

OFFICE OF
CRIMINAL JUSTICE
EDUCATION AND
TRAINING

Proceedings of the
National Symposium
on
Job-Task Analysis
in
Criminal Justice



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PROCEEDINGS OF THE
NATIONAL SYMPOSIUM
ON
JOB-TASK ANALYSIS
IN
CRIMINAL JUSTICE

U.S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION

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NATIONAL SYMPOSIUM

on

JOB-TASK ANALYSIS

in

CRIMINAL JUSTICE

-- PROCEEDINGS --

This Symposium was convened by the Law Enforcement Assistance Administration's Office of Criminal Justice Education and Training.

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SUNDAY, NOVEMBER 12, 1978

2:00 - 5:30.....Check In
6:00 - 6:30.....Opening Remarks
6:30 - 7:15.....Key-Note Speech - Dr. J. Price Foster
7:15 - 8:15.....No Host "Getting to Know You" Hour

MONDAY, NOVEMBER 13, 1978

9:00 - 9:45	.....Project STAR Job Analysis Procedure
9:45 - 10:30	.....National Manpower Survey Job Analysis Procedure
10:30 - 10:45	.....Break
10:45 - 11:30	.....Air Force CODAP Presentation
11:30 - 12:00	.....Job Analysis Project - Georgia Bureau of Investigation
12:00 - 1:00	.....Lunch
1:00 - 2:00	.....Job Analysis Project - State of Texas
2:00 - 3:00	.....Job Analysis Project - State of Washington
3:00 - 3:15	.....Break
3:15 - 4:15	.....Job Analysis Project - State of Michigan
4:15 - 5:30	.....No Host "Attitude Adjustment" Hour

TUESDAY, NOVEMBER 14, 1978

8:30 -	9:30.....	Job Analysis Project - State of Minnesota
9:30 -	9:45.....	Break
9:45 -	10:45.....	Job Analysis Project - State of Wisconsin
10:45 -	11:45.....	Job Analysis Project - State of Georgia
11:45 -	12:45.....	Lunch
12:45 -	1:45.....	Job Analysis Project - State of California
1:45 -	2:45.....	Job Analysis Project - State of New York
2:45 -	3:00.....	Break
3:00 -	3:45.....	Job Analysis Project - University of South Florida
3:45 -	4:15.....	Wrap up

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OPENING ADDRESS*

J. PRICE FOSTER

I would like to take this opportunity to welcome you to the Job-Task Analysis Symposium. This meeting has been made possible through the combined efforts of the National Association of State Directors of Law Enforcement Training (NASDLET), the Texas Commission on Law Enforcement Officers Standards and Education (TCLEOSE), and the Office of Criminal Justice Education and Training (OCJET) of the Law Enforcement Assistance Administration (LEAA). Special thanks go to Fred Toler of TCLEOSE and Larry Giddings of my staff who have worked long hours to develop and organize this meeting.

As I am sure you are well aware, human resources development has come a long way from the traditional mode of individuals selecting, from personnel criteria, personnel for employment. Along with the movement towards scientific management in general, the areas of manpower recruitment, selection, education and training have moved toward the establishment of empirically based selection, training and performance criteria. OCJET was established to further the above-referenced movement. If you accept the notion that OCJET wants to plan for human resource development, then you need to know what we are doing. Until recently, we have not known what we wanted to do and have done things based on lay knowledge toward adapting technologies from other fields. What we are now faced with is doing a good job in a difficult area -- not in terms of what is today, but in terms of what it will be tomorrow.

This is not to say that the movement toward an empirically based manpower technology has been without its difficulties. The process has been accelerated by court decisions requiring recruitment, selection and training based on specific job requirements. In addition to this, the labor organization movement has finally come into its own in the field of criminal justice, making the development of sound selection, training, and performance of personnel that much more imperative.

In terms of what we are doing to meet the challenge of criminal justice manpower in the future, OCJET has been extensively involved in trying to determine where we are and the direction toward which we should be heading. We also realize that we have to be systematic as to how we spend our money.

*(abridged)

We are currently trying to develop comprehensive manpower planning methodologies. Toward this end, we have awarded a cluster of grants to universities to assist us. Among these universities are Sam Houston State, the University of South Florida, and Michigan State University. Sam Houston is currently engaged in developing a computer-based informational clearinghouse with regard to human resource planning. The information base will include data, generally, on what's been done in this area. The University of South Florida is reviewing different job-analytic techniques and determining which are applicable to the field of criminal justice. This involves study of what has been done, how to go about doing analyses, what is appropriate, and the order in which we can use this technology. Michigan State is currently engaged in determining data needs for state-level human resource planning. The study is geared toward being sensitive to local criminal justice needs and demands and the implications of these for education and training. In addition to the above, I am sure that you are already familiar with the work done in Project STAR and the National Manpower Survey of Criminal Justice. These two projects will be reviewed in detail during this symposium.

Another study currently under way will result in a monograph prepared by NASDLET on Peace Officer Standards and Training (POST) from 1958 - 1978, documenting the development of police training, standards, and requirements. A further study has been contracted by the National Institute for Law Enforcement and Criminal Justice (NILECJ) with the Police Foundation to study police roles and their implications for future organizational structuring.

So as you can see, we are really trying to deal with the issues related to criminal justice manpower to determine what our next steps should be and where our monies should be next spent. But, we are interested in more than the past. We need information exchange to keep from overlapping. As a consequence, we have set up this symposium to examine what is currently going on in state and local-level related activities, and, finally, to provide a forum for informational exchange.

We are encouraged by your enthusiastic response to this symposium and hope you use the time to your best advantage. We have a heavy schedule for the short amount

of time we have you have here away from your busy schedules. The sessions will begin and end on time, so if you will bear with us and adhere to the time-frame indicated, we will be able to cover a great deal of territory during the days while having the evenings for informal get togethers for you to pursue contacts and conversations stimulated by the day's activities.

Welcome to Dallas, and thank you for coming to the symposium.

6/4/4

PROJECT "STAR"
JOB ANALYSIS PROCEDURES

by

CHARLES P. SMITH*

PROJECT STAR DESCRIPTION

Purpose

Project STAR was designed for the purpose of developing attitudes and behavior which will enable criminal justice personnel and the public to achieve the goals and objectives of the criminal justice system more effectively.

Objectives

Project objectives were:

- To identify roles, tasks and performance objectives for appropriate criminal justice positions.
- To develop and test training programs for these criminal justice positions that address needs not satisfied by existing training programs.
- To develop educational recommendations for these criminal justice positions and the public that address needs not satisfied by existing education programs.
- To develop selection criteria and recruiting strategies related to knowledge, skill, and attitudes needed for these criminal justice positions and not currently in use.
- To develop a technique for assessing the impact of social trends on the criminal justice system.
- To develop an implementation plan for all Project end products.

Criminal Justice Positions Involved

The project research and development effort focused on the criminal justice system positions of police officer, prosecuting attorney, defense attorney, judge, caseworker, and correctional worker.

*Project Director: American Justice Institute, Sacramento, Ca.

Organization

The project organization involved the United States Department of Justice, Law Enforcement Assistance Administration; criminal justice planning agencies and operational agencies in four states (California, Michigan, New Jersey, and Texas) and the California Commission on Peace Officer Standards and Training. The American Justice Institute (with assistance from System Development Corporation, Field Research Corporation, and special consultants) was selected, through competitive procurement, to be responsible for conducting the research and development effort.

Project STAR was governed by a National Advisory Council and Advisory Councils in the participating states composed of representatives from the criminal justice system, the public, higher education, and local and state units of government. In addition, resource groups representing police, judicial process, corrections, and education and training have been involved since Project inception.

A total of some 1,500 agencies and 6,000 individuals have participated in the Project.

Funding

Financial support for the \$2.5 million Project was provided by Law Enforcement Assistance Administration discretionary funds (32%), state criminal justice planning agency action grant funds (29%), California Commission on Peace Officer Standards and training agency funds (28%), and in-kind contributions from state and local criminal justice agencies (12%).

Terms

The Project research and development effort began in May 1971 and ended in December 1974.

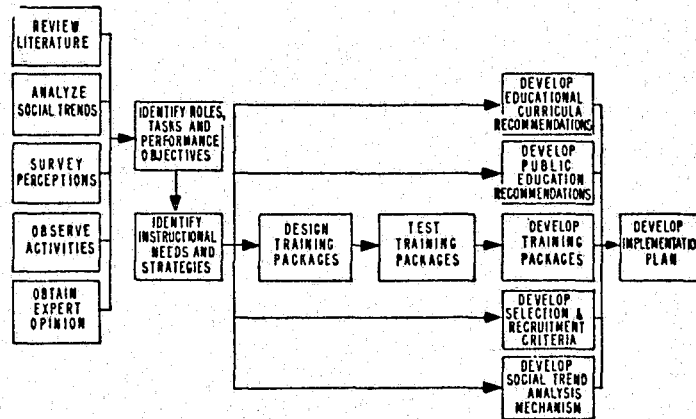
METHOD

The design of Project STAR involved a comprehensive and carefully executed research method including (a) search of the literature, (b) analysis of social trends, (c) survey techniques, (d) field observations, and (e) expert opinion. Figure 1 provides a summary of how this general technical approach was organized and executed.

This presentation provides a description of the process used in identifying roles, tasks, and performance objectives.

Figure 1

General Technical Approach



Prior to initiating the Project STAR research and development effort, relevant literature was searched and an expert opinion was sought in order to develop a thorough conceptual design for the project.

SEARCH OF THE LITERATURE

First, the literature on criminal justice system purpose, organization, and function in the United States was searched to identify the design and results of other research efforts in the areas of criminal justice roles, tasks, and performance objectives.

Second, the literature on research methodology was searched to obtain needed information on research design and procedures.

Third, literature on performance measurement was searched to identify techniques for developing and using performance objectives as a basis for:

- Developing educational curricula and training programs.
- Measuring student performance during the educational and training process.
- Measuring student performance in an operational environment.

The literature search identified the existence of considerable variation and overlap of meaning for terms such as goal, role, purpose, function, task, activity, process, duty, responsibility, and objective.

It was also determined that the focus of the other research was on individual positions or components of the criminal justice system rather than on the system as a whole. In addition, even if terms could be interpreted to have a reasonably common meaning or if a system emphasis were found, wide variation of opinion and interpretation was found concerning what roles or tasks were appropriate for the criminal justice system or positions.

Further, the literature reflected a considerable gap between what roles or tasks were *ideal* and what could be achieved in *reality*.

Position Paper on Future Roles

As part of the effort to develop the conceptual design for Project STAR, three leading scholars in the field of criminal justice prepared a summary of their personal thoughts on the future roles of appropriate positions in the criminal justice system.¹

Position papers were prepared by Professor James Q. Wilson on uniformed policemen; Professor Daniel Glaser on case workers and correctional officers; and Professor Ernest J. Friesen on prosecutors, judges, and defense attorneys. Each author was provided a list of dimensions for possible incorporation in his papers including:

- Anticipated modifications to present criminal justice services.
- New dimensions of work responsibility which may emerge as a result of changing social, economic, and political trends.

DEFINITIONS

Definitions established for Project STAR in the areas of role, task, and performance objective; criminal justice positions; were as follows:

Role, Task, and Performance Objective

Role: The personal characteristics and behavior expected in a specific situation of an individual occupying a position.

Task: An activity to be accomplished within a role and which usually involves a sequence of steps and which can be measured in relation to time.

Performance Objective: A statement of operational behavior required for satisfactory performance of a task, the conditions under which the behavior is usually performed, and the criteria for satisfactory performance.

Definition Example

Criminal Justice Positions *Police Officer:* Police patrolmen or deputy sheriffs (sworn, full-time, uniformed) who are responsible for basic, primary police functions. This includes automobile and foot patrol officers who respond to calls for assistance and who are also responsible for enforcement of observed violations of law.

INITIAL OBSERVATIONS

Upon the initiation of Project STAR research in May of 1971, Project staff visited 11 representative criminal justice agencies selected by the National Advisory Board, pursuant to predetermined criteria, in order to identify obvious similarities or differences of roles among agencies or positions and to provide a basis for developing the initial data collection design, forms, and procedures. Each staff member was provided with open-ended forms and procedures to collect

preliminary data on:

- Situations involving various positions
- Roles or tasks involving various positions.
- Expectations that various individuals held concerning the behavior of various positions in various situations, roles, functions, or tasks identified.

After making necessary arrangements with each agency selected, one or more project staff members visited various units or field locations of each agency, as appropriate. Each staff member was introduced by an agency representative as a researcher, and all personnel were requested to cooperate to the fullest extent possible.

Results of Observation

Analysis of data collected reflected dramatic variation among agencies and individuals on definition of terms; relationships between situations, roles, tasks, and positions; and anticipated behavior. As had been anticipated in the Project design, this data was so disjointed and contradictory that it could only be used as the basis for developing forms and procedures for conducting a series of structured interviews.

INITIAL INTERVIEWS

Based upon the findings of the initial observation phase, Project staff designed and conducted a series of structured interviews with representative positions in representative agencies in order to identify specific situations and expectations involving each position included in the study so that detailed research design, instruments, and procedures could be developed.

Scope of Interviews

In accordance with predetermined criteria, the Project National Advisory Council selected 17 representative California criminal justice agencies for participation in the initial interview activities. A sample of 353 persons involved with these criminal justice agencies in various ways were interviewed by Project staff for an average of 1½ hours. Included in this group were operational criminal justice personnel from various components, levels, and organizational types; public administrators; victims; defendants; offenders; and jurors.

Method of Interview

Each staff member was provided with an interview kit containing a description of the Project, key definitions, data recording standards, introductory remarks, diagrams showing position interactions, structured questions, data recording forms, and agency interview schedules. The interviewers went to the preselected agencies where arrangements had been made in advance for operational and supervisory level individuals to be interviewed. Upon making contact with the operational respondent, the interviewer described the purpose of the interview, showed the respondent the diagram related to his position, and asked the respondent to identify a *typical working contact* with another position in the criminal justice system with whom he/she interacted.

Upon recording a description of the situation in each contact, the interviewer then repeated the question to identify more situations and expectations for the same position. The interviewer then asked the operational respondent to describe what he/she thought that the person in the other position should do and should not do in that situation.

After recording appropriate expectations for the initial situation identified, the interviewer repeated the question to identify more situations and expectations for the same position. The interviewer then asked the operational respondent to identify situations and expectations for additional positions with whom he/she interacted for his/her own position. After gathering as much data on situations and expectations for each operational respondent as possible, the interviewer then asked the respondent for any general comments he/she desired to make concerning any position discussed.

Supervisory level individuals were asked a somewhat different set of questions, with the emphasis on what they expected of their subordinates in various situations involving other criminal justice positions, suspects, offenders, or the general public.

Results of Interviews

Data gathered during these interviews were then transferred from the original data collection forms onto 3" X 5" index cards containing one expectation per card that one criminal justice position had of another criminal justice position (including his/her own) in a specific situation. These index cards were then sorted into similar categories and groups by (a) position, (b) situation, and

(c) expectation. Each category and group of cards was then reviewed to eliminate obvious duplicate or irrelevant items. This resulted in 5,684 expectations that the respondents had of all positions.

SOCIAL TRENDS ANALYSIS

Project STAR designers recognized the rapid rate of contemporary social changes and the uncertainty of the impact of these trends on criminal justice system roles. Consistent with this requirement, Project STAR developed a report on the potential impact of social trends on crime and criminal justice during the period 1970-1990 using the following methods:

- Opinion of qualified experts.
- Analysis of historical trend data.
- Linear extrapolation of trends².

No original trend data were generated for the study. All trends described were found in the available literature or raw data available from the government.

Forecasts are based on probabilities, not certainties. The basic assumption underlying all extrapolations of trends is that the trends will probably continue. Of course, this is not always the case. Trends come to an end and are replaced by other trends. However, a trend that has persisted for over 500 years has a higher probability of continuing than a trend that is only 50 years old.

In addition, the present is a period of rapid change. This suggests that some long-range trends may be reaching their end; that significant new trends may be emerging or that some long-range trends may be in a period of fluctuation.

Further, trends do not continue unopposed. Such reactions to trends may slow down their development and even reverse trends for a period of time. The significant thing about long-range trends is that they persist despite such opposition.

DETAILED SURVEY RESEARCH DESIGN

Upon completion of the conceptual design and the array of data resulting from the initial interviews, Project STAR staff initiated the development of a detailed research design to conduct the formal surveys of expectations that representative samples of criminal justice personnel and the public

had of relevant criminal justice personnel in specific situations. The resulting document included the following design elements for the survey:

- Purpose.
- End products desired.
- Data required.
- Key definitions.
- Survey instruments configurations and development.
- Sampling design and procedures.
- Survey administration design.
- Data processing design and methods.
- Data analysis techniques.

Upon adoption of the detailed research design, Project STAR staff initiated the formal survey of operational criminal justice personnel as the basis for a preliminary identification and description of the various roles of relevant criminal justice personnel.

Development of Survey Instrument and Procedures

Pursuant to the questionnaire design and development procedure specified in the research design, a preliminary questionnaire was developed from the 5,684 expectations of criminal justice positions in specific situations that were collected during the initial interviews. These situations and expectations were reduced in number through eliminating or rewording situations and expectations that met criteria such as:

- Duplicate situations within any single position.
- Duplicate expectations within any single situation.
- Over-generalized situations or expectations (e.g., *The lid came off and I thought it was out the window*).
- Situations or expectations that contained language unique to a particular position or locale (e.g., *When we go 10-8, I expect my partner not to have a 415 mouth*).

Considerable care was taken to assure that this process did not eliminate - or change the meaning - of important situations or expectations. This process results in a total of 149 situations and 1,679 related expectations.

Question Item Development

The remaining situations and expectations were then organized into a series of questions, in accordance with a format in the research design that provided the respondent with the opportunity to rate, on a five point scale, the *desirability* and *probability* that any specific expectation would occur in relation to any specific situation. The questionnaire format also provided for questions dealing with demographic data and opinions on some criminal justice issues, values, and goals.

Preliminary Pretest of Questionnaires

A preliminary questionnaire was then prepared from these remaining situations and expectations and in accordance with the format specified in the research design. This preliminary questionnaire was pretested on a group of 30 individuals, including Project staff and individuals from operational criminal justice agencies and universities, who were selected because of their combination of experience in criminal justice operations, research methodology, role theory, and education and training.⁴

Based upon the analysis of respondent comments and response patterns on the preliminary pretest questionnaire, some questionnaire items were eliminated or revised, and the format was refined. The remaining questionnaire items were then put into the revised format, and a pretest instrument was produced.⁵ This pretest questionnaire was then administered in to a sample of 106 personnel in various agencies representing the criminal justice system positions involved.

Development and Adoption of Final Questionnaire

The responses to the pretest were processed in accordance with the statistical techniques identified in the research design. The results of this effort, and any comments made by pretest respondents and survey administrators, were analyzed by Project staff.

Based upon this analysis, Project staff developed a final draft questionnaire containing questions on criminal justice systems goals, issues, values, and expectations. A total of 566 statements describing behavior that might be expected of various criminal justice positions in specific situations were included in the questionnaire. This final draft was reviewed, refined somewhat, and adopted by the Project National Advisory Council.

In order to permit efficient survey administration and data processing, the final questionnaire was then printed in a form that enabled the use of optical scanning techniques for item scoring.⁶

Development of Survey Administration Procedures

The research design provided for the administration of the survey by personnel employed by participating agencies with the assistance of Project staff. In recognition of the need for consistent and efficient procedures to administer the questionnaire, a detailed survey administrator's manual was developed.⁷

This manual contained information on survey purpose and a description of questionnaire development and content. It also provided detailed instruction and materials for survey administration, including selection of respondents; distribution, collection, and disposition of questionnaires; and reporting responsibilities.

Survey Administration

Selection of a representative sample of respondents from all criminal justice system components was made in each participating state in accordance with the following procedures established by the research design:

- Random selection of participating counties.
- Random selection of criminal justice system agencies within selected counties.
- Identification of quantity and type of personnel required in each agency selected.
- Random selection of respondents in each agency.

Upon the confirmation of willingness to participate by those agencies selected during initial sampling efforts, a total of 251 survey administrators were recruited from criminal justice system agencies involved in the survey.

Upon the confirmation of willingness to participate by those agencies selected during initial sampling efforts, a total of 251 survey administrators were recruited from criminal justice system agencies involved in the survey. Fifteen one-day training sessions for survey administrators were conducted in the four states. Each survey administrator was given a manual of instructions for respondent selection and survey administration, an adequate supply of questionnaires and forms, and the telephone number of a Project staff member assigned to each state.

Survey Administrators in each state randomly selected respondents in each agency from a roster of personnel, according to the previously agreed upon procedure to ensure random selection. The Procedure afforded the opportunity to select an alternate respondent to replace those who were selected initially, but who were then unavailable.

The survey administrator then delivered the questionnaire to the individual selected and explained its purpose and the method for completion. At a predesignated time, the survey administrator picked up the completed questionnaire from the respondent in a sealed envelope. In turn, the questionnaire was mailed to a central location for optical scanning. This procedure assured the respondents of the confidentiality of their responses, allowed the staff to predict within narrow limits the date upon which all responses would be returned, and assured a very high percentage of return from the respondents.

As will be seen in Table 1, a total of 1,148 agencies were involved in the survey of those 3,849 individuals selected from these agencies in the sampling procedure 3,432 (or 89.2%) completed the questionnaire. It should also be noted that the average time of completion for the questionnaire was 3.41 hours.

Table 1

Summary of Responses to Survey of Operational Personnel

State	Agencies Surveyed	Questionnaires Distributed	Questionnaires Completed	Response Percentage
California	340	1,328	1,266	95.3
Michigan	211	800	677	84.6
New Jersey	238	861	743	86.3
Texas	359	860	746	86.7
TOTAL	1,148	3,849	3,432	89.2

Upon receipt at the central location, each questionnaire was audited by Project staff to ensure that it was ready for processing. Each questionnaire was then optically scanned and the responses were recorded on magnetic tape. The tapes were sent to a computer facility for processing on high-speed electronic computers using predetermined statistical programs. Printouts of survey results were provided to Project staff for analysis.

Survey Results

55% of the respondents were police officers, 14% were involved in the judicial process, and 31% were involved in corrections. All types of operational criminal justice system agencies in the participating states were represented in the survey.

The numbers and percentages of responses to this survey were computed⁸ and statistical tests were run on the data to determine the appropriate levels of significance and representativeness. Each response was correlated with other responses and appropriate relationships were identified and interpreted. It was these relationships that provided the foundation for role identification.

Preliminary Identification of Roles

The project definition of *role* suggests that a role could be described by sets of expectation statements which are associated in people's minds with a person performing the duties of a position. Expectations in the survey questionnaire were evaluated by respondents on five-point scales of desirability and probability. It was determined that analysis of responses should focus on the ratings on *desirability* of occurrence since this reflected what people felt should be done rather than what was done.

In order to identify appropriate sets of expectation statements, the statistical procedure called *factor analysis* was used. This procedure was chosen because it:

- Is recognized in research literature as well suited for the discovery of concepts.
- Extracts questionnaire responses that share common meaning for questionnaire respondents.

- Minimizes the bias of nonscientific opinion.
- Reduces a large number of operational indices (expectation statements) to a smaller number of conceptual variables (roles).
- Enables causal relationships to be separated from large numbers of observed cases.
- Gives a broad sense of consensus on roles (arising from judgments expressed by respondents in completing questionnaire items).

The specific technique for deriving preliminary roles was to determine which of the 566 expectation statements in the survey questionnaire administered to operational criminal justice respondents were associated in relation to a measure of desirability in the minds of the survey respondents. By *associated*, it is meant that respondents tended to give the same rating on the desirable-undesirable rating scale (from 1 to 5) on any combination of expectation statements indicating the existence of a general attitude which governed their response to several questions. For example, here are two expectation statements from the police section of the questionnaire:

- Police officers should be capable of recognizing and handling persons with emotional disorders.
- Police officers should help resolve family problems in a way that will strengthen rather than weaken the family.

If individual respondents generally tended to agree with both statements, to disagree with both, or to be uncertain about both, it would indicate that responses to the two statements are associated or related. If no such pattern existed in the ratings, the responses would not be related. When responses are related, the possibility of a general attitude toward the policeman's responsibility in dealing with emotionally disturbed persons probably governed respondent's answers to both questions. If other similar statements were also associated with these two, an assumption could be made that some type of role was indicated. This assumption would hold even though not all respondents agreed that the "role" is an appropriate or desirable role for police officers to play.

The research task then became one of ascertaining what the underlying meaning or common element was and to give it an appropriate title and description. For some groups of

statements, this common element was easily ascertained and the indicated *role* could be described with little difficulty. For other groups, the reason for the association of the statements in respondent's minds was not readily apparent, and considerable insight and analysis were required to derive a satisfactory definition. A major advantage of the mathematical process employed is its ability to bring together statements which have an underlying relation which might not be apparent if the statements were not viewed as a group.

Once the raw data was processed in accordance with the statistical routines, the resulting clusters of expectations were reduced in size and number through (a) the elimination of clusters with a correlation score below a predetermined numerical level; (b) the elimination of items within a cluster with a relevance score below a predetermined numerical level; and (c) the elimination of remaining clusters that contained three or less expectation statements.

Role identifiers and descriptions, then developed, were an abstraction of the elements remaining in each cluster since research design specified that such remaining common elements tied the expectations together in the minds of the survey respondents and thus comprised a role.

SURVEY OF THE PUBLIC

Project design also called for a survey of public opinion and characteristics. Pursuant to this requirement, a survey of a representative sample of the adult and teenage public in California and Texas was conducted.

Purpose of Survey

The survey was designed (a) to obtain public views on crime impact, criminal justice system issues, values, and effectiveness; and (b) to determine if there were distorted perceptions on what roles were desirable for criminal justice personnel.

Development of Survey Instrument

The survey instrument was designed from the previously mentioned interviews and was consistent with the survey of operational criminal justice personnel. After a pretest of the survey instrument, appropriate modifications were made, and the interview-guide was adopted by the Project National Advisory Council.

Survey Sampling Technique

Field Research Corporation's Master Samples were used as a basis for randomly selecting a sample which included a representative number of people representing all geographic areas, socio-economic levels, ages, and ethnic groups.

Survey Administration

The survey involved trained interviewers employed by Field Research Corporation. A total of 1,880 households in California were visited by field interviewers. Personal interviews were obtained with a representative sample of 811 adults aged 18 years and older and a sample of 126 teenagers aged 14-17. Public opinion survey responses were edited and coded by Field Research personnel. These responses were then keypunched, and basic tabulations and statistical analyses of the data were obtained by computer processing at Field Research Corporation's central data processing facility.

