP)	• Item 5H.	over the bar, but ins A girl's boyfriend wa
				ambulance attendant, to the hysterical gir through to her. The
				to call the boyfriend no uncertain terms th stop interfering. (M)

E-14

1

called to a domestic involving calabar revolver and two comget an ADC check. Six hours med robbery took place in by three men with a .38, he to immediately provide dee names of suspects and a car ling to arrests and recovery of

given a knife that appeared to by a man who had found it lay-The officer could be expected in the glove compartment and (M)

ectively with others in

ersonal situations.

d to make statements that could ut because of insufficient 1 constraints. (LS)

d to harrass members of her than his own. (LP)

d to have a good reputation community. (LS)

ed a car for a traffic e driver assaulted the cenities and verbal abuse. d be expected to write the explain why the man got the ould handle it, still amid cenities. (M)

ed to wait for two young men dy and noisy in a restaurant their car to pick them up. ed to take them to a dark area from their car, kick them in 1 them to walk back to their it that they should stay out ause their kind weren't needed. (M)

ender admitted having served liquor the officer could be arrest the man who was slumped it instead walk him home. (M)

and was abusive toward an lant, who spoke in a loud voice al girl in an attempt to get The officer could be expected Eriend aside and tell him in cms that he was wrong and to

	Item 31.	On the third call to a husband/wife domestic the office realized that the wife was using the officer's presence to belittle the		Item 4J.	The of tain b vacant
•		husband. The officer could be expected +, take her aside and tell her to seek hel			expect men wh
		not allow her to misuse his authority (M)	a a construction of the second se	Item 7K.	(M) An off
	Item 41.	In order to arrest a man without a light, the officer at a domestic could be ex ected to explain that by law he had to are acted to			squad partne break
		and that he would call for more officers if need be and that the man might get hurt if	an a	Item 6K.	was th . When a
	Ttom AF	ne put up a right. (M)			the of away,
	Thesie Deputies of the	insulting them when talking to them. (LP)			obviou
	basic Reguirement 5B.	Cooperative - able to work with and assist others.		Item 5K.	At rol concer The o
	Item 7C.	Could be expected to be considered one of the boys on his watch or shift. (LS)	and the second second		inform his pa
	Item 7D.	Could be expected to be a loner. (LS)	a San San San San San San San San San San	•	would
	Item 5A.	Could be expected to assist his partner physically with a fighting suspect. (LP)			instru
•	Item 5H.	Could be expected to stand outside a bar while another officer was in trouble inside. (L		Basic Requirement 50	posit: for le
	Item 7A.	Could be expected to volunteer to assist fellow officer who has a heavy work load. (LP)		Item 10	3. Could rulin
•	Item 7B.	Could be expected to work willingly with an officer who is having trouble adjusting to various duties. (LP)		Item 21	too m A. Could
	Item 7G.	Could be expected always to refuse to drive forcing his junior partner to do it all. (LP)			gun f (LP)
• •	Item 7H.	Could be expected to continue to drive reck- lessly despite his partner's request that he drive more cautiously. (LP)		Item 21	B. Could to es bysta
	, Item 1E,	An officer was called to a domestic involving a man with a .38 calabar revolver and two		Item 4	D. Could in fr
		companions trying to get an ADC check. Six hours later when an armed robbery took place in another district by three men with a .38,		Item 1	D. At a could speci
		a car description, leading to arrest and recovery of the loot. (M)			all b (M)
	Item 3F.	The office could be expected to help two		Item 4	D. Respo offic
		other officers write a report of a felony arrest so that it contained all necessary information and was acceptable to the country			could bysta
		attorney. (M)		Item 6	D. At a could
			9-2		DUT N

E-16

officer occasionally assigned to a cerbeat noticed juveniles hanging around a it building. The officer could be ited to pass this information on to the who were permanently assigned to the area.

Eficer could be expected to remain in his I car "apparently frozen" even though his her got out of the squad, attempted to a fight, got involved in it, and threatened by the crowd. (M)

asked to assist in arresting a drunk, officer could be expected to simply walk , even though the drunk was being ously troublesome to his fellow officer. (M)

oll call an officer was given memos erning his squad's work in a district. Officer could be expected to put the rmation in his pocket, failing to tell partner what it concerned, and handling situation by himself. Thus, his partner a be unable to answer his supervisor's tions regarding the handling of the ructions. (M)

rity in judgment - able to properly handle tion of authority and demonstrate a potential leadership in diverse situations.

d be expected to ignore recent court ngs because he feels they tie his hands much. (LS)

d be expected to withhold fire in a ation calling for use of weapons where fire would endanger innocent bystanders.

d be expected to allow a fleeing suspect scape in a crowd rather than endanger anders. (LP)

d be expected to insult and bully a father ront of his family. (LP)

propane gas tank leak, the officer d be expected to request cars to block ific intersections, then shut down two by companies, and begin evacuating the area, before receiving orders from his supervisor.

onding to a call about a burning car, the cer, noticing a fire near the gas tank, d be expected to evacuate the area of anders and contact the fire department. (M)

bomb threat to a business, the officer d be expected to evacuate the building, not evacuate adjacent buildings. (M)

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	Item 5	B. Could be expected to wait for two young men			
		who had been rowdy and noisy is a restaurant		Ttom ID	At a propa
•	•	to come back to their car to nick them un			he expect(
· ·		Could be expected to take them to a dark area			intersect
		several blocks from their car, kick them in			companies
		the ass, and tell them to walk back to their			before rea
		car, pointing out that they should stay out			202020 20
		of the area because their kind weren't nee		Ttem 4D.	Responding
			(M)		officer.
	Item 61	3. While taking a very hostile and belligerent			could be
		man to jail, could be expected to purposely			by-stande
	•	throw him against the wall. (M)			
	•			Thom 3D	Arriving
	Item 7E	3. Could be expected to slap a man who is pester-		ACCIN JD.	bombs on
		ing a bartender to sell him a drink after			he expect
•		hours. (M)			the fire (
					with dirt
1997) 1997 - Maria Maria	Item 1G	, The officer gave a businessman he knew a			
		ride home, because the man was drunk. The		Ttem 1B.	Could be
		next day, the officer received an envelope		L'ocur 200	is pointi
	· ·	containing \$200 from the businessman. The			rather th
		officer could be expected to return the			chance.
		money and explain that he took the man home			
		because he was a friend and expected nothing		Item 3B.	An office
•		for it. (M)			and the d
					obsceniti
	Item 4G	. The officer gave a ride to a man who had left			could be
		his home as a result of a domestic. At his "			explain w
		destination, the man offered the officer			could han
		some money for his trouble. The officer could			obsceniti
•		be expected to decline. (M)			
	T.L			Item 5K.	An office
	ITEM 3H	. Could be expected to wait for his supervisor			squad car
		to arrive at the scene rather than making a			partner g
		decision on his own. (LS)			break up
Basic Por	iromont	5D Able to Jeal eveneration in the second			was threa
paste vede	TT GWEIIC	Solve to deal successfully in stressful situations	5.		
	Ttom AA	Could be expected to quick a bighter main (1)	Basic Requ	lirement bl	.Capable o
	100m 7/1	situation by remembering a sitisfanta many			OI SICUAL
		addressing him as "gir" degrite ingults and			serr.
	*	threate (I.P)		Them DO	Could be
	•			Ltem 2G.	Could be
	Item 4A	Could be expected to stay calm during weak and			violation
		bottle throwing (I.S)			TODDETA 1
		200020 0110012113. (20)		Thom DO	Could be
	Item 4B	Could be expected to remain cool under workal		ITEM 20.	orrect lit
		abuse. (LC)		•	allest u
				Thom 2P	Could be
•	Item 4G.	Could be expected to call in sick when trouble		Trent CD.	on a for
•		is anticipated in the city. (LS)		•	
en an ar an		en e		Them 2C	Could be
	Item 4H.	Could be expected to leave area without			suspect.
		responding to a potentially dangerous call (r.c.)			

opane gas tank leak, the officer could cted to request cars to block specific ctions, then shut down two nearby es and begin evacuating the area, all receiving orders from his superior. (M)

ing to a call about a burning car, the , noticing a fire near the gas tank, e expected to evacuate the area of ders and contact the fire department. (M)

g at a house with two burning fire n the front porch, the officer could cted to evacuate the house, contact e department, and extinguish the flames rt. (M)

e expected to calmly convince a man who ting a rifle at him to hand it over than shooting the man when he had the (M)

cer stopped a car for a traffic violation e driver assaulted the officer with ties and verbal abuse. The officer be expected to write the tag and calmly h why the man got the tag and how he handle it, still amid a barrage of ties. (M)

icer could be expected to remain in a car "apparently frozen" even though his r got out of the squad, attempted to up the fight, got involved in it, and reatened by the crowd. (M)

e of accurate and objective interpretation wations, both involving and not involving

be expected to continue to write a traffic ion when he hears a report of a nearby y in progress. (LS)

be expected to wait to complete a physical until securing assistance. (LP)

be expected not to drive in hot pursuit oggy night. (LP)

be expected to underestimate a drunk t, resulting in injury to himself. (LP)
			ن ا
Item 2H.	Could be expected to take short-cuts on traffic violations, approaching the car without thinking about whether any occupant is armed. (LP)		The order to
Item 3B.	Could be expected to recognize his own de- ficiencies and attempt to correct them. (MS)	ITEM 41.	the officer to explain t
Item 3I.	Could be expected to stop searching after one bomb was found resulting in a delay of location of a second bomb. (LS)	· •	man, and tha if need be a if he put up
Item 6C.	Could be expected to grip about the way things are handled just once in a while. (LS)	Item 51.	At a domesti arrest" of h sided with h be expected
Item 6D.	Could be expected to complain about a particular problem but offer no solution. (LS)		spite of a d jail him. (M
Item 6F.	Could be expected to refuse training because he already is an expert. (LS)	Item 81.	An officer w in a domesti back to her
Item 5C.	Observing a driver traveling at high speed in a residential area one night, an officer		that she had leaving. (M)
	could be expected not to ticket the individual because the street was clear, but to warn him. (Even when the driver became impatient at being	Basic Requirement 6.	Capable of e form.
	stopped, the officer could be expected to give only a warning.) (M)	• Item 8B.	Could be exp legible and
Item 6C.	While on patrol, a squad car was almost in- volved in an accident with a car which turned right in front of it. The officer could be expected to disregard his partner's suggestion	Item 6F.	The officer containing m such as "hel
	to give a tag and say, "No, I'll just chew them out". (M)	Basic Requirement 7.	Able to read
Item 7C.	While directing rush hour traffic from the middle of a very busy intersection, the officer	Item 4D.	Could be exp
	could be expected to begin a needless conver- sation with a friend, stopping directing traffic, and standing with his friend in the middle of	• Item	Able to read needed to pe
	the street obstructing the flow and seriously endangering himself and his friend. (M)	Basic Requirement 8.	Able to spea
Item 1J.	An off-duty police officer and his wife pulled into a gas station just after it had been held	Item 8C.	Could be exp to repeat hi
	up. The officer could be expected to tell his wife to call the police and give chase on foot so as to apprehend one of the suspects. (M)	Item 8E.	Could be exp that he is u
Item 31.	On the third call to a husband/wife domestic,	Basic Requirement 9.	Possession o
	the officer's presence to belittle the husband. The officer could be expected to take her aside and tell her to seek help for her problem. but		The above ba for a perfor
	that the officer could not allow her to misuse		

his authority. (M)

E-20

Her to arrest a man without a fight, Efficer at a domestic could be expected plain that by law he had to arrest the and that he would call for more officers and be and that the man might get hurt put up a fight. (M)

domestic, the wife made a "citizen's t" of her husband. Although the son with his father, the officer could still pected to attempt to arrest the man in of a difficult struggle to subdue and him. (M)

Ficer who took a gun away from a woman domestic could be expected to give it to her before her husband had left, so she had it reloaded as her husband was ng. (M)

le of expressing self clearly in written

be expected to turn in reports which are le and neat. (LS)

fficer could be expected to write a report ining many incomplete sentences or fragments, as "held suspect while partner opened case s carrying." (M)

to read and comprehend written material.

be expected to follow form instructions. (LS)

to read and comprehend the written material d to perform his job. (0)

to speak clearly and rationally.

be expected never to have to be asked peat himself over the radio. (LS)

be expected to talk so fast over the radio he is unintelligible. (LS)

ssion of a valid Ohio Operator's License.

bove basic requirement is not appropriate performance evaluation.