Survey Results

After analysis of survey responses, Field Research Corporation submitted a draft report of findings in accordance with a previously designed format. This report on findings also contains a description of survey method, a copy of the survey instrument, and demographic data on survey respondents. After review by Project staff, the report was put into final form.⁹

Information contained in the report was analyzed to determine role implications for criminal justice system personnel and the public.

OBSERVATION OF OPERATIONAL PERSONNEL

In order to provide more depth to the research than was possible through search of the literature or survey research, a formal field observation phase was conducted as part of Project Star. The purposes of the field observation phase were as follows:

- To provide confirmation of the preliminary roles derived from survey research.
- To identify the tasks typically associated with performance of the role.

- To provide information required for the development of the performance objective statements for both the focal position and the other criminal justice positions with whom there is interaction.

OBSERVATION DESIGN

The field observation procedures were designed to accomplish three basic objectives:

1. To obtain all the required information as completely, accurately, and quickly as possible.
2. To maximize interobserver reliability.
3. To minimize interference with the activities of the persons being observed.

The above objectives were met by (a) carefully specifying and defining each element of the information to be obtained; (b) designing appropriate forms on which the information could be entered; (c) providing observers with necessary training and observation aids; and (d) field testing the method prior to actual use.

Forms and Aids

A total of three forms and four aids were used during the field observation. A brief summary description for each form and aid is provided below.

Form #1: Data Collection Form--This form was used to record a narrative description of the activities observed. Each incident observed was then associated with the appropriate role and task. Other pertinent information was also recorded (e.g., comments by the subject under observation, other personnel involved in the activity, risk involved, guidance received).

Form #2: Role/Task Matrix--This form provided a tally sheet for checking the roles and tasks observed in each positional activity. The observed role/task relationships were also indicated in the matrix.

Form #3: Preliminary List of Tasks--The observed individuals and their supervisors reviewed a preliminary list of tasks developed by Project staff from the literature and from earlier Project data and suggested needed modifications and additions.

Aid #1: Basic Definitions--An alphabetical listing of the definitions of key Project terms.

Aid #2: Perceived Roles--This aid consisted of a description of each of the roles resulting from the analysis of the survey research data.

Aid #3: Activities to be Observed by Project STAR Personnel--A version of this form was provided for each type of agency to be visited. This aid was presented to appropriate personnel in the agencies surveyed to explain the purposes of the observers.

After a field test of the Project field observation procedures, forms, and aids, methods were modified as required.

Agencies to be involved in the observation phase were selected in accordance with the following criteria:

- High probability of the perceived roles and tasks being performed in the agency.
- Representation of different types of agencies (e.g., size, jurisdiction).
- Typical operational demands in terms of area served and responsibilities.
- No unusual incidents or situations taking place that would make the survey infeasible or the results atypical (e.g., large scale riots or disturbances, natural disasters, or major agency reorganizations).
- Close proximity to other criminal justice agencies likely to be involved in the observation phase of the project.
- Accessibility in terms of travel and housing for staff observers.
- Willingness of the agency to participate in the study.

The following procedures were used to arrange agency participation:

- A preliminary list of criminal justice agencies to be visited was developed based on the agency selection criteria described above.

- The initial agency list was submitted to the Project National Advisory Council for their review and final approval.
- Those approved agencies were then contacted either by a representative of the Project's Advisory Council who was a representative of the criminal justice component to be studied. These individuals confirmed an agency's willingness to participate and indicated that a member of the Project staff would subsequently contact them to arrange mutually acceptable dates for visiting the agency.

Field Observation Process

The observation procedures followed a standard pattern in all agencies. Agency managers met with the observers to acquaint them with their agency, describe the general characteristics of the area served, and explain any special conditions or precautions to be followed by the observers.

The schedules of periods, locations, incidents, and person to be observed usually were settled at the first meeting and were designed to enable the observers to see a representative sample of the work done by the agency. Observers were then introduced to the persons they were to observe, and the observers explained the Project briefly to the persons and answered any questions.

The management personnel in all the agencies visited were cooperative, helpful, and interested. The personnel observed were helpful and seemingly not disturbed by the presence of the observer. In general, Project staff were able to make their observations and record their information unobtrusively. A total of 25 agencies, 309 personnel, and 1,737 hours were involved in the field observations.

EXPERT OPINION

Assistance in all stages of the Project has been received from approximately 254 outside professional resources, at all levels, in the support and review of Project staff work.

Role Identification Process

Identification of appropriate roles for criminal justice positions, included in Project STAR, involved a complex series of interrelated activities. Once the preliminary roles were identified through factor analysis of the

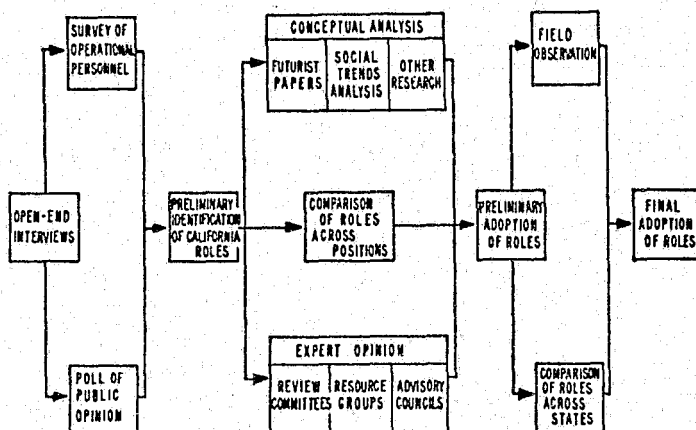
expectations provided by California survey respondents in relation to any one position, the following analytical procedures were undertaken:

- Factor analysis of the responses of operational criminal justice personnel from each of the other three states to the survey.
- Comparison of roles identified through factor analysis for any one position in each state with roles identified for any one position in all other involved states.
- Comparison of roles identified through factor analysis for any one position in each state through survey research with roles identified for all other positions in all other states through survey research.
- Comparison of data collected in the California public opinion poll with data collected in the survey of operational personnel in the four states.
- Field observation within positions across agencies.
- Comparison of roles identified through survey research and field observation, with roles identified in the literature and in the social trends analysis.
- Review of roles identified by individuals and groups of substantive experts at all levels.

Figure 2 provides a visual display of how this process worked.

Figure 2

Role Identification Process



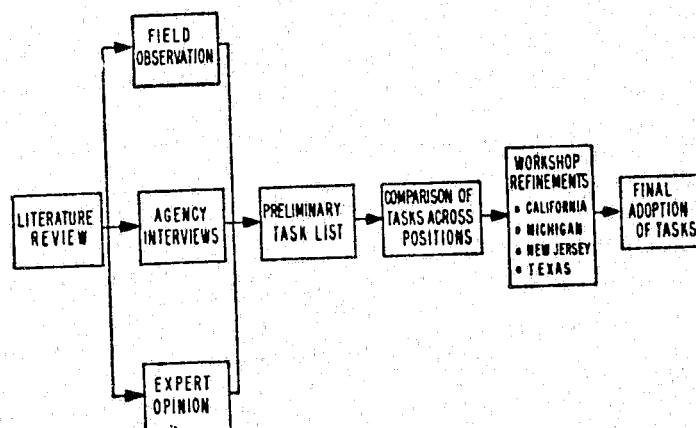
Roles for all positions were then adopted by the Project National Advisory Council.

Task Identification Process

Tasks were initially identified for each position on the basis of a literature search and then refined as a result of field observations, agency interviews, and expert opinion. Tasks identified for each position were then compared with tasks identified for other positions and refined through extensive workshop of operational criminal justice personnel from each of these positions. Figure 3 provides a visual display of how this process worked.

Figure 3

Task Identification Process



Tasks for all positions were then adopted by the Project National Advisory Council.

Performance Objective Identification Process

Initial effort included the collection of performance objective data and criteria through field observation and a search of the literature. Then, Project staff developed proposed performance objectives for appropriate positions in

State of California, wherever a direct relationship between a role and a task was identified by the research. After review and refinement by a workshop of operational personnel from California and the National Advisory Council, these performance objectives were reviewed and refined by advisory councils and workshops in the other participating states.

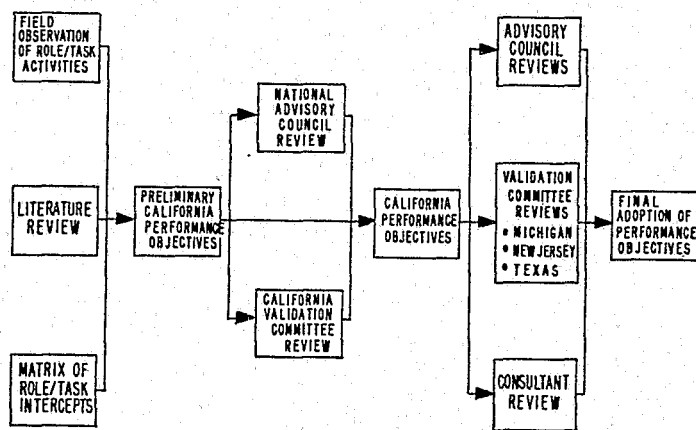
Figure 4 provides a summary of how the performance objective identification process was organized and executed.

Figure 4

Performance Objective Identification Process

Figure 4

Performance Objective Identification Process



Detailed performance objectives for all positions except judge were then adopted by the Project National Advisory Council. Summary performance objectives for the judge were developed on the basis of analysis of all relevant Project data.

Development of End Products

After the adoption of roles, tasks and performance objectives for all six positions by the National Advisory Council, Project staff then developed a set of training programs. Further, a preliminary field test was made of these training programs.

In addition, publications were prepared that provided a summary of all Project results¹⁰ and an assembly of the detailed performance objectives developed.¹¹

IMPLEMENTATION

To date, implementation of Project STAR has been undertaken by a variety of jurisdictions and components in areas such as:

- Use of the roles, tasks and performance as a basis for developing selection criteria, training programs, educational curricula, and goal setting.
- Use of all or parts of the training programs.
- Use of the instructional strategy.
- Use of the social trends analysis findings and methods.
- Use of the selection process continuum as a framework for human resource development.

There has never been a coordinated systemwide or national effort to implement the results, in spite of the large expenditure of funds and the potential for positive impact. Although this broad-based effort may be impossible, specific activities that could be undertaken at the national level include:

- Dissemination of information on the implementation results to date.
- Validation of the training programs.

Individual jurisdictions are in a position to utilize the results of Project STAR (in concert with other work like the National Manpower Survey) as a basis for developing locally acceptable roles, tasks, performance objectives, selection criteria, training programs, and educational curricula without further extensive research.

The information is there--now what is needed is the commitment *to do* something with it.

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JOB-TASK ANALYSIS APPLICATIONS IN THE NATIONAL MANPOWER SURVEY

by

ALBERT S. GLICKMAN*

Probably not everyone here is equally familiar with the National Manpower Survey of the Criminal Justice System; NMS for short. In any event, to put my remarks in context, I will offer a quick refresher on what the NMS was about. Some of you may have seen parts of the final report, issued by the National Institute for Law Enforcement and Criminal Justice (NILE). A considerable amount of the summary and illustrative material presented here is drawn from the project technical reports upon which the final NILE report is based.

DESCRIPTION OF NMS

NMS OBJECTIVES

The National Manpower Survey of the Criminal Justice System was conducted in response to a requirement included in the 1973 Amendments to the Safe Streets Act, which provided for a survey of *existing and future personnel needs of the Nation in the field of law enforcement and criminal justice and the adequacy of Federal, state, and local programs to meet such needs*. Major study objectives were:

- To assess the adequacy of current personnel resources of law enforcement and criminal justice agencies and to protect future manpower needs;
- To assess training and educational needs in law enforcement and criminal justice occupations, and the adequacy of existing training and educational programs in relation to these needs;
- To recommend priorities for allocation of LEAA funds for training and academic assistance;
- To design procedures for use in criminal justice manpower planning, including manpower projection models and data collection methods; and,
- To identify any other needed changes in personnel policies and procedures to improve system performance.

*Advanced Research Resources Organization, Washington, D.C.

Three research organizations collaborated on this two-year effort: the National Planning Association (NPA); the Bureau of Social Science Research (BSSR); and the American Institutes for Research (AIR).

At that time, I was head of AIR's part of the project, which was concerned with the personnel systems and occupational analysis aspects of the study. What I will be talking about will be drawn primarily from these aspects of the work.

Our approach in the three major areas--courts, corrections, and law enforcement--followed the same general pattern. Here I will concentrate mostly upon what was done in law enforcement, and upon those aspects involving applications of job and task analysis.¹

INFORMATION SOURCES

The largest portion of the information that we were responsible for came from field visits to about 200 state and local agencies in 10 states,² where we obtained first-hand information on occupational tasks, training needs, and related aspects of personnel management and organization. A total of 20 key occupations were the specific objectives of study.

Of the 200 agencies we visited, 31 were law enforcement agencies. The breakdown by size and type is shown in Exhibit 1.

Of the 20 key occupations we studied, nine were in law enforcement. Exhibit 2 lists these occupations and the principal duty areas involved. Extensive field interviews and questionnaire responses were obtained from samples of these kinds of people at each agency site.

These were considered to represent: (a) a fair cross-section of the occupations in law enforcement; (b) those most directly related to the primary operating missions of law enforcement agencies; (c) those most useful in the analysis of career progression, particularly in the case of the primary *line* positions; and (d) those that best characterized occupational groups with roughly comparable levels of education and training requirements, so that they might serve as a representative prototype of a given group.

¹ A project task force under the leadership of Mr. Louis O. Richardson and Dr. Gary B. Brumback was responsible for the activities in the law enforcement area reported here.

² Maryland, Illinois, New York, Massachusetts, Iowa, Florida, Colorado, Texas, Oregon, California.

Exhibit I

Numbers of Law Enforcement Agencies at Which NMS Field Site
Visits were Conducted by Size and Type

Size and Type Category		Number of Agencies
Small	(100/less total sworn and nonsworn fulltime police personnel)	7
-	<u>Municipal</u> agencies	5
-	<u>County Sheriff's</u> departments	2
Medium Size	(101/more, 500/less total sworn and nonsworn fulltime police personnel)	14
-	<u>Municipal</u> agencies	9
-	<u>County police</u> agencies	2
-	<u>County Sheriff's</u> department	3
Large	(501/more total sworn and nonsworn full time police personnel)	10
-	<u>Municipal</u> agencies	6
-	<u>County Police</u> agencies	1
-	<u>County Sheriff's</u> departments	1
-	<u>State</u> agencies	<u>2</u>
TOTAL		31
Total <u>Municipal</u> Agencies		20
Total <u>County Police</u> Agencies		3
Total <u>County Sheriff's</u> Departments		6
Total <u>State</u> Agencies		2

Exhibit 2

Key Law Enforcement Occupations *

1. Police Chief Executive
--Chief, Top Executives, Assistants
2. Police Mid-Level Manager
--Patrol, Criminal Investigators
3. Patrol Line Supervisor
--Patrol, Traffic, Special Operations
4. Investigative Services Line Supervisor
--Criminal Investigations, Juvenile
5. Patrol Officer
--Patrol, Traffic, Special Operations
6. Detective/Criminal Investigator
--Criminal Investigators, Juvenile
7. Police Legal Advisor
8. Police Planner
9. Evidence Technician/Crime Scene Analyst

*Descriptions will be found in Appendix A.

It should be made clear that the number of cases we dealt with was small and that our main aim in selection of occupations to study and sites to visit was to insure that, insofar as possible, a widely diversity of situations, innovations, and content would be encountered, and that considerable opportunity for exploration in depth would exist. We were more concerned with finding out what were the kinds of issues, problems, needs, skills, and knowledge that exist *out there* than in a count of the absolute frequency of their occurrence. That is not to say that we did not find it useful to examine relative differences that could contribute to understanding within the limits of our data and purposes. Other components of the NMS, such as those undertaken by BSSR, did provide normative representative analyses based upon national probability sampling and large numbers of cases.

GENERAL ORIENTATIONS TO JOB-TASK ANALYSIS

Now let me turn attention to research operations tied to job and task analysis. First, I want to make a distinction between two general contexts in which job analyses take place and to consider some differences in orientation that result. It may be trite, but it needs to be said, that in any management function, different instruments are needed to accomplish different purposes. You need different sticks for different drummers.

In one set of situations, there are jobs under a given heading or classification that are all very much the same; that exist in a single organization, where policies and procedures create substantial consistency in the way information is used and the way people are treated. This is perhaps most typical. This is the context in which task analysis is most often applied. Most task analysis approaches are designed to operate in this context. The critical factors are consistency and homogeneity; not the size of organizations or the number of people.

So, for example, the military services have large numbers of people sorted into various classifications, but they can operate on the assumption that the work of all MOS 11 Bravo, *Infantryman* can be fit into a single set of descriptors because, in fact, a single set of requirements has been prescribed for that MOS. In this instance, the job analysis is designed and performed to fit a specific case.

Likewise, when job analysis is performed in stores, offices, and factories, each unit usually starts from scratch, and the procedures and analysis are tailored, often in considerable detail, to the immediate situation and need for information. Because each data set is so unique, aggregation of the data for some larger or alternative purpose is impractical.

On the other hand, we have the situation, more analogous to what we confronted in the NMS, where similar job titles exist in many, many places --there are patrol officers in Pocatello, Idaho, and in Dallas, Texas--but there is a lack of a consistent frame of reference, common language, comparable procedures, and equivalent data. So, it was that we had to find a way to translate what was going on *out there* all over the country, in large, medium, and small departments, into a core of work activity statements expressed in terms commonly understood and that could be cumulated to arrive at estimates of manpower and training conditions and needs applicable across wide bands and ultimately useful as input to planning and policy decisions.

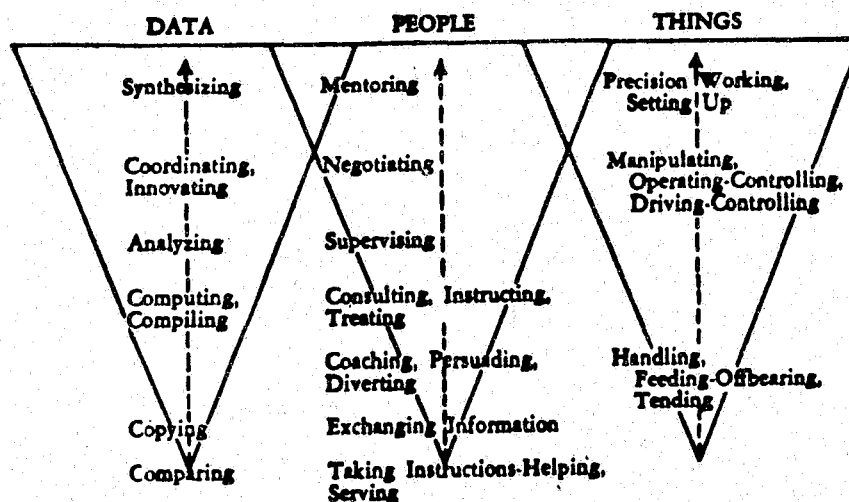
FUNCTIONAL JOB ANALYSIS

A product that has been in use for a long time to aid in effecting such translation, as many of you know, is the Department of Labor's *Dictionary of Occupational Titles*. The fundamental substructure of the DOT is Functional Job Analysis. FJA seeks to achieve universality by tying analysis of tasks to three anchors that are to be found in all work settings--people, data, and things--thus providing a means for profiling jobs in terms of the level of task complexity in these three functional areas. We saw the FJA approach as having special usefulness in constructing instruments and procedures that would permit rapid acquisition of task information from people relatively unsophisticated in the ways of job analysis, and as being especially useful in meeting our needs to tie skill and knowledge data to job tasks. Accordingly, a team of job analysts was given the training required for FJA. Dr. Sidney A. Fine, developer of the technique, assisted in the development of instruments and procedures and supervised the FJA training.

Exhibit 3 is a Summary Chart of FJA Worker Function Scales. For purposes of description and analysis, tasks can be grouped by function under the primary headings. It should be noted that each successive function reading down usually involves all those that follow it. That is, a worker is classified at the highest level that he performs, and is considered capable of performing the tasks that occur at lower levels. (E.g., on the Data function scale, a worker who performs Computing, Compiling satisfactorily is capable of Copying satisfactorily.) The People Functional Scale (Exhibit 4) provides examples of definitions at the various scale levels.

Exhibit 3

Summary Chart of Worker Functions Scales*



Note: Each successive function reading down usually or typically involves all those that follow it. The functions separated by a comma are separate functions on the same level separately defined. They are on the same level because empirical evidence does not make a hierarchical distinction clear.

The hyphenated functions: *Taking Instructions-Helping*, *Operating-Controlling*, *Driving-Controlling*, and *Feeding-Offbearing* are single functions.

Setting Up, *Operating-Controlling*, *Driving-Controlling*, *Feeding-Offbearing*, and *Tending* are special cases involving machines and equipment of *Precision Working*, *Manipulating*, and *Handling*, respectively, and hence are indented under them.

* From Fine, S. A. & Wiley, W. W. An Introduction to Functional Job Analysis. Kalamazoo, Michigan: The W. E. Upjohn Institute, 1971.

Exhibit 4

People Function Scale *

The arabic numbers assigned to definitions represent the successive levels of this ordinal scale. The A, B, and C definitions are variations on the same level. There is no ordinal difference between A, B, and C definitions on a given level.

LEVEL	DEFINITION
1A	TAKING INSTRUCTIONS-HELPING Attends to the work assignment, instructions, or orders of supervisor. No immediate response or verbal exchange is required unless clarification of instruction is needed.
1B	SERVING Attends to the needs or requests of people or animals, or to the expressed or implicit wishes of people. Immediate response is involved.
2	EXCHANGING INFORMATION Talks to, converses with, and/or signals people to convey or obtain information, or to clarify and work out details of an assignment within the framework of well-established procedures.
3A	COACHING Befriends and encourages individuals on a personal, caring basis by approximating a peer or family-type relationship either in a one-to-one or small group situation; gives instruction, advice, and personal assistance concerning activities of daily living, the use of various institutional services, and participation in groups.
3B	PERSUADING Influences others in favor of a product, service, or point of view by talks or demonstrations.
3C	DIVERTING Amuses to entertain or distract individuals and/or audiences or to lighten a situation.
4A	CONSULTING Serves as a source of technical information and gives such information or provides ideas to define, clarify, enlarge upon, or

LEVEL	DEFINITION
4B	INSTRUCTING Teaches subject matter to others or trains others, including animals, through explanation, demonstration, and test.
4C	TREATING Acts on or interacts with individuals or small groups of people or animals who need help (as in sickness) to carry out specialized therapeutic or adjustment procedures. Systematically observes results of treatment within the framework of total personal behavior because unique individual reactions to prescriptions (chemical, physical, or behavioral) may not fall within the range of prediction. Motivates, supports, and instructs individuals to accept or cooperate with therapeutic adjustment procedures when necessary.
5	SUPERVISING Determines and/or interprets work procedure for a group of workers; assigns specific duties to them (delineating prescribed and discretionary content); maintains harmonious relations among them; evaluates performance (both prescribed and discretionary) and promotes efficiency and other organizational values; makes decisions on procedural and technical levels.
6	NEGOTIATING Gains and discusses on a formal basis as a representative of one side of a transaction for advantages in resources, rights, privileges, and/or contractual obligations, "giving and taking" within the limits provided by authority or within the framework of the perceived requirements and integrity of a program.
7	MENTORING Works with individuals having problems affecting their life adjustment in order to advise, counsel, and/or guide them according to legal, scientific, clinical, spiritual, and/or other professional principles. Advises clients on implications of analyses or diagnoses made of problems, courses of action open to deal with them, and merits of one strategy over another.

* From Fine, S. A. & Wiley, W. W. An Introduction to Functional Job Analysis. Kalamazoo, Michigan: The W. E. Upjohn Institute, 1971

OUTLINE OF TASK, SKILL, KNOWLEDGE DATA COLLECTION

Now, let me outline the main steps in the development of task, skills and knowledge data.

To begin with, a team of field interviewers was sent to a few selected police agencies to interview a small number of job incumbents in each occupational category.³ The result of these early interviews was a preliminary set of statements describing work tasks and the specific knowledges and skills required to perform each task. Later, during field visits to the 31 agencies, project staff conducted FJA review conferences with small numbers of subject matter experts in each agency, usually knowledgeable job incumbents or superiors. In addition to reviewing the FJS task specifications for their correctness, the experts were asked to answer three questions about a given task; what was thought to be the one best way to learn to do it; how difficult it was to learn how to do it; and whether college courses were thought to be essential or highly necessary for performing the task. We made some modifications in the FJA approach to simplify the procedure for the NMS.

The main objective of the FJA procedure was to provide an independent set of data which could later serve as a verification of occupational data collected using task and knowledge checklists.

The task checklists contained task descriptions that were more brief than the usual FJA task descriptions, and we usually used more than one equivalent checklist task along with scales for rating amount of time spent on tasks performed, identification of where each task was actually learned, the amount of training received for each task, and which was considered to be the most valuable learning source.

³See the following by Sidney A. Fine, "Functional Job Analysis: An Approach to a Technology for Manpower Planning," *Personnel Journal*, 1974, 53, 178-181; *Use of the Dictionary of Occupational Titles to Estimate Educational Investment* (The Upjohn Institute, 1968); *Functional Job Analysis Scales: A Desk Aid* (The Upjohn Institute, 1973). Detailed statements of FJA technology are also contained in *An Introduction to Functional Job Analysis* by Sidney A. Fine and Wretha W. Wiley (The Upjohn Institute, 1974), and *Functional Job Analysis: How to Standardize Task Statements* by Sidney A. Fine, Ann M. Holt, and Maret F. Hutchinson (The Upjohn Institute, 1974).

The knowledge checklists contained knowledge/skill items and scales for rating the level of knowledge/skill required for capable performance and the level typically characteristic of newly assigned personnel.

The primary purpose of the task and knowledge checklists was to generate task and knowledge profiles from data collected during the agency field visits. These checklists constituted a standardized and practical means of collecting substantial occupational information from large samples of law enforcement personnel.

The basic procedure in using the checklists during our visits involved giving agency coordinators packages of task and knowledge checklists to be distributed to specific samples of personnel. The checklists were completed and returned to us later through the coordinator. Guidelines were left with the coordinator for doing this.

Following the field visits and analysis of the occupational data collected, a conference was conducted for each key occupation. The conferees included an NMS staff member, an outside occupational research consultant, and an occupational subject matter expert (namely, an authority in the law enforcement field). The objectives of the conference were to obtain a final review of the task and knowledge profiles for the current status of each occupation, a determination of the tasks which prominently require individual skills and knowledge, and a projection of the profiles for each occupation five years into the future.

Three forms were developed for the specific purpose of collecting occupational information:

- (a) Task Checklist. Each task was briefly described, usually by presenting only the first phrase (what is done) of the full task statement, with questions asking the incumbent to indicate whether he/she performs the task, and if he/she does, how much time it takes, where it was learned, and how much training had been received.
- (b) Task Analysis Form. This form contained the full task statement, with instructions to the incumbent to edit the task statement to make it suit his/her own position, and a set of questions following each task statement. The set of questions, with multiple choice responses, asked the best way to learn the task, how difficult it was to learn, and whether college courses were necessary for learning the task. The latter question was included primarily for the law enforcement agencies because of the current controversy over the advantage of a college education for police work. The question is relevant for all positions, however, since in any job there are tasks for which college training is unnecessary.

- (c) Knowledge Checklist. A list of knowledge and skills was developed for each key occupation. The list was compiled from various sources: literature review; catalogs of colleges; training programs and academies; discussions with experts in the area; and judgment of the technical specialist of the project staff. On this form the incumbent was to indicate the level of each knowledge required for competent performance of the job and the level the typical new hire has when he comes to the job.

Closely related tasks were combined into a single abbreviated statement for preparation of the task checklists. Similar procedures were followed to reduce the size of the knowledge checklists and to eliminate knowledge that staff and consultants felt had no relevance to the position.

Now let me show you what a task inventory looks like. Exhibit 5 is a page from one we used for four sets of jobs -- patrol line supervisor, investigative services line supervisor, patrol officer, and detective/criminal investigator.

The Columns contained the following information:

--Do () or Don't Do (o)

--Amount of time spent on task

A = a very small amount of time

B = a moderate amount of time

C = a considerable amount of time

--Where learned (ranked 1, 2, 3)

Formal training

College course

On-the-job training

--Adequacy of training/education

Too little

About right

Too much

Exhibit 6 is a page out of the Police Operations section of the knowledge and Skill Checklist for the same set of line personnel. Respondents indicated by checkmarks for each item what was considered to be the entry-level job requirements and educational/training level prerequisites at the entry-level. The alternatives in each instance were:

Exhibit 5
TASK INVENTORY - INCUMBENT

Scale
Amount
of Time
Spent on
Task: } A = A very small amount of time
B = A moderate amount of time
C = A considerable amount of time

Job Titles

(Patrol Line Supervisor
Investigative Services Line Supervisor
Patrol Officer
Detective/Criminal Investigator

TASK STATEMENTS	Do (✓) or Don't Do (0)	Amount of time spent on Task (see scale above)	Where learned (rank order 1,2,3)			Adequacy of (✓) Training/Education		
			Formal Training	College Course	On Job Training	Too Little	About Right	Too Much
97. Compiles periodic activity report to provide an individual performance record for each officer to superior(s) and for retention in personnel records.								
98. Trains, supervises, and/or evaluates trainees.								
99. Reads records of crime activity such as station log, hotsheet and posted notice, and exchanges information with fellow officers.								
100. Drives motorized vehicle and/or walks in assigned patrol area and observes traffic, streets, buildings, people and residences for unusual or suspicious happenings and irregularities.								
101. Responds to calls for service requiring the presence of a sworn police officer in order to effectively handle the situation.								
102. Operates motorized police vehicle.								
104. Familiarizes self with the assigned area of patrol, learns the hours of operation of business and commercial establishments in the area, and identifies potential targets for criminal activity.								
105. Assists people with problems or refers them to appropriate public service agencies.								
106. Writes down events and details surrounding all situations encountered regarding which subsequent court proceedings or investigation may take place.								
107. Writes required reports in order to record crimes committed, persons taken into custody, property recovered, information received, activities performed while on duty, etc.								
108. Interrogates suspects and interviews complainants, witnesses, victims, etc., to gain information for use in resolution of case in question and/or other unresolved cases of a similar nature.								
109. Enters and conducts proper search of premises specified in search warrant or while in "hot pursuit" of a fleeing suspect or fugitive.								
110. Recovers stolen or lost property.								
111. Recruits informants who have access to information concerning criminal activities and solicits information from them.								
112. Participates in booking an arrested person.								
113. Talks with juvenile offenders and their parents concerning offenses committed by the juveniles in order to deter further criminal activity and provide recommendations to juvenile authorities re disposition of juvenile offenders.								

KNOWLEDGE AND SKILL CHECKLIST

Position Title	Job Requirements (entry level)					Education/training at entry level				
	Expert	A High Degree	A Moderate Degree	A Slight Degree	A Minimum Degree	Expert	A High Degree	A Moderate Degree	A Slight Degree	A Minimum Degree
criminal investigation										
administration of the investigative function - - -										
criminal investigation policies, procedures, techniques and problems - - - - -										
techniques for identification of lost or stolen items - - - - -										
investigation of:										
arson - - - - -										
assault - - - - -										
auto theft - - - - -										
burglary and robbery - - - - -										
explosives and clandestine devices - - - - -										
fraud - - - - -										
fugitives and missing persons - - - - -										
homicide - - - - -										
larceny - - - - -										
narcotics - - - - -										
organized, white collar, and corporate crime - - -										
rape and sex offenses - - - - -										
vice - - - - -										
other, please specify _____										

traffic control and supervision										
traffic administration, control, safety, engineering - - - - -										
traffic direction, laws and ordinances - - - - -										
traffic accident investigation - - - - -										
special operations										
police tactical operations - - - - -										
crowd/riot control - - - - -										
major case-hostage situations/sniping situation -										
organization and operation of crime strike/task forces - - - - -										
miscellaneous services										
emergency care and rescue, roadside service, available services to assist, first aid and transportation of the ill or injured, fire alarm response - - - - -										

Expert
A High Degree
A Moderate Degree
A Slight Degree
A Minimum Degree
None

Though the procedure was not followed completely with law enforcement personnel, you can see how one can go from performance standards to training content by referring to a task analysis statement drawn from the corrections personnel task data bank (Exhibit 7).

As you can see, among the basic data components included for each task analysis statement are a Task definition, Performance Standards, and Training Content. The information flow of these three components read: To do this task -- to these standards -- the worker needs this training. Thus, the descriptive and numerical performance standards shown translate to the set of functional skills and specific knowledge that make up required training content.

ILLUSTRATIVE RESULTS

To give you some idea of what kinds of data were generated in the analysis of tasks and skills and knowledge, let me show you some extracts from tables in our reports. I will use the detectives for purposes of illustration.

OCCUPATIONAL ANALYSIS OF DETECTIVE

Detective task profile. Task checklists were completed and returned by 154 detectives. Their distribution by agency type is shown in Exhibit 8. The median age of the detectives was 33.5 years, and they had a median of eight years of employment in their agencies. The median level of formal education attained at the time of the study was approximately two years of college.

The task profile of the detective occupation is shown in Exhibit 9 and includes 37 of the 49 tasks in the original checklist plus five tasks added by the consultants during the final occupational analysis conference. The 12 rejected tasks failed to meet a criterion formula that involved a combination of the percentage of the sample who checked that they performed the task and the amount of time they spent on it. Those items

Exhibit 7

TASK ANALYSIS STATEMENT

Data	People	Things	Data	People	Things		Reas.	Math.	Lang.	
W.F. - LEVEL			W.F. - ORIENTATION			INSTR.		G. E. D.		TASK NO.
33	2	1A	55	35	10	3	2	1	2	C.CO.-1

GOAL: To remove offenders from society and provide long-term treatment in an institution where they can be provided with rehabilitation, and where, when possible, ties with community.

OBJECTIVE: To classify incoming offenders according to security criteria and need for special services, such as counseling, medical, vocational training, and education.

TASK: Books and accepts custody of suspect or offender according to required intake process (e.g., accomplish intake forms, verify information and nature of charges, fulfill search and finger-printing requirements, and complete inventory of personal property) with guidance of correctional supervisor and processing regulations in order to obtain booking data for record and provide offender necessary confinement instructions.

TO DO THIS TASK

PERFORMANCE STANDARDS

DESCRIPTIVE:

- Information and data are complete and accurate.
- Effective manner in assisting offender to understand individual rights and requirements.
- Complete task expeditiously.

NUMERICAL:

- Less than X% reports returned for incompleteness.
- Less than X # complaints received concerning clarity of data records.

TO THESE STANDARDS

TRAINING CONTENT

FUNCTIONAL:

- How to conduct structured interviews with individuals under stress to obtain data for institutional forms.
- How to interpret and explain processing procedures and regulations.

SPECIFIC:

- Knowledge of institution procedures manual and training bulletin.
- Knowledge of institution formats for preparation and recording reports.
- Knowledge of locations/agencies utilizing or filing data.

THE WORKER NEEDS THIS TRAINING

that relatively few people performed and involved relatively little time were screened out. These dealt primarily with supervisory-type activities. A thirteenth task (task 23) failed to meet the criterion, but the consultants recommended restoring it to the profile. The four added tasks account primarily for tasks written in by the respondents.

Detectives typically spend a moderate amount of their time or more on 12 of the tasks (tasks 1-3, 8, 10, 12, 17, 29, 33, 25, 37, and 49). These tasks thus define the most prominent core of the detective occupation insofar as amount of time consumed is concerned. Of the 12 core tasks, interviewing complainants, witnesses, and victims of crime is clearly the most time consuming task of all. In light of research findings that indicate it is the interviewing done by patrol officers, who are usually the first to respond to the scene, that accounts for most of the solving of crimes, a question arises as to how much of the follow-up interviewing by detectives might be unnecessary.⁵

Some of the tasks in the profile are probably less prominent within the detective occupation because of the emergence of the evidence technician specialty. The task (number 26) involving searching for and collecting physical evidence, for instance, is performed by 68% of the detectives in our sample who spend between a very small and a moderate amount of time on this task; in contrast to the evidence technicians in our sample, 100% of whom perform this task and spend a considerable amount of time on it.

⁴The decision rule was as follows:

For the row below which applies for a given task, reject it (R) unless there is a K (keep) in that row which also applies.

Percentage of Sample Doing Task	Percentage of sample		Checking Time Spent		Amounts	
	Very Small 50%	Small 50%	Moderate 50%	Moderate 50%	Considerable 50%	Considerable 50%
50%	K	K	K	K	K	K
25% - 49%	R	R	K	R	K	R
0% - 24%	R	R	R	R	K	R

⁵Greenwood, P. W., Chaiken, J. M., Petersilia, and Prusoff, L.
The Criminal Investigation Process. Rand Corporation, 1975.

Exhibit 8

Sources of Task Data From Detectives

<u>Agency Type</u>	<u>Number</u>
State Police	25
Sheriff's Department	45
Large Municipal/County	65
Medium Municipal/County	7
Small Municipal/County	<u>12</u>
TOTAL	154

EXHIBIT 9

Task Profile of Detective/Criminal Investigator Occupation

Task No. ^a	Task Description	% Who do Task	Median amount of time spent on Task ^b
1.	Interviews complainants, witnesses and victims of crime to gain information on current or unresolved cases.	98.1	2.6
2.	Examines and evaluates information from interviews and observations	100.0	2.4
3.	Reads, reviews and evaluates crime investigation report and related material on cases.	90.8	2.2
4.	Responds to calls for service or help and takes action to alleviate or control reported situation.	74.7	1.4
5.	Enters and conducts search of premises specified in warrant or following "hot pursuit" of suspect or fugitive.	94.2	1.3
6.	Collects, receives, inventories, stores, issues, accounts for and disposes of physical evidence of crime.	76.6	1.3
7.	Establishes and carries out surveillance of persons and things.	90.8	1.5
8.	Plans for and interrogates suspects.	97.4	2.2
9.	Supervises or conducts "line-up" and other suspect identification techniques when warranted.	64.3	1.1
10.	Studies and evaluates available information on suspects.	97.4	2.1
11.	Searches for, identifies and recovers lost or stolen property.	83.7	1.6
12.	Enforces law situationally, exercising judgement and discretion as to most effective means for controlling or resolving problems.	87.0	2.0
13.	Assists people with problems or refers them to public service agencies.	90.8	1.4
14.	Establishes and updates general intelligence and information files on known offenders and criminal activity.	70.8	1.5
15.	Pursues fleeing suspects or fugitives by vehicle or on foot.	87.0	1.1
16.	Arrests, searches and secures suspects and fugitives.	96.1	1.8
17.	Informs arrested persons and suspects of legal rights.	98.1	2.2
18.	Uses physical force and protective equipment such as revolver, baton, handcuffs, shot gun and tear gas when necessary to subdue resistance, prevent escape or protect self or public.	95.5	1.2
19.	Discusses charge and circumstances of arrest with arresting officer to ensure they are in accord with law and department policy.	83.8	1.8
20.	Evaluates circumstances and releases arrested person on a citation rather than taking into custody when warranted.	55.9	1.1
21.	Conceives, plans and recommends improvements, innovations and changes in department policies, objectives, and procedures for coping with crime or providing public service.	45.8	1.1

EXHIBIT 9 (Continued)

Task Profile of Detective/Criminal Investigator Occupation

Task No. ^a	Task Description	% Who do Task	Median amount of time spent on Task ^b
22.	Responds to scene of major occurrences.	72.7	1.5
23.	Photographs locations, individuals, and crime and accident scenes.	33.8	1.2
24.	Diagrams or sketches locations, individuals and crime and accident scenes.	50.6	1.1
26.	Searches for, collects, labels and packages physical evidence found at crime and accident scene.	68.2	1.5
28.	Recruits informants on criminal activity and solicits information from them.	90.9	1.9
29.	Reports periodic and daily activities verbally and in writing to supervisor.	90.3	2.1
30.	Participates in staff meetings, briefings, professional meetings, conferences and coordination meetings.	56.5	1.2
31.	Prepares "wanted" advisories for distribution to other officers and agencies.	69.5	1.2
33.	Prepares individual case folders.	90.9	2.3
34.	Prepares and submits requests, and supporting affidavits and documents for arrest and search warrants.	89.6	1.6
35.	Records field actions and observations and transposes information into formal report of crimes, accidents or other activities and action taken.	80.5	2.2
36.	Receives, reviews, revises and forwards reports and files on daily activities, crime, accidents, and other incidents.	50.0	1.8
37.	Prepares formal charges on suspects.	87.6	2.1
44.	Prepare witnesses for testifying in court.	56.5	1.2
48.	Talks with individuals such as juveniles and families of juveniles to build respect for law and order, advise on acceptable behavior and reduce crime and unacceptable activity.	52.3	1.6
49.	Testifies at judicial proceedings.	98.7	2.0
(50.)	Checks files and documentary sources of information.		
(51.)	Protects the crime scene.		
(52.)	Exchanges information on cases with prosecuting attorney, probation officer, or parole officer.		
(53.)	Transports or guards persons in custody.		
(54.)	Operates voice radio equipment or information system terminal to receive and give information.		

^aTask numbers in parentheses denote tasks added by consultants during final occupational analysis conference.

^b1 = A very small amount of time, 2 = a moderate amount of time, and 3 = a considerable amount of time.

Detective knowledge and skill requirements. The knowledge checklist was completed by 33 respondents. The first page of summary data on the responses to the checklist items by the detectives is presented in Exhibit 10.

Exhibit 10 also shows task markets for the knowledge and skill requirements. Eight of the knowledge/skill requirements were job pervasive, while the majority of the 42 listed requirements had one or more clearly identifiable task markers.

Training and education overlaps. Making comparisons, we observed that the detective occupation is more like the patrol supervisor occupation than like the patrol officer occupation in the number and scope of tasks involved and of the knowledge and skills required. The detective and patrol supervisor occupations were also more alike in that the broad knowledge/skill subject areas of organization and management, auxiliary and technical services, and staff services are not as overshadowed in prominence by police operations requirements as they are in the patrol officer occupation. The average level of subject area emphasis for detectives was also higher than for patrol officers. The rank ordering of five subject areas for the detective occupation, according to the percentage of their emphasized knowledge/skill requirements, is shown in Exhibit 11, followed by the percentages and average requirement levels.

With regard to the specific knowledge and skills, those with the highest deficiency values (≥ 1.5 difference measure) are listed in Exhibit 12. All five broad subject areas are represented in the content of the detective knowledge/skill deficiencies, but investigative knowledge/skill requirements grouped within the area of police operations predominate. The deficiencies represent weakness or training needs in many of the more prominent tasks of this occupation.

Knowledge/Skill Profile of Detective Occupation

Knowledges and Skills *	Field Sample			Consultants		Task Markers
	Median Job Requirement Level	Median Initial Proficiency Level	Difference	Consultant Adjusted Requirement Level	Future Requirement Level**	
A. Police Responsibilities and Environmental Relationships						
1. police history, role and mission	2.2	1.7	.5	2.2	2.5	job pervasive
2. criminal justice system/agencies/relationships	2.9	1.6	1.3	2.9		added task 52
3. criminal/civil laws	3.2	2.1	1.1	3		tasks 16, 19
4. criminal/civil legal procedures	3.1	1.9	1.2	3		tasks 5, 17
5. laws of evidence	3.5	1.9	1.6	3		tasks 16, 44, 49
6. legal issues and trends in criminal law enforcement	2.8	1.6	1.2	2.8		tasks 16, 17, 19.
7. local jurisdiction, laws and ordinances	3.0	1.9	1.1	3		job pervasive
8. police authority, responsibilities, rights and civil liability	3.3	2.2	1.1	3		tasks 16, 18, 19
9. preparation and execution/issuance/processing of a warrant or subpoena	3.2	1.1	2.1	2		task 34
10. citizen rights and processing of complaints against officers	2.9	1.7	1.2	2.5		tasks 16, 17
11. courtroom procedures, demeanor and presentation of testimony	3.5	2.1	1.4	2		task 49
12. suspect identification	3.2	1.9	1.3	2.5		task 9
13. external pressure groups, radical groups, dissidents	2.3	1.4	.9	2.3		task 4
14. contemporary social problems (urban, ethnic, etc.)	2.3	1.8	.5	2.3		none
15. community needs and resources	2.3	1.5	.8	2		task 13
B. Organization and Management						
16. leadership and supervision	2.6	1.2	1.4	2		task 22

*c and d = quad c and d knowledge/skill requirements respectively; e = requirements added by consultants; r = requirements rejected by consultants.

**Blank cells signify no future changes expected.

Exhibit II

Rank Order of Subject Matter Areas, Percentage of Emphasized
Knowledge/Skill Requirements, and
Average Skill Requirements Level

- A. Police Responsibilities and Environmental Relationships (73%; 2.9)
 - C. Police Operations (64%; 3.1)
 - D. Staff Services (57%; 2.5)
 - E. Auxilliary and Technical Services (57%; 2.8)
 - B. Organization and Management (56%; 2.6)
-

Exhibit 12

The Most Prominent Knowledge and Skills Deficiencies Typically Characteristic of Detectives

Item Number	Knowledge of Skill	Deficiency Value*
29.	information sources and informants	2.2
9.	preparation and execution/issuance/processing of a warrant or subpoena	2.1
33.	investigation of specific crimes: e.g., arson, burglary, rape, homicide	2.1
27.	interviewing and eliciting information	2.0
34.	preparation of clear, concise reports	1.9
28.	collecting, recording, analyzing information	1.8
5.	laws of evidence	1.6
39.	hostage and sniping situations	1.6
58.	release of information	1.6
62.	protection/analysis of crime scene	1.6
65.	capabilities of crime laboratory	1.6
19.	planning and decision-making	1.5
22.	written and oral communications	1.5
30.	visual and audio surveillance	1.5

* The deficiency value is the difference measure drawn from Exhibit 9--
the difference between median job requirement level and median initial
proficiency level.

SUMMARY FINDINGS

No doubt, you would like to know what was revealed by our data, so I will extract highlights of the findings.

Keep in mind the major characteristics of our occupational analysis.

Nine key occupations were involved. Three were of relatively recent origin: evidence technician/crime scene analysis; police planner; and police legal advisor. The remaining six were traditional ones in basic operations, line supervision, and management.

The purpose of the occupational analyses was to generate tasks and knowledge/skills profiles and to compare them against education and training programs.

Projections five years ahead were also made to indicate changes that might be needed in such programs to meet future requirements.

COMPARISON OF NINE OCCUPATIONS

Here are the main findings that came out of the comparison of the nine occupations in terms of existing conditions. Exhibit 13 tabulates the results.

1. Overall, three-fourths of the incumbents were generally satisfied that they had received sufficient training. One-quarter felt dissatisfied.
2. Special training was most often said to be the best way to learn. However, on-the-job experience was the actual source of learning judged to be most valuable. This suggests either that the training was somewhat inadequate, or that it did not take place at all.
3. A number of knowledge/skill deficiencies showed up. The number, level, and content of these deficiencies varied by occupation. For example, we can look at the police legal advisor.

The police legal advisor had the largest number of prominent skill/knowledge deficiencies reported, even though most of the incumbents reported that they had received sufficient training. Many of the deficiencies involved lack of sufficient knowledge of police operations, policies, and procedures. The implication is that the legal training of lawyers is not sufficient to prepare them in all aspects of their police work.

Our occupational analyses were not the equivalent of needs assessments. For one thing, they were not based on performance analysis on the job. Nonetheless, it is reasonable to give priority attention to those tasks which have the greatest percentage of incumbents expressing dissatisfaction with training, and/or those tasks where deficiencies in knowledge/skill requirements are most often displayed.

4. To learn most of the tasks in the basic and line supervision occupations, college courses were not generally regarded as highly desirable by the job experts (usually incumbents). But, for those in planning, managerial, and executive positions, the desirability for at least some higher academic education was associated with a goodly number of tasks.

FUTURE OUTLOOK

Now, looking across the whole law enforcement field, here are a few prominent facts with a future orientation--a five-year look ahead. (Of course, we are about half-way there already.)

1. With the possible exception of patrol officers, few changes in task profiles were expected by our consultants.
2. Though, to varying degrees, changes in knowledge profiles were expected to occur in all nine occupations, almost all of these changes represented increases in emphasis for existing skill/knowledge requirements.
3. There are certain activities that could alter the patrol officer's job, if they were to become established trends. Illustrations of these are trends toward increased team policing, civilianization, and specialization.

For example: In police agencies, the number of non-sworn personnel is expected to increase by 53 percent, as compared to a projected increase of 28 percent in sworn officer employment, as a result of the continued trend towards increased use of civilians in administrative and technical positions.

4. Higher education is another factor that must be taken into consideration.

EXHIBIT 13

Comparison of Summary Occupational Analysis Data on the Nine Key Law Enforcement Occupations

Occupation	# Tasks In Profile	% Dissatisfied with Sufficiency of Task Training	Most Valuable of Actual Task Learning Sources	Way Judged Best to Learn Tasks	Average Task Difficulty Level ^a	# Tasks With GED Ratings 5	% Knowledge/ Skill Require- ments to be Emphasized	Deficiency of Emphasized Requirements ^b	
								# 1.5	X Level
Patrol	37	25%	job exp.	spec. trng.	2.8	6	52%	12	1.2
Patrol Supervisor	47	26%	job exp.	spec. trng.	2.5	2	64%	7	1.3
Detective	42	26%	job exp.	spec. trng.	2.8	1	64%	14	1.3
Detective Supervisor	47	23%	job exp.	spec. trng.	3.0	2	70%	9	1.2
Evidence Technician	20	34%	job exp.	spec. trng.	3.0	0	58%	10	1.4
Police Planner	19	23%	job exp.	spec. trng.	3.0	7	49%	6	1.3
Police Legal Advisor	21	18%	job exp.	no data	2.8	no data	62%	18	1.4
Middle Manager	26	27%	job exp.	spec. trng.	3.1	10	92%	1	.9
Chief Executive	27	28%	job exp.	no data	no data	10	100%	0	.7

^a Difficulty scale: 1 = not at all difficult; 2 = slightly difficult; 3 = moderately difficult; 4 = very difficult; 5 = most difficult

^b Deficiency measure is the difference between five point scale ratings of initial proficiency level of assignee and level required for capable performance.

Regardless of whether post secondary education can or cannot be justified as a minimum entry-level requirement, the fact that there is an increasing proportion of recruits entering police work with some level of college education behind them is likely to shape the occupation of the future. If evidence mounts, for instance, that discontent, boredom, and turnover characterize the more educated patrol officer, there will be pressure to restructure the occupation. The less demanding tasks can be shredded out and assigned to paraprofessionals. This is already happening in some agencies, as is the creation of the police agent position, a parallel movement to professionalize the police officer of tomorrow. It is inconceivable that anyone would take official action to discourage or bar college educated applicants. In years ahead, the patrol occupation will still exist, and probably still predominate, but it is likely to be altered in ways to make room for the emerging occupations.

I think we have covered enough of the territory of the National Manpower Survey to demonstrate a variety of ways that job-task analyses can be used to develop manpower pictures of occupations. Of course, we have not exhausted all of the techniques and all of the applications. We have just begun our two-day session. But the NMS did represent one of the largest-scale applications. Hopefully, it has become obvious that while the effort required can be tedious at times, careful and comprehensive task analysis is essential to provide an accurate assessment of the existing state of manpower resources and of current and future requirements that need to be met to achieve various objectives. The findings offer a diagnosis of deficiencies that have to be overcome, and set the stage for establishing sound policy and constructing improved personnel systems and training programs.

APPENDIX A

Description of Key Law Enforcement Occupations

1. POLICE CHIEF EXECUTIVE

The police chief executive is the highest level official with direct operating responsibility for a law enforcement agency. This occupational category also includes primary assistants to the top chief executive who have independent responsibility over a major segment of the agency. Duty positions may be identified by the title of chief of police, sheriff, superintendent, colonel, director, commissioner, assistant chief, or deputy chief. As general manager of a police agency or major segment thereof, the chief executive has administrative responsibility for the goals and objectives, policies, and performance of the agency or segment for which he is responsible.

2. POLICE MID-LEVEL MANAGER

Police mid-level managers are those who occupy management positions in the agency which fall between the first line supervisor and the chief executive(s). The position title may be lieutenant, captain, inspector, division chief, bureau commander, director, or other titles which denote positions with non-executive management responsibilities. While it is likely that most of the incumbents occupying positions in this category will be sworn personnel, some may be non-sworn, e.g., a civilian director of training or police-community relations. However, a job to be included in this category should be central to the police function; excluded would be managerial jobs in the technical and administrative support area, managerial jobs in the crafts and trades area, and managerial level professional jobs.