● E-22

Basic Requiremen	10. Passing of written examination.		
	The above basic requirement is not appropriate for a performance evaluation.	Item 1G.	rhe office ride home day the of
Basic Requirement	11. Successful passing of detailed background check.		ing \$200 f could be e
	The above basic requirement is not appropriate for a performance evaluation.		explain th was a frie
Training		Item 2G.	A man offe enforce pr
Training 1 -	Academy		area. The send a mer
Training 1A.	400 hours of in-class training with passing grade on all exams, thereby demonstrating proficiency in		the man e
	the following:	Item 3G.	was offer He could
Training 1A1.	Departmental rules and regulations.		money and (M)
ITEM 2A.	could be expected to withhold fire in a situation calling for the use of weapons where gun fire would endanger innocent by-standers. (LP)	Item 6G.	On the wa could be
Item 2B.	Could be expected to allow a fleeing suspect to escape in a crowd gather than endanger by-standers.		fed unifo up dinner
	(¹ ¹ ¹	Item 7G,	Two offic asked for
Item 6C.	Could be expected to drop empty food containers on the floor of the patrol car and not pick them up when going off-duty. (LP)		his part want it" take bot
Item 71.	Could be expected to criticize his partner in front of several citizens. (LP)	Item 8G.	Answering the by-s
Item 6J.	The officer could be expected to be in the cafe drinking coffee, even though he had told the dispatcher he was still at an accident. (M)	•	everythi was sear be expec
Itęm 8J.	Although an officer was tipped off to a burglary, he could be expected to get there too late because he took care of some personal business	Fraining 1A2.	City and
	first. (M)		The above for a pe
Item 7A.	A burglar who had been transported to jail asked how the officer had known he had broken in. The officer could then be expected to	Training 1A3	Operatio
	explain all about silent alarms - how they work, how to spot them, etc educating him for his next job. (M)		The abo for a p
		•	•

er gave the businessman he knew a because the man was drunk. The next fficer received an envelope containfrom the businessman. The officer expected to return the money and hat he took the man home because he end and expected nothing for it. (M)

fered to pay the officer if he wouldn't prostitution laws so tightly in his he officer could be expected to refuse, emo to the Morals Division and observe even closer in the future. (M)

er who was having financial problems red a \$100 bribe by a drunk driver be expected to immediately refuse the d add attempted bribery to the charges.

vay home from work, an officer e expected to stop at a drive-in that Formed officers for nothing and pick er for his family. (M)

icer walked into a bar and one officer or a Christmas bottle for each. When tner said, "Put mine back, I don't ", this officer could be expected to th bottles. (M)

ng a call to a D.O.A., an officer told standers in the apartment building to to their rooms, that he would handle ing. When his partner asked why he inching the apartment, the officer could ected to reply, "You never know what find, especially money". (M)

nd Department Organization.

ove training requirement is not appropriate performance rating

ion of Ohio State Government.

ove training requirement is not appropriate performance rating.

•	Training 1A4.	Constitution of United States and Bill of Rights.	•		Item 5D.	In respons
	Item 1B.	Could be expected to know he could break down a locked door while in hot pursuit and thus				expected is stop the l
		arrest a fieling suspect. (LS)			Training 1A10.	Typing.
	Training 1A5.	Code of the City of Akron.		•	Item 8B.	Could be
	: • •	The above training requirement is not appropriate for a performance evaluation.			Musining 1211	legible a
	Training 1A6.	Operation of the Sheriff's Office.			Ttom 5F	Could be
•		The above training requirement is not appropriate for a performance evaluation.			ILEM SE.	in report falsify a
	Training 1A7.	Ordinances of the City of Akron.			Item 8D.	Could be
	Item 1C.	Could be expected to apply precise penal code section to a case, avoiding ambiguous or wrong charges. (LP)			Item 1F.	Could be robbery o
	Item 1D.	Could be expected to issue appropriate summons in routine traffic code violations. (LP)				apprenend account o weather a
	Training 1A8.	State Statutes.				anu a rie
	Item 1B.	Could be expected to collect evidence in a drug case so that it would be admissible in court. (LP)		•	Item 2F.	The offic contain t occupatio
	Item 1C.	Could be expected to apply precise penal code section to a case, avoiding ambiguous or wrong charges. (LP)			Item 4F.	On a repo the offic
	Item 1D.	Could be expected to issue appropriate summons in a routine traffic code violation. (LP)				of the re details.
	Training 1A9.	First Aid.		•	Item 5F.	The offic
	'Item 1E.	Could be expected not to recognize narcotics overdose immediately. (LP)		en e		of reside
	Item 3A.	Could be expected to use first aid equipment if it is necessary for the injured person. (LP))	Item 7F.	The offic investiga day it co
	Item 2D.	While watching a parade, an old man collapsed. An officer could be expected to rush up, push the				to the sc
		crowd back, and give mouth-to-mouth resuscitation, saving the man's life. (M)			There on	Printing.
					Trem SB.	legible a

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se to a suicide attempt, where a girl ed her wrists, the officer could be to administer proper first aid to bleeding. (M)

expected to turn in reports which are nd neat. (LS)

iting.

expected to stretch the truth sometimes ing what occured but never really report. (LP)

expected to confuse opinion with is written and oral reports. (LS)

expected to write a report of a of a person (where suspect was led) containing not only a standard of the crime, but details of the nd lighting conditions at the scene ald sketch of the crime scene. (M)

er's resume could be expected to he names of all witnesses, their on, residence, phone number, and reason in the area. (M)

ort form for a burglary of a dwelling, er could be expected to fill in all s properly, but leave brief the body port and fail to explain some minor (M)

er could be expected to write an eport which did not mention the type ncë burglarized. (M)

er was called to a house burglary, ted, and filed a report. The next uld be expected that he would be by the detective division to return ene and redo his incomplete report. (M)

expected to turn in reports which are nd neat. (LS)

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			Item 2H. Answering a crobbed of him be expected
•	Training 1A13.	Notes and Note Taking in the Field.	food coupons the store an
	Item lF.	Could be expected to write a report of a robbery of a person (where suspect was apprehe ded) containing not only a standard account of the crime, but details of the weather and the li ht- ing conditions at the scene and a field sketch	Item 3H. The officer elderly woma in the squad entry. After be expected he had remov
	Item 2F.	The officer's resume could be expected to contain the names of all witnesses, their occupations, residence, phone number, and reason for being in the area. (M)	Item 6H. A man flagg he could ge was dead. say he wasn
	Training 1A14.	Legal Terms and Definitions.	Item 7H. The desk ma about a tra
		The above training requirement is not appropriate for a performance evaluation.	He could be and say, "I not to answ
	Training 1A15.	Case Preparation for Trial.	Training 1A19. Public Inqu
		The above training requirement is not appropriate for a performance evaluation.	The above for a perf
	Training 1A16.	Court Room Demeanor.	 Training 1A20. Control of
	Item 9A.	Could be expected to speak slowly and clearly when testifying in court. (LP)	Numerous i ability of
	Training 1A17.	Jurisdiction and Function of the Ohio State Patrol.	• uals creat these item some indiv
	• •	The above training requirement is not appropriate for a performance evaluation.	Training 1A21. Radio Proc
	Training 1A18.	Community Relations.	Item 3G. Could be the radio
	Item 6E.	Could be expected to be mouthy and loud in a restaurant while in uniform. (LP)	Item 8C. Could be repeat hi
	Item 1H.	The officer could be expected to make a service call to a destitute family, contacting the proper authorities to obtain assistance for	• Item 8E. Could be radio that
		them, and buying a tree and presents to make their Christmas happier. (M)	Training 1A22. Care of 1
			Item 3B. Could be barrel
			• Item 3F. Could be unless h

a call in which a blind man had been his grocery money, the officer could d to go to a nearby church to collect ns and then take the blind man to and assist him in buying groceries. (M)

er could be expected to have an oman who had lost her house keys, sit had, out of the cold, while he gained fter she was inside the officer could ed to replace the storm window which moved. (M)

gged an officer down and asked if get a jump start since his car battery The officer could be expected to sn't allowed to and drive off. (M)

man was listening to a man's question raffic accident when the phone rang. be expected just to pick up the phone "The forms are on the table", but nswer the man's question. (M)

nguiries.

e training requirement is not appropriate : rformance evaluation.

of the Mentally Ill.

items were employed to evaluate the of patrol officers to control individeating disturbances. However, none of tems specifically described the troublelividuals as mentally ill.

rocedures.

e expected to be always playing with io. (LP)

e expected never to have to be asked to himself over the radio. (LS)

be expected to talk so fast over the that he is unintelligable (LS)

and the second and the second of the second of the second second second second second second second second second

E Fire Arms.

be expected to be able to clear chamber in of a wide variety of fire arms. (LP)

be expected to neglect cleaning his gun he had fired it at the pistol range. (LP) Training 1A23. Tactical Use of Fire Arms.

Item 3B. Could be expected to be able to clear chaper in barrel of a wide variety of fire arm . (L

Item 3H. Could be expected to shoot self in leg while trying to quick draw and fire. (LP)

Training 1A24. Federal Laws.

E-28

- Item 1B. Could be expected to know he could break down a locked door while in hot pursuit and thus arrest the fleeing suspect. (LS)
- Item 1F. Could be expected to arrest suspect for misdemeanor not committed in the officer's presence. (LS)
- Item 1B. Could be expected to collect evidence in a drug case so that it would be admissible in court. (LP)
- Item 1C. Could be expected to apply precise penal code section to a case avoiding ambiguous or wrong charges. (LP)

Training 1A25. Arrest Procedures.

- Item 1D. Could be expected to know he could break down a locked door while in hot pursuit and thus arrest the fleeing suspect. (LS)
- Item 1F. Could be expected to arrest suspect for misdemeanor not committed in the officer's presence. (LS)
- Item 2C. Could be expected to wait to complete a physical arrest until securing assistance. (LP)
- Training 1A26. Crime Prevention Equipment and Methods.

Item 1A. Could be expected to go to every late night gas station in his area to alert the attendants about a group of holdup men who were hitting gas stations. Could be expected to leave description of the men, a phone number to call and detailed instructions on what to do if the men were spotted, resulting in the apprehensi of the holdup men. (M)



Item	3A.	After checking apartment house parking lots,
		could be expected to make a note of any apart-
		ments that didn't have good lighting and then
		tell the caretaker during the day. (M)

- Could be expected to advise a bar owner w'o Item 4A. had been burglarized to wire a bell to the back door so that the bartender who lived ab ve the bar could tell when there was a break-in. (M)
- Three to Six Month's Duty Under the Supervision Training 2. of an Experienced Officer.

The above training requirement is not appropriate for a performance evaluation.

Semiannual Hand Gun Proficiency Qualification. Training 3.

> The above training requirement is not appropriate for a performance evaluation.

- Training 4. In Service Training.
 - Item 6F. Could be expected to refuse training because he already is an expert. (LS)
- Training 5. Accident Investigation School (2 Weeks)
 - Item 4C. Investigating an accident, an officer could be expected to use his squad car to block a street at the bottom of a hill, setting up a situation where a car coming down the hill and unable to stop would hit the squad. (M)

Directions:

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This form is designed to be used in evaluating the performance of the men who work for you. Please complete a copy for every officer you supervise rating him on each of the items listed below. Read each item carefully and then indicate the degree to which it describes how you believe your subordinate would behave when confronted with the situation presented. For each item use the numbers one (1) to five (5) which correspond to the phrases of frequency listed below to indicate how often an individual could be expected to behave in the manner described. For example, if, after reading item 1, you believe the individual being rated can always be depended on to turn in legible and neat reports, you would write the number 5 in the blank next to item 1. If, however, you believe the individual's reports are never legible and neat you would write in a number 1. Please be sure to give one answer for each of the items.

- neat.
- 2. a break-in.
- preserve any fingerprints.
- control the situation.

E-20

APPENDIX F

PERFORMANCE APPRAISAL FORM (FIRST ADMINISTRATION)

5	Ħ	Always
4	=	Very Often
3	=	Fairly Often
2	=	Occasionally
1	=	Never

Could be expected to turn in reports which are legible and

Could be expected to advise a bar owner who had been burglarized to wire a bell to the back door so that a bartender who lived above the bar could tell when there was

3. At the scene of a man with a gun call, the officer found a gun which he could be expected to handle carefully to

4. The officer on a routine patrol observing an emergency vehicle attempting to go through an intersection could be expected to immediately take measures to stop traffic and

- PERFORMANCE APPRAISAL FORM (continued)
 - 5. Could be expected to recognize his own deficiencies and attempt to correct them.
 - Could be expected to check his patrol car for damage an 6. general condition every day.
 - Could be expected to continue to drive recklessly despite 7. his partner's requests that he drive more cautiously.
 - 8. Could be expected to leave area without responding to a potentially dangerous call.
 - 9. Could be expected to take his coffee and lunch breaks at the same time in the same place while patroling his beat in the same pattern.
 - 10. Could be expected to bring in report 15 minutes before going off duty so he won't get a final call.
 - 11. When the officer arrived at the scene of a domestic, he found that the husband had assaulted his wife but that she didn't want him arrested. Because she wanted to leave with her small children, the officer could be expected to help the woman to dress her children while keeping her husband in a separate room. Furthermore, the officer could be expected to drive them to her parents' home, advising her of the various agencies that could assist her with her marital problems.
 - 12. Could be expected to keep sidewalks and streets free of obstruction.
 - 13. The officer, who saw that the sidewalk next to the building that was being wrecked was not blocked off and that people might be hurt by debris, could be expected to do nothing about it.
 - 14. Could be expected to gripe about the way things are handled . just once in a while.
 - 15. Could be expected to criticize his partner in front of several citizens.
 - 16. Could be expected to slap a man who is pestering a bartender to sell him a drink after hours.
 - 17. Could be expected to wear a dirty, unpressed uniform.
 - 18. Could be expected to be a loner.

- misuse his authority.
- but offer no solution.
- night.
 - to make their Christmas happier.
 - to take both bottles.
- - shot and save his partner's life.
 - the flames with dirt.

19. At the scene of a burglary where many TV sets were taken. the officer was told by a neighbor that he had observed a truck at the scene earlier in the evening. The officer could be expected to fail to get the neighbor's name and not to follow up on the information.

20. On the third call to a husband/wife domestic, the officer realized that the wife was using the officer's presence. to belittle the husband. The officer could be expected to take her aside and tell her to seek help for her problems, but that the officer could not allow her to

21. Although the officer was tipped off to a burglary, he could be expected to get there too late because he took care of some personal business first.