3. PATROL LINE SUPERVISOR

Patrol line supervisors are those who are responsible for first line supervision of sworn personnel occupying basic line positions in patrol operations. The position title may be sergeant, corporal, officer-in-charge, team leader, coordinator, or other titles which denote positions with first level supervisory responsibilities over patrol officers.

4. INVESTIGATIVE SERVICES LINE SUPERVISOR

Investigative service line supervisors are those who are responsible for first line supervision of sworn personnel occupying basic line positions in police criminal investigative services. The position title may be sergeant, corporal, officer-in-charge, team leader, coordinator, or other titles which denote positions with first level supervisory responsibilities over detectives or investigators who investigate criminal offenses.

5. PATROL OFFICER

Patrol officers are those sworn personnel deployed on the basis of partol assignments (motorized, foot, or mounted) who are responsible for the protection of life and property, the prevention and deterrence of criminal activity, apprehension of law violators, supervision and control of traffic, and the provision of day-to-day police services to the citizenry served. The work performed consists primarily of rountine patrol tasks and is generally supervised by a first line supervisor.

6. DETECTIVE/CRIMINAL INVESTIGATOR

Detectives/criminal investigators are those sworn personnel concerned with the investigation of criminal offenses and responsible for the clearance of reported crimes by arrest and the preparation of sound cases for the successful prosecution of offenders. For less serious or complex crimes, the detective/criminal investigator usually follows-up preliminary investigations conducted by patrol officers. Individual assignments are often specialized to correspond with categories of criminal offenses, e.g., homicide, burglary, robber, etc.

7. POLICE LEGAL ADVISOR

Police legal advisors are those attorneys employed on a fulltime basis by law enforcement agencies who provide legal assistance to the agency. Attorneys not classified as agency employees but who provide fulltime legal assistance to agencies are included, e.g., those whose salaries may be paid by grant funds. Also included are attorneys whose fulltime occupation is providing legal assistance to more than one police agency, e.g., regional or metropolitan area police legal services.

8. POLICE PLANNER

Police planners are those agency personnel who are formally involved in the planning process. The position title may be planner, project officer, administrative/management analyst, systems analyst technician, program research technican, or other titles which denote personnel who provide planning and/or research assistance to operational and staff elements of the agency. Examples of work activity are: determines or recommends goals, objectives, and priorities; makes short- and long-range plans for the future; evaluates and recommends revision of policies and procedures; performs in-depth workload and crime analyses; recommends resource allocation systems and methodologies; analyzes statistical data; prepares requests for outside funding;

monitors and evaluates modifications; and coordinates agency planning and research activities with other elements of the criminal justice system. Personnel in this category may be sworn or non-sworn.

9. EVIDENCE TECHNICIAN/CRIME SCENE ANALYST

Evidence technicians/crime scene analysts are those specialized agency personnel who are primarily responsible for the location, collection, classification, and preservation of physical evidence at crime scenes and, when appropriate, the transportation of such evidence to a crime laboratory for analysis. Personnel in this category may be sworn or non-sworn and may or may not be assigned to perform this function on a fulltime basis. For example, a law enforcement agency may designate certain patrol officers on each shift as having this responsibility and provide these officers with intensive training. When the need arises, these officers perform the specialized functions outlined above. These personnel would be included in this category. Excluded would be those agency personnel who have not been specially trained and who would not normally be referred to as specialists in this functional area.

THE UNITED STATES AIR FORCE
OCCUPATIONAL RESEARCH PROJECT*

by

RAYMOND E. CHRISTAL**

INTRODUCTION

The United States Air Force Occupational Research Project was established in 1958, some 15 years ago, and has been supported continuously since that time. The project objectives call for the development of methodologies in a number of areas, including the following:

Job Analysis (Collection, analyses, and reporting of information defining work performed by personnel)

Job Evaluation (for grade, pay and skill levels)

Job Structures (Including job engineering, work organization, and occupational classification)

Job Requirements (for aptitude, training experience, etc.)

Career Development

Personnel Utilization

Job Satisfaction (in particular, as it relates to retention)

Obviously, there is no way I can discuss even the highlights of a 15-year program in the limited time we have today. What I propose to do is to make some observations about the techniques the Air Force has developed for collecting, analyzing, and reporting occupational data; then I will discuss a few recently completed or ongoing studies in other occupational research areas which may be of interest to you. Since this is an informal survey paper, I will draw freely from previously published papers, my own memory, and data from studies yet to be published. My apologies to those of you who are already familiar with our job survey procedures, but I feel I must go into some detail describing this technology to participants here who have not had access to our in-service report series.

*Extracted from the United States Air Force Occupational Research Project (AFHRL-TR-73-75); January 1974; Occupational Research Division, Lackland Air Force Base, Texas 78236.

DEVELOPMENT OF JOB SURVEY TECHNIQUES

REASONS FOR SELECTING THE JOB INVENTORY APPROACH

In the Air Force, we chose the job inventory as the only feasible approach for collecting work-task information from large numbers of workers. There were a number of reasons for this decision: First, the technique is economical. Data can be collected from thousands of people throughout the Service for less than it would cost to collect data on a few people using professional job analysts. Second, the information obtained using job inventories is quantifiable. That is, you can actually count the number of people performing any particular task, and describe their characteristics. Note that data collected by traditional job analysis are not quantifiable. No two analysts will describe a job in exactly the terms. Third, the fact that information collected with job inventories is quantifiable means that it can be stored, manipulated, analyzed, and reported by computer. Finally, the fact that information is quantifiable also means that it can be validated and checked for stability using conventional statistical techniques.

Now let me describe a job inventory. It contains two sections. The first section has questions to be answered by a worker about his job and himself - questions relating to name, identification, number, previous education, time-on-the-job, tools used, job location, equipment worked on, training schools, pay grade, job attitudes, and so on. Any item can be included in the background information section of an inventory which may help answer questions posed by managers of the personnel system. The second section of a job inventory is simply a list of all the significant tasks that may be performed by workers in the occupational area to be surveyed. That is, it includes tasks being performed by apprentices, journeymen, first-line supervisors, and superintendents in one or more occupations, such as supply specialist or engine mechanic. If the task list is properly constructed, and this point is important to understand, then every worker in the occupation should be able to define his job adequately in terms of a subset of tasks in the inventory.

CONSTRUCTION OF JOB INVENTORIES

Let me describe some of our experiences in constructing and administering job inventories. Ordinarily, an initial task list is constructed from available printed materials. In the Air Force program, this list is first reviewed by 5 to 10 senior supervisors in an interview situation; they correct technical wording and add additional tasks which they know are being performed by workers in their occupational

area. This expanded task list is then sent by mail for a field review by supervisors at various locations throughout the Air Force. According to the complexity of the occupational area, these mail reviews may be obtained from as few as 25 to as many as 100 supervisors. At some time during the construction phase, the task list is also reviewed by technical school instructors. The final task list is arrived at through this iterative process.

There is some variation in construction techniques used by the military services. For example, the Marine Corps does not use a mail review procedure, but makes extensive use of personal interviews at many locations. The Army makes use of technical school instructors as inventory constructors. The Coast Guard, which also constructs and administers inventories, essentially follows the Air Force techniques.

Air Force experiences have led to two conclusions. First, individuals who are untrained in writing task statements do a poor job of building job inventories for their own occupational area. It is better to keep the pencil in the hands of a trained inventory constructor and let supervisors in the field of interest serve only as technical advisors. Second, if inventories are constructed by technical school instructors, care must be taken to see that they are not biased through inclusion of only those tasks which have relevance for training. For example, a task concerned with sweeping the floor has little relevance for training, but may have a great deal of relevance for managers interested in job satisfaction, job evaluation, or job re-engineering. It is best to have inventories constructed by individuals who have a broad perspective of all future applications of occupational data.

How many tasks should be included in an inventory? This has been a major problem faced by every organization entering the job survey business. I can only report what I believe to be a common experience. Most agencies begin with inventories which are too short. Ten years ago, the Air Force inventories were averaging 250 to 350 tasks. Today they are averaging around 500 tasks or more. Yet the Air Force has relatively narrow occupational career ladders - approximately 230 of them. Inventories constructed by smaller military services tend to be much longer. In the Australian Air Force, for example, job inventories sometimes contain more than 1,000 tasks. I realize that such lengthy instruments may appear to be a problem, but they are not as difficult to manage as one might think. If task statements are organized under duty headings, and if the worker has to mark only those tasks which he actually performs, then even a long inventory can be filled out in a reasonable period of time. Furthermore, it has been a common finding that detailed task lists

lead to firmer conclusions concerning such things as the establishment of training requirements and the evaluation of occupational categories.

How many background questions are normally included in an inventory? Again, we have found more and more uses for background information. It is extremely important to be able to define any subgroup of people which may be of interest to management. If a manager wants to know the tasks being performed by aircraft mechanics working on a particular aircraft at particular locations who have taken certain training and who have been on the job less than one year, this can be obtained only if background variables have been included which define the relevant characteristics. For reasons to be discussed later, the single most important background variable for inclusion in a job inventory is worker identification.

How many workers should be sampled in an occupational area? The more the better. If one were interested only in the occupation as a whole, then perhaps a small sample would suffice. But experience has shown that managers are often interested in definable groups such as females, individuals at a particular grade or salary level, workers maintaining a particular type of equipment, and so on. Unless one has collected information from a large sample, then there will be insufficient numbers of cases to make reliable inferences about such groups of interest. Large samples are also needed to perform meaningful job-typing analyses -- especially if the occupational area is complex.

The Comprehensive Occupational Data Analysis Programs package (which we call CODAP) is designed to handle data on samples of 20,000 workers, except for programs associated with job-typing analyses, which will now accept data on 7,000 workers. In the Air Force we have attempted to obtain 100% samples in occupational areas containing 2,000 or fewer workers. In larger occupational areas, we have attempted to obtain data on not fewer than 2,000 workers. If the occupational area is known to contain a variety of job types, we may obtain data on 5,000 or more workers.

What about the costs of data collection and analysis? This is a fair question, especially when one considers administering long inventories to many workers. The cost of developing an inventory and not analyzing the results is essentially the same, regardless of the length of the inventory or the number of persons to whom it is given. It can cost between one and two of hours of work time for each worker included in the survey, which is of consequence. However, in the Air

Force, inventories are administered so as not to interfere with accomplishment of primary mission, so the costs and value are weighed against the costs and value of other non-direct mission programs which consume time, such as commander's calls, formations, physical training, and so on.

One cost, which can be substantial, is that of getting the response information onto magnetic tape, ready for computer input. All military services are, or soon will be, collecting data on optical scanning sheets. To the extent that data are processed by scanner, the costs of preparing data for computer input is reasonable.

I realize that I have not given you a specific answer about costs, but I can assure you that costs are modest compared with the savings which can be generated from appropriate applications of occupational data. I will address this topic directly a little later.

ADMINISTRATION OF JOB INVENTORIES

Now let us turn our attention for a moment to the problem of inventory administration. In the Air Force, inventories are sent in bulk to Consolidated Base Personnel Officers throughout the world. Instructions specify that workers meeting certain specifications will be called into testing rooms to fill out inventory forms under controlled conditions. In the Marine Corps, the task analysis unit sends out teams to administer inventories on site at various locations. They report excellent results. However, this approach is feasible only if a Service or organization has a limited number of bases or installations.

Instructions for filling out an inventory are relatively simple. The worker completes the background section; reads the task list and checks those tasks which he performs as part of his/her normal job; writes in any significant tasks which he/she performs which were not in the task list; and then rates the tasks he/she has checked using a relative time-spent scale.

The write-in feature serves several useful purposes, but primarily it provides an indication of the quality of the task list. If a large number of significant new tasks are uncovered by the write-in feature, then the administration of a supplementary survey may be required; otherwise the uncovered tasks are used to guide interpretation of results and are saved for inclusion in the next form of the survey instrument.

QUALITY OF JOB INVENTORY DATA

Perhaps the most important question which needs to be answered at this point is this: *Can workers be trusted to be thorough and completely honest when they fill out job inventories?* Studies have been conducted concerning this question, and I can say that the answer is definitely *yes*, at least as far as workers in the Air Force are concerned. We know that when a worker fills out an inventory on two occasions, he/she gives essentially the same information both times. Split-half reliabilities for information such as the percent of workers performing various tasks run from .95 to .99. Supervisors agree with the information provided by their subordinates. Information collected with daily work records is consistent with information collected with inventories. Workers do not inflate their job descriptions in terms of the number and difficulty levels of tasks they report. The work tasks reported by individuals are consistent with the information they provide in the background section concerning tools utilized and equipment worked on.

Many studies have been conducted and reported. However, the experiences which have convinced us beyond any doubt that we are getting high-quality information are less objective and have never been fully documented. For example, during the first several years we obtained the telephone number of every worker who filled out an inventory. When we received what we thought might be false information, we called the worker and talked with him/her about his/her job. Over and over again, we found the worker was trying to be honest. Most often, the worker had been assigned a peculiar job because of local circumstances.

In some instances, we found our inventory contained bad task statements which did not allow the worker to reflect his/her true job. We did find that, while being honest, many workers will give themselves the benefit of the doubt. For example, a worker might claim to perform a task when, in fact, he only performs part of that task. This is one of the problems with task statements which are too broad, and it helps to explain why our inventories now have over 500 task statements.

Another factor which helps us to feel confident about our data is that we have published analysis results from over 200,000 cases in approximately 150 occupational areas, and these results have never been proved wrong by managers, workers, or trainers in those occupational areas. I will have to admit that there have been occasions when we were worried. In one instance, we found that very few workers were performing a large set of tasks which constituted approximately 25% of a training course. The managers of the

occupational area were so unbelieving that they did an independent survey in which every worker in the occupational area was interviewed to see if, in fact, he/she performed any of the tasks in question. The results of this interview-survey were for all practical purposes identical with those obtained from the inventory administration. Experiences like this have convinced not only the researchers, but also Air Force management, that job inventories yield good data.

Our latest experience with the power of job inventories to give quality data came when we surveyed approximately 5,000 civilian workers in one occupational area. We were particularly worried in this instance, since civilian pay is directly tied to job content. Under this circumstance, a worker might feel he/she has something to gain by being dishonest, or something to lose by being honest. We are pleased to report that analyses indicate that, even under this condition, workers are honest.

We feel that there are two factors operating which cause us to get honest reports from workers, and that these factors are interacting. First, we ask the worker to provide his/her name and social security number in the inventory, and second, the information he/she provides is objectively verifiable. It is unlikely that a worker will claim to perform a task when everyone around him/her knows that he/she does not perform that task. Similarly, it is unlikely that he/she will fail to report a task which everyone around him/her knows he/she performs.

IMPORTANCE OF WORKER IDENTIFICATION

There are several reasons why I strongly recommend that name and identification information be obtained from workers who fill out job inventories. 1. We have conducted many studies demonstrating that high-quality data can be obtained when workers provide their names. If identification information is not obtained, one cannot even conduct a study to validate his/her data. 2. Collecting identification information enables one to followup workers and trace their career development over time. 3. Identification information can be used to match with other personnel files to pick up additional data on workers, such as their aptitude scores and work history. 4. Identification information enables one to produce a description of the work being performed by a particular person, or to locate by name all individuals who are performing a particular task or set of tasks.

USE OF THE RELATIVE TIME SPENT RATING SCALE

Now, let us consider the rating scale for a few minutes, because I believe this to be an important topic. Research

indicated that many workers do not have a clear idea of the exact percentage of their time devoted to each task they perform. On the other hand, they can state with confidence that they spend more time on one task than on another. This led to the development of a *relative time-spent* scale, by which workers report the amount of work time they spend on each task relative to the amount of time they spend on other tasks. We use a 7-point relative time-spent scale. If an individual does not perform a task he/she leaves it blank. If he/she does perform it, he/she rates it from a level 1, which means that he/she spends an extremely small amount of time on it compared to the amount of time he/she spends on other tasks in his/her job to a level 7, which means that he/she spends an extremely large amount of time on it compared with the amount of time he/she spends on other tasks in his/her job. These relative time-spent ratings are converted into estimated percent time values. The first question often asked by individuals reviewing this procedure is *Why percent time? Why not use some other factor such as frequency of performance?*

It is beyond the scope of this paper to discuss all of the factors favoring use of percent time-spent estimates, but several are sufficiently important to warrant your consideration. First, there are certain statistical characteristics which makes this approach extremely useful. It has a clearly defined range with a base value of 0. For the individual case, the values indicate the percentage of his/her work time spent on each task, and the sum of these values across all tasks in the inventory is 100%. In a like manner the average values for any group workers indicate the percentage of group time spent on each task, with the sum of these values also equaling 100%. Percent time values provide a convenient method for computing the overlap of two individual jobs with each other; of an individual job with a group job description; or of one group job description with another group job description.

Results from numerous studies have indicated that matrices reflecting overlapping time among individual job descriptions when analyzed by the CODAP grouping program, can yield a precise definition of the types of jobs existing in an occupational area. Finally, having available the percentage of time spent on tasks makes it possible to compute the time spent by individuals or groups on particular types of work. For example, a manager may wish to know how much time is being spent by a group of mechanics on preventive maintenance. This can be very quickly computed by the CODAP system. It should be noted that none of the above characteristics apply to a scale such as *frequency of performance*.

How could one possibly summarize the level of activity across a series of tasks in terms of frequency, when some of the tasks are performed frequently, while other tasks within

the subset are performed infrequently? I strongly recommend use of the relative time-spent scale as the primary rating factor in occupational surveys, and that the obtained values be transformed into percent time-spent estimates. This is a requirement for the CODAP system, and it makes possible many types of analyses which cannot be accomplished using frequency of performance data.

THE CODAP ANALYSIS SYSTEM

By now you have heard me refer several times to CODAP, which is the analysis system used not only by the Air Force, but also by other military services. There is no way in a brief amount of time to communicate the power of this system. We have been working on it continuously for over 13 years, and the program listings now run about 1,400 pages in length. It represents an investment of hundreds of thousands of dollars, and thousands of in-service man hours. Yet it is without question the most important product of the Air Force Occupational Research Project.

The concept behind CODAP is to provide ways for analyzing, organizing, and reporting occupational information so as to answer as many management questions as possible. CODAP currently contains approximately 40 general purpose programs, and several new ones are under development. All of these programs ~~are interactive and highly efficient~~. I wish I had time to describe them to you, but it would take at least a day to cover them fully. All I can do in a few minutes is to mention a few programs which are used frequently.

EXAMPLE CODAP PROGRAMS

For example, one program produces a consolidated description of the work performed by any specified group of individuals. Such a description can be produced for workers at a particular base; or for those who have been in their jobs for less than one year; or those who claim their talents are not being utilized; or those who work on a particular type of equipment -- indeed, for any group of workers which can be defined in terms of information in the background section of the job inventory. A consolidated job description indicates the percent of group members performing each task; the average percent of work time spent on the task by those who perform it; and the percent of group time spent on each task. A CODAP program prints the task statements and associated computed values, arranged in terms of percent members performing or in terms of group time-spent values. A consolidated description of the work performed by individuals during their

first year or two on the job is particularly useful in validating or designing the curricula for entry-level vocational training.

Normally when we analyze an occupation, we produce a series of job descriptions for groups at various experience levels. That is, we compute consolidated descriptions for individuals who have been in the occupation for less than one year; from one to two years; from two to four years; four to eight years; and so on. Then the CODAP system is used to gather this information into a table which indicates the percent of individuals at each experience level that perform each task in the inventory. In this way we find when tasks tend to be assigned, and when training should be given in order to be timely.

Another CODAP program enables managers to study the differences in work being performed by any two specified groups of individuals. For example, one might wish to know the differences in work performed by individuals at one grade level and those at another grade level; or in the work performed by individuals working on two types of equipment. The CODAP system analyzes the two defined groups and prints a report summarizing the major differences in work performed.

Perhaps the most powerful CODAP program is one which identifies and describes all the types of jobs which exist in an occupational area. Beginning with 2,000 individual job descriptions, this program will compute a 4,000-element input matrix reflecting the similarity of each job with every other job. Then it proceeds to group similar jobs into clusters and prints out a description of work performed by individuals in each cluster. The program is iterative and may evaluate well over a billion alternative solutions in arriving at the best definition of job types and clusters in a particular occupation. Still another CODAP program can be used to determine the characteristics and locations of individuals working in each job type and cluster. The results of job typing analyses are extremely valuable in identifying changes needed in defining occupational categories in an organization or military service.

Other CODAP programs can be used to compute job descriptions for individuals, or for each individual in a specified group, or to compute the amount of work time each worker spends on a given set of tasks. Using factor ratings in conjunction with task data, CODAP can be used to compute the difficulty level or the grade requirement for each job. Programs are available within the CODAP which will produce two-way frequency distributions between background variables; compute the difficulty level of each task; compute

intercorrelations among background variables; determine the reliability of task factor ratings; compute the average grade level or the average experience level of workers performing each task; compute regression equations; print task lists, or print a dictionary of background variables.

The CODAP system is also a general occupational information retrieval system. All reports, descriptions, and analysis results computed by CODAP are stored and identified. Any subset of descriptions or reports can be extracted, ordered, and printed. CODAP even numbers the pages in an extracted report and automatically prints a table of contents. In general, there is a CODAP program available to organize and analyze occupational data to answer any question asked by managers of a personnel system. If we find that there is another type of analysis which would provide information on a question posed by management, then we immediately write a new program which will perform the necessary computations. This is one reason why all military services in the United States either are, or will shortly be, using the CODAP system for their occupational analyses.

I have probably bored some of you with the details concerning the collection, analysis, and reporting of occupational data. What you may wish to hear about are some experiences in using the information.

ADOPTION OF JOB SURVEY TECHNOLOGY BY VARIOUS AGENCIES

In the Air Force, we did research on various techniques from 1958 until 1967. During this period, we collected experimental data from over 100,000 cases and developed most of the programs in the CODAP system. Although cost savings data were not accumulated during this time period, occupational data led to numerous changes in training programs and occupational structures.

In late 1967, the Air Force established an operational unit with 15 persons who devoted full-time to the construction, administration, and analysis of occupational survey data. Its mission called for the completion of 15 surveys per year. In 1969, the staff of this organization was increased to 28, and the mission increased to 24 surveys per year. Last year the staff was increased again, to 42 persons, and the mission was moved up to 51 surveys per year. Each of these increases in staff and mission was due to demonstrated pay-offs of occupation information, and to increased demands from managers for more timely data. So far, the operational unit has surveyed over 200,000 enlisted persons in over 150 occupations. At the present time 68 surveys are in various stages of completion,

and plans have already been made for expanding the capability of the unit to meet the increased demands for more occupational data.

In the Air Force, the greatest payoff from occupational data so far has been in the area of training. Significant changes have been made in every training course associated with an occupational survey. Frequently these changes have not led to cost savings, since they have been in the form of reducing training on certain tasks while increasing it on others. Even so, approximately \$7,000,000.00 cost avoidance has been documented during the past two years alone, while was directly attributable to reductions in training based on occupational survey information.

Encouraged by the Air Force occupational survey research findings, the Marine Corps established an operational unit which is currently manned by 37 persons, three of whom work full-time in maintaining job structures. So far they have surveyed 11 of their occupations areas, which contain nearly one-third of their manpower. The Marine Corps had the Air Force CODAP system reprogrammed to operate on an IBM 360-65 computer. They are particularly happy with the job-typing programs, which have produced results leading to major changes in the job structures in every occupation surveyed thus far. During the past year, they have documented over \$4,000,000.00 in cost avoidance based upon their occupational analysis results. That is a large savings considering the relatively small size of their personnel system. This year, the Marine Corps task analysis group received a Presidential Management Improvement Award.

The Army has an operational job-task analysis group consisting of 35 full-time persons. They have been collecting occupational data using job inventories for a number of years. To date, they have been using their own analysis programs, but I understand that they are planning several significant changes in their procedures. These include (a) the collection of worker identification data, (b) use of the relative time-spent factor for a portion of their task list, and (c) use of the CODAP to supplement their own analysis system.

The Navy has recently conducted several large-scale occupational surveys using job inventories and process the data with CODAP. The Navy officially established an operational job-task group this month and is pledged to use the CODAP system for analyses.

The Coast Guard has been conducting occupational surveys for several years with job inventories patterned after those used in the Air Force. All of their analyses thus far have been conducted using the CODAP system. They have now surveyed about one-third of their occupational areas.

The Canadian Forces have surveyed most of their occupations using job inventories, although, to date, they have used their own computer analysis programs. The Australian Air Force has 70 inventories in some stage of development. While these instruments tend to include a large number of task statements, they are otherwise patterned after those produced by the U.S. Air Force. An exchange officer from the Australian Air Force has recently completed a 2 1/2 year tour working in the Air Force occupational research program and studying the CODAP system. A second exchange officer has now moved into this position.

Many universities, government agencies, and government contractors have collected occupational data using job inventories, and a number of these have accomplished their analyses using the CODAP system. To date, the CODAP system has not been available to industrial organizations, although it has been used by many nonprofit organizations, especially those conducting research under government sponsorship.

I mention all of these programs to emphasize three points. First, there seems to be a large movement toward conducting occupational surveys using job inventories; second, many agencies are using, or are planning to use the CODAP system for data analyses; and third, occupational analysis programs are generally in good health and expanding.

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A TASK ANALYSIS OF THE SPECIAL AGENT JOB IN THE GEORGIA BUREAU OF INVESTIGATION

by

JOHN FAY*

BACKGROUND

In 1975, the Georgia Bureau of Investigation (GBI) was beginning to stabilize after a turbulent period of reorganization and redefinition of purpose. What for many years had been a subordinate element of the Department of Public Safety suddenly became, in 1973, a separate state agency with new responsibilities and a new management structure. As is frequently the case with new born and reborn organizations, GBI's start was characterized by rapid growth, high levels of activity, and an entrepreneurial leadership style.

The leveling off phase began in 1975, after a new director was appointed. The organization began to rationalize internally, concerning itself with the question "where are we now, where are we going and how do we get there?"

Among the issues to be faced was the need to more precisely identify the work actually performed by special agents. This was not an easy thing to do. Georgia is the largest State east of the Mississippi, with a sheriff for each of its 159 counties; there are more than 500 other local law enforcement agencies, with more than 80 percent of them small departments without in-house investigative capabilities. Meaning? That the work of an agent is performed at widely scattered locations, and for a large number of different agencies with each agency having a unique set of investigative needs. The highly decentralized character of work at the operating level made it difficult, if not impossible, to apportion work sensibly and to hold agents accountable. Moreover, managers and supervisors were rarely in perfect agreement as to what the typical agent did in the field, or for that matter, what he was supposed to be doing.