22. Could be expected to complain about a particular problem

23. Could be expected not to drive in hot pursuit on a foggy

24. The officer could be expected to make a service call to a destitute family contacting the proper authorities to obtain assistance for them and buying a tree and presents

25. Two officers walked into a bar and one officer asked for a Christmas bottle for each. When his partner said. "Put mine back, I don't want it," this officer could be expected

26. Could be expected to remain cool under verbal abuse.

27. In response to a suicide attempt where a girl had slashed her wrists, the officer could be expected to administer proper first aid to stop the bleeding.

28. When the officer saw the criminal he and his partner had been tailing about to shoot his partner, he could be expected to yell the criminal's name so as to foul his

29. Arriving at a house with two burning fire bombs on the front porch, the officer could be expected to evacuate the house, contact the fire department, and extinguish 30. On a report form for a burglary of a dwelling, the officer could be expected to fill in all of the spaces properly, but leave brief the body of the report and fail to explain some minor details.

31. After checking apartment house parking lots for gar prowling could be expected to make a note of any apartment that didn't have good lighting and then tell the caretaker during the day.

- 32. Answering a call to a D.O.A. the officer told the bystander in the apartment building to go back to their rooms, that he would handle everything. When his partner asked why he was searching the apartment, the officer could be expected to reply, "You never know what you can find, especially money."
- 33. Could be expected to allow a fleeing suspect to escape in a crowd rather than endanger bystanders.
- 34. On the way home from work, the officer could be expected to stop at a drive-in that fed uniformed officers for nothing and pick up dinner for his family.
- 35. Could be expected to wait for his supervisor to arrive at scene rather than making a decision on his own.
- 36. Could be expected to continue to write a traffic violation when he hears a report of a nearby robbery in progress.
- 37. Could be expected not to recognize narcotics overdose immediately.
- 38. Could be expected to talk so fast over radio that he is unintelligible.

39. Responding to a call about a burning car, the officer, noticing a fire near the gas tank, could be expected to evacuate the area of bystanders and contact the fire department.

- 40. When asked to assist in arresting a drunk, the officer cou be expected to simply walk away, even though the drunk was being obviously troublesome to his fellow officer.
- 41: The officer recently assigned as desk man at the precinct received no instructions on what the job involved. He could be expected to read the job description so as to better prepare himself to handle all duties.

- attorney.
- a warning.)
- husband was leaving.
- instructions.

thi

d

51. Could be expected to calmly convince a man who is pointing a rifle at him to hand it over rather than shooting the man when he had the chance.

52.

PERFORMANCE APPRAISAL FORM (continued)

42. The officer could be expected to help two other officers write a report of a felony arrest so that it contained all necessary information and was acceptable to the county

43. The officer gave a ride to a man who had left his home as a result of a domestic. At his destination, the man offered the officer some money for his trouble. The officer could be expected to decline.

44. Observing a driver traveling at high speed in a residential area late one night, an officer could be expected not to ticket the individual because the street was clear, but to warn him. (Even when the driver became impatient at being stopped, the officer could be expected to give only

45. The officer who took a gun away from a woman in a domestic could be expected to give it back to her before her husband had left, so that she had it reloaded as her

46. At roll call an officer was given memos concerning his squad's work in a district. The officer could be expected to put the information in his pocket, failing to tell his partner what it concerned, and handling the situation by himself. Thus, his partner would be unable to answer his supervisor's questions regarding the handling of the

47. The officer could be expected to write an offense report which did not mention the type of residence burglarized.

48. Could be expected always to refuse to drive, forcing his junior partner to do it all.

49. Could be expected to ignore recent court rulings because he feels they tie his hands too much.

50. Could be expected to apply precise penal code section to a case, avoiding ambiguous or wrong charges.

When the officer arrived at a domestic, the wife started to leave. The officer could be expected to call her back allowing the husband/wife domestic to begin again.

PERFORMANCE APPRAISAL FORM (continued) F-6 F-7 53. The officer could be expected to be in the cafe drinking coffee, even though he had told the dispatcher he was 65. The officer could be expected to remain in a squad car "apparently frozen" even though his partner got out of 54. Could be expected to use first aid equipment if it is the squad, attempted to break up the fight, got involved necessary for the injured person. in it, and was threatened by the crowd. 55. Could be expected to issue appropriate summons in routine 66. At a domestic, the wife made a "citizen's arrest" of her husband. Although the son sided with his father the Could be expected to quiet a highly volatile situation officer could still be expected to attempt to arrest the 56. man in spite of a difficult struggle to subdue and jail him. by remembering a citizen's name and addressing him as "sir" despite insults and threats. 67. Could be expected to aggravate citizens by insulting them 57. Could be expected to underestimate a drunk suspect, rewhen talking to them. sulting in injury to himself. 68. Could be expected to make daily reports of all complaints 58. At a domestic, the officer could be expected to advise received during the shift. the husband, who was drunk, to leave when his wife refused to sign a complaint. The domestic was settled, because 69. Could be expected to refuse training because he already is an expert. the husband drove away, but he left under the influence 70. Could be expected to work willingly with an officer who 59. Could be expected to wait for two young men who had been is having trouble adjusting to various duties. rowdy and noisy in a restaurant to come back to their car 71. Could be expected to collect evidence in a drug case so to pick them up. Could be expected to take them to a that it will be admissable in court. dark area several blocks from their car, kick them in the ass, and tell them to walk back to their car, pointing 72. Could be expected to have highly shined shoes. out that they should stay out of the area, because their kind weren't needed. 73. Could be expected not to have to be asked to repeat 60. When 8 burglaries had occurred in a small area, the officer himself over the radio. could be expected to inform a citizen that he would tell 74. Could be expected to be exhausted after one block run. them how to help if they wished. When the citizen organized a coffee party, the officer could be expected to give tips 75. The officer was given a knife that appeared to have blood on what to do leading to the arrest of six young men. on it by a man who had found it laying in his yard. The e officer could be expected to put the knife in the glove Could be expected to neglect cleaning his gun unless he 61. compartment and forget about it. has fired it at the pistol range. 76. Could be expected not to protect crime scene for evidence Could be expected to have a good reputation in the minority 62. preservation. 63. Could be expected to make a thorough investigation of a 77. An officer stopped the car for a traffic violation and the driver assaulted the officer with obsenities and verbal. abuse. The officer could be expected to write the tag and calmly explain why the man got the tag and how he could While taking a very hostile and belligerent man to jail, 64. handle it, still amid a barrage of obscenities. could be expected to purposely throw him against the wall, 78. Could be expected to be able to clear chamber and barrel of a wide variety of firearms.

- A AJAT C	ndasse	L APPRAISAL FORM (continued)			
			• Per	FORMANCE	APPRAISAL FORM (CC
•	79.	While on patrol, a squad car was almost involved in an accident with a car which turned right in front of it. The officer could be expected to disregard his partner', suggestion to give a tag and say, "No. I'll just chow		92.	Could be expected t the daily log.
	80.	them out." Could be expected to be mouthy and loud in a resta cant while in uniform.	S	93. 	in his area to aler hold-up men who wer pected to leave des
	81.	The officer who was having financial problems was offered a \$100 bribe by a drunk driver. He could be expected to	•	•	men were spotted re hold-up men.
	•	immediately refuse the money and add attempted bribery to the charges.	0 .	94.	Could be expected the sergeant away.
**************************************	82.	Could be expected to drop empty food containers on the floor of the patrol car and not pick them up when going off duty.		95.	Could be expected who has a heavy wo
C.	83.	The off duty police officer and his wife pulled into a gas station just after it had been held up. The officer		96.	Could be expected until securing ass
		could be expected to tell his wife to call the police, and then give chase on foot so as to apprehend on of the suspects.		97.	The officer gave t because the man wa received an envelo
	84.	Could be expected to call in sick when trouble is antic- ipated in the city.			man. The officer and explain that h friend and expected
	85.	Could be expected to seek information about recent court rulings so that "good" arrests won't be lost by his actions		98.	Could be expected committed in the c
	85.	Could be expected to notice potentially dangerous situa- tions before anything actually occurs.	ns 	99.	Could be expected porting what occur
	87.	Could be expected to do his part to control disturbances in his district.		100.	Could be expected district to insure
	88.	Could be expected to say he checked the back doors of a group of businesses when he didn't because it was a cold, rainy night.	•	101.	ments. Could be expected when necessary.
Barra ta pisa sa sa sa	89.	Could be expected to be playing with the radic.		102.	The officer occas.
******	90.	In order to arrest a man without a fight, the officer at a domestic could be expected to explain that by law he		•	could be expected who were permanen
		officers if need be, and that he would call for more he put up a fight.		103.	Could be expected when required.
apustan arang tang ang a	91.	Because the bartender admitted having served the man too much liquor, the officer could be expected not to arrest		104.	Could be expected
•		the man who was slumped over the bar, but instead walk him home.		105.	Could be expected of his family.
				•	

ontinued)

to get to the station in time to check

to go to every late night gas station rt the attendants about a group of ere hitting gas stations. Could be exescriptions of the men, a phone number ed instructions on what to do if the resulting in the apprehension of the

to believe that "a ticket a day keeps

to volunteer to assist fellow officer orkload.

to wait to complete a physical arrest sistance.

the business man he knew a ride home, as drunk. The next day the officer ope containing \$200 from the business could be expected to return the money he took the man home because he was a ed nothing for it.

to arrest suspect for misdemeanor not officer's presence.

to stretch the truth sometimes in rerred but never really falsifying a report.

to make needed inspections within his e all are complying with license require-

to search suspects and automobiles

sionally assigned to a certain beat noticed g around a vacant building. The officer d to pass this information on to the men ntly assigned to the area.

1 to fill out Field Interrogation Reports

a to follow form instructions.

d to insult and bully a father in front

<u>, </u>	E,EIGEOIGNUM	LE APPRAISAL FORM (continued)	A .		
				an a	, lag lag lag lag hi α A
	106	The officer use colled to a demonstration investor	•	PERFORMANCE	APPRAISAL FORM (con
	÷	a 38 calabar royalyar and two companions the with			
`		a .30 Carabar revolver and two companions trying to get			
		place in another district by three mon with a no it too			Could be expected to
•		be expected to immediately provide detectives with he c			quickdraw and fire.
	•	names of suspects and a car description loading the			and the state of the
	•	and recovery of the loot		120.	While on his night D
	•		**	•	with one of the willa
	107.	The officer's resume could be expected to contain the			break-in, he could b
		of all witnesses, their occupation residence nho			window to the owner
•		and reason for being in the area.			mail 1 he expected to
				121.	Could be expected to
	108.	Could be expected to be considered one of the boys on the	2		than his own.
		watch or shift.		1. 100.	could be expected to
			$\sum_{i=1}^{n} (i + 1) = \sum_{i=1}^{n} (i + 1) $	166.	Courd be expected to
	109,	While directing rush hour traffic from the middle of a			son (where a suspect
		very busy intersection, the officer could be expected to			a standard account a
•	•	begin a needless conversation with a friend, stopping			of the crime scene.
	•	directing traffic, and standing with his friend in the	1	andar An an	OT the drame poends
v		middle of the street obstructing the flow and seriously	1	102	Could be expected to
	•	endangering himself and his friend.			crying and appear 10
			•		orling and off
	1TO.	Could be expected to talk with people with less education	•	. 124.	Could be expected to
		at their level but not talk down to them.		an an air an	experienced officers
				•	
	و علي بار علي مرجع مستنبع	Could be expected to take short-cuts on traffic violations,		125.	Could be expected to
		approaching cars without thinking about whether any			for the use of weapo
		occupant is armed.	: 📥	.*	bystanders.
	110	Could be expected to and a superior to the second			-
	ی متک برای برای اور وی میکور میکور اور اور اور اور اور اور اور اور اور ا	When a citizen wave smile, wave back and continue driving		126.	Could be expected to
		when a citizen waves at him for assistance.			out because of insu
	113.	The officer was called to a house hundland interview			
	Calle Broadcardeger	and filed a report The next day it could be evented		127.	Could be expected to
۰.		that he would be requested by the detective division to		•	not busy.
		return to the scene and redo his incomplete menort			وأسالت والمنابع والمنافر والتقار
		area of the poone and read hts theombrere report.		128.	Could be expected L
	114.	Could be expected to assist his partner physically with a			instructions at ior
	•	fighting suspect.		100	N wiwl to howfrighd
٠	· · · · ·			129.	A gift S boyittend
	115.	At a bomb threat to a business, the officer could be ex-	•	•	and who spoke in a
		pected to evaduate the building, but not evacuate adjacent			ported to call the
		buildings.		, <i>·</i>	certain terms that
	. * . 			• •	·
4	116.	Investigating an accident, an officer could be expected to	•	130.	Could be expected t
	•	use his squad car to block a street at the bottom of a hill			victim's breathing
•		setting up a situation where a car coming down the hill and			
		unable to stop would hit the squad.		131.	At a propane gas ta
	* * **	Could be supported to at			to request cars to.
	• / باد باد	Courd be expected to disappear when a dangerous situation		•	down two nearby com
	•	occurred.			all before receivin
	110	Could be expected to the state of a			۹. منابع ا
•	ه O یار یاره میشوند در میشوند.	courd be expected to check out all necessary equipment.		132.	Answering a call in
٠				Brance and and an a straight .	his grocery money,
	•				a nearby church to
		그는 것 같아요. 가지 않는 것 같아요. 그는 그는 것 같아요. 그는			blind man to the st

ntinued)

o shoot self in leg while trying to

beat, an officer observed a business dows open. Finding no evidence of a be expected to fail to report the the next day.

o harass members of ethnic groups other

to write a report of a robbery of a perot was apprehended) containing not only of the crime, but details of the weather onditions at the scene and a field sketch

to stop and help small children who are lost.

to be asked about points of law by less

to withhold fire in a situation calling pons where gunfire would endanger innocent

to make statements that cannot be carried ufficient manpower or legal constraints.

to check vacant and model homes when

to take complete notes on orders and 11 call.

was abusive toward an ambulance attendloud voice to an hysterical girl in an ough to her. The officer could be exboyfriend aside and tell him in no unhe was wrong and to stop interferring.

to clear blocked air passage and restore by applying resuscitation.

cank leak, the officer could be expected b block specific intersections, then shut ompanies and begin evacuating the area, ing orders from his superior.