An identification of job tasks would do at least two things for GBI: (1) it would help in the design/implementation of basic and inservice training programs for investigators. (2) it would help identify knowledge, skills, and abilities that a job applicant must have to function as a productive, contributing agent at the entry-level.

With a modest grant from the Georgia State Crime Commission, a job task analysis project got underway in March 1977.

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Two considerations influenced the selection of a method for collecting and processing job task data. The method had to be simple and economical because of budget constraints. Simplicity was important because GBI had never attempted a project of this type. The administrators of the project and the special agents affected by it would be moving through unfamiliar terrain. Because the number of agents was only 140, a decision was made that all agents, rather than a sample, would be surveyed.

From a variety of job analysis methods known to the writer, these major procedural steps were identified as essential:

- Interview first-line supervisors.
- Prepare a preliminary list of job tasks.
- Review and revise the preliminary list.
- Construct a questionnaire booklet from the revised list.
- Test and revise the booklet.
- Administer filling out the booklets.
- Key punch data collected by booklets.
- Analyze data by computer.

INTERVIEWS OF SUPERVISORS

Separate interviews were held with five first-line supervisors. The supervisors selected for interview were sworn personnel whose duties included (in addition to supervising special agents) the conduct of criminal investigations. The supervisors were neither young nor old in terms of age and experience; they were neither opposed to a job analysis project nor excessively enthusiastic about it; and they were agents held generally in high regard by their fellow workers.

An interview began with a statement of the project's purpose and its potential value to the organization. The supervisor's role in the project was delineated and he/she was asked to participate voluntarily. Following preliminaries, the supervisor and the interviewer (writer) set to work preparing task statements in broad, general language. The interviewer provided direction, while the supervisor provided content. Helpful in this process were certain work documents related to special agent duties. They included:

1. Reports prepared by agents.
Daily and monthly activity reports.
Investigative summaries and statements.
Lead requests and replies.
Disposition reports.
2. Forms filled out by agents.
Evidence receipts.
Chain of custody forms
Vehicle usage forms.
Travel vouchers.
Confidential funds vouchers.
3. Job descriptions.
4. Performance goals and objectives.
5. Policy manual.
6. Procedures manual.
7. Prescriptive memorandums.
8. Training materials.

A written product, in draft form, emerged from each interview. These products were the working materials for the next step.

PREPARATION OF A PRELIMINARY LIST OF JOB TASKS

Using the materials developed in concert with the five supervisors, the writer created a preliminary list of job tasks. Considerable winnowing, editing and elimination of duplications, was necessary. This inventory of tasks was then sent, under cover letter, to 22 first-line supervisors.

REVIEWING AND REVISING THE INVENTORY

Some advance preparation had been made for this step. At the two preceding quarterly supervisors meetings, the Director of Investigations announced the project, broadly described it, endorsed it, and enjoined the supervisors to cooperate. The letter and the attached list therefore came as no surprise to the 22 supervisors. Each was asked, in the letter, to thoroughly study the list, edit it to eliminate tasks not performed, reword task statements as needed, and, most importantly, add statements for tasks not identified. The revised task lists were returned to the project officer within an established deadline date.

CONSTRUCTING A QUESTIONNAIRE BOOKLET

Guidance for the design of a booklet to capture respondents' responses was influenced by three considerations (a) the purposes of the project, (b) the job holder from whom data are collected, and (c) the procedure for transfer of data from the booklet to the computer for processing.

Purposes of the project. Each task statement in the booklet needed to be written in the context of the uses to be made of the information collected. The project was seeking to answer these questions:

- Is a task performed?
- How often is it performed?
- How much time is spent performing a task?
- What are the consequences of inadequate performance?
- Must the task be performable at time of job entry?
- How important is performance of a task to the overall job?

The emphasis of the project was upon performance. The booklet focused mainly upon tasks performed at the journeyman skill level. Supervisory task statements were held to a minimum.

The job holder. In considering the job holder, the questionnaire booklet was prepared with these guidelines in mind. A task statement

- should be written in simple language.
- should be short.
- should be free of ambiguity.
- should be written in terminology familiar to the job holder.
- should be worded so that rating scales make sense when applied to it.
- should begin with an action verb that describes a visible human behavior or the product of behavior. Verbs such as "assure," "coördiante," "assist," "appreciate" or "understand" describe actions that do not lend themselves to visible (and therefore measurable) performance.

- should describe a specific job action or behavior. The action specified should
 - have a clear beginning and end.
 - be of relatively short duration.
 - be independent of other tasks or actions.
- Booklet instructions should be simple and precise. Examples should be used for clarification as needed.

Procedure for data transfer. The booklet format was designed with data transfer in mind. The procedure was determined in advance to be key punching. The format incorporated the best features of a checklist, with separate blocks for the respondent to write in single digit numbers that correspond to rating scales.

The cover of the booklet contained space for collection of background information concerning the job holder. Information items included.

- Full name.
- Rank.
- Position title.
- Investigative specialty, if any.
- Place of assignment.
- Investigative experience (in months).*
- Highest education level.*
- Training courses attended.*

(The items identified by asterisk (*) were obtained from personnel records.)

TESTING AND REVISING THE BOOKLET

The next step in the project was to administer the booklet on a test basis. Three persons completed the booklets. The booklet was found to need certain minor administrative revisions related chiefly to wording of instructions and typographical errors. No substantive problems were noted.

ADMINISTRATION OF THE REVISED BOOKLET

A three person team consisting of the writer and two principal assistants administered the booklets on location. The project was too important to permit administration by mail. Although supervisors were generally willing to administer the booklets, there could be no assurance that administration would be uniform through the organization. Further, the presence of a special team from the headquarters lent strong psychological support to the project.

An on location administration occurred as follows:

- According to pre-arrangements with the responsible supervisor(s), all agents scheduled to complete booklets were assembled and seated at the designated time and place. Because the testing step revealed administration to require between 3 and 5 hours, meetings began at mid-morning to permit the lunch hour to act also as a convenient break period.
- The project's goals and methods were explained by the team leader. Booklets and pencils with good erasers were distributed. The respondents were directed to read their booklet instructions. The team leader then answered questions posed by the respondents. (The questions asked were recorded. In subsequent briefings the points addressed previously by questions were thoroughly covered.)
- After all questions were answered, the team leader gave the signal to begin.
- Team members circulated among the respondents to deal with confusion as it arose. Close monitorship was required to insure understanding.
- As each respondent finished, a team member went over the booklet to see that responses had been properly entered. All completed booklets were taken back to headquarters, pending turnover to the key punching operation.

KEY PUNCHING OF DATA AND ANALYSIS BY COMPUTER

For efficient key punching, there can be no requirement for the key puncher to edit nor interpret the data to be punched. Accurate directions were prepared for key punchers. The booklets were disassembled, coded in certain ways, and pages organized in groupings that facilitated the key puncher's work.

As of this writing, key punching has not been completed. In any case, the focus of this paper is upon the description of a process, rather than its results.

Few projects rarely run smoothly, particularly when they involve respondent activities not previously attempted. As this project comes to a close, it is possible to identify areas to be watchful for when similar projects are attempted. They are:

- Prepare for human resistance.
- Use precise, simple wording in booklet instructions.
- Be precise in wording of tasks.
- Be realistic in deciding what factors are important.
- Use a separate booklet for each factor to be rated.
- Use rating scales that lend themselves to analysis.
- Design the booklet with data transfer in mind.

PREPARE FOR HUMAN RESISTANCE

The natural urge of people to resist change was present throughout the project. Support from supervisors was actively sought and generally obtained. Although it cannot be said that every supervisor was wildly enthusiastic about job analysis, there was no outright refusal to cooperate. Resistance, for the most part, came from the special agents who provided the data. Resistance could be seen in the utterance of remarks like:

*This is taking me away from important work.
I get a headache from filling out this form.
This is just so much unneeded paperwork.*

USE PRECISE, SIMPLE WORDING IN THE BOOKLET INSTRUCTIONS

The number of questions and the repetition of certain questions pointed to the need for extraordinary care in preparing written instructions.

BE PRECISE IN THE WORDING OF TASKS

Instead of stating

"Collect the following types of evidence:

1. glass fragments.
2. bloodstains.
3. fingerprints."

It is better to state

"Collect glass fragments.
Collect bloodstains
Collect fingerprints."

Avoid task statements that are too trivial for example. *Apply fingerpring powder* is a support ng part of a task. It is better expressed as *Collect fingerprints*.

Avoid task statements that are too broad. *Collect evidence* is made more precise by writing a separate task statement for each type of evidence to be collected.

Avoid using more than one action verb in a task statement. For example, *Collect and mark stolen property* should be broken out in two separate task statements.

Avoid overlapping task statements. *Prepare evidence receipts* might overlap with *Maintain chain of custody forms*.

Avoid redundant or qualifying phrases such as *when needed*, or *in accordance with standard operating procedures*.

BE REALISTIC IN SELECTING FACTORS

The GBI project involved rating of tasks with six factors:

Frequency	How often is the task performed?
Duration	How much time is spent in the performance of the task?
Consequences	If an error is made in the performance of the task, how damaging will the consequences be?
Difficulty	How difficult is the task to learn?
Performance Level	Must the task be learned prior to entry at the beginner level?
Overall Performance	Is the overall job dependent upon upon performance of this task?

Of the six selected, only three were genuinely important. The frequency, consequences, and performance level factors provided all of the really essential data. The other factors, for our purposes, merely give "nice-to-know" information. Much unnecessary work went into the collection of marginally valuable data.

USE A SEPARATE BOOKLET FOR EACH FACTOR

Task statements in the booklet had this appearance:

	NP	A	B	C	D	E	F
3-1 Collect glass fragments.							
3-2 Collect bloodstains.							

Each respondent placed a check mark in the "NP" column only if he had never performed the task. If he had performed the task, he would enter the numerical value he had selected from the rating scale for factor "A," which happened to be the frequency factor. Each respondent would continue down the factor "A" column, entering the frequency values for each separate task. When all tasks had been rated for frequency, he would move to column "B" and repeat the procedure for the next factor, and so on until all factors were covered.

This procedure produced three problems (a) respondents tended to become confused as to what column they were supposed to be working in, (b) they had to keep riffling back through pages to refresh their recollection of the rating scale, and (c) when a respondent noticed that the values appearing in the columns already filled out were very high or very low, he wanted to give a correspondingly high or low rating. Obviously, values for tasks would vary among factors, e.g., a task might be rated high on frequency because it is done often, but low on duration because it can be done quickly. From a natural inclination to want rating scores to appear consistent, some respondents were probably influenced by scores they could see in the columns to the left.

These problems could be reduced by using a separate booklet for each rating factor, or at least by not using more than two factors per booklet.

USE RATING SCALES THAT ASSIST ANALYSIS

Rating scales generally come in two varieties: the continuous and the categorical. The continuous scale looks like this:

1. Extremely Low
2. Very Low
3. Low
4. Below Average
5. Average

6. Above Average
7. High
8. Very High
9. Extremely High

The categorical scale is different in that it requires the respondent to select a category among several offered. The scale has "gaps" between categories, for example:

1. Before hiring.
2. After hiring, but before basic training.
3. After basic training.
4. Within the first six months of employment.
5. Within the first year of employment.

Of the six factors selected, three used continuous and three used categorical. As long as the differences are known to the person interpreting the data, there is no damage. However, when it is not necessary to mix apples and oranges, why do it? Also, each scale did not use the same number of points. Many scales use 7 or 9 points. The largest scale used in this analysis had 5 points. It was felt that any increase in precision and reliability afforded by 7 or 9 point scales was not great enough to justify their use.

DESIGN THE BOOKLET WITH DATA TRANSFER IN MIND

The format of the booklet used in this project was designed mainly with economy in mind: economy in terms of paper and of time spent by the respondents entering their responses. Instead of formatting to facilitate a final step, the booklet was designed to meet the more immediate considerations of typing, proofing, printing, and collecting each respondent's responses in a single sit-down. As noted, earlier, having six adjacent columns made it confusing to the respondents. For the same reason, the key punch operator operators had problems in key punching the data. In retrospect, it would have been better to use not more than two columns per booklet, even if it meant creating more booklets.

It would also have helped if the respondent simply circled or blackened a number instead of writing in the number. Responses would have been entered with greater speed, and they would have been less susceptible to misreading by the key punch operator. An answer sheet could also have been used.

It was known at the beginning of this project that key punching would be the method for transferring data. Other agencies, however, may have an optical scanning capability by which data are electronically read and transferred to tape or some other storage device for further computer

processing. Through format design and the use of radio-graphic pencils or similar marking devices, considerable time can be saved in transferring data. It is unlikely, however, that optical scanning would replace key punching for the transfer of background information.

SUMMARY

This project was a modest attempt by a relatively small state agency to do something it had never done before. The project is fulfilling its intended purposes, but even more than that it is producing new ideas and attitudes within management concerning work actually performed by line personnel. Decision makers are discovering that tasks change as law, procedures, and technology evolve. If nothing else, this project has reminded GBI managers and supervisors that yesterday's answers are not always adequate in addressing today's problems, or those anticipated tomorrow.

APPENDIX A

PART ONE RATING OF TASKS

PART One; Rating Scales

Factor A. FREQUENCY - How often is this task regularly performed?

1. Once or twice a year
2. Once every three to four months
3. Once or twice a month
4. Weekly
5. Daily

Factor B. DURATION - How much time on the average is spent in the performance of this task?

1. One hour or less
2. One to two hours
3. Three to four hours
4. More than four hours

Factor C. CRITICALITY - If under regular work circumstances an error is made in the performance of this task, how damaging will the consequences be?

1. Virtually no damage
2. Very little damage
3. Moderate damage
4. Considerable damage
5. Extreme damage

Factor D. DIFFICULTY - How difficult is this task in the successful performance of Special Agent duties.

1. Not difficult
2. Some difficulty
3. Difficult
4. Very difficult

Factor E. ENTRY LEVEL PERFORMANCE - to what extent is it necessary that this task be adequately performed by brand new Special Agents?

1. Not necessary
2. Not necessary but desirable
3. Necessary, adequate performance is required upon entry

Factor F. OVERALL PERFORMANCE - How dependent is the performance of this individual task to the satisfactory overall performance of Special Agent duties?

1. Little or none
2. Minor
3. Moderate
4. Major

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SYNOPSIS OF BASIC TRAINING DEVELOPMENT

by

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BACKGROUND

In 1972, the Governor's Office of Traffic Safety (presently the Department of Highways and Public Transportation, Office of Traffic Safety Section) initiated a state-wide job analysis entitled *A Job Inventory For The Municipal Patrolman and First-line Supervisor Career Field*. This study was conducted by the Occupational Research Program, Texas A&M University.

The original purpose for the Job Inventory was to develop a *Career Field Training Program* for Texas Municipal Peace Officers.

Soon after the study was initiated, it became evident that this type program had many merits and could benefit all areas of Texas Law Enforcement Training Programs.

The Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) was becoming heavily involved in state-wide police training, and, accordingly, would be the most logical agency to analyze and implement the accumulated data.

In 1973, at the request of the Executive Director and Director of Training for TCLEOSE, the Governor's Office of Traffic Safety turned the project over to the Commission for continuation.

All data in this study is job-related and, for the first time in Texas, discloses:

1. the tasks municipal patrolman actually perform at different level of experience,
2. the percent of time spent performing each task,
3. the difficulty of task performance, and,

*Texas Commission of Law Enforcement Officer Standards and Education: Research and Development Section.

4. the criticality of performance.

This study provided adequate data for the development of a job-related basic training program for municipal peace officers. It did not, however, provide any information regarding job requirements for deputy sheriffs.

In 1974, TCLEOSE obtained additional funds through a grant from the Criminal Justice Division to conduct a *County Officer Job Inventory* so that training needs for county officers could also be determined. The Occupational Research Program, Texas A&M University, undertook this study while still conducting the *Municipal Patrolman Job Inventory*.

The *Municipal Patrolman Job Inventory*¹ was completed in 1975 and the *County Officer Job Inventory*² was completed in 1976.

On January 1, 1976, TCLEOSE created the Research and Development Section within the Training Division. This Section was assigned the following six primary functions:

1. analyze the computer data contained in the Texas *Municipal Patrolman Job Inventory* and the *County Officer Job Inventory*.
2. identify basic, related tasks, generally performed by newly appointed peace officers within their first two years.
3. based on the above analysis, develop a task-related basic training program.
4. develop instructor guides containing *must know* information for each subject in the training program.
5. test the above instructor guides in a regional police academy utilizing the staff of TCLEOSE and determine a minimal length of time needed to adequately instruct each of the training subjects.
6. further test the training program by having a regional police academy, utilizing their staff, conduct a basic training course based upon the materials contained in the instructor guides.

¹Refer to Attachment A

²Refer to Attachment B

The Municipal Patrolman Job Inventory was completed first. Instructor guides and lesson plans were developed and a test course was conducted by the staff of TCLEOSE. The test course was held at the Central Texas Regional Police Academy, Killeen, Texas, from September 12, 1977, through November 1, 1977, and was referenced to the basic job related tasks from the Municipal Job Inventory.

On conclusion of the first test course, the participants were post-tested and then evaluated on the job for six months.

Agency administrators, who had personnel attending the test course, were interviewed on completion of the six month job evaluation. Their responses indicated that those persons who attended the test course are much better prepared than persons who previously attended the presently mandated basic training course.

During the six month job evaluation, the County Officer Job Inventory was completed. A comparison of basic related tasks of this study was made with the Municipal Patrolman Job Inventory. The only significant difference noted was in Civil Process for county officers. Civil Law, from the Municipal Patrolman Job Inventory, was combined with Civil Process, from the County Job Inventory, into one subject, Civil Law and Process.

Job performance information is still being gathered and studied. Final results of this program are inconclusive at this time.

RESEARCH AND DEVELOPMENT: METHODS

The overall objective of this project is to develop a *basic training program* that is job related and will produce the *best qualified peace officer possible--in the shortest possible training time.*

On January 1, 1976, TCLEOSE created a new section, Research and Development. Analysis of the Municipal Patrolman Job Inventory began after Research and Development staff orientation, conducted by the Director of Training of TCLEOSE, to establish initial guidelines for the Research Section to determine the need for recommended changes, if any, in the present 240 hour mandated basic training program in Texas. The following information and attached documents reflect the sequence of events that occurred and the procedures used in this research.

ORIENTATION

A meeting was held in January, 1976, at Texas A&M University between the staff of the Occupational Research Program, Texas A&M University, and the Research and Development Section of TCLEOSE, regarding the *Municipal Patrolman Job Inventory* data printouts. The purpose of this meeting was to further familiarize the staff of the Research and Development Section with the Municipal Patrolman Job Inventory computer printouts and obtain further validation of same. The Municipal Patrolman Job Inventory consists of three bound volumes, which are on file.³

TASK STATISTICS

Reports were prepared by the Research and Development Section. These reports were based on statistical information from the Municipal Patrolman Job Inventory, relative to the 429 tasks performed in 23 different duty fields involving 247 officers with one to 24 months of experience serving a population of 50,000 or less. These reports were utilized to identify those tasks commonly performed throughout the State. Statistics were accumulated in the following areas.

1. average number of officers performing each task,
2. time spent in task performance,
3. difficulty of task performance, and
4. criticality of performance.

Selected police supervisors from throughout the State were utilized to identify the *Difficulty of Performance* and *Criticality of Performance* of each of the tasks from the Municipal Patrolman Job Inventory.

Because only a minimal number of police supervisors (39) rated the *Difficulty of Performance* and *Consequences of Inadequate Performance* in the Municipal Patrolman Job Inventory, these segments were compared with like segments of a study conducted by Wallack, Waibel, and Associates, Inc., of Fair Oaks, California, who utilized 300 police supervisors in their study. Wallack, Waibel, and Associates were conducting a study for the Entry and Promotional Selection Section of the Field Services Division of TCLEOSE (now the testing unit of the Management Services Section). No differences were determined.

³Texas Commission on Law Enforcement Officer Standards and Education, Research and Development Section, 1106 Clayton Lane, Suite 220E, Austin, Texas 78723.

RELATING SUBJECT MATTER TO TASKS

To assist with the selection of job-related tasks from within the Municipal Patrolman Job Inventory that should be included at basic entry training, and to identify subjects of training applicable to the tasks, a group of fourteen representatives was selected representing police academies, law enforcement agencies, and those colleges and universities directly associated with law enforcement training programs. The representatives attended a five day workshop aimed at reaching the following two specific goals:

1. verify those tasks from the job inventory that are job related and commonly performed by newly appointed municipal police officers, and
2. identify specific subjects of training applicable to the basic related tasks.

The following results were achieved during the workshop:

1. tasks were divided into two fields--Basic Related and Non-Basic Related--utilizing the information contained in the Municipal Patrolman Job Inventory;
2. four basic areas of instruction were identified--Law, Investigation, Patrol, and Courts;
3. each of the Basic Related Tasks was then categorized under the appropriate area of instruction;
4. a specific subject of training was identified for each task from the areas of instruction;
5. Basic Related Tasks were categorized into specific subjects of training;
6. the representatives identified eight subjects⁴ of training that should be included at the basic level which were not identified by specific tasks from the Municipal Patrolman Job Inventory.

DETERMINING TRAINING SUBJECTS

As a result of the workshop, a report containing each identified training subject, with applicable tasks, was

⁴ introduction to the Course, Classroom Notetaking, Offenses Against the Public Peace, Firearms, Liquor Control Act, U.S. Constitution and Bill of Rights, Controlled Substances, and Jurisdiction of the Courts.

prepared and forwarded to each workshop representative for comment, changes, verification, and/or approval. The report was approved by each of the representatives and returned.

Each training subject was then researched individually to determine what content material would best enable a peace officer, with limited or no experience, to acceptably perform all the tasks related to each subject.

VERIFICATION OF IDENTIFIED BASIC TRAINING

In preparation for a second workshop, a complete report on these findings was forwarded to each of the workshop representatives, with ample time for review and suggested revisions.

The second five-day workshop was directed toward three specific goals:

1. finalizing the recommended subject titles,
2. identifying and refining content material related to each subject,
3. determining a minimal instruction time to be considered for each training subject.

The goals were achieved with these results:

1. the finalized training core became 29 subjects of instruction. 21 of these were directly task-related. Eight subjects, although job-related and essential to the course, were identified indirectly by tasks. The eight are *knowledge area* subjects such as U. S. Constitution, Law, Code of Criminal Procedure, etc.
2. the content material underwent extensive revisions by the representatives prior to acceptance,
3. minimal instruction time⁵ for each subject was considered and estimated. Members agreed that the time to be recommended should be determined through actual instruction of the material, utilizing instructor guides to be developed by TCLEOSE.

⁵Refer to Attachment C.

THE INSTRUCTOR GUIDES

So that basic task-related training needs could be met with *a degree of uniformity* throughout the State, the next phase consisted of the development of instructor guides on each identified subject of training. Four Instructor Guides (Traffic Law Enforcement, Patrol Procedures, Penal Code, and Code of Criminal Procedure) were developed by the Research and Development Section for review and evaluation by the staffs of certified peace officer training academies, prior to development of the remainder of the instructor guides. Research and Development staff members reviewed these Instructor Guides with Peace Officer Training Coordinators and/or Training Directors⁶ for understanding, clarity, and format.

After reviewing the aforementioned Instructor Guides, the Training Coordinators and/or Training Directors indicated that the Instructor Guides provided a clear outline of content materials from which an instructor could develop lesson plans. Instructor Guides were then developed for the remaining 25 subjects of training.

Through meetings with the TCLEOSE Director of Training (also the Project Director for the program) and members of the staff, instructors⁷ were selected to develop lesson plans and teach each of the subjects of training in a test course. The criteria, which each staff instructor had to meet, were that he/she hold a valid peace officer instructor certificate, have expertise in the given area of training, and have had previous successful training experience. Only two guest instructors were utilized for this course and were selected on the basis of their professional experiences, knowledge, and teaching ability. Each selected instructor was provided with an instructor guide, including related tasks with relevant statistical information, to assist him/her in developing appropriate lesson plans.

SUBJECT SEQUENCING

A meeting was held with the selected instructors (most of whom were training consultants employed by TCLEOSE), which

⁶Laredo Junior College, Abilene Police Department, Panhandle Area Police Police Academy, Lower Rio Grande Valley Police Academy.

⁷Staff members of the Texas Commission on Law Enforcement Officer Standards and Education.

resulted in a logical⁸ sequencing of all subjects in the training program.

LESSON PLANS

Development of lesson plans by each selected instructor began in February 1977, and was completed June 1, 1977. All lesson plans were submitted to the Research and Development Section of TCLEOSE. All lesson plans were compared to the corresponding instructor guides to ensure that the materials covered in the lesson plans directly related to the content material of the instructor guides. The instructor guides may be directly referenced to the job-related tasks contained in the Municipal Patrolman Job Inventory and the County Law Enforcement Job Inventory.

COUNTY OFFICER JOB INVENTORY

The County Officer Job Inventory analysis began in February 1977, by the Research and Development Section of TCLEOSE. The analysis and procedures in this study paralleled the Municipal Patrolman Job Inventory.

The Research and Development staff extracted reports from the computer and recorded all statistical information on tasks performed by newly appointed deputy sheriffs with one to twelfth-months of experience.

To verify basic related tasks commonly performed by newly appointed Deputy Sheriffs throughout the State, a group of 14 representatives, consisting of Sheriffs, Deputy Sheriffs, and two representatives from the Municipal Patrolman Job Inventory, participated in a five-day workshop.

Upon conclusion of the workshop, a report containing each identified training subject, with applicable tasks, was prepared and distributed to each workshop representative for comment, changes, verification, and/or approval. The report was approved as presented.

The staff of the Research and Development Section compared the tasks commonly performed by County Law Enforcement Officers with those of the Municipal Patrolman to determine the similarities between the basic training needs of newly appointed Deputy Sheriffs and newly appointed Municipal

⁸Logical sequencing, including general to specific, skill frequency, total job practice, and student interest, entitled arranging subjects by meaningful priority of need: i.e., trainee must know the law before he can be taught how to enforce it.

Peace Officers. Only three areas of training needs of the County Officer Job Inventory differed from the Municipal Patrolman Job Inventory: (a) Detention Duties, (b) Baliff and Court Security Duties, and (c) Civil Process Training.