In which a blind man had been robbed of , the officer could be expected to go to o collect food coupons and then take the store and assist him in buying groceries.

F-12	PERFORMA	E APPRAISAL FORM (CONTINUED)	and a second
	13	A burglar who was being transported to jail asked how	• SER ORDAUCE VERMIT PAL FORD
• •	- - -	could then be expected to explain all about silent alarms - how they work, how to spot them, etc edu- cating him for his next job.	147. Could be expec
	13	While watching a parade, an old man collapsed. The officer could be expected to rush up, push the crowback and give mouth-to-mouth resusitation saving the	or suspected g orderly houses character.
	13	Man's life. Could be expected to stay calm during rock and ottle throwing.	• 148. A man flagged t a jump start si could be expect off.
	13	Could be expected to speak slowly and clearly when testifying in court.	149. Could be expect door while in h
	13	The desk man was listening to a man's questions about a traffic accident when the phone rang. He could be expected to just pick up the phone and say, "The for are on the table," but not to answer the man's questi	ms 150. Could be expect. .cns.
•	13	Could be expected to confuse opinion with fact in his written and oral reports.	
	13	The officer could be expected to have an elderly woma who had lost her house key sit in the squad, out of t cold, while he gained entry. After she was inside, t officer could be expected to replace the storm window had removed.	in the the the the
	14	Could be expected to stand outside a bar while anothe officer was in trouble inside.	
	14	A man offered to pay the officer if he wouldn't enfor prostitution laws so tightly in his area. The office could be expected to refuse, send a memo to the Moral Division, and observe the man even closer in the futu	ce er s are.
	14	Could be expected to be able to read and comprehend t written material needed to perform his job.	:he
•	14	Could be expected to keep an up-to-date written accou of all crime in his patrol area.	int
	14	The officer could be expected to write a report containg many incomplete sentences or fragments, such as "suspect while partner opened case he was carrying."	Ain- 'Hel
	14	Could be expected to stop searching after one bomb wa found, resulting in a delay in the location of second bomb.	

North and

sted to keep a personal record of all known pambling houses, houses of ill fame, disand resorts for persons of known bad

the officer down and asked if he could get since his car battery was dead. The officer ted to say he wasn't allowed to and drive

ted to know he could break down a locked hot pursuit and thus arrest a fleeing

ted to check all equipment to insure a ply.

F-13

FOR RESEARCH ONLY

Ranking by

is man

Date

OVERALL PERFORMANCE RANKING

Please read these instructions all the way through before ranking anyone.

You are to rank all the people you supervise in terms of their overall performance as a Police officer.

PROCEED AS FOLLOWS:

- A) On a separate sheet of paper make a list of all the people you supervise.
- B) Look over the list of names and decide which one person you think is the best on the list in terms of overall performance.
 Draw a line through his name and write it in the blank spot marked "1 - HIGHEST" at the top of the attached Ranking Sheet.
- C) Look over the remaining names and decide which one person is not as good as the others on the list. Draw a line through his name and write it in the blank space marked "1 - LOWEST" at the bottom of the page. Remember, you are not saying that he is unsatisfactory; you are merely saying that you consider the others better.
- D) Next, select the person you think is the best of those remaining on the list. Draw a line through his name and write it in the blank space marked "2 - NEXT HIGHEST."
- E) Next, select the person you think is not as good as the others remaining on the list. Draw a line through his name and write it in the blank marke "2 - NEXT LOWEST."
- F) Continue this ranking procedure (selecting next highest, then next lowest) until you have drawn a line through each name on the list. It is to be expected that there will be spaces in the middle of the Ranking Sheet that you do not use.

1. 1.		HIGHI	IST	
2	••	NEXT	HIGHEST	-
3	-	NEXT	HIGHEST	-
4		NEXT	HIGHEST	
5	4 0	NEXT	HIGHEST	
6		NEXT	HIGHEST	
7	-	NEXT	HIGHEST	
8	, and	NEXT	HIGHEST	
9	-	NEXT	HIGHEST	
1.0	-	NEXT	HIGHEST	مربه منت
10	-	NEXT	LOWEST	
·····9	-	NEXT	LOWEST	
8		NEXT	LOWEST	
7		NEXT	LOWEST	فتخصبنه
6	منبه	NEXT	LOWEST	
5		NEXT	LOWEST	
4	dişik.	NEXT	LOWEST	-
. 3	•••	NEXT	LOWEST	
2	una-	NEXT	LOWEST	
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G--2

Item#

APPENDIX G

SUMMARY DATA FOR THE FIRST ADMINISTRATION

PERFORMANCE EVALUATION

		Free	luency				
Item#1	Never	Occasionally	Fairly Often	Very <u>Often</u>	Always	Mean	Sid Dev
1	1	13	33	85	91	4.13	0.90
2	14	43	45	65	44	3,39	1.21
3	0	18	28	77	100	4.16	0.94
4	0	24	46	79	74	3.91	0.98
5	6	49	75	67	25	3.25	1.01
6	3	28	52	78	62	3.75	1.04
7	138	65	15	2	1	1.48	0.70
8	192	23	2	5	1	1.21	0.61
9	61	110	24	20	8	2.12	1.03
10	58	86	33	31	15	2.37	1.20
11	5	56	47	85	30	3.35	1.07
12	2	34	59	87	41	3.59	0.99
13	113	65	18	14	13	1.87	1.16
14	7	128	49	32	7	2.57	0.89
15	181	39	2	0	1	1.21	0.49
16	181	32	2	0	8	1.31	0.81
17	170	47	4	2	0	1.27	0.54
18	66	113	25	13	6	2.01	0.94
19	149	54	11	6	3	1.48	0.82
20	3	24	47	96	53	3.77	0.98
21	198	19	3	3	0	1.15	0.49
22	34	141	32	14	2	2.14	0.78

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Never	Occasionally	Fairly Often	Very Often	<u>Always</u>	Mean	Std Dev
22	89	54	44	14	2.73	1.08
36	116	32	30	9	2.37	1.04
162	36	5	9	4	1.41	0.87
5	35	43	102	38	3.60	1.02
0	8	28	33	154	4,49	0.85
3	15	13	43	149	4.44	0.97
4	10	15	68	126	4.35	0.92
40	136	32	15	0	2.10	0.77
33	75	57	49	9	2.67	1.10
207	15	0	1	0	1.08	0.32
7	16	26	80	94	4.07	1.05
195	22	3	3	0	1.17	0.50
23	141	39	13	7	2.28	0.85
182	30	4	4	3	1.28	0.71
9	162	27	25	0	2.31	0.72
113	100	6	3	1	1.56	0.66
1	2	19	68	133	4.48	0.73
211	8	0	0	4	1.11	0.56
6	41	34	79	63	3.68	1.15
3	41	44	98	37	3.56	1.02
16	7	2	20	178	4.51	1.15
42	89	52	39	1	2.41	1.00
206	14	0	. 0	3	1.12	0.52
149	59	9	3	3	1.44	0.76
92	121	8	1	1	1.65	0.62
191	25	3	3	L	1.20	0.57
153	62	7	1	Ò	1.35	0.57
10	29	19	83	82	3.89	1.17
8	47	46	82	40	3.44	1.12

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		Fre	quency						Item#	Never
• <u>Item#</u>	Never	Occasionally	Fairly Often	Very Often	Always	Mean	Std Dev		79	73
52	106	83	18	12	4	1.77	0.94		80	196
53	120	91	9	3	0	1.53	0.64		81	11
54	1	14	24	49	135	4.36	0.94		82	129
55	0	8	18	60	137	4.46	0.79		83	б
56	4	28	34	119	38	3.71,	0.95 :		84	212
57	63	146	4	5	5	1.85	0.76		85	6
58	125	69	16	9	2	1.62	0.86		86	1
59	188	29	4	1	1	1.20	0.53		87	1
60	38	74	32	56	23	2.79	1.28		88	117
61	121	84	10	7	1	1.58	0.76		89	182
62	10	56	55	66	36	3.28	1.14		90	0
63	1	56	49	72	45	3.47	1.09		91	44
64	122	85	5	8	3	1.59	0.82		92	10
65	212	9	0	0	2	1.08	0.42		93	7
66	17 ·	74	13	8	13	2.41	1.13		94	64
67	150	64	3	2	4	1.41	0.74		95	5
68	6	50	39	55	72	3.62	1.23		96	15
69	186	34	0	0	3	1.21	0.57		97	9
70	5	44	53	80	41	3.48	1.07		98	47
71	0	11	31	91	90	4.17	0.85		.99	144
72	3	30	32	72	86	3.93	1.09	*	100	17
73	71	138	10	4	0	1.76	0.62		101	2
74	76	85	24	29	9	2.15	1.15		102.	2
75	168	45	6	2	2	1.32	0.66		103	0
76	129	73	6	10	5	1.61	0.91		104	0
77	34	75	38	67	9	2.74	1.16		105	165
_ 78	1	21	26	111	64	3.97	0.91		106	1

G-3

Fre	quency				
Occasionally	Fairly Often	Very <u>Often</u>	Always	Mean	Std Dev
108	30	12	0	1.92	0.82
21	3	1	2	1.17	0.55
11	11	8	181	4.52	1.12
89	3	1	1	1.46	0.60
43	34	86	54	3.62	1.13
10	l	0	0	1.05	0.25
40	30	78	69	3.74	1.16
27	41	119	35	3.72	0.89
1.0	19	74	119	4.35	0.85
92	6	4	4	1.59	0.79
36	3	2	0	1.22	0.50
59	32	85	47	3.54	1.10
108	46	25	0	2.23	0.90
32	39	78	64	3.69	1.16
42	59	84	31	3.40	1.04
91	44	20	4	2.14	0.99
52	49	87	30	3.38	1.05
101	55	42	10	2.69	1.00
10	3	22	179	4.58	1.01
67	20	6	7	2.04	1.03
72	6	1	0	1.39	0.57
103	62	26	5	2.53	0.89
6	14	57	144	4.50	0.81
21	45	105	50	3.81	0.92
11	23	53	136	4.47	0.86
9	27	64	123	4.35	0.85
55	1	2	0	1.28	0.52
11	24	62	122	4.33	0.89

G-5

G-6

			Free	quency							Fre	quency				
tem#		Never	Occasionally	Fairly Often	Very Often	Always	Mean	Std Dev	Item#	Never	Occasionally	Fairly Often	Very <u>Often</u>	<u>Always</u>	Mean	
107	•	2	19	51	96	53	3.81	0.93	133	185	29	1	3	4	1.25	
108		20	35	30	77	59	3.54	1.28	134	2	37	40	79	64	3.75	
109		164	52	3	2	0	1.29	0.54	135	1	25	40	109	47	3.79)
110		14	27	17	100	63	3.77	1.17 :	136	O	12	28	89	93	4.19)
111		82	122	12	3	1	1.72	0.67	137	116	89	11	5	1	1.59)
112		132	74	7	4	4	1.53	0.80	138	86	119	10	5	2	1.73	}
112		143	77	0	0	0	1.35	0.48	139	0	12	23	65	122	4.34	ŀ
11/			1	2	6	212	4.94	0.32	140	220	2	0	0	0	1.01	L
116		24	33	14	25	14	2.75	1.36	141	2	13	2	21	184	4.6	3
116		134	75	6	1	2	1.44	0.66	142	1	6	17	62	136	4.4	7
117		210	6	Ő	0	5	1.12	0.61	143	6	43	65	71	37	3.4	1
.1/		2.10	30	37	79	72	3.85	1.07	145	60	134	21	7	0	1.8	9
18		200	30	с, с	1	1	1.10	0.43	146	66	99	33	6	17	2.1	4
19		200	101	. 1 0	13	10	1.99	1.04	147	18	61	69	52	23	3.0	0
L20		10	LUI		1	3	1.30	0.60	148	86	60	26	15	15	2.0	7
121		T03	45	51	42	7	2.57	1.05	149	0	8	23	58	134	4.4	3
122		LE	60	9 7	26	187	4.79	0.54	150	1	36	50	72	62	3.72	2
123		0 	2	C A	50	11	2.91	1.02								
124		13	/6	04	70		4.38	0.77								
125		1	4		2	0	1.74	0.61		9 *						
126		76	T33	4.1. 	5	10	3 29	1.03								
127		6	58	44	90		2 9/	1 10	н 11 на селото на селото н							
128		2	36	35	73		3.04 2 El	1.01								
129		7	34	51	101	30	0 - V	0.01								
130		1	13	31	79	99	4.18	1 2/								
131		31	42	33	73	44	3.20	1 00								
132		56	93	37	36	1	2.25	1.04								

APPENDIX H

ALLOCATION OF THE ITEMS FROM THE FIRST ADMINISTRATION PERFORMANCE APPRAISAL TO JOB PERFORMANCE DIMENSIONS.

DEPENDABILITY (Reliability)

- l(114) Could be expected to assist his partner physically with a fighting suspect.
 - (135)Could be expected to stay calm during rock and bottle throwing.
 - Could be expected to make a thorough investigation of a misdemeanor. (63)
 - Could be expected to remain cool under verbal abuse. (26)
 - (92) Could be expected to get to the station in time to check the daily 10g.
 - (104) Could be expected to follow form instructions.

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- (10) Could be expected to bring in report 15 minutes before going off duty so he won't get a final call.
- Could be expected to stretch the truth sometimes in reporting what (99) occurred but never really falsifying a report.
- (84) Could be expected to call in sick when trouble is anticipated in the city.
- (88) Could be expected to say he checked the back doors of a group of businesses when he didn't because it was a cold, rainy night.
- (8) Could be expected to leave area without responding to a potentially dangerous call.
- Could be expected to disappear when a dangerous situation occurred. (117)
- (140) Could be expected to stand outside a bar while another officer was in trouble.

¹Numbers in parenthesis are the numbers of those items that appear in the original criterion performance rating patrol officers in the present study (Appendix F).

- (4)
- (116)hit the squad.
- (44) be expected to give only a warning.)
- (79) "No, I'll just chew them out."
- (109)

H-2

H-1

TRAFFIC MAINTENANCE AND CONTROL

The officer on a routine patrol observing an emergency vehicle attempting to go through an intersection could be expe ded to immediately take measures to stop traffic and control he situation.

Investigating an accident, an officer could be expected to use his squad car to block a street at the bottom of a hill setting up a situation where a car coming down the hill and unable to stop would

Observing a driver traveling at high speed in a residential area late one night, an officer could be expected not to ticket the individual because the street was clear, but to warn him. (Even when the driver became impatient at being stopped, the officer could

While on patrol, a squad car was almost involved in an accident with a car which turned right in front of it. The officer could be expected to disregard his partner's suggestion to give a tag and say,

While directing rush hour traffic from the middle of a very busy intersection, the officer could be expected to begin a needless

JOB KNOWLEDGE

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- (130) Could be expected to clear blocked air passage and restore victim breathing by applying resuscitation.
- (85) Could be expected to seek information about recent court rulings so that "good" arrests won't be lost by his actions.
- Could be expected to collect evidence in a drug case 'so that it will (71)be admissable in court.
- (50) Could be expected to apply precise penal code section to a case, avoiding ambiguous or wrong charges.
- (149) Could be expected to know he could break down a locked door while in hot pursuit and thus arrest a fleeing suspect.
- Could be expected to issue appropriate summons in routine traffic (55) code violations.
- (124) Could be expected to be asked about points of law by less experienced officers.
- Could be expected not to recognize narcotics overdose immediately. (37)
- Could be expected to arrest suspect for misdemeanor not committed (98) in the officer's presence.
- Could be expected to ignore recent court rulings because he feels (49) they tie his hands too much.
- (76) Could be expected not to protect crime scene for evidence preservation.

- (51) chance.
- (77)obscenities.
- their kind weren't needed.
- (64)
- (16)him a drink after hours.

USING FORCE APPROPRIATETLY

Could be expected to calmly convince a man who is pointing a rifle at him to hand it over rather than shooting the man when he had the

An officer stopped the car for a traffic violation and the driver assulted the officer with obscenities and verbal abuse. The officer could be expected to write a tag and calmly explain why the man got the tag and how he could handle it, still amid a barrage of

(59) Could be expected to wait for two young men who had been rowdy and noisy in a restaurant to come back to their car to pick them up. Could be expected to take them to a dark area several blocks from their car, kick them in the ass, and tell them to walk back to their car, pointing out that they should stay out of the area, because

While taking a very hostile and belligerent man to jail, could be expected to purposely throw him against the wall.

Could be expected to slap a man who is pestering a bartender to sell

HANDLING DOMESTIC DISPUTES

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- (11)When the officer arrived at the scene of a domestic, he found hat the husband had assaulted his wife but that she didn't want him arrested. Because she wanted to leave with her small children, the officer could be expected to help the woman to dress her children while keeping her husband in a separate room. Furthermore, the officer could be expected to drive them to her parents' home, advising her of the various agencies that could assist her with her marital problems.
- (20)On the third call to a husband/wife domestic, the officer realized that the wife was using the officer's presence to belittle the husband. The officer could be expected to take her aside and tell her to seek help for her problems, but that the officer could not allow her to misuse his authority.
- (90) In order to arrest a man without a fight, the officer at a domestic could be expected to explain that by law he had to arrest the man, and that he would call for more officers if need be, and that the man might get hurt if he put up a fight.
- (66) At a domestic, the wife made a "citizen's arrest" of her husband. Although the son sided with his father the officer could still be expected to attempt to arrest the man inspite of a difficult struggle to subdue and jail him.
- (58) At a domestic, the officer could be expected to advise the husband, who was drunk, to leave when his wife refused to sign a complaint. The domestic was settled, because the husband drove away, but he left under the influence of alcohol.
- When the officer arrived at a domestic, the wife started to leave. (52) The officer could be expected to call her back allowing the husband/wife domestic to begin again.
- (45) The officer who took a gun away from a woman in a domestic could be expected to give it back to her before her husband had left, so that she had it reloaded as her husband was leaving.

- (136) Could be expected to speak slowly and clearly when testifying in court.
- (110) level but not talk down to them.
 - (1)
- (73) the radio.
- (318) oral reports.
- (38)



COMMUNICATION

Could be expected to talk with people with less education at their

Could be expected to turn in reports which are legible and neat. Could be expected not to have to be asked to repeat himself over

Could be expected to confuse opinion with fact in his written and

Could be expected to talk so fast over radio that he is unintelligibl

H-7

CRIME PREVENTION

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Could be expected to go to every late night gas station in his trea (93) to alert the attendants about a group of hold-up men who were hitting gas stations. Could be expected to leave descriptions of the men, a phone number to call and detailed instructions of what to do if the men were spotted resulting in the apprehension of the holdup men.

- (60)When 8 burglaries had occurred in a small area, the officer could be expected to inform a citizen that he would tell them how to help if they wished. When the citizen organized a coffee party, the officer could be expected to give tips on what to do leading to the arrest of six young men.
- (31)After checking apartment house parking lots for car prowlers, could be expected to make a note of any apartment that didn't have good lighting and then tell the caretaker during the day.
- (2)Could be expected to advise a bar owner who had been burglarized to wire a bell to the back door so that a bartender who lived above the bar could tell when there was a break-in.
- (120)While on his night beat, an officer observed a business with one of the windows open. Finding no evidence of a break-in, he could be expected to fail to report the window to the owner the next day.
- (133)A burglar who was being transported to jail asked how the officer had known he had broken in. The officer could then be expected to explain all about silent alarms - how they work, how to spot then, etc.- educating him for his next job.
 - (9) Could be expected to take his coffee and lunch breaks at the same time in the same place while patroling his beat in the same pattern.

- (14)

WORK ATTITUDE

Could be expected to gripe about the way things are handled just (94) Could be expected to believe that "a ticket a day keeps the sergeant (22) Could be expected to complain about a particular problem but offer (69) Could be expected to refuse training because he already is an

DEALING CONSTRUCTIVELY WITH THE PUBLIC

- The officer could be expected to make a service call to a destitute (24)family contacting the proper authorities to obtain assistance for them and buying a tree and presents to make their Christmas happier.
- (132)Answering a call in which a blind man had been robbed of his grocery money, the officer could be expected to go to a nearby church to collect food coupons and then take the blind man to the store and assist him in buying groceries.

- Could be expected to quiet a highly volatile situation by remembering (56)a citizen's name and addressing him as "sir" despite insults and threats.
- (139) The officer could be expected to have an elderly woman who had lost her house key sit in the squad, out of the cold, while he gained entry. After she was inside, the officer could be expected to replace the storm window he had removed.
- (91) Because the bartender admitted having served the man too much liquor, the officer could be expected not to arrest the man who was slumped over the bar, but instead walk him home.
- (129) A girl's boyfriend was abusive toward an ambulance attendant who spoke in a loud voice to an hysterical girl in an attempt to get through to her. The officer could be expected to call the boyfriend aside and tell him in no uncertain terms that he was wrong and to stop interferring.
- (148) A man flagged the officer down and asked if he could get a jump start since his car battery was dead. The officer could be expected to say he wasn't allowed to and drive off.
- (137)The desk man was listening to a man's questions about a traffic accident when the phone rang. He could be expected to just pick up the phone and say, "The forms are on the table," but not to answer the man's questions.
- Could be expected to smile, wave back and continue driving when a (112)citizen waves at him for assistance.
- (105) Could be expected to insult and bully a father in front of his family.
- (67) Could be expected to aggravate citizens by insulting them when talking to them.
- Could be expected to harass members of ethnic groups other than (121)his own.

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from his superior.

H-10

H-9

- mouth resuscitation saving the man's life.
- of bystanders and contact the fire department.
- aid to stop the bleeding.

MAINTAINING PUBLIC SAFETY AND GIVING FIRST AID

(131) At a propane gas tank leak, the officer could be expected to request cars to block specific intersections, then shut down two nearby companies and begin evacuating the area, all before receiving orders

(134) While watching a parade, an old man collapsed. The officer could be expected to rush up, push the crowd back and give mouth-to-

(29) Arriving at a house with two burning fire bombs on the front porch. the officer could be expected to evacuate the house, contact the fire department, and extinguish the flames with dirt.

(39) Responding to a call about a burning car, the officers, noticing a fire near the gas tank, could be expected to evacuate the area

(27) In response to a suicide attempt where a girl had slashed her wrists, the officer could be expected to administer proper first

(115) At a bomb threat to a business, the officer could be expected to evacuate the building, but not evacuate adjacent buildings.

(13) The officer, who saw that the sidewalk next to the building that was being wrecked was not blocked off and that people might be hurt by debris, could be expected to do nothing about it.

8

H-11

H-12

JUDGMENT

- Could be expected to withhold fire in a situation calling for the (125)use of weapons where gunfire would endanger innocent bystanders.
- Could be expected to allow a fleeing suspect to escape in a crowd (33)rather than endanger bystanders.
- Could be expected to wait to complete a physical arrest until (96) securing assistance.
- (86) Could be expected to notice potentially dangerous situations before anything actually occurs.
- Could be expected not to drive in hot pursuit on a foggy night. (23)
- Could be expected to underestimate a drunk suspect, resulting in (57) injury to himself.
- Could be expected to make statements that cannot he carried out (126)because of insufficient manpower or legal constraints.
- Could be expected to take short-cuts on traffic violations, ap-(111)proaching cars without thinking about whether any occupant is armed.
- Could be expected to continue to write a traffic violation when (36)he hears a report of a nearby robbery in progress.

Bert & Later & Bert Star har Be and many services and a finger and

- (72)
- (74)
- (82)
- (17)
- Could be expected to be mouthy and loud in a restaurant while in (80)

DEMEANOR

(Professional Appearance and Conduct)

Could be expected to have highly shined shoes.

Could be expected to be exhausted after one block run.

Could be expected to drop empty food containers on the floor of the patrol car and not pick them up when going off duty.

Could be expected to wear a dirty, unpressed uniform.

H-13

REPORT WRITING

- Could be expected to write a report of a robbery of a person (122)(where a suspect was apprehended) containing not only a standard account of the crime, but details of the weather and the lighting conditions at the scene and a field sketch of the crime scene.
- (107) The officer's resume could be expected to contain the names of all witnesses, their occupation, residence, phone number, and reason for being in the area.
- (42) The officer could be expected to help two other officers write a report of a felony arrest so that it contained all necessary information and was acceptable to the county attorney.
- On a report form for a burglary of a dwelling, the officer could be (30) expected to fill in all of the spaces properly, but leave brief the body of the report and fail to explain some minor details.
- (47) The officer could be expected to write an offense report which did not mention the type of residence burglarized.
- (145)The officer could be expected to write a report containing many incomplete sentences or fragments, such as "Held suspect while partner opened case he was carrying."
- (113) The officer was called to a house burglary, investigated and filed a report. The next day it could be expected that he would be requested by the detective division to return to the scene and redo his incomplete report.

(54) for the injured person.

- (78) variety of firearms.
- (6) condition every day.
- (61) it at the pistol range.
- (89)
- (119) and fire.

USE OF EQUIPMENT

Could be expected to use first aid equipment if it is necessary Could be expected to be able to clear chamber and barrel of a wide Could be expected to check his patrol car of damage and general Could be expected to neglect cleaning his gun unless he has fired Could be expected to be playing with the radio.

Could be expected to shoot self in leg while trying to quickdraw

INVESTIGATING, DETECTING, AND FOLLOWING UP ON CRIMINAL ACTIVITY

The officer was called to a domestic involving a man with a .38 (106) caliber revolver and two companions trying to get an ADC check. Six hours later, when an armed robbery took place in another dis rict by three men with a .38, he could be expected to immediately provide detectives with the names of suspects and a car description, leading to arrest and recovery of the loot.

- (3) At the scene of a man with a gun call, the officer found a gun which he could be expected to handle carefully to preserve any fingerprints.
- The officer was given a knife that appeared to have blood on it by (75)a man who had found it laying in his yard. The officer could be expected to put the knife in the glove compartment and forget about it.
- At the scene of a burglary where many TV sets were taken, the officer (19) was told by a neighbor that he had observed a truck at the scene earlier in the evening. The officer could be expected to fail to get the neighbor's name an not to follow up on the information.

COMMITMENT, DEDICATION, AND CONSCIENTIOUSNESS

- to apprehend one of the suspects.
- (41) all duties.
- (102)to the area.
- (53)
- business first.

(83) The off duty police officer and his wife pulled into a gas station just after it had been held up. The officer could be expected to tell his wife to call the police, and then give chase on foot so as

The officer recently assigned as desk man at the precinct received no instructions on what the job involved. He could be expected to read the job description so as to better prepare himself to handle

The officer occasionally assigned to a certain beat noticed juveniles hanging around a vacant building. The officer could be expected to pass this information on to the men who were permanently assigned

The officer could be expected to be in the cafe drinking coffee, even though he had told the dispatcher he was still on an accident.