CIVIL PROCESS TRAINING

On completion of the analysis of the *Municipal Patrolman Job Inventory* a high officer response was identified on tasks relating to Civil Law and Liabilities. No tasks were identified in the service of Civil Procees. The *County Officers Job Inventory* had a high officer response on both Civil Law and Liabilities and Civil Process tasks.

Research of the basic related tasks relating to Civil Process reflected that 90% of the Civil Process tasks, performed by newly appointed Deputy Sheriffs, are limited to Service of Citations and Subpoenas.

A recommendation was made and approved by the County Officer Job Inventory representatives to combine Civil Law (from the Municipal study) and Civil Process (from the Deputy Sheriff study) into a *Civil Law and Process* subject based on three factors:

1. the number of officers who change from Municipal to County and from County to Municipal agencies annually ¹¹,

⁹A "Detention Officers Training Program" has been independently developed by the Detention Officer Training Segment of the Texas Commission on Law Enforcement Officer Standards and Education, which addresses all basic related tasks identified from the "Detention Duties" Section of the County Officer Job Inventory.

¹⁰Research indicated that the only common tasks in "Baliff and Court Security Duties" are calling the court to order and announcing the Judge. Other tasks are dependent upon geographical location and performed under orders of the Court. Omitted from basic training.

¹¹TCLEOSE Certification and Training records from April 1, 1974, through October 28, 1977, reflected that 16 out of every 100 persons receiving basic peace officer training annually, who remain in police work, change from Municipal to County peace officer work, or from County to Municipal peace office work. The 100 persons trained are inclusive of all types of peace officers, not just County and Municipal officers; therefore, the job transition rate between these two groups of officers is greater than 16%.

2. the minimal differences from the two job inventories, Civil Law versus Civil Process,
3. the advantage of officers in small communities to be able to knowledgeably assist each other in emergencies,

and include it at the basic level for all peace officers being trained.

When Civil Law and Civil Process were combined into one course, this then increased instruction time from four hours on Civil Law to twelve hours on Civil Law and Process.

MUNICIPAL PATROLMAN BASIC TRAINING COURSE/ BASIC PEACE OFFICER TRAINING COURSE

The updated course, as identified from the Municipal Patrolman Job Inventory, was submitted to the project director for review and approval.

In order to determine if the Municipal Patrolman Basic Training Course produced a better prepared peace officer as compared to those being trained by the existant mandated training program, it was essential that this course be tested by conducting a basic training program based on the job-related tasks identified by the study.

Approval to test the course in a certified regional academy (on a trial basis only) was requested and granted by the Commissioners of the Texas Commission on Law Enforcement Officer Standards and Education.

In selecting a regional academy for the test course, emphasis was placed on obtaining a class consisting of students representative of the study. Also, the geographical location was considered to reduce conflicts in availability of instructors. The Central Texas Regional Academy, at Killeen, Texas, was selected. The Academy advisory Council for the Central Texas Regional Academy also approved the test course being conducted at that location.

The first test course was begun September 12, 1977, and concluded November 1, 1977.

¹²The Basic course was further updated, by combining Civil Law and Civil Process into Civil Law and Process, and renamed Basic Peace Officer Training Course.

After the first test course, the County Officer Job Inventory was completed and its findings were incorporated into the Minicipal Patrolman Basic Training Course, which brought about one new subject (Civil Law and Process) and a new course title, the Basic Peace Officer Training Course.

At this time, plans are being made to have the basic course tested for a second time. Instructor Guides on the 29 subjects of training will be provided for the Regional Academy Coordinator, who, in turn, will select instructors to develop lesson plans on each subject and present the training. The Research and Development staff will monitor the lesson plan preparations, course sequencing, and the presentations at unspecified times. Pre and post tests will be administered to those attending and a six month job performance evaluation will be conducted for those successfully completing the second course.

TESTING

As selected instructors developed lesson plans on the first test course, they also prepared test items related to the lesson. All test items were compared with the lesson plans in terms of accuracy, form, and subject relatedness by the Research staff. From these test items, a pretest was developed consisting of 150 test items (100 multiple choice and 50 true & false). The purpose of the pretest was to determine the entry-level knowledge of persons beginning the training program.

Weekly tests were also developed from submitted test items and were administered during the first test course, with the exception of the final week.

A posttest was given on conclusion of the first test course, utilizing the same test administered as the post-test. The purpose here was to measure the degree of learning achieved by persons during the entire course of their training.

Reliability studies¹³ on the test items were conducted on the pre/post tests through the Department of Anthropology and Sociology at Southwest State University.

As a means of determining the degree of differences, if any, in learning achieved in job-related training, the pre/post exams administered to the test course class were also

¹³ See Ann Anastasi, p. 116-118.

given at six other regional peace officer training academies¹⁴, and/or their extension services, plus one municipal academy¹⁵.

Results of the pre/post tests, taken by students attending the test course, indicated a significantly higher degree of learning than those similarly tested who received their basic training based on the current mandated course.

JOB PERFORMANCE EVALUATION

A workshop was held within the Commission to develop an instrument to gauge each student's ability, after completion of academy training, to perform his/her required on-the-job duties. Input was gathered from a wide range of experienced personnel--supervisory, administrative, legal, and educational. This instrument, identified as *Job-Performance Evaluation*, was reviewed and revised with the assistance of chiefs of police and staff members from the following Texas cities: Temple, Killeen, Nolanville, and Copperas Cove.

Prior to implementation of the *Job-Performance Evaluation*, training sessions were held by Research staff members. Sessions were attended by agency supervisors, who were to evaluate the job performance of their personnel completing the test course. The six month job evaluation indicated that persons graduating from the test course conducted at the Central Texas Regional Police Academy performed basic tasks, without assistance, more effectively than graduates of previous basic peace officer training courses presented in this region.

On conclusion of the six month job performance evaluation, personal interviews were conducted by the project director with representatives of agencies having personnel attending the Central Texas test course. Specific comments indicated:

1. "The test course curriculum is definitely superior to the now mandated basic course."
2. "This course of instruction can be improved, but it produces a far better officer than the

¹⁴Texas A&M Extension Service (Eules), Texas A&M Extension Service for the Lower Rio Grande Valley Police Academy (Harlingen), North Central Texas Police Academy (Arlington), East Texas Police Academy (Kilgore), the Middle Rio Grande Police Academy (Uvalde), and Laredo Junior College Academy (Laredo).

¹⁵Austin Municipal Police Academy, Austin, Texas

other course previously taught our officers."

All comments indicated that the test course produced a better prepared officer.

A student evaluation was conducted by the Assistant Director of Training from TCLEOSE through personal interviews with 13 of the test course graduates from the course conducted at the Central Texas Regional Academy (seven from the Temple Police Department and six from the Killeen Police Department, or 36.1% of the entire class. They were asked to evaluate each separate subject in terms of the help each subject provided them in performing their everyday duties "on the street."

Highlights as to content, length, and instructors were provided to refresh the evaluators' minds, and they were asked to rate each subject individually on separate evaluation forms.

The subjects and their ratings are listed below as they ranked them *most useful* on the street to *least useful* on the street.

Subjects	a great deal	occasionally	very little	not at all
1. Penal Code	12	1		
2. Basic Criminal Investigation	12	1		
3. Traffic Law Enforcement	11	2		
4. Patrol Procedures	9	4		
5. Protection of Crime Scene	8	5		
6. Mechanics of Arrest	11	1	1	
7. Report Writing	8	3	2	
8. First Aid	8	3	2	
9. Traffic Collision Investigation	7	5	3	
10. Custody Arrest	7	3	1	
11. Code of Criminal Procedure	6	5	2	
12. Interviewing and Interrogation	5	6	2	
13. Traffic Direction	5	4	3	
14. DWI & DUID	4	7	1	
15. Family Code	3	8	2	
16. Field Notetaking	4	6	3	
17. Dangerous Drugs & Controlled Substances	1	8	3	
18. Law Enforcement Information Coordination	2	8	4	
19. Civil Process	1	5	7	
20. Firearms	9	1	1	2
21. Courtroom Testimony	3	5	3	1
22. Liquor Control Act	2	5	4	2
23. Case Preparation	1	5	2	4
24. Handling Abnormal People	1	5	6	1
25. Introduction to Course and Notetaking	2	3	5	3
26. Communications	3	2	5	4
27. Crowd Control	1	3	5	4

The reason most commonly stated for little or no use of a subject was that the evaluators had had no opportunity to use it. The second major reason was that such tasks or duties were not required as a part of the evaluator's particular assignment. Two officers said their supervisors did not allow them to perform certain tasks.

It is also important to point out that rapport is essential to the learning process. Some subjects were rated poorly more because of lack of student-instructor rapport than because the information or tasks were unnecessary. Because these instructors were unable to create a positive, harmonious relationship with the class members, the learning of the class was seriously impaired in those areas.

When the evaluators were asked how any of the training subjects could be changed to maximize their overall benefit to peace officers, their responses included the following:

1. "Introduction to the Course and Classroom Note-taking" was not considered beneficial to job performance.
2. The majority stated that most of the courses should be longer.
3. There should be more role-playing.
4. There should be more practical application.
5. Emphasis should be placed on:
 - (a) Civil Law & Process - (Handling divorcing persons, community property, difference between police or civil matters, small claims courts)
 - (b) Penal Code - (Elements of offense; offense against person, family and property; burden of proof)
 - (c) Code of Criminal Procedure - (Arrest, search, seizure, search warrants, filing of complaints)
 - (d) Dangerous Drugs - (Identifying drugs, permits, licenses)
 - (e) Juveniles - (Detention and disposition)
 - (f) Interview & Interrogation - (Techniques in the field).

- (g) Report Writing - (Content)
 - (h) DWI & DUID - (More on DUID)
 - (i) Traffic Accident Investigation - (Physical evidence, skids, hit and run, collision formulas.
- 7. More physical training and self-defense techniques.
 - 8. More use of films.
 - 9. More help on use of and filling out forms.

Based on the results of these evaluations, the prognosis for such a task-related basic training course appears to be especially promising. A clearer picture of its positive or negative features, however, will emerge when the Killeen test course evaluations are compared with the test course evaluations from the second test course.

CONCLUSIONS

To date, the Research and Development section completed five of the six primary duties and began planning for the sixth primary duty assigned at its inception. It has:

- 1. analyzed the computer data contained in the *Texas Municipal Patrolman Job Inventory* and the *County Officer Job Inventory*.
- 2. identified basic related tasks generally performed by newly appointed peace officers within their first two years.
- 3. based on the above analysis, developed a task-related basic training program.
- 4. developed instructor guides containing *must know* information for each subject in the training program.
- 5. tested the above instructor guides in a regional police academy while utilizing the staff of TCLEOSE and determined a minimal length of time needed to adequately instruct each of the training subjects.
- 6. began planning for the second test course utilizing a regional police academy and its staff, to conduct a basic training course based upon the instructor guide materials.

Based on these two studies, it appears that the basic training needs of Municipal Officers and Deputy Sheriffs are compatible. Additional information is still being gathered and analyzed on persons who attended the test course. These studies, in conjunction with the test course, further indicate that this task-related training program is producing better prepared peace officers.

Final results are inconclusive at this time.

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ATTACHMENT A

ABSTRACT OF MUNICIPAL PATROLMAN JOB INVENTORY

In 1973, the Texas Commission on Law Enforcement Officer Standards and Education sponsored an "Occupational Research Project", conducted by the Occupational Research Program, Texas A&M University, to evaluate the job relatedness of the 240 hour mandated basic training program for municipal law enforcement officers, and to identify continued training needs for all peace officers employed by municipal agencies. This project was entitled The Patrolman and First-Line Supervisor's Job Inventory.

This job inventory was developed according to recommended procedures. Essentially, there were three steps in constructing and validating the job inventory. The first step was to collect literature relevant to the occupations being investigated and to construct an initial listing of the tasks performed in the occupational field. The next step required on-job observations and interviews of incumbent workers to improve the accuracy of the task statements. The final phase required assistance from groups of workers and supervisory personnel whose input established the validity of the task listings. The job inventories were mailed to participating departments and distributed to incumbent workers. Upon completion, the inventories were returned to the A&M project staff where each booklet was checked to determine if instructions for completion were followed and if complete data had been supplied.

The target population for this complete study encompassed uniformed municipal police officers working in the positions of patrolman and first-line supervisor. A large sample of law enforcement officers was chosen to insure that participants represented every population strata of city size and every region of the State. One hundred seven police departments, from cities ranging from less than a thousand population to over a million population, volunteered to participate in the program. Four thousand job survey instruments were mailed to the incumbent officers of the above cities and returned to the project staff. Of the inventories returned, 3,236 job inventories were valid. The officers who returned the inventories which formed the basis for this survey consisted of 276 probationary patrolmen, 2,466 patrolmen, and 494 first-line supervisors.

In order to fully implement the first step, the A&M project staff began developing a research model that would evaluate the job relatedness of the recommended basic training curriculum. The research model was constructed under the supervision of the staff at the Air Force Human Resources Laboratory, who are experienced in conducting occupational research and in preparing occupational data for curriculum design. The model, utilizing

the Comprehensive Occupational Data Analysis Program (CODAP) required the following data input about officers working in departments serving cities with less than 50,000 population:

1. The number of officers who perform each task expressed as a percentage of the total group,
2. The average relative percent time spent by members performing each task,
3. The average rank of members performing each task,
4. The estimate of severity of the consequences of inadequate performance of each task,
5. The estimate of task difficulty: i.e., the time required to learn to perform each task satisfactorily, and,
6. Whether the skills, knowledges, and behaviors to perform the tasks are presently covered in the recommended basic curriculum.

Within this sample, there were 247 officers working in departments serving cities less than 50,000 population. This sample included patrolmen and first-line supervisors who performed 390 of the 395 tasks in the inventory. These officers have been working for less than twenty-four months. The work performed by these officers is representative of law enforcement activities in the approximately 640 small towns and cities in Texas with population less than 50,000.

The job analysis phase of the project identified specific job types unique to municipal law enforcement work. These job types are, in most instances, identical with established job specialities found in police departments serving major cities.

Background data from the job inventories were keypunched and merged with task data which were optically scanned onto computer tape. Resultant data were input to the CODAP system for analysis.

The first program in the CODAP system groups incumbent workers together according to the similarity of tasks performed and time spent on tasks, utilizing the overlap and Group (OVLGRP) Program which compares each job description with every other in the population and merges jobs in accordance with the similarity of time spent in task performance. This grouping

¹CODAP consisted of a large number of computer programs specially designed to process and report personnel-occupational data.

technique involves repeated searching for those individuals, or partially formed clusters of individuals, which have the highest remaining similarity on time spent on tasks. The resulting groups or clusters of personnel reveal how jobs are functionally organized within an occupational field.

This program is an automatic multiple-step calculation of the overlap, or similarity, between individuals in a study followed by automatic clustering into a job hierarchy. The similarity is based on common time spent performing like tasks. This is called a "overlap" matrix. It contains a percentage value for each member compared to every other member in the study. The next function is called the "grouping" of members to form a hierarchy. The two most similar members based on the common time spent on performing like tasks are averaged together to form a two member composite; this reduces the study size by one member. The process is repeated: that is, the next most similar pair is clustered to form another two-member group. Depending on the homogeneity of work, the most similar individual may merge with a previously formed cluster, thereby, forming a three-member group. Each uniting is termed a "state," and the process is continued until only one totally averaged group remains. By external inspection of the clusters formed at each stage, the various clusters can be partitioned into job types. The resulting family of clusters provided a clear picture of the way the work is organized in the occupational field. This phase of the study assessed the families of integrated clusters and identified those clusters which represented potential job types.

Three objectives were established for this study. The first objective was to develop a job inventory which lists the tasks performed by patrolmen and first-line supervisor in municipal law enforcement work. This listing of law enforcement related work functions was validated through extensive field interviews with incumbent officers to insure the tasks perfectly described the work performed in the prescribed positions. Each incumbent officer in the sample completed the job inventory and returned it to the project staff.

The second objective was to define the job types functioning in municipal law enforcement work in cities representing all population ranges. To accomplish this objective, the data provided by the incumbent officers through job inventories were stored on a History Data File of CODAP. A special program known as Overlap and Group (OVLGRP) compared the similarity of time spent on tasks between each officer and every other officer to show how incumbents were organized into potential job types.

The third objective was to assess the degree to which the content of the basic training program recommended by the Commission was related to the work performed by probationary patrolmen in small cities. Attaining this objective required

the collection, and validation, of certain task factors which were input to a multiple regression routine for rank ordering of job inventory tasks. The resultant rank ordering identified those tasks with high or low priority for inclusion in the basic training curriculum.

ATTACHMENT B

ABSTRACT OF COUNTY OFFICER JOB INVENTORY

In 1974, the Texas Commission on Law Enforcement Officer Standards and Education sponsored an occupational research project, conducted by the Occupational Research Program, Texas A&M University, to identify job types functioning in the sheriff's offices in Texas. A job inventory was constructed in accordance with recommended procedures and then utilized to collect occupational and personnel data from 918 sheriffs and deputies working in all regions of the State. For processing and analysis, the occupational data were input to the Comprehensive Occupational Data Analysis Program (CODAP)¹.

Job types #283 (deputies working in counties with population of over 81,000) and #331 (deputies serving counties with less than 40,000 population) were selected for detailed study because they clearly indicate the differences between large and small agencies in respect to number of and nature of performed tasks. These job types contained non-ranking deputies and represented the unique manner in which work is assigned and tasks are performed by sheriffs' offices across the State.

Deputies working in sheriffs' agencies serving the less populated counties, for example, performed more tasks and a greater variety of tasks than officers working in the more populous counties. The deputies in Job Type #283 (sparsely populated areas) were required to work in the jails and also perform field service tasks, whereas their counterparts in the more populous counties did not have this dual responsibility. On the other hand, deputies in Job Type #331 (heavily populated counties) spent more time performing traffic functions than deputies in the sparsely populated counties.

The tasks performed by deputies in Job Type #283 (less populated counties) were more related to length of on-the-job experience than tasks performed by deputies in Job Type #331. Tasks requiring contact with the public had a lower probability of being assigned to a newly appointed deputy in Job Type #283 than in Job Type #331.

Resultant data from this study, combined with additional data, have helped to define the optimum content of a training program for newly appointed deputies working in sheriffs' offices in Texas.

¹See Attachment A.

ATTACHMENT C MINIMAL INSTRUCTION TIME

During the second workshop, participating representatives were asked to examine each subject of training, and, as a group to estimate, for scheduling purposes, the instruction time they felt would be adequate for each subject. The group further decided to base its final recommendations entirely upon the actual instruction time required for each subject, as determined through the results of a test course.

During the test course, held at Central Texas Regional Academy, instructors were not given a time limit, but were restricted to instructing the job-related material that had been verified by the representatives. On conclusion of each subject of instruction, the actual time required for instruction was recorded.

Subjects of training with estimated and actual time are as follows:

Title	Hours	
	Estimated	Actual
Introduction to Course and Classroom		
Notetaking.....	2	2
U.S. Constitution & Bill of Rights.....	4	4
Texas Penal Code.....	24	28
Texas Code of Criminal Procedure.....	16	20
Arrest/Search/& Seizure.....	16	16
Mechanics of Arrest	8	8
Dangerous Drugs/Controlled Substance.....	6	6
Liquor Control Act.....	2	2
Texas Family Code	4	6
Civil Law.....	4	4
Law Enforcement Information Coordination.....	4	4
Field Notetaking.....	2	2
Interviewing & Interrogation.....	2	3
Protection of/& Crime Scene Search.....	4	6
Report Writing.....	4	4
Case Preparation.....	4	4
Basic Criminal Investigation.....	40	40
Courtroom Demeanor and Testimony.....	2	2
First Aid.....	14	14
Traffic Law Enforcement.....	24	32
D.W.I. and D.U.I.D. Enforcement.....	4	4
Traffic Collision Investigation.....	32	32
Patrol Procedures.....	4	4
Recognizing and Handling Abnormal Persons.....	6	6
Custody Arrest & Booking Procedures.....	2	3
Communications.....	2	3
Crowd Control.....	2	2
Firearms Training.....	16	16
TOTAL	286	309

*Civil Law and Civil Process later combined into one course - Civil Law and Process (12 hours).

WASHINGTON STATE PROJECT ON ENTRY-LEVEL POLICE SELECTION AND TEST VALIDATION

by

HOWARD STRICKLER*
STEVE WOLLACK**

INTRODUCTION

In Washington State we did more than a job/task analysis project; we did a test validation project to assist individual cities and counties select their entry-level law enforcement personnel. Job analysis was a critical part of the process, however.

All city and county law enforcement agencies are required by Washington State law to select their law enforcement employees consistent with the provisions of some very antiquated state mandated civil service laws. These laws are administered on an individual city or county basis and apply to any city that has three or more full-time law enforcement officers and to all county sheriff's departments. As a result of this situation, Washington State law enforcement agencies have relied upon formalized testing to select entry-level police officers and to promote those police officers to any of the advanced ranks. This situation has put a burden on those jurisdictions to meet merit qualifications long before the advent of the extension of the 1964 Civil Rights Act to local governments in 1972.

Once Title VII became applicable to local government, federal and state regulations governing the selection of employees also became applicable to our cities and counties. Civil service systems came under increasing criticism and finally court action challenged the validity of traditional tests and selection procedures. These challenges were based on the grounds that existing selection standards discriminated against women and minorities and were not job related, which, in fact, was the case.

The facts of the situation indicated that it is doubtful anyone could find a single validated test available *for use or in use* in the State. Most of the accepted employee selection procedures and tests were called into question, and virtually all selection criteria, in use prior to 1972, were in effect declared invalid. Worst of all, many law enforcement agencies were in danger of violating LEAA affirmative action

*Association of Washington Cities.

**Consultant.

regulations, thus jeopardizing their coveted LEAA grant funds. The situation had become so serious that many law enforcement agencies were uncertain how they would hire new police officers to fill vacancies that existed in their department.

As a result of this situation, we were faced with several problems. How were Washington State law enforcement agencies going to select employees without violating state and federal EEO laws? How were we going to open up the system to protected classes under those laws and, at the same time, hire individuals qualified for police work? How were individual employers going to finance the very expensive and burdensome process of validating selection procedures?

With these problems in mind, we began an entry-level law enforcement selection and validation project. The project was housed within the Washington Local Government Personnel Institute, which is jointly administered on a cooperative basis between the Association of Washington Cities and The Washington State Association of Counties. We applied for LEAA funds through our State Law and Justice Planning Office and received a grant of \$50,000.

To begin with, we set up an advisory committee to provide the project director with direction and input. The committee was comprised of personnel specialists, law enforcement personnel in the form of chiefs of police and sheriffs from representative jurisdictions around the State, a representative from the Washington State Human Rights Commission, and the U.S. Civil Service Commission. With that built in bit of chaos, we proceeded with the project.

Our first task was to select a consultant to do the work. This is perhaps the most difficult part of the project, in some ways, because it is probably the most crucial decision that we made. We did not have any professional psychological expertise on our staff, and that is the primary reason it was necessary to buy such expertise.

In order to proceed with the selection of the consultant, we prepared a very detailed request for proposal (RFP) which we mailed to potential contractors. We had a great deal of assistance in preparing a very excellent RFP from the staff psychologist at the U.S. Civil Service Commission.

Next, we circulated the RFP among many prospective consultants and then, in turn, received 11 proposals back from them. We set up a subcommittee of our advisory committee to evaluate the consultant's proposals and made our selection. The subcommittee established a set of

uniform selection criteria related to the criteria established in the RFP, and we each individually reviewed copies of the proposals and did our own ranking. We then met in a group to select four finalists, which were, in turn, interviewed by the selection committee. We selected Wollack & Associates. Work was commenced on the actual project, which will be described in detail later.

The RFP stated some specific goals which we believe we have met, considering we only had about \$50,000 in which to accomplish the project. The general goals listed in the RFP were:

1. To develop valid selection devices for the entry-level position in Washington State law enforcement agencies in cities and counties.
2. To develop these selection procedures to prevent an illegal adverse impact against protected classes and to conform to state and Federal equal employment opportunity laws.
3. To establish job related standards that will permit law enforcement agencies to better control the quality of police personnel and insure merit selection.
4. To reduce the cost of developing fully job related and validated entry-level selection procedures and standards by providing these procedures on a statewide basis rather than on an agency-by-agency basis.

What then was actually produced? The first thing done was a thorough job analysis of a representative sample of the entry-level police officer position. We attempted to validate our selection procedure on a heterogeneous cross selection of cities and counties both urban and rural - large, medium, and small - and from eastern and western Washington.

The result of the validation study indicated that written tests previously prepared by the consultant would be appropriate for use in Washington State law enforcement agencies. These tests are test of reading and writing skills. We did not attempt to develop new written tests since the expense of such activity would have nearly doubled the cost of the project. Use of the actual tests will be done on a test lease basis with the consultant.

Second, the consultant produced a standardized oral interview procedure tied to the job analysis. Third, the consultant produced a physical agility examination. Fourth, the consultant produced a detailed procedure for background investigation. Fifth, the consultant produced

a set of minimum qualifications for law enforcement officers. Sixth, the consultant produced a job analysis link-up procedure for those agencies that did not participate in the initial study but now may subsequently desire to use the selection procedures. Seventh, a 300 page validation report was written which outlines the methodology and conclusions of the project.

After work was completed approximately a year ago, we began looking for a place to house the selection procedure administratively. It has now been decided that the Washington State Criminal Justice Training Commission will house the tests and administer them on a cooperative basis, beginning with a pilot project to include law enforcement agencies in King County, which is the county in the suburban Seattle area.

What we are attempting to do is prevent the rapid over-exposure of the written portions of the selection procedure by testing on a cooperative basis rather than an individual agency-by-agency basis. We hope to prevent an applicant from sitting for the same exam in four or five different neighboring cities and thus destroying the reliability and validity of the tests. We will do this by providing for cooperative administration of the written tests and by maintaining a common list of test scores which will be provided to those jurisdictions desiring to participate in this program. The individual jurisdiction will receive only the raw score of the applicants.

The ultimate decision on who is selected will remain with the local jurisdiction, but assistance will be provided in weighting scores and training users on sound selection techniques. Also in this arrangement, Dr. Wollack will, through resources generated from user-fee charges, develop alternate forms to the original written tests. Once the pilot project in King County is underway, it is hoped that we will then be able to expand it to a statewide basis.

We have received support and encouragement in this project from the Washington State Human Rights Commission, although we do have some disagreements over some of the specific questions that can be asked applicants in the background investigation. However, it is our opinion that these matters can be resolved and that the actual usage of these tests will begin sometime during the winter of 1979.