(21) Although the officer was tipped off to a burglary, he could be expected to get there too late because he took care of some personal

RELATIONS WITH OTHERS (Compatability)

- Could be expected to volunteer to assist fellow officer who has a (95) heavy workload.
- (70) Could be expected to work willingly with an officer who is having trouble adjusting to various duties.
- Could be expected to have a good reputation in the minority (62) community.
- Could be expected to be considered "one of the boys" on his watch (108)or shift.
- Could be expected to be a loner. (18)

S

-

- (48) Could be expected always to refuse to drive, forcing his junior partner to do it all.
- (7) Could be expected to continue to drive recklessly despite his partner's requests that he drive more cautiously.
- (15) Could be expected to criticize his partner in front of several citizens.

- even closer in the future.

- dinner for his family.
- (25)bottles.
- what you can find, especially money."

H - 18

H-17

INTEGRITY AND PROFESSIONAL ETHICS

(97) The officer gave the business man he knew a ride home, because the man was drunk. The next day the officer received an envelope containing \$200 from the business man. The officer could be expected to return the money and explain that he took the man home because he was a friend and expected nothing for it.

(141) A man offered to pay the officer if he wouldn't enforce prostitution laws so tightly in his area. The officer could be expected to refuse, send a memo to the Morals Division, and observe the man

(81) The officer who was having financial problems was offered a \$100 bribe by a drunk driver. He could be expected to immediately refuse the money and add attempted bribery to the charges.

(43) The officer gave a ride to a man who had left his home as a result of a domestic. At his destination, the man offered the officer some money for his trouble. The officer could be expected to decline

(34) On the way home from work, the officer could be expected to stop at a drive-in that fed uniformed officers for nothing and pick up

Two officers walked into a bar and one officer asked for a Christmas bottle for each. When his partner said, "Put mine back, I don't want it," this officer could be expected to take both

(32) Answering a call to a D.O.A. the officer told the bystanders in the apartment building to go back to their rooms, that he would handle everything. When his partner asked why he was searching the apartment, the officer could be expected to reply, "You never know

H-19

H-20

INITIATIVE

- (143) Could be expected to keep an up-to-date writen account of all crime in his patrol area.
- (5) Could be expected to recognize his own deficiencies and attempt to correct them.
- Could be expected to check vacant and model homes when not busy. (127)
- (35) Could be expected to wait for his supervisor to arrive at the scene rather than making decisions on his own.
- (146) Could be expected to stop searching after one bomb was found, resulting in a delay in the location of second bomb.

- (28)life.
- handling of the instructions.
- obviously troublesome to his fellow officer.
- crowd.

TEAMWORK

When the officer saw the criminal he and his partner had been tailing about to shoot his partner, he could be expected to yell the criminal's name so as to foul his shot and save his partner's

(46) At roll call an officer was given memos concerning his squad's work in a district. The officer could be expected to put the information in his pocket, failing to tell his partner what it concerned, and handling the situation by himself. Thus, his partner would be unable to answer his supervisor's questions regarding the

(40) When asked to assist in arresting a drunk, the officer could be expected to simply walk away, even though the drunk was being

(65) The officer could be expected to remain in a squad car "apparently frozen" even though his partner got out of the squad, attempted to break up the fight, got involved in it, and was threatened by the

H-21

MISCELLANEOUS

(Items written specifically for the Akron Police to cover duties and responsibilities inadequately covered in the Landy or Heckman items)

•

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- Could be expected to keep sidewalks and streets free of obstruction. (12)
- (68) Could be expected to make daily reports of all complaints received during the shift.
- (87) Could be expected to do his part to control disturbances in his district.
- Could be expected to make needed inspections within his district (100)to insure all are complying with license requirements.
- (101) Could be expected to search suspects and automobiles when necessary.
- (103) Could be expected to fill out Field Interrogation Reports when required.
- (118) Could be expected to check out all necessary equipment.
- (123) Could be expected to stop and help small children who are crying and appear lost.
- Could be expected to take complete notes on orders and instructions (128)at roll call.
- Could be expected to be able to read and comprehend the written (142)material needed to perform his job.
- (147) Could be expected to keep a personal record of all known or suspected gambling houses, houses of ill fame, disorderly houses and resorts for persons of known bad character.
- Could be expected to check all equipment to insure a sufficient (150)supply.

ITEM CONTENT AND ITEM STATISTICS OF THE FINAL DIMENSIONS AFTER ITEM ANALYSIS OF THE FIRST ADMINISTRATION PERFORMANCE EVALUATION.

Ľ	
(135) ¹ .85	Could be expecte throwing.
(26) .82	Could be expecte
(104) .79	Could be expecte
(99)* ² .72	Could be expected reporting what concerned to the concerned of the concern

total (See Chpt. 4).

APPENDIX I

DEPENDABILITY (Reliability)

ed to stay calm during rock and bottle

d to remain cool under verbal abuse.

d to follow form instructions.

ed to stretch the truth sometimes in occurred but never really falsifying a

1 Numbers in parenthesis are the numbers of those items that appear in the original criterion performance rating gcales for the patrol offices in the present study. (Appendix F).

2 * indicates negative items (See Chpt. 4).

 3 r denotes the correlation between this item and the final dimension

JOB KNOWLEDGE

(130)	.80	Could be expected to clear blocked air passage and restore victim's breathing by applying resuscitation.
(85)	. 80	Could be expected to seek information about recent court rulings so that "good" arrests won't be lost by his actions.
(71)	.80	Could be expected to collect evidence in a drug case so that it will be admissable in court.
(149)	.74	Could be expected to know he could break down a locked door while in hot pursuit and thus arrest a fleeing suspect.
(55)	.80	Could be expected to issue appropriate summons in routine traffic code violations.
(49)	* .66	Could be expected to ignore recent court rulings because he feels they tie his hands too much.

(11).63

(20)

(90)

(58)

(52)

(45)

r

.57

.56

.57

.49

.40

MAN ...

When the officer arrived at the scene of a domestic, he found that the husband had assaulted his wife but that she didn't want him arrested. Because she wanted to leave with her small children, the officer could be expected to help the woman to dress her children while keeping her husband in a separate room. Furthermore, the officer could be expected to call a cab to drive them to her parents' home and, while waiting for the cab to come, advise her of the various agencies that could assist her with her marital problems.

On the third call to a husband/wife domestic, the officer realized that the wife was using the officer's presence to belittle the husband. The officer could be expected to take her aside and tell her to seek help for her problems, but that the officer could not allow her to misuse his authority.

In order to arrest a man without a fight, the officer at a domestic could be expected to explain that by law he had to arrest the man, and that he would call for more officers if need be, and that the man might get hurt if he puts up a fight.

At a domestic, the officer could be expected to advise the husband, who was drunk, to leave when his wife refused to sign a complaint. The domestic was settled, because the husband walked to a nearby bar.

When the officer attempted to settle a domestic, the wife started to leave. The officer could be expected to call her back, allowing the husband/wife domestic to begin again.

The officer who took a gun away from a woman in a domestic could be expected to give it back to her before her husband had left, so that she had it reloaded as her husband was leaving.

I-2

HANDLING DOMESTIC DISPUTES

I-3

CRIME PREVENTION

.78 Could be expected to go to every late night gas station in his area to alert the attendants about a group of hold-up men who were hitting gas stations. Could be expected to leave descriptions of the men, a phone number to call and detailed instructions on what to do if the men were spotted resulting in the apprehension of the hold-up men.

- When 8 burglaries had occurred in a small area, the (60).73 officer could be expected to inform a citizen that he would tell them how to help if they wished. When the citizen organized a coffee party, the officer could be expected to give tips on what to do leading to the arrest of six young men.
- (31)After checking apartment house parking lots for car .68 prowlers, could be expected to make a note of any apartment that didn't have good lighting and then leave a note for the caretaker.
- (2).47 Could be expected to advise a bar owner who had been burglarized to wire a bell to the back door so that a bartender who lived above the bar could tell when there was a break-in.
- (120)* .56 While on his night beat, an officer observed a business with one of the windows open. Finding no evidence of a break-in, he could be expected to fail to report the window to the owner.
- (133)* .40 A burglar who was being transported to jail asked how the officer had known he had broken in. The officer could then be expected to explain all about silent alarms how they work, how to spot them, etc. - educating him for his next job.

	r	
(125)	.43	Could be ling for innocen
(86)	.54	Could be situation
(96)	.67	Could be until se
(57)*	.50	Could be resultin
(126)*	.56	Could be carried constrai
(111)*	.55	Could be approach occupant
(36)*	.55	Could be when he

a of the you go another the server a second with on the

e expected to notice potentially dangerous ons before anything actually occurs.

e expected to wait to complete a physical arrest ecuring assistance.

e expected to underestimate a drunk suspect, ng in injury to himself.

e expected to make statements that cannot be out because of insufficient manpower or legal ints.

e expected to take short-cuts on traffic violations, hing cars without thinking about whether any t is armed.

e expected to continue to write a traffic violation hears a report of a nearby robbery in progress.

1-4

(93)

r

JUDGMENT

e expected to withhold fire in a situation calor the use of weapons where gunfire would endanger t bystanders.

DEALING CONSTRUCTIVELY WITH THE PUBLIC

I-6

(56)

r

Could be expected to quiet a highly volatile situation .80 by remembering a citizen's name and addressing him as "sir" despite insults and threats.

- The officer could be expected to have an elderly woman (139).69 who had lost her house key sit in the squad, out of the cold, while he gained entry (with his sergenat's permis-sion). After she was inside, the officer could be expected to replace the storm window he had removed.
- The desk man was listening to a man's questions about a (137)* .79 traffic accident when the phone rang. He could be expected to just pick up the phone and say, "The forms are on the table," but not to answer the man's questions.
- •(105)* _.74 Could be expected to insult and bully a father in front of his family.
 - Could be expected to aggravate citizens by insulting (67)* .72 them when talking to them.
- Could be expected to harass members of ethnic groups •(121)* .75 other than his own.



(72)

(82)*

(17)*

(80)*

Could be expected to drop empty food containers on the floor of the patrol car and not pick them up when going Could be expected to wear a dirty, unpressed uniform. Could be expected to be mouthy and loud in a restaurant

REPORT WRITING

I-8

r

(122).73 Could be expected to write a report of a robbery of a person (where a suspect was apprehended) containing not only a standard account of the crime, but details of the weather and the lighting conditions at the scene and a field sketch of the crime scene.

- (107)The officer's Incident report or Confidential could be .81 expected to contain the names of all witnesses, their occupation, residence, phone number, and reason for being in the area.
- (42)The officer could be expected to help two other officers .82 write a report of a felony arrest so that it contained all necessary information and was acceptable to the county attorney.
- (113)* .66 The officer was called to a house burglary, investigated and filed a report. The next day it could be expected that he would be requested by the detective division to return to the scene and redo his incomplete report.

		r	
	(54)	.39	Could be ex necessary f
· · · · ·	(78)	.63	Could be ex barrel of a
	(6)	.76	Could be exp and general
	(61)*	.59	Could be exp he has fired
	(89)*	.50	Could be exp
	(119)*	.47	Could be exp quickdraw an

I-9

USE OF EQUIPMENT

pected to use first aid equipment if it is for the injured person.

pected to be able to clear chamber and wide variety of firearms.

pected to check his patrol car for damage condition everyday.

pected to neglect cleaning his gun unless d it at the pistol range.

pected to be playing with the radio.

pected to shoot self in leg while trying to nd fire.

I-10

r

INVESTIGATING, DETECTING, AND FOLLOWING UP ON CRIMINAL ACTIVITY

(106).76 The officer was called to a domestic involving a man with a .38 caliber revolver and two companions trying to get an ADC check. Six hours later, when an armed robber took place in another district by three men with a .38, he could be expected to immediately provide detectives with the names of suspects and a car description, leading to arrest and recovery of the loot.

- At the scene of a man with a gun call, the officer (3).78 found a gun which he could be expected to handle carefully to preserve any fingerprints.
- (75)* The officer was given a knife that appeared to have .59 blood on it by a man who had found it laying in his yard. The officer could be expected to put the knife in the glove compartment and forget about it.
- (19)* .61 At the scene of a burglary where many TV sets were taken. the officer was told by a neighbor that he had observed a truck at the scene earlier in the evening. The officer could be expected to fail to get the neighbor's name and not to follow up on the information.



COMMITMENT, DEDICATION, AND CONSCIENTIOUSNESS

The off-duty police officer and his companion pulled into a gas station just after it had been held up. The officer could be expected to tell his companion to call the police, and then give chase on foot so as to apprehend one of the suspects.

The officer recently assigned as desk man at the precinct received no instructions on what the job involved. The officer could be expected to read information about the job so as to better prepared to handle all duties.

The officer occasionally assigned to a certain beat noticed juveniles hanging around a vacant building. The officer could be expected to pass this information on to those officers who were permanently assigned to the area.

The officer could be expected to be in the cafe drinking coffee, even though he had told the dispatcher he was still on an accident.

Although the officer was tipped off to a burglary, he could be expected to get there too late because he took care of some personal business first.

I-11

1-12			
•		•	INTEGRITY AND
	RELATIONS WITH OTHERS (Compatability)	(97)	r .49 The officer gave
<u>r</u> (70) <u>.74</u>	Could be expected to work willingly with an officer who is having trouble adjusting to various duties.		because the man w received an envel man. The officer and explain that friend and expect
(62) <u>.80</u> (7)* <u>.68</u>	Could be expected to continue to drive recklessly despite his partner's requests that he drive more cautiously.	• (141)	.74 A man offered to prostitution laws could be expected Division, and obs
(15)* <u>.68</u>	Could be expected to criticize his partner in front of several citizens.	(81)	.63 The officer who w a \$100 bribe by a to immediately re bribery to the ch
		(43)	.61 The officer gave

ć

The officer gave a ride to a man who had left his home as a result of a domestic. At his destination, the man offered the officer some money for his trouble. The officer could be expected to decline.

On the way home from work, the officer could be expected to stop at a drive-in that fed uniformed officers for nothing and pick up dinner for his family.

Two officers walked into a bar and one officer asked for a Christmas bottle for each. When his partner said, "Put mine back, I don't want it," this officer could be expected to take both bottles.

Answering a call to a D.O.A. the officer told the bystanders in the apartment building to go back to their rooms, that he would handle everything. When his partner asked why he was searching the apartment, the officer could be expected to reply, "You never know what you can find, especially money.

PROFESSIONAL ETHICS

and the second

(34)* .65

(25)* .55

(32)* .47

the business man he knew a ride home yas drunk. The next day the officer ope containing \$200 from the business could be expected to return the money he took the man home because he was a ted nothing for it.

pay the officer if he wouldn't enforce s so tightly in his area. The officer t to refuse, send a memo to the Morals served the man even closer in the future.

vas having financial problems was offered a drunk driver. He could be expected afuse the money and add attempted marges.

INITIATIVE

I-14

	r	
(143)	.78	Could be expected to keep an up-to-date written account of all crime in his patrol area.
(5)	.73	Could be expected to recognize his own deficiencies and attempt to correct them.
(127)	.70	Could be expected to check vacant and model homes when not busy.
(35)*	.59	Could be expected to wait for his supervisor to arrive at the scene rather than making a decision on his own.

Individual Evaluation Form

Based on the evaluations you previously submitted, we have developed the attached job performance evaluation forms for patrol officers. An analysis of the "ata you provided has allowed us to reconstruct the rating scales in this new, shortened format. The second set of evaluations now being requested is an important followup step in our current effort to insure that the Akron Police Force continues to acquire the superior individuals required to perform it's critical public duties. It is therefore important that you again give these evaluations your careful consideration.

J-1 FOR RESEARCH ONLY

APPENDIX J PERFORMANCE APPRAISAL FORM (SECOND ADMINISTRATION)

SECTION I

J-2

Past studies of Police activities and our analysis of the evaluations you previously provided have identified 15 important areas of police work. Each of these is represented below by a rating scale. Every individual you supervise should be evaluated on each of these scales.

In completing the evaluations, you should first read throug' all fifteen rating scales to get the content of each clearly in mind. This content consists of examples of behavior gathered from patrol officers in Akron and other cities. When you have the content of the scales clearly in mind, you should rate each individual you supervise on all 15 scales. Please complete all ratings for an officer before beginning your evaluations of the next individual. For each of the 15 areas of behavior being evaluated, the patrol officer's typical performance in that area should be compared with the behaviors represented by the items on that scale. A check should then be placed next to that item which best describes the patrol officers typical performance. Each individual should receive one and only one check on each rating scale.

After evaluating all the people you supervise on the 15 scales in Section I, please go to Section II.

criticism. 1. Could be expected to stay calm during rock and bottle throwing. 2. Could be expected to remain cool under verbal abuse Could be expected to follow form instructions. 3. Could be expected to bring in report 15 minutes before going off duty 4 so he won't get a final call. Could be expected to stretch the truth sometimes in reporting what 5. occured but never really falsifying a report. Could be expected to call in sick when trouble is anticipated in the 6.

Could be expected to stand outside a bar while another officer was in 7. trouble inside.

DEPENDABILITY(Reliability)

Predictable job behaviors, including attendance, promptness, and reaction to boredom, stress, and

JOB KNOWLEDGE

Awareness of procedures, laws, and court rulings and changes in them.

- Could be expected to seek information about recent court rulings so that 1. "good" arrests won't be lost by his actions.
- 2. Could be expected to know he could break down a locked door while in hot pursuit and thus arrest a fleeing suspect.
- 3. Could be expected to be asked about points of law by less experienced officers.
- Could be expected to ignore recent court rulings because he feels they tie 4. his hands too much.
- 5. Could be expected not to protect crime scene for evidence preservation.

- assist her with her marital problems.
- 2. On the third call to a husband/wife domestic, the officer realized misuse his authority.
- 3. In order to arrest a man without a fight, the officer at a domestic might get hurt if he puts up a fight.
- 4. At a domestic, the officer could be expected to advise the husband,
- 5. When the officer attempted to settle a domestic, the wife started to husband/wife domestic to begin again.
- 6. The officer who took a gun away from a woman in a domestic could be she had it reloaded as her husband was leaving.

J-4

HANDLING DOMESTIC DISPUTES

Using restraint and good judgment in dealing with domestic combatants

When the officer arrived at the scene of a domestic, he found that the husband had assaulted his wife but that she didn't want him arrested. Because she wanted to leave with her small children, the officer could be expected to help the woman to dress her children while keeping her husband in a separate room. Furthermore, the officer could be expected to call a cab to drive them to her parents' home and, while waiting for the cab to come, advise her of the various agencies that could

that the wife was using the officer's presence to belittle the husband. The officer could be expected to take her aside and tell her to seek help for her problems, but that the officer could not allow her to

could be expected to explain that by law he had to arrest the man, and that he would call for more officers if need be, and that the man

who was drunk, to leave when his wife refused to sign a complaint. The domestic was settled, because the husband walked to a nearby bar.

leave. The officer could be expected to call her back, allowing the

expected to give it back to her before her husband had left, so that
COMMUNICATION

Ability to make oneself understood and gather and transmit information, both in oral and written fashion

Could be expected to speak slowly and clearly when testifying in court.

Could be expected to talk with people with less education at their level 2. but not talk down to them.

Could be expected to turn in reports which are legible and neat. з.

Could be expected to confuse opinion with fact in his written and oral 4. reports.

5. Could be expected to talk so fast over radio that he is unintelligible.

Knowledge and use of effective crime prevention techniques.

1. Could be expected to go to every late night gas station in his area to alert the attendants about a group of hold-up men who were hitting gas stations. Could be expected to leave descriptions of the men, a phone number to call and detailed instructions on what to do if the men were spotted resulting in the apprehension of the hold-up men.

2. After checking apartment house parking lots for car prowlers, could be expected to make a note of any apartment that didn't have good lighting and then leave a note for the caretaker.

3. While on his night beat, an officer observed a business with one of the windows open. Finding no evidence of a break-in, he could be expected to fail to report the window to the owner.

A burglar who was being transported to jail asked how the officer had known he had broken in. The officer could then be expected to explain all about silent alarms - how they work, how to spot them, etc.educating him for his next job.

J-6

1.

CRIME PREVENTION

J-7

DEALING CONSTRUCTIVELY WITH THE PUBLIC

J-8

Courtesy and understanding, helping citizens in matters that may not be stricly police duties, maintaining and improving the police

department's image.

- 1. The officer could be expected to have an elderly woman who had lost her house key sit in the squad, out of the cold, while he gained entry (with his sergeant's permission). After she was inside, the officer could be expected to replace the storm window he had removed.
- 2. Because the bartender admitted having served the man too much liquor, the officer could be expected not to arrest the man who was slumped over the bar, but instead walk him home.
- 3. A girls boyfriend was abusive toward an ambulance attendant who spoke in a loud voice to an hysterical girl in an attempt to get through to her. The officer could be expected to call the boyfriend aside and tell him in no uncertain terms that he was wrong and to stop interfering.
- 4. The desk man was listening to a man's questions about a traffic accident when the phone rang. He could be expected to just pick up the phone and say, "The forms are on the table," but not to answer the man's questions.
- Could be expected to smile, wave back and continue driving when a citizen waves at him for assistance.
- Could be expected to aggravate citizens by insulting them when talking 6. to them.
- Could be expected to harass members of ethnic groups other than his own.

Observation and assessment of the situation and Could be expected to consistently take appropriate action in even the Could be expected to notice potentially dangerous situations before anything actually occurs. Could be expected to underestimate a drunk suspect, resulting in injury 3. Could be expected to make statements that cannot be carried out because 4. of insufficient manpower or legal constraints. Could be expected to take short-cuts on traffic violations, approaching 5.

Could be expected to continue to write a traffic violation when he hears a report of a nearby robbery in progress.

JUDGMENT

taking appropriate action.

cars without thinking about whether any occupant is armed.

J-10

PROFESSIONAL APPEARANCE AND CONDUCT

Personal and professional pride as shown by personal neatness,

grooming, care of equipment, and public conduct.

Could be expected to receive favorable comments from citizens about his behavior.

Could be expected to have highly shined shoes.

Could be expected to drop empty food containers on the floor of the patrol car and not pick them up when going off duty.

Could be expected to wear a dirty, unpressed uniform.

Could be expected to be mouthy and loud in a restaurant while in uniform

- The officer's Incident report or Confidential could be expected to contain 1. and reason for being in the area.
 - The officer could be expected to help two other officers write a report acceptable to the county attorney.

2.

З.

- report and fail to explain some minor details.
- 4. mention the type of residence burglarized.
- The officer could be expected to write a report containing many incomplete 5.
- 6. The officer was called to a house burglar, investigated and filed a report.

REPORT WRITING

Uses the proper style and provides complete information when preparing reports.

the names of all witnesses, their occupation, residence, phone number,

of a felony arrest so that it contained all necessary information and was

On a report form for a burglary of a dwelling, the officer could be expected to fill in all of the spaces properly, but leave brief the body of the

The officer could be expected to write an offense report which did not

sentences or fragments, such as "Held suspect while partner opened case he

The next day it could be expected that he would be requested by the detective division to return to the scene and redo his incomplete report.

USE OF EQUIPMENT

Knowledge and skill in the use of firearms and other special equipment.

- 1. Could be expected to be able to clear chamber and barrel of a wide variety of firearms.
- Could be expected to check his patrol car for damage and general condition 2. every day.
- Could be expected to neglect cleaning his gun unless he has fired it at the pistol range.
- Could be expected to be playing with the radio.

Could be expected to shoot self in leg while trying to quickdraw and fire.

INVESTIGATING, DETECTING, AND FOLLOWING UP ON CRIMINAL ACTIVITY

Being alert to unusual circumstances and out-of-the-ordinary situations; protecting the crime scene to maintain the integrity of evidence; attention to details.

- of the loot.
- the knife in the glove compartment and forget about it.
- name and not to follow up on the information.

1. The officer was called to a domestic involving a man with a .38 caliber revolver and two companions trying to get an ADC check. Six hours later, when an armed robbery took place in another district by three men with a ,38, he could be expected to immediately provide detectives with the names of suspects and a car description, leading to arrest and recovery

2. At the scene of a man with a gun call, the officer found a gun which he could be expected to handle carefully to preserve any fingerprints.

3. The officer was given a knife that appeared to have blood on it by a man who had found it laying in his yard. The officer could be expected to put

4: At the scene of a burglary where many TV sets were taken, the officer was told by a neighbor that he had observed a truck at the scene earlier in the evening. The officer could be expected to fail to get the neighbor's

COMMITMENT, DEDICATION, AND CONSCIENTIOUSNESS

Exerting maximum effort at all times and willingness to provide police

services both on and off duty.

- 1. The off-duty police officer and his companion pulled into a gas station just after it had been held up. The officer could be expected to tell his companion to call the police, and then give chase on foot so as to apprehend one of the suspects.
- 2. The officer recently assigned as desk man at the precinct received no instructions on what the job involved. The officer could be expected to read information about the job so as to be better prepared to handle all duties.
- 3. The officer occasionally assigned to a certain beat noticed juveniles hanging around a vacant building. The officer could be expected to pass this information on to those officers who were permanently assigned to the area.
- 4. The officer could be expected to be in the cafe drinking coffee, even though he had told the dispatcher he was still on an accident.
- 5. Although the officer was tipped off to a burglary, he could be expected to get there too late because he took care of some personal business first.

	RELATI (Com
•	Ability to work well with fel
	the gen
_ 1.	Could be expected to work wi adjusting to various duties.
2.	Could be expected to have a go
3.	Could be expected to be a lone
4.	Could be expected to be consid
5.	Could be expected to continue requests that he drive more ca
6.	Could be expected to omiticize

llow officers and relate well to members of neral community

llingly with an officer who is having trouble

cod reputation in the minority community. er.

dered "one of the boys" on his watch or shift.

to drive recklessly despite his partner's autiously.

icize his partner in front of several citizens.

INTEGRITY AND PROFESSIONAL ETHICS

Avoids an opportunity to use one's badge, uniform, or authority for personal gain.

- 1. A man offered to pay the officer if he wouldn't enforce prostitution laws so tightly in his area. The officer could be expected to refuse, send a memo to the Morals Division, and observe the man even closer in the futur ..
- 2. The officer who was having financial problems was offered a \$100 bribe by a drunk driver. He could be expected to immediately refuse the money and add attempted bribery to the charges.
- 3. The officer gave a ride to a man who had left his home as a result of a domestic. At his destination, the man offered the officer some money for his trouble. The officer could be expected to decline.
- Could be expected to use official car for personal business. 4.
- On the way home from work, the officer could be expected to stop at a 5. drivein that fed uniformed officers for nothing and pick up dinner for his family.
- 6. Two officers walked into a bar and one officer asked for a Christmas bottle for each. When his partner said, "Put mine back, I don't want it;" this officer could be expected to take both bottles.
- Answering a call to a D.O.A. the officer told the bystanders in the 7. apartment building to go back to their rooms, that he would handle everything. When his partner asked why he was searching the apartment, the officer could be expected to reply, "You never know what you can find, especially money.