The following is a technical description of the job analysis portion of the project. Those desiring access to specific selection devices and the validation report should contact the Washington State Criminal Justice Training Commission, MS-PW-11, Olympia, Washington, 98501.

VALIDATION METHODOLOGY

There has been some controversy concerning the appropriate validation method for sustaining an employer's burden of proof in Title VII litigation. This section of the report speaks to the rationale underlying the choice of an appropriate validation methodology.

The report focuses upon the content validation method which the Consultants have utilized for most components of the selection process. The reader may refer to a paper prepared by Dr. Stephen Wollack Entitled: *Content Validity: Its Legal and Psychometric Basis*. This paper was published in the Journal of Personnel Management, a journal of the International Personnel Management Association (November-December 1976). The purpose of this paper is to explain and analyze pertinent case law pertaining to the selection of validation methodologies. The publication is an attempt to reconcile conflicting legal and psychological standards pertaining to the content validation of employment tests. The author has reviewed the case law dealing with content validation.

This law is characterized as out-of-step with professional testing standards, specifically as it addresses the use of content validity. The problem stems from a failure by the courts and by expert witnesses to identify the psychometric basis for selecting a validation method. Moreover, existing Federal guidelines on test validation have been improperly cited by the courts. The criteria for conducting an appropriate content validation study are spelled out by the author.

Subsequent to the preparation of Dr. Wollack's paper, two important developments affecting the question of validation methodology have occurred. One such development involves the U.S. Supreme Court decision on June 7, 1976 in the case of *Washington v. Davis* (11 EDP 10,948). In deciding the issues of this case which involved, in part, the use and validation of employment tests, the Supreme Court offered the following interpretation regarding the acceptability of the various validation techniques:

It appears beyond doubt that by now that there is no single method for appropriately validating employment tests for their relationship to job performance. Professional standards developed by the American Psychological Association in its Standards for Educational and Psychological Tests and Manuals (1966), accept three basic methods of validation: "empirical" or "criterion" validity (demonstrated by identifying criteria that indicates successful job performance and then correlating test scores and the criteria so identified), "construct" validity, (demonstrating by examinations structured to measure the degree to which job applicants have identifiable characteristics that have been

determined to be important in successful job performance), and "content" validity, (demonstrated by tests whose content closely approximates task to be performed on-the-job by the applicant). These standards have been relied upon by the Equal Employment Opportunity Commission in fashioning its *Guidelines on Employment Selection procedures*, 29 CRF pt. 1607, and have been judicially noted in cases where validation of employment tests has been an issue. . .

In addition to this important ruling, another development affecting the acceptability of various validation methodologies is the publication of the Federal Executive Agency *Guidelines on Employee Selection Procedures* (November 1976). These guidelines were jointly signed and are the applicable standards for the U.S. Department of Justice, the U.S. Civil Service Commission, and the U. S. Department of Labor. Part II of these guidelines, which describe the technical standards for validity studies (See 50.14.12), describe these three methodologies for demonstrating the job-relatedness of employment tests: (a) criterion related validity; (b) content validity; and (c) construct validity.

While there may have been some dispute historically with regard to the appropriateness of content validity, these recent developments, as well as the arguments advanced in Dr. Wollack's paper, justify, in the opinion of the Consultants, the adequacy of the content validation methodology as a means for demonstrating the job-relatedness of employment tests challenged under Federal antidiscrimination statutes.

JOB ANALYSIS

The following index of governmental guidelines/professional standards are relevant to the topic of job analysis, especially for the purpose of content validation. The citations are drawn from the Equal Employment Opportunity Commission *Testing and Selecting Employee Guidelines* (November 1976); the Federal Executive Agency *Guidelines on Employee Selection Procedures* (November 1976); The American Psychological Association *Standards for Educational and Psychological Tests* (1974); and the American Psychological Association Division of Industrial-Organizational Psychology (Division 14) *Principles for the Validation and Use of Personnel Selection Procedures* (1975).

These standards and guidelines describe the technical requirements for conducting job analysis. Listed below are the relevant citations, a description of the corresponding requirements, and an index referring to the section of the validity report which is addressed specifically to the satisfaction of that requirement.

Index

Requirements of Governmental Guidelines/ Professional Standards for Job Analysis

Citation	Requirements	Reference*
FEA 50.14.13c(1)	"The domain should be defined on the basis of competent information about job tasks and responsibilities" (Essential)	pp. 13-52
FEA 50.14.13c(1)	"When the performance domain is defined in terms of knowledges, skills, or abilities, there should be an operational definition of each knowledge, skill, or ability, and a complete description of its relationship to job duties, behaviors, activities, or work products." (Essential)	pp. 53-65
EEOC 1607.5(b)(3)	"The work behaviors or other criteria of employee adequacy which the test is intended to identify must be fully described. . ."	pp. 53-65
Division 14 Principles Content Validity: A1	"Job content domains should be developed and defined by job analysis, which may be a formal investigation, or the pooled judgements of informed persons such as production engineers, job incumbents, their supervisors, or personnel specialists. The domain should be defined on the basis of competent information about job tasks and responsibilities."	pp. 13-65
APA Standards E 12.4	"When a test is represented as having content validity for a job or class of jobs, the evidence of validity should include a complete description of duties, including relative frequency, importance, and skill level of such duties." (Essential)	pp. 13-65

Citation	Requirement	Reference*
EEOC 1607.5(b)(3)	"Whatever criteria are used they must represent major or critical work behaviors as revealed by careful job analyses."	pp. 43-65
Division 14 Principles Content Validity: A 2	"Job content domain should be defined in terms of those tasks an employee is expected to do without training or experience on the job, i.e., the content should not cover knowledge or skills the employee will be expected to learn after placement on the job or in training for the job."	pp. 53-65
Division 14 Principles Content Validity: A 3	"The definition may be restricted to 'critical, most frequent, or prerequisite work behaviors'. . . There is no virtue in measuring ability to handle trivial aspects of the work."	p. 65
EEOC 1607.5(a)	"The types of knowledge, skills, or behaviors contemplated here do not include those which can be acquired in a brief orientation to the job."	pp. 53-65

*Reference information pertains to the sections of this validity report which deals with the corresponding requirement for job analysis.

Task Analysis Workshops

A preliminary job inventory for entry-level police officers was prepared by consultants based upon a previously reported study of police officer job duties in a large number of departments. Several workshops were conducted at the outset of the project for the purpose of reviewing these existing task listings to determine their possible relevance to this project. A cross-section of police personnel of all ranks attended job analysis workshops in the following locations:

Moses Lake	October 25, 1976
Everett	October 27, 1976
Seattle	October 29, 1976

During the workshops, participants responded to the preliminary listing of tasks by reviewing, modifying, deleting, or supplementing these task statements in order to make the listing directly relevant to the requirements of their own departments. In many instances, task analysis subject matter was deleted or extensively modified because of differences in responsibility between the various departments in the Washington sample and the original job analysis source. The result of this process was an extensive, exhaustive listing of task statements describing the duties and responsibilities of entry-level police personnel in Washington departments.

Workshop participants were all experienced representatives of local police departments. Additionally, workshop participants were asked to prepare, independently, an exhaustive listing of the areas of knowledge, skills, and other personal characteristics which they deemed to be most essential to police officer success. The characteristics so identified were thoroughly discussed by the workshop participants. The personal qualities and characteristics which were identified by the job analysis workshop group to be most essential for job performance were related to qualities which had been identified in previous empirical research studies of the police officer's job.

Based upon the results of these workshops, a 289 item *Task Questionnaire for Patrol Officers* was developed. The items of this questionnaire were selected by the sample as most relevant to the tasks and responsibilities of police officers at the entry-level among the participating local jurisdictions. The Task Questionnaire was administered to a representative sample of police officers in each department for the purpose of providing an objective description of the kinds of activities in which officers engage while on duty (uniformed patrol officers with full-time field responsibilities). Table 3 is an alphabetical listing of departments participating in the task analysis phase of this cooperative project with the number of questionnaires completed by each department. A total of 351 survey forms were returned by 41 departments.

Table 3

Alphabetical Listing of Agencies Completing
Task Analysis Questionnaire

Agency	No. of Questionnaires Completed
Asotin County	3
Bellevue	14
Bellingham	13
Bothell	3
Clark County	9
Cheney	3
Colville	2
Colville Tribal	4
Cowlitz County	7
Edmonds	6
Enumclaw	2
Everett	14
Hogiam	3
King County	40
Kitsap	7
Long Beach	2
Lynwood	8
Mercer Island	8
Monroe	1
Moses Lake	4
Oak Harbor	4
Olympia	7
Othello	3
Pacific County	4
Pasco	8
Pierce County	12
Port Angeles	4
Port of Seattle	15
Richland	8
Seattle	34
Sedro-Wolley	3
Shelton	4
Spokane	15
Sumner	3
Tacoma	15
Union Gap	4
University of Washington	15
Vancouver	13
Walla Walla	4
Wenatchee	8
Yakima	15

Table 4 is a listing of the officers by rank who responded to the job analysis survey.

Table 4

Distribution of Officers, by Rank
Completing Job Analysis Questionnaires (N = 351)

Rank	Number
Chief	2
Captain	5
Lieutenant	20
Sergeant	61
Patrolman	219
Other	44

The Task Analysis Questionnaire called for a rating of the importance of each listed task or duty. If a particular task or duty did not apply to the officer's job, a rating of "0" was assigned to that item. If a task or duty was seen as relevant to the officer's job, a rating of "1" to "5" points was assigned utilizing the following rating scale:

<u>Rating</u>	<u>Importance</u>
0	Does not apply
1	Little importance
2	Some importance
3	Important
4	Very important
5	Critically important

A task or duty was considered to be most important if the consequences of making an error or performing poorly was seen as extremely detrimental to the attainment of effective law enforcement.

Table 5 contains a listing of the task statements rated important. In interpreting the information in this table, one must refer back to the rating scale shown on the previous page for evaluating the degree of importance of the various task statements.

Table 5

Results of Task Questionnaire Analysis

Task Statement	Mean Rating	Standard Deviation
Assist Washington State Patrol in direction of traffic on interstate high speed express ways	1.98	0.96
Escort prisoners to doctor or dentist for treatment	1.90	1.10
Prosecute traffic cases	3.25	0.84
Participate in pre-sentence interview with probation officers	2.42	1.06
Prepare field sketches of traffic accidents	3.33	0.86
Conduct tours of police facilities	1.55	0.70
Remove livestock or other animals from roadway	2.28	1.09
Report information to be included in M.O. files	3.25	0.86
Put prisoners in straight jackets	1.94	1.06
Check roofs for entry	3.05	1.03
Make I-dent-a-kit composite of suspects	2.61	1.02
Routinely check security of police and other city owned property (i.e., road towers, police pistol range, fleet parking lots, etc.)	2.80	0.99
Overcome physical resistance with appropriate force	4.27	0.82
Move injured persons from roadways to ambulance	3.38	1.17

Table 5 - Continued

Task Statement	Mean Rating	Standard Deviation
Check validity of alibi	3.25	1.01
Qualify with department riot gun	3.37	1.16
Operate audio-visual equipment	1.84	0.91
Direct or control traffic with flashlight	3.00	0.92
Escort ambulances and emergency cases	2.32	1.13
Prepare report or case folders on traffic cases	3.08	0.93
Present charge before magistrate	3.30	1.04
Advise city planners on traffic planning	2.29	0.87
Recommend the installation of traffic pavement markings	2.13	0.81
Transmit crash diagrams and collision diagram summaries to state highway engineer	2.26	0.90
Implement restraining order against strikers	2.14	1.03
Record activities on time study card or sheet or officer logbook	2.91	1.03
Complete arrest report forms	4.00	0.76
Prepare coding sheet for data processing system	2.04	0.85
Photograph prisoner	2.52	1.06
Conduct stationary or roving guard duty	2.35	1.12
Take custody of stolen or lost property	3.38	0.88
Assist citizens with emergency situations	4.18	0.79
Interview traffic law violators	3.05	0.84
Check businesses for security	3.39	0.82
Collect physical evidence from scene and transport to station	4.20	0.70
Conduct partial arson investigations	3.10	0.97
Organize, conduct, and photograph line up	2.57	1.12

Table 5 - Continued

Task Statement	Mean Rating	Standard Deviation
Review public records to develop information for use in investigations	2.55	1.01
Collect traffic accident evidence	3.48	0.87
Interview victims and those involved in traffic accidents	3.45	0.80
Record visibility conditions at time of accident	3.42	0.91
Cause traffic accident evidence to be sent to lab for analysis	3.10	0.99
Fill out suspect interrogation card	3.22	0.84
Operate roadblocks	2.50	1.07
Conduct search for evidence in motor vehicle	3.72	0.75
Subdue suspect resisting arrest	4.38	0.76
Complete worthless document report forms after investigation	2.24	1.08
Enter data in N.C.I.C.	3.28	1.13
Book prisoner by completing arrest cards and arrest folder	3.23	1.05
Man police station desk	2.46	1.13
Conduct complete misdemeanor investigations	3.56	0.84
Advise parents of childrens' violations of traffic laws	2.52	0.96
Work mobile police lab	2.58	1.00
Conduct undercover surveillance	2.75	0.96
Respond to alarm systems for sign of unlawful entry	4.11	0.74
Complete supplemental reports and forms after investigation or follow-up	3.68	0.89
Screen prisoners for medical problems	2.77	1.07

Table 5 - Continued

Task Statement	Mean Rating	Standard Deviation
Speak at meetings of community groups and organizations	2.50	0.97
Protect physical evidence at the scene	4.47	0.65
Conduct follow-up investigation on hit and runs	3.33	0.89
Show mug shots to witnesses	2.93	0.94
Follow-up nature and extent of personal inquiries resulting from traffic accidents	2.73	1.02
Request mechanic to test vehicles involved in traffic accident	2.26	1.07
Operate teletype machines	2.12	0.91
Attend training sessions	3.51	0.93
Service or clean police weapons	4.09	0.94
Apply first aid	4.14	0.88
Use mathematical formulas to calculate pavement friction factors in traffic accidents	2.56	1.00
Advise suspects of their rights	4.53	0.70
Call on bystanders to assist in apprehension	2.38	1.03
Conduct field search of suspected felons	4.46	0.74
Secure search warrant	3.47	1.06
Respond to complaints about animals	1.87	0.83
Arrange for removal of abandoned vehicles from private property	1.54	0.71
Discuss case with witnesses prior to trial	2.72	1.08
Escort explosives upon special request from military or government agencies	2.62	1.24
Patrol and check security of maritime terminal areas	2.70	0.96
Conduct or assist in rescue operations	3.42	1.07

Table 5 - Continued

Task Statement	Mean Rating	Standard Deviation
Broadcast descriptions and pertinent information concerning crimes to other units and other agencies	3.99	0.79
Direct or control traffic with whistle signals	2.27	1.06
Issue parking citations	2.01	0.84
Review case prior to appeal court	3.66	0.95
Escort emergency cases to hospital	2.90	1.21
Calculate roadway or intersection capacity	1.83	0.82
Discuss criminal cases with defense attorney	2.36	1.25
Calculate average accident rates	1.83	0.83
Report hazardous roadway conditions and defective traffic control equipment to supervisor or public works department	3.42	0.91
Dictate reports by phone	2.50	1.07
Control spectators at civil disturbances	3.49	0.99
Verify statements of witnesses or suspects	3.45	0.91
Overcome resistance by use of chemical agents	3.00	1.19
Search subject relative to FARIOT aviation hijack program	3.03	1.33
Note inconsistencies in statements of witnesses or suspects	3.70	0.79
Overcome resistance by use of firearms	3.99	1.33
Disable armed and dangerous subject who poses an immediate threat to lives of others	4.85	0.57
Confiscate contraband	3.68	0.72
Interrogate suspects alone	3.30	1.01
Lift semi-conscious or injured persons into vehicle to complete arrest	2.47	1.37
Qualify with department issued side arm	4.35	0.78

Table 5 - Continued

Task Statement	Mean Rating	Standard Deviation
Prepare cards for filing	1.91	0.93
Complete burglary report forms	3.64	0.76
Control spectators at special events	2.78	0.89
Fingerprint prisoner	2.66	1.17
Take required measurements at scene of traffic accident	3.39	0.87
Conduct field test for controlled substances	2.64	1.04
Remove hazardous materials from roadways or sidewalks	3.12	1.03
Complete traffic accident reports and forward to supervisors and/or engineering departments	3.35	0.83
Take witness and/or suspect statements by recorder	2.50	1.00
Type reports	2.25	1.12
Examine damage to vehicles involved in traffic accidents	3.24	0.83
Locate, photograph, and gather pieces of physical evidence	3.90	0.83
Arrange for lab analysis of physical evidence	3.41	1.00
Serve subpoenas	2.32	1.05
Request repair or replacement of traffic lights	3.09	0.99
Contact other law enforcement agencies for information	3.06	0.91
Conduct preliminary misdemeanor investigations	3.47	0.78
Operate radar to identify violators of speed laws	2.75	0.84
Conduct off-street (out-of-view) observations for traffic law violators	2.30	0.93
Complete sex crime report forms	3.64	0.84
Report information for intelligence files	3.40	0.87
Supervise telephone calls by prisoners	2.42	1.01

Table 5 - Continued

Task Statement	Mean Rating	Standard Deviation
Prepare juvenile court forms	3.02	0.89
Serve as an instructor in training programs conducted by police department or by other agencies	2.55	0.90
Provide station security	2.79	1.04
Complete rape report forms	3.60	0.86
Provide security at airport check-in facilities	2.61	1.12
Locate and question witnesses and potential witnesses in criminal cases	3.63	0.85
Sketch crime scene and record measurements	3.78	0.90
Call for supplementary aid (e.g., wreckers, fire departments) for traffic accidents	3.64	0.88
Diagram and record measurements of traffic accident scene	3.41	0.83
Request witnesses or violators to submit informal statements or written reports of occurrence in traffic accidents	2.89	0.94
Administer field tests for intoxication (coordination tests, etc.)	3.55	0.77
Advise citizens and businessman on ways to prevent crime and protect their persons and property	3.37	0.90
Check autos against stolen car list	3.25	0.86
Service police vehicles	3.10	1.24
Use mathematical formula to calculate minimum speed estimates in traffic accidents	2.45	0.98
Interrogate suspects with or without aid of partner	3.23	0.87
Conduct frisk search	4.20	0.80
Participate in stakeout	2.85	0.89
Tail suspects	2.63	0.99
Answer calls on domestic quarrels and brawls	3.72	0.86

Table 5 - Continued

Task Statement	Mean Rating	Standard Deviation
Investigate repossession complaints	1.92	0.91
Run errands and deliver messages	1.44	0.82
Serve search warrant	3.27	1.00
Escort large crowds of dissenters or other potentially hostile groups	3.03	1.13
Climb outside fire escapes	1.93	1.02
Patrol and check security of commercial districts and establishments	3.51	0.82
Issue citations for business license violations	1.87	0.90
Check vacant residence during owner's absence (house checks)	2.71	0.92
Initiate and complete preliminary investigation of reported crimes	3.73	0.76
Direct or control traffic with illuminated railroad-type emergency flares	2.83	0.97
Manually control traffic lights under emergency situations	2.75	1.01
Escort dignitaries	1.88	0.95
Review report prior to testifying in court on traffic cases	3.61	0.83
Discuss criminal cases with prosecutor	3.76	0.81
Make manual traffic volume counts at assigned locations	1.58	0.83
Draw diagrams of physical conditions at roadway intersection or segments (other than for traffic crashes)	1.93	0.95
Prepare misdemeanor complaints	3.12	0.84
Recommend the installation of traffic signal devices	2.26	0.84
Conduct special studies of accident records	1.97	0.93
Maintain file set up by dates	2.13	1.13
Transcribe field notes for personal notebook officer logbook	2.83	1.03

Table 5 - Continued

Task Statement	Mean Rating	Standard Deviation
Communicate with management and labor on strike disturbances	2.54	1.10
Complete death report forms (not death certificate)	3.20	0.95
Conduct breath analyzer test	3.56	0.80
Make reports by use of recorder	2.46	1.03
Secure prisoners' property by search	3.40	0.91
Prepare narrative reports of arrests	3.69	0.88
Conduct preliminary felony investigations	3.97	0.73
Patrol freeways	1.93	1.01
Plan tactics for conducting patrols (individual)	2.96	0.99
Detain or arrest juvenile offenders	3.49	0.72
Issue moving traffic citations	3.14	0.84
Complete injury report forms	3.16	0.91
Plan and conduct search for evidence at crime scene		
Store and establish chain of custody for evidential or acquired property	4.03	0.95
Determine key or crucial events related to the traffic accident	3.44	0.84
Evaluate driver's capability to drive	3.55	0.93
Investigate traffic accidents	3.33	0.84
Check bars for liquor or gambling violations	2.56	0.83
Set up photographic surveillance equipment	2.02	0.93
Interrogate suspects or witnesses with aid of polygraphic and polygraph examiner	2.61	1.04
Participate in surround operations	2.82	1.03
Conduct strip search	2.63	1.14

Table 5 - Continued

Task Statement	Mean Rating	Standard Deviation
Detect and stop felony suspects who are in or on on a motor vehicle	4.20	0.80
Answer civil complaints and refer to appropriate agency	2.67	0.96
Escort persons or vehicles through hostile strike lines to prevent violence in extreme cases	2.83	1.24
Patrol residential areas to detect and prevent criminal activity	3.71	0.84
Drive a patrol car or other police vehicle	3.83	0.92
Check for city business license violations	1.85	0.77
Respond to robbery in progress alarms	4.60	0.60
Direct traffic by hand signals	3.03	0.98
Issue citations to pedestrians who violate traffic laws	2.16	0.96
Escort fire equipment	2.26	1.13
Observe and record pedestrian counts at assigned locations	1.53	0.75
Prepare criminal case folders	3.06	1.03
Testify in court on criminal cases	4.16	0.71
Identify high accident frequency locations	2.78	0.99
Communicate with leaders of demonstrations	2.93	1.12
Receive incoming calls from the public	2.87	1.16
Schedule visitors for prisoners	2.00	0.86
Conduct complete felony investigations	3.60	0.97
Conduct open surveillance	2.69	0.89
Issue citations for mechanical defects on motor vehicles	2.61	0.91
Patrol arterial roadways	3.15	0.81

Table 5 - Continued

Task Statement	Mean Rating	Standard Deviation
Complete missing or wanted persons report forms	2.92	0.91
Prepare narrative reports of civil disturbances	2.61	1.04
Mark physical evidence for later identification	4.12	0.78
Request witnesses to submit written report in criminal cases	3.34	0.95
Carry traffic accident victims to hospitals in emergency situations	3.12	1.39
Contact next-of-kin in traffic accident investigations	2.56	1.03
Take statements in criminal cases	3.60	0.81
Reroute or direct retraffic around accident scene to prevent further accidents or injury	3.72	0.87
Check establishments for undesirable or wanted persons	2.81	0.88
Study background, rap sheet, and M.O. of suspects prior to interrogation	3.18	1.04
File complaint and obtain arrest warrant	3.17	0.96
Identify suspects through records and pictures	3.12	0.89
Engage in high speed pursuit driving	3.36	1.25
Search premises or property with consent	3.39	0.88
Answer requests for aid (e.g., carry sick persons, lift people into beds and wheelchairs, etc.)	2.68	0.99
Restrain mentally ill persons	3.32	1.09
Deliver departmental mail	1.51	0.87
Assist out-of-town visitors	2.39	0.89
Investigate consumer complaints	2.01	0.89
Walk a foot beat in central business district	2.82	1.09

Table 5 - Continued

Task Statement	Mean Rating	Standard Deviation
Transport intoxicated persons to de-toxification center	2.11	0.93
Direct traffic by verbal instructions	2.02	1.00
Remove (or arrange for the removal of) vehicles that obstruct the traffic flow	3.04	0.85
Respond with fire equipment	2.61	1.01
Escort or guard prisoners while in transfer	3.24	1.08
Conduct traffic control for funeral processions or weddings	1.92	0.90
Observe and record traffic conflict or near-miss incidents and situations at assigned locations	2.12	0.99
Prepare physical evidence for submittal in court	3.70	0.91
Prepare criminal case summary sheet for prosecutor	3.20	1.07
Observe high accident frequency locations to identify factors contributing to high accident rates	2.53	1.04
Recommend the installation of traffic control signs	2.24	0.92
Physically restrain persons at the scene of a strike	2.50	1.19
Record data on persons, stolen property, vehicles, or field observations in notebook	3.41	0.93
Supervise prisoner recreational activities	1.92	1.25
Conduct open observation for traffic law violators	2.84	0.88
Issue warning tickets	2.37	0.94
Complete robbery report forms after investigation	3.77	0.80
Record physical evidence at scene	4.09	0.76
Complete theft report forms	3.61	0.74
Prepare narrative reports of crimes	3.64	0.48
Obtain information from the National Crime Information Center	3.15	0.91

Table 5 - Continued

Task Statement	Mean Rating	Standard Deviation
Request coroner or medical examiner to come to scene of crime	3.21	1.00
Check vehicles for evidence of mechanical defects that may have contributed to accident	3.12	0.91
Control spectator access to traffic accident scene	3.04	0.91
Move (or arrange for moving) damaged or stalled vehicles by hand	2.32	0.96
Photograph accident scene	2.64	0.88
Check parking lots for suspicious vehicles or persons	3.03	0.87
Conduct DWI traffic law enforcement patrols	3.02	0.89
Engage in moderate speed pursuit driving	3.39	0.98
Request subject to submit to arrest	3.29	1.06
Assist stranded motorist	2.72	0.75
Patrol residential and commercial areas to detect unsafe conditions	2.80	0.95
Transport juvenile offenders to juvenile hall	2.75	0.93
Direct or control traffic with placement of vehicle barricades, cones, and flares	2.93	0.98
Assist in point control, crown control, first aid, or evacuation at fire scenes	3.29	1.03
Escort money or valuables in transfer	2.45	1.02
Escort parades	1.83	0.88
Prepare to testify in court on criminal cases	3.95	0.73
Escort wedding processions	1.35	0.64
Review testimony after criminal court appearance with prosecuting attorney	2.60	1.01
Prepare accident statistical data	1.95	0.96

Table 5 - Continued

Task Statement	Mean Rating	Standard Deviation
Transmit crash diagram and condition diagram summaries to city or county department responsible for traffic engineering work	2.17	0.90
Enforce the law and/or provide security at the scene of a strike	2.71	1.08
Physically restrain demonstrators	2.77	1.12
Maintain reference data (phone numbers, ordinances, operational data) in notebook	3.04	0.94
Supervise trustees on work assignments	2.10	1.13
Clean up or assist in cleaning up traffic accident scene to the extent necessary to prevent debris from becoming a traffic hazard	2.70	0.99
Determine point(s) of impact or point(s) of occurrence	3.35	0.89
Check parks and school grounds for safety and security	2.98	0.93
Escort funeral processions	1.76	0.84
Transmit accident statistical data to supervisor	2.46	1.08
Review testimony after traffic court appearance with prosecuting attorney	2.27	1.01
Record duty shifts' activities in station or division log book	2.73	1.02
Use notebook as reference for reports	3.24	0.91
Implement restraining order against demonstrators	2.52	1.07
Testify in court on traffic cases	3.54	0.80
Discuss traffic cases with prosecutor	3.21	0.94
Escort the transportation of over-sized truck-trailer loads	1.89	0.90
Set up and maintain personal notebook or memorandum book	3.41	1.03

The analysis of the questionnaire reveals a very high degree of similarity among departments irrespective of departmental size regarding the duties, tasks, and responsibilities performed by the entry-level police officer. Table 6 contains an inter-correlational matrix in which the job importance ratings of the Task Analysis Questionnaire have been correlated among groups of departments in accordance with the size of the community served.