INITIATIVE

J-17

Section II

FOR RESEARCH ONLY

Read each item in this section carefully and then indicate the degree to which it describes how you believe your subordinate would behave when confronted with the situation presented. For each item use the numbers one (1) to five (5) which correspond to the phrases of frequency listed below to indicate how often an individual could be expected to behave in the manner described. For example, if, after reading item 1, you believe the individual being rated can always be depended on to keep sidewalks and streets free of obstruction, you would write the number 5 in the blank next to item 1. If, however, you believe the individual can never be expected to keep the sidewalks and streets free of obstruction, you would write in a number 1. Please be sure to give one answer for each of the items.

- 5 = Always4 = Very Often3 = Fairly Often2 = Occasionally1 = Never
- Could be expected to keep sidewalks and streets free of ob-1. struction.
- Could be expected to make daily reports of all complaints received during the shift.
- Could be expected to do his part to control disturbances in his district.
- 4. Could be expected to get to the station in time to check the daily log.
- 5. Could be expected to make needed inspections within his district to insure all are complying with license requirements.
- 6. Could be expected to search suspects and automobiles when necessary.
- Could be expected to fill out Field Interrogation Reports when required.
 - Could be expected to check out all necessary equipment.

9. Could be expected to stop and help small children who are cry-

Could be expected to take complete notes on orders and instruc-

____10.

Please go to Section III

____11. Could be expected to be able to read and comprehend the written material needed to perform his job.

12. Could be expected to keep a personal record of all known or suspected gambling houses, houses of ill fame, disorderly houses and resorts for persons of known bad character.

___13. Could be expected to check all equipment to insure a sufficient

Section III

In the blank before each statement, place the number that corresoonds with the best description of each officer's behavior. The rating selected should indicate how often an individual could be expected to behave in the manner described.

> 5 = Always4 = Very Often 3 = Fairly Often2 = Occasionally 1 = Never

1. Demonstrates responsibility in carrying out duties. Demonstrates persistence at routine tasks. Demonstrates the ability to take charge of others when required. Demonstrates the ability to control own impulses. Demonstrates general emotional stability. Demonstrates willingness to risk own safety when required. Demonstrates skill in handling interpersonal interactions. Demonstrates willingness to do more than required on the job. Demonstrates knowledge of laws, police procedures, legal

procedures, etc. 10. Demonstrates ability to remember critical information.

11. Demonstrates decision-making ability.

12. Demonstrates the ability to perceive suspicious activities or persons and to identify known criminals, stolen vehicles, etc. Ranking by

Date

Please read these instructions all the way through before ranking anyone.

You are to rank all the people you supervise in terms of their overall performance as a Police officer.

- supervise.
- the others better.
- it in the blank marked "2 NEXT LOWEST."

J-20

Overall Ranking Form

Section IV

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FOR RESEARCH ONI

J-21

OVERALL PERFORMANCE RANKING

PROCEED AS FOLLOWS:

A) On a separate sheet of paper make a list of all the people you

B) Look over the list of names and decide which one person you think is the best on the list in terms of overall performance. Draw a line through his name and write it in the blank spot marked "1 - HIGHEST" at the top of the attached Ranking Sheet.

C) Look over the remaining names and decide which one person is not as good as the others on the list. Draw a line through his name and write it in the blank space marked "1 - LOWEST" at-the bottom of the page. Remember, you are not saying that he is unsatisfactory; you are merely saying that you consider

D) Next, select the person you think is the best of those remaining on the list. Draw a line through his name and write it in the blank space marked "2 - NEXT HIGHEST."

E) Next, select the person you think is not as good as the others remaining on the list. Draw a line through his name and write

F) Continue this ranking procedure (selecting next highest, then next lowest) until you have drawn a line through each name on the list. It is to be expected that there will be spaces in the middle of the Ranking Sheet that you do not use.

RANKING SHEET

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1	L	HIGH	EST	
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	3	NEXT	HIGHEST	g in a state of the Ward
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9		NEXT	HIGHEST	
10)	NEXT	HIGHEST	
10) -	NEXT	LOWEST	
g	844	NEXT	LOWEST	
8		NEXT	LOWEST	
7		NEXT	LOWEST	a an /b>
6	⁻	NEXT	LOWEST	*
5	-	NEXT	LOWEST	
4	- -	NEXT	LOWEST	genturgen angester Seige
- 3	-	NEXT	LOWEST	
2		NEXT	LOWEST	
لرم	v, s m	LOWES	ST	

J-22

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			•	Section V	
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	r	equested rai	nkings	nese instructions all the	ne
		Von			
	1	isted balan	to ra	nk the relative importar	Ce
4	· c	ateronies vo	LO OV	erall patrol officer per	f
			u eva	luated your subordinates	5 (
		•	7)	DEDIVILAD TY TOUL	
			25	JOR KNOWLEDOR	.1:
			3)	HANDI TNO DOVERSE	
			4)	COMMUNICATION	U
			5)	CRIME PREVENTION	
			6)	DEALING CONSTRUCTION	
		•	7)	JUDGMENT	W
			8)	PROFESSIONAL APPEADANCE	r
			9)	REPORT WRITING	Ľ.
			10)	USE OF EQUIPMENT	
			11)	INVESTIGATING, DETECTION	NG
			12)	COMMITMENT, DEDICATION	
			13)	RELATIONS WITH OTHERS (i c
-			14)	INTEGRITY AND PROFESSIO)N
			12)	INITIATIVE	
•					
				Proceed as Fo	1]
	A)	Review the	conte	ant of these and	
		evaluation	form	to insure that the	fr
				to insure that they are	C
	B)	Look over	the ab	ove list and donide whit	.,
		behavior w	hich i	s most important to ran	an 1
		through th:	is cat	egory and write it in th	1.
		at the top	of th	e attached Ranking Skeet	16
		_		the standing offeet	•
	6)	Look over t	he re	maining scale categories	
		Dehavior wh	nich i	s least important to goo	d
		UTTICEP.	maw a	line through this catego	(0)
		mariked "1 -	LOWE	ST" at the bottom of the	T
-	D	Nevt cal-			-
	-,	remaining a	L THE	scale category you thin	k
		in the hlan	k ena-	LISC. Draw a line thro	ug
		2201	n spac	- markea "2 - NEXT HIGH	ES
	E)	Next, selec	t the	scale categony you think	

F) Continue this ranking procedure (selecting the next highest, then the next

marked "2 - NEXT LOWEST."

FOR RESEARCH ONLY

J-23

verall Ranking Form

ions all the way through before performing the

ve importance of each of the Scale Categories officer performance. These are the same ubordinates on in Section I. .*

FY (Reliability) SE ESTIC DISPUTES N TION

STRUCTIVELY WITH THE PUBLIC

APPEARANCE AND CONDUCT NG

G, DETECTING, AND FOLLOWING UP ON CRIMINAL ACTIVITY DEDICATION, AND CONSCIENTIOUSNESS TH OTHERS (Compatability) D PROFESSIONAL ETHICS

ceed as Follows

ategories from Section I of the individual it they are clear in your mind.

decide which of the scale categories represents ant to good overall performance. Draw a line te it in the blank spot marked "1 - HIGHEST" nking Sheet.

categories and decide which represents tant to good overall performance as a patrol this category and write it in the blank spot ttom of the page.

ry you think is the most important of those line through its name and write its name NEXT HIGHEST." an - aram senat a rai - i ana ya ci 4 · · · ·

egory you think is not as important as the others remaining on the list. Draw a line through it and write it in the blank

lowest) until you have drawn a line through each name on the list.

RANKING SHEET

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	1	••	HIGH	est
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•	3		NEXT	HIGHEST
84.44	4	-	NEXT	HIGHEST
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	6	- 	NEXT	HIGHEST
) .	7	•••,	NEXT	HIGHEST
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	10	-	NEXT	HIGHEST
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	5	* e e	NEXT	LOWEST
	4	ţ	NEXT	LOWEST
•	3		NEXT	LOWEST
	2		ŅEXT	LOWEST
	.1.		LOWES	577

J-24

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MUL

	Dimension	1	2	3	4	5	6	<u>7</u> .	Mean ²	<u>S.D.</u>
	Dependability	69	57	39	8	5	1		5,98	1.060
	Job Knowledge	91	74	7	4	2			3.39	0.771
	Domestics	72	69	25	11	2			4.11	0.940
	Communication	. 72	40	59	7	1		•	2.98	0.710
	Crime Prevention	128	34	14	3				2.60	0.710
	Dealing with the Pub	lic 147	5	24	1				5.68	0.75
	Judgment	61	93	12	5	8			4.08	0.96
	Demeanor	115	51	3	7	3			3.50	0.85
	Report Writing	91	43	37	1	6			4.19	1.01
•	Equipment Use	94	77	6	1	1			3.46	0.65
	Investigation	122	50	1	6				2.61	0.67
	Committment	118	36	22	3				3.50	0.77
	Relations with Others	66	24	25	60	3			3.49	1.33
	Integrity	69	48	57	1	4			4.97	1.04
	Initiative	55	47	63	14				1.80	0.97

l Response numbers correspond to the behavioral statement numbers for that deminsion (See Appendix J for item content).

2 Mean and standard deviation were computed after the scoring had been recoded (See Chpt. 4).

APPENDIX K

ITEM STATISTICS FOR THE SECOND ADMINISTRATION PERFORMANCE EVALUATION

K-1

Section I

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Item #

Section II

		Frequency													
3	Always	Very <u>Often</u>	Fairly Often	Occa- sionally	Never	Mean	S.D_								
	33	113	45	15	1	3.78	.816								
	75	72	45	11	4	3.98	.985								
	97	87	20	3	0	4.43	.713								
	74	76	41	11	5	3.98	.995								
	18	62	78	44	5	3.21	.957								
	122	71	11	3	· O	4.51	.667								
	112	73	20	2	0	4.43	.706								
	65	91	38	13	0	4.00	.867								
	167	30	9	0	0	4.77	.517								
	73	84	41	8	0	4.09	.480								
	91	85	30	0	0	4.30	.709								
	31	72	72	30	l	3.50	.936								
	47	99	42	18	0	3.85	.873								
							.,								

ee Appendix J for item Content.

See Appendix J for item content.

No taka

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Section III

K-3

irly	Occa-			
ten	sionally	Never	Mean	<u>S.D.</u>
29	4	0	4.20	*750
38	9	0	3.93	.745
65	25	2	3,58	.442
45	10	0	3.88	.775
33	8	0	4.12	.816
19	8	0	4.17	.759
42	13	0	3.82	.755
50	19	1	3.79	.918
35	7	0	3.99	.729
12	6	0.	3.97	.742
53	16	1	3.67	.832
84	4	0	4.02	.681

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							Ra	nk -	Inde	ero	of 1	ſmpo	orta	nce	2				М		4,
							F	req	luend	су					Ra Sco	w Te	T- Scor	'e	e đ i		
		1	2	3	4 5	56	7	89	10	11	12	13	14	15	x	S.D.	x	S.D.	a n	··· · · · · · · ·	
	Judgment	9	8	2	1 1	2	1	1 1	0	0	1	. 0	0	G	3.26	2.88	60.85	6.84	2.06	•	
	Job Knowledge	6.	6	6	3, 2	2 0	2	0 1	1	0	0	0	0	0	3.37	2.39	60.35	6.49	2.75	,	: , i ,
	Dependability	3.	9	9	0 2	2 0	2	1,1	. 0	0	0	0	0	0	3.40	2.11	60.12	6.17	2.77	• •₩,1, 4 ₩,1, <i>4</i> ₩,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
-	Integrity .	6	0	1	1 1	1	7	4]1	1	1	3	, 0	0	0	6.33	3.56	54.50	8.30	7.00	۵. پر ۲۰۰۰ کې د مورد مورد د م	
-	Initiative	0	2	0	3 5	5 3	4	3 3	3 1	0	3	0	0	0	6.38	2.59	54.08	4.87	5.63		
	Commitment	2	1	1	6 2	2 5	1	2 1	1	0	0	3	2	0	6.67	3.84	52.54	8.32	5.80	14-16-1 MIN- 1-4	
	Crime Prevention	1	1	1	2 4	1 2	1	2 3	3 1	1	5	0	_2	1	8.15	3.87	49.89	8.13	8.25	·	-
	Dealing with Public	0	0	0	2	2 2	4	3 2	2 4	2	2	2	0	2	8.96	3.52	47.88	6.49	8.75		
	Demeanor	0	0	0	3 2	2; 1	0.	0:5	5 7	5	3	1	0	0	9.15	2.62	47.85	4.05	9.86		
	Report Writing	0	0	1	1]	L 3	2	11	5	3	1	4	3	1	9.81	3.31	46.27	6.90	10.20		
ac, and , 17-14	Investigation	0	0. 	.0	1,2	2 2	1	4 :	3; 2	2	4	4	1	1	9.84	2.98	46.19	6.15	9.75		
 	Relations with Others	0	0	0	1	2 3	1	212	2:1	4	3	4	4	0	10.04	3.16	45.88	6.12	10.88	• • • • • • • •	
بالمعاجد	Communication	0	0	1	0;1	12	2	2 3	3 4	2	3	3.	2	2	10.07	3.09	45.77	6.67	10.13		
	Domestics	0	0	2	1	1.0	0	3 1	1	2	1	4	7	4	11.19	3.80	43.08	8.43	12.88		
•	Equipment	0	0	0	0 0	o c	0	0 0	0.0	2	0	2	6	17	14.33	1.12	35.08	4.08	14.71		
						÷				•								•			

K-4