Table 6
Inter-correlational Matrix
Demonstrating Degree of Correspondence
in
Job Analysis Ratings for Groups of Washington Departments
in
Population Size Categories

A	250,000+					
B	100,000 - 249,999	90				
C	25,000 - 99,999	94	92	-		
D	10,000 - 24,999	92	90	96	-	
E	9,999 -	89	88	94	93	-

	250,000+	100,000 - 249,999	25,000 - 99,999	10,000 - 24,999	9,999 -
A					
B					
C					
D					
E					

The inter-correlation matrix shown here demonstrates convincingly that a very high degree of similarity exists among the departments with regard to what a police officer must do in the performance of his/her duties. The correlation coefficients demonstrating similarity among departments

of various size categories range from the high 80's to the mid 90's, extremely high levels of similarity with respect to job responsibilities.

A secondary analysis was conducted which took into consideration not only the importance values of the various tasks but the frequency with which they were reported by the job analysis sample. Importance and frequency cross-products were inter-correlated with resulting coefficients in the low to mid 90's, an even higher level of similarity.

A natural division between Eastern and Western Washington police departments is recognized by most individuals familiar with the makeup of this State. However, no significant differences were revealed as a function of the East-West state dichotomy. The correlation coefficient of $r = .96$ evidenced the high level of similarity. A correlational analysis comparing mean importance ratings of the task functions was also conducted for the purpose of comparing city and county departments. A resulting correlation coefficient of $r = .95$ attested to the extraordinarily high similarity in rated job duties.

These analyses indicate quite clearly that police officers at the entry-level perform essentially similar jobs in all Washington departments irrespective of departmental size, type of department, or location within the State.

Tasks which were performed by police officers in at least one-half the participating departments in the state-wide study were combined by the professional staff of Wollack & Associates into 13 police functions; i.e., functional or logically related groupings of task activities. Table 7 is a listing of the Task Statements by functional category.

Table 7

Task Statements by Functional Category
Which were Identified in the Task Analysis

Police Functions	Definition
PERFORMING ROUTINE PATROL DUTIES	Check roofs for entry Routinely check security of police and other city owned property (i.e., radio towers, police pistol range, fleet parking lots, etc.)

Table 7 - Continued

Police Functions	Definition
PERFORMING ROUTINE PATROL DUTIES - Continued	<p>Conduct search for evidence in motor vehicle</p> <p>Respond to alarm systems for sign of unlawful entry</p> <p>Respond to complaints about animals</p> <p>Confiscate contraband</p> <p>Qualify with department issued side arm</p> <p>Conduct field test for controlled substances</p> <p>Conduct preliminary misdemeanor investigations</p> <p>Check autos against stolen car list</p> <p>Patrol and check security of commercial districts and establishments</p> <p>Check vacant residence during owner's absence (house checks)</p> <p>Initiate and complete preliminary investigation of reported crimes</p> <p>Conduct preliminary felony investigations</p> <p>Plan tactics for conducting patrols (individual)</p> <p>Check bars for liquor or gambling violations</p> <p>Detect and stop felony suspects who are in or on a motor vehicle</p> <p>Patrol residential areas to detect and prevent criminal activity</p> <p>Drive a patrol car or other police vehicle</p> <p>Check for city business license violations</p>

Table 5 - Continued

Police Functions	Definition
PERFORMING ROUTINE PATROL DUTIES - Continued	Conduct open surveillance
	Check establishments for undesirable or wanted persons
	Search premises or property with consent
	Answer requests for aid (e.g., carry sick persons, lift people into beds and wheelchairs, etc.)
	Walk a foot beat in central business district
	Obtain information from the National Crime Information Center
	Check parking lots for suspicious vehicles or persons
	Patrol residential and commercial areas to detect unsafe conditions
	Check parks and school grounds for safety and security
	Assist Washington State Patrol in direction of traffic on interstate high speed expressways
	Remove livestock or other animals from roadway
	Direct or control traffic with flashlight
	Advise city planners on traffic planning
	Recommend the installation of traffic pavement markings
	Interview traffic law violators
	Operate roadblocks
	Direct or control traffic with whistle signals
	Issue parking citations

Table 5 - Continued

Police Functions	Definition
PERFORMING TRAFFIC ENFORCEMENT AND CONTROL DUTIES - Continued	Report hazardous roadway conditions and defective traffic control equipment to supervisor or public works department
	Conduct field test for controlled substances
	Remove hazardous materials from road ways or sidewalks
	Request repair or replacement of traffic lights
	Operate radar to identify violators of speed laws
	Conduct off-street (out-of-view) observations for traffic law violators
	Administer field tests for intoxication (coordination tests, etc.)
	Direct or control traffic with illuminated railroad-type emergency flares
	Recommend the installation of traffic signal devices
	Conduct breath analyzer test
	Issue moving traffic citations
	Evaluate driver's capability to drive
	Direct traffic by hand signals
	Issue citations to pedestrians who violate traffic laws
	Issue citations for mechanical defects on motor vehicles
	Patrol arterial roadways

Table 5 - Continued

Police Functions	Definition
PERFORMING TRAFFIC ENFORCEMENT AND CONTROL DUTIES - Continued	<p>Direct traffic by verbal instructions</p> <p>Remove (or arrange for the removal of) vehicles that obstruct the traffic flow</p> <p>Conduct traffic control for funeral processions or weddings</p> <p>Observe and record traffic conflict or near-miss incidents and situations at assigned locations</p> <p>Recommend the installation of traffic control signs</p> <p>Conduct open observation for traffic law violators</p> <p>Issue warning tickets</p> <p>Move (or arrange for moving) damaged or stalled vehicles by hand</p> <p>Conduct DWI traffic law enforcement patrols</p> <p>Direct or control traffic with placement of vehicle barricades, cones, and flares</p>
HANDLING EMERGENCY SITUATIONS	<p>Assist citizens with emergency situations</p> <p>Apply first aid</p> <p>Conduct or assist in rescue operations</p> <p>Participate in surround operations</p> <p>Respond to robbery in progress alarms</p> <p>Restrain mentally ill persons</p> <p>Assist in point control, crowd control, first aid, or evaluation at fire scene</p>
WRITING REPORTS AND COMPLETING FORMS	<p>Report information to be included in M.O. files</p>

Table 5 - Continued

Police Functions	Definition
WRITING REPORTS AND COMPLETING FORMS - Continued	<ul style="list-style-type: none"> Prepare report or case folders on traffic cases Record activities on time study card or sheet or officer logbook Complete arrest report forms Fill out suspect interrogation card Complete worthless document report forms after investigation Complete supplemental reports and forms after investigation or followup Complete burglary report forms Complete sex crime report forms Report information for intelligence files Prepare juvenile court forms Complete rape report forms Transcribe field notes for personal notebook or officer logbook Complete death report forms (not death certificate) Prepare narrative reports or arrest Complete injury report forms Complete missing or wanted persons report forms Prepare narrative reports of crime Maintain reference data (phone numbers, ordinances, operational data) in notebook Complete traffic accident reports and forward to supervisory and/or engineering department

Table 7 - Continued

Police Functions	Definition
WRITING REPORTS AND COMPLETING FORMS - Continued	<p>Record duty shifts' activities in station or division logbook</p> <p>Set up and maintain personal notebook or memorandum book</p>
HANDLING AND INVESTIGATING TRAFFIC ACCIDENTS	<p>Prepare field sketches of traffic accidents</p> <p>Move injured persons from roadways to ambulance</p> <p>Collect traffic accident evidence</p> <p>Interview victims and those involved in traffic accidents</p> <p>Record visibility conditions at time of accident</p> <p>Cause traffic accident evidence to be sent to lab for analysis</p> <p>Conduct followup investigation of hit and runs</p> <p>Followup nature and extent of personal injuries resulting from traffic accidents</p> <p>Request mechanic to test vehicles involved in traffic accident</p> <p>Use mathematical formulas to calculate pavement friction factors in traffic accidents</p> <p>Apply first aid</p> <p>Take required measurements at scene of traffic accident</p> <p>Examine damage to vehicles involved in traffic accidents</p> <p>Call for supplementary aid (e.g., wreckers, fire departments) for traffic accidents</p>

Table 7 - Continued

Police Functions	Definition
HANDLING AND INVESTIGATING TRAFFIC ACCIDENTS - Continued	Diagram and record measurements of traffic accident scene
	Request witnesses or violators to submit informal statements or written reports of occurrence in traffic accidents
	Use mathematical formula to calculate minimum speed estimates in traffic accidents
	Determine key or crucial events related to the traffic accident
	Investigate traffic accidents
	Identify high accident frequency locations
	Contact next-of-kin in traffic accident investigations
	Reroute or direct traffic around accident scene to prevent further accidents or injury
	Observe high accident frequency locations to identify factors contributing to high accident rates
	Check vehicles for evidence of mechanical defects that may have contributed to accident
	Control spectator access to traffic accident scene
	Clean up or assist in cleaning up traffic accident scene to the extent necessary to prevent debris from becoming a traffic hazard
	Determine point(s) of impact or point(s) of occurrence
	Transmit accident statistical data to supervisor
	Photograph accident scene

Table 7 - Continued

Police Functions	Definition
APPREHENDING AND ARRESTING SUSPECTS	Overcome physical resistance with appropriate force
	Subdue suspect resisting arrest
	Advise suspects of their rights
	Call on bystanders to assist in apprehension
	Conduct field search of suspected felons
	Overcome resistance by use of chemical agents
	Overcome resistance by use of firearms
	Disable armed and dangerous subject who poses an immediate threat to lives of others
	Lift semi-conscious or injured person into vehicle to complete arrest
	Interrogate suspects with or without aid of partner
	Conduct frisk search
	Engage in high speed pursuit driving
	Handcuff or otherwise secure prisoners
	Engage in moderate speed pursuit driving
	Request subject to submit to arrest
	Detain or arrest juvenile offenders
INVESTIGATING CRIMINAL CASES	Check validity of alibi
	Collect physical evidence from scene and transport to station
	Conduct partial arson investigations

Table 7 - Continued

Police Functions	Definition
INVESTIGATING CRIMINAL CASES - Continued	Review public records to develop information for use in investigations
	Conduct undercover surveillance
	Protect physical evidence at the scene
	Show mug shots to witnesses
	Secure search warrant
	Verify statements of witnesses or suspects
	Interrogate suspects alone
	Take witness and/or suspect statements by recorder
	Locate, photograph, and gather pieces of physical evidence
	Locate and question witnesses and potential witnesses in criminal cases
	Sketch crime scene and record measurements
	Participate in stakeout
	Tail suspects
	Serve search warrant
	Plan and conduct search for evidence at crime scene
	Conduct complete felony investigation
	Mark physical evidence for later identification
	Request witnesses to submit written report in criminal cases
	Take statements in criminal cases
	Arrange for lab analysis of physical evidence

Table 7 - Continued

Police Functions	Definition
INVESTIGATING CRIMINAL CASES - Continued	<p>Study background, rap sheet, and M.O. of suspects prior to interrogation</p> <p>File complaint and obtain arrest warrant</p> <p>Identify suspects through records and pictures</p> <p>Record physical evidence at scene</p> <p>Request coroner or medical examiner to come to scene of crime</p>
PREPARING CASES FOR TRIAL AND TESTIFYING IN COURT	<p>Prosecute traffic cases</p> <p>Participate in presentence interview with probation officers</p> <p>Present charge before magistrate</p> <p>Discuss case with witnesses prior to trial</p> <p>Review case prior to appeal court</p> <p>Discuss criminal cases with defense attorney</p> <p>Review report prior to testifying in court on traffic cases</p> <p>Discuss criminal cases with prosecutor</p> <p>Prepare misdemeanor complaints</p> <p>Prepare criminal case folders</p> <p>Testify in court on criminal cases</p> <p>Prepare physical evidence for submittal in court</p> <p>Prepare criminal case summary sheet for prosecutor</p>

Table 7 - Continued

Police Function	Definition
PREPARING CASES FOR TRIAL AND TESTIFYING IN COURT - Continued	<p>Prepare to testify in court on criminal cases</p> <p>Review testimony after criminal court appearance with prosecuting attorney</p> <p>Review testimony after traffic court appearance with prosecuting attorney</p> <p>Testify in court on traffic cases</p> <p>Discuss traffic cases with prosecutor</p>
PERFORMING JAIL DUTIES	<p>Put prisoners in straight jackets</p> <p>Book prisoner by completing arrest cards and arrest folder</p> <p>Screen prisoners for medical problems</p> <p>Secure prisoners' property by search</p> <p>Conduct strip search</p>
CONTROLLING CIVIL DISPUTES AND DISTURBANCES	<p>Qualify with department riot gun</p> <p>Implement restraining order against strikers</p> <p>Control spectators at civil disturbances</p> <p>Control spectators at special events</p> <p>Answer calls on domestic quarrels and brawls</p> <p>Communicate with management and labor on strike disturbances</p> <p>Communicate with leaders of demonstrations</p> <p>Physically restrain persons at the scene of a strike</p> <p>Enforce the law and provide security at scene of demonstrations</p>

Table 7 - Continued

Police Function	Definition
CONTROLLING CIVIL DISPUTES AND DISTURBANCES - Continued	Enforce the law and/or provide security at the scene of a strike
	Physically restrain demonstrators
	Implement restraining order against demonstrators
ESCORTING PERSONS OR VEHICLES	Escort prisoners to doctor or dentist for treatment
	Escort ambulances and emergency cases
	Escort explosives upon special request from military or government agencies
	Escort emergency cases to hospital
	Escort large crowds of dissenters or other potentially hostile groups
	Escort dignitaries
	Escort persons or vehicles through hostile strike lines to prevent violence in extreme cases
	Carry traffic accident victims to hospitals in emergency situations
	Transport intoxicated persons to de- toxification center
	Escort or guard prisoners while in transfer
	Transport juvenile offenders to juvenile hall
	Escort money or valuables in transfer
	Escort parades
	Escort the transportation of over- sized truck-trailer loads

Table 9 - Continued

Personal Characteristics	Definition
PERFORMING PUBLIC RELATIONS OR TRAINING DUTIES	<p>Conduct tours of police facilities</p> <p>Operate audio-visual equipment</p> <p>Advise parents of children's violation of traffic laws</p> <p>Speak at meetings of community groups and organizations</p> <p>Attend training sessions</p> <p>Serve as an instructor in training programs conducted by police department or by other agencies</p> <p>Advise citizens and businessmen on ways to prevent crime and protect their persons and property</p> <p>Assist out-of-town motorists</p> <p>Assist stranded motorist</p>
PERFORMING SUPPORT DUTIES	<p>Take custody of stolen or lost property</p> <p>Man police station desk</p> <p>Service or clean police weapons</p> <p>Arrange for removal of abandoned vehicles from private property</p> <p>Broadcast descriptions and pertinent information concerning crimes to other units and other agencies</p> <p>Type reports</p> <p>Serve subpoenas</p> <p>Contact other law enforcement agencies for information</p> <p>Provide station security</p> <p>Service police vehicles</p>

Table 7 - Continued

Police Functions	Definition
PERFORMING SUPPORT DUTIES - Continued	<p>Investigate repossession complaints</p> <p>Run errands and deliver messages</p> <p>Man police station radio</p> <p>Store and establish chain of custody for evidential or acquired property</p> <p>Answer civil complaints and refer to appropriate agency</p> <p>Receive incoming calls from the public</p> <p>Deliver departmental mail</p> <p>Receive complaints on city services</p>

Table 8 summarizes the task analysis data by functional category. This table shows the percent of tasks in each functional category which have been rated important to critical in relation to the performance of job duties.

Table 8

Percent of Tasks in Each Function
Rated "Important to "Critically Important"

Function	Total Tasks	% Rated "Important-Critically Imp."
A. Performing routine patrol duties	31	54.8
B. Performing traffic enforcement and control duties	35	37.1
C. Handling emergency situations	7	85.7
D. Writing reports and completing forms	26	76.9
E. Handling and investigating traffic accidents	29	62.1
F. Apprehending and arresting suspects	16	87.5
G. Investigating criminal cases	30	80.0
H. Preparing cases for trial and testifying in court	18	72.2
I. Performing jail duties	5	40.0
J. Controlling civil disputes and disturbances	12	33.3
K. Escorting persons or vehicles	14	21.4
L. Performing public relations or training duties	9	22.2
M. Performing support duties	18	38.9

AN ANALYSIS OF REQUIRED PERSONAL CHARACTERISTICS

While any study of job requirements must begin with an analysis of tasks, duties, and responsibilities of the position being investigated, it is also important, having determined these factors, to ascertain the areas of knowledge, skills, and other personal capabilities which are required for the performance of these duties. As previously noted, these personal characteristics which were seen as important for

performing a police officer's job, were identified by the workshop participants in the three regional job analysis workshops.

The purpose of this particular phase of the job analysis project is to determine the relevance of such personal characteristics to the job itself (i.e., the task analysis). In other words, the personal characteristics which were identified in the workshop must be compared to the task analysis or functional categories of the job which were determined on the basis of this task analysis. The 11 characteristics which were identified as the most important qualities to be sought in applicants for police work are defined in the following table.

Table 9

Personal Characteristics Which Were Rated for Relevance
to the Functions of Entry-Level Police Work

Personal Characteristics	Definition
APPEARANCE	adopts a reasonable grooming standard consistent with contemporary community standards and expectations
	takes pride in his personal appearance and professional bearing
	works to stay in good physical condition
	maintains his uniform and equipment in top condition
DEPENDABILITY	reports for duty on time
	does not malingering on calls
	reacts quickly to problems observed on the street or to dispatches received over the radio
	is accurate and thorough in handling the details of an assignment
	submits reports on time
	can be counted on to follow through on all assignments

Table 9 - Continued

Personal Characteristics	Definition
INITIATIVE	strives to put forth his best effort at all times
	works diligently and conscientiously in carrying out his assignments rather than merely <i>merely putting in his time</i>
	cares about his competence as a law enforcement officer and wants to improve his skills
	sees himself as being responsible for learning the job and staying abreast of new developments in his occupational field
	proceeds on assignments without waiting to be told what to do
	recognizes his own deficiencies and strives to correct them
INTERPERSONAL SKILLS	understands the motives of people and is usually able to anticipate how people will act in a given situation
	considers individual differences when dealing with people rather than treating everyone alike
	interacts with people in a wide variety of circumstances without arousing antagonism
	is effective in persuading and influencing others to behave in an alternative manner
	resolves domestic and other interpersonal conflicts through persuasion and negotiation rather than by force
	is capable of being assertive in appropriate circumstances
	works effectively as a member of a team when required to do so
INTEGRITY	conducts himself, on and off duty, in a manner which comports with contemporary community standards

Table 9 - Continued

Personal Characteristics	Definition
INTEGRITY - Continued	<p data-bbox="691 229 1318 333">does not engage in behavior which would diminish community respect for or trust in law enforcement agencies</p> <p data-bbox="691 360 1334 422">refrains from using one's badge, uniform or authority for personal gain</p> <p data-bbox="691 449 1303 582">maintains a record of personal conduct which if exposed in court would not detract from the credibility of his testimony</p> <p data-bbox="691 609 1310 671">presents evidence fully and completely, without distortion</p>
ORAL COMMUNICATION SKILL	<p data-bbox="691 733 1255 837">speaks clearly and intelligible to individuals, small groups and large crowds</p> <p data-bbox="691 864 1287 967">communicates effectively with persons of widely divergent cultural and educational background</p> <p data-bbox="691 994 1318 1056">speaks clearly over police radios and other electronic transmission equipment</p> <p data-bbox="691 1083 1310 1145">makes concise and meaningful oral reports to supervisory police personnel</p> <p data-bbox="691 1172 1365 1276">communicates effectively with persons who are emotionally disturbed or seriously injured</p> <p data-bbox="691 1303 1287 1365">is articulate and understandable when testifying in court</p>
SELF-CONTROL	<p data-bbox="691 1437 1303 1541">maintains a high level of self-control when involved in frustrating or otherwise stressful situations</p> <p data-bbox="691 1568 1240 1630">does not overreact to criticism or verbal abuse</p> <p data-bbox="691 1657 1224 1699">does not <i>go to pieces</i> in a crisis</p> <p data-bbox="691 1725 1334 1852">maintains his composure during rock and bottle-throwing incidents or similar situations involving hostility or provocation</p>

Table 9 - Continued

Personal Characteristics	Definition
SELF-CONTROL - Continued	uses the minimum amount of force necessary to handle any given situation (e.g., dispersing a crowd, breaking up a fight, or taking a suspect into custody)
SITUATIONAL REASONING ABILITY	<p>demonstrates good <i>common sense</i> in handling field situations</p> <p>knows how to analyze a situation, identify the important elements and make a logical decision without undue delay</p> <p>accurately assesses the potential consequences of alternative courses of action and selects the one which is most acceptable</p> <p>has little difficulty deciding what to do in most situations</p> <p>recognizes dangerous situations and acts decisively to protect persons and property from harm</p> <p>is able to reach a decision quickly when faced with several alternative courses of action</p>
READING SKILLS	<p>is able to apply information derived from written materials</p> <p>is able to read the following job-related written materials with comprehension:</p> <ul style="list-style-type: none"> -training materials utilized in the basic academy -vehicle and penal codes -inservice training bulletins and related materials -procedural manuals and administrative directives <p>is able to recall factual information pertaining to and derived from laws, statutes, codes and other written materials</p>

.Table 9 - Continued

Personal Characteristics	Definition
WRITING SKILLS	<p>expresses himself in a narrative style which is clear and concise</p> <p>writes legibly</p> <p>uses acceptable grammar, punctuation and spelling</p> <p>makes sure that all of his reports are accurate and objective</p> <p>provides a complete account of what happened</p> <p>includes all relevant details which may aid in the reconstruction of an incident</p>
PHYSICAL ABILITY	<p>has good physical strength, agility, balance, coordination and endurance</p> <p>has good hearing, visual acuity, depth perception, and color vision</p> <p>is free from disabling diseases and handicaps</p>

A questionnaire was prepared for the purpose of ascertaining, on the basis of empirical data, the relationship between the functional categories of a police officer's job and the skills and abilities required to perform this job. Supervisory and command level personnel in participating police departments were sent sets of survey materials, including a definition of the police officer functions and personal characteristics and a *Personal Characteristics Questionnaire*.

The purpose of this latter questionnaire was to have the police sample evaluate the relative importance of the 11 personal characteristics to the performance of each police function. These ratings express, in percentage terms, the relevance of each personal characteristic to each function as determined by the job analysis sample.

A total of 123 questionnaires were completed by supervisory and command-level police personnel in 33 Washington departments. Table 10 lists the participating departments and the number of questionnaires completed by each department.

Table 10

Alphabetical Listing of Agencies Completing
Personal Characteristics Questionnaire

Agency	No. of Questionnaires Completed
Bellevue	5
Bellingham	5
Bothell	1
Cheney	1
Colville	1
Cowlitz County	2
Edmonds	2
Everett	5
Hoquiam	1
King County	14
Lynwood	2
Mercer Island	2
Moses Lake	1
Oak Harbor	1
Olympia	2
Othello	1
Pacific County	1
Pascoe	2
Pierce County	5
Port Angeles	1
Rickland	2
Seattle	19
Serdo-Woolley	1
Shelton	1
Skagit Tribal System	1
Spokane	15
Sumner	1
Tacoma	15
Unviersity of Washington	2
Vancouver	2
Walla Walla	2
Wenatchee	2
Yakima	5

Table 11 expresses, in percentage terms, the rated degree of relevance of the various personal characteristics in relation to the 13 functions of police work which resulted from the task analysis. These ratings were derived from the previously described *Personal Characteristics Questionnaire for Police Officers* which called for an evaluation of the relative importance of the 11 personal characteristics to the performance of each police function. Respondents were required to assign a

total of 100 points, in any manner in which they saw fit, to the 11 personal characteristics.

TABLE II

Relative Importance (in percentages) of
Personal Characteristics for the
Performance of Police Functions

FUNCTIONS	APPEARANCE	DEPENDABILITY	INITIATIVE	INTERPERSONAL SKILLS	INTEGRITY	ORAL COMMUNICATION SKILLS	SELF-CONTROL	SITUATIONAL REASONING ABILITY	READING SKILLS	WRITING SKILLS	PHYSICAL ABILITY
Performing Routine Patrol Duties	7.1	10.5	13.5	9.2	8.5	9.8	7.7	14.1	4.4	6.6	9.3
Performing Traffic Enforcement & Control Duties	8.6	8.0	11.4	10.3	7.4	12.1	11.8	12.5	4.2	6.3	8.3
Handling Emergency Situations	3.8	8.9	9.2	11.2	4.8	10.6	14.6	19.9	1.7	1.7	13.6
Writing Reports and Completing Forms	1.3	10.5	8.6	4.9	7.9	5.7	2.8	8.6	17.9	31.4	1.3
Handling & Investigating Traffic Accidents	6.0	8.4	8.7	10.3	5.9	11.9	7.4	14.3	6.9	14.2	6.0
Apprehending & Arresting Suspects	3.4	6.5	8.6	10.2	5.5	10.3	13.5	16.7	2.0	2.1	22.1
Investigating Criminal Cases	5.1	8.1	13.6	12.0	7.2	14.0	4.8	13.4	7.0	11.6	4.1
Preparing Cases for Trial & Testifying in Court	13.5	7.9	6.2	7.7	11.8	19.2	7.7	6.2	7.6	11.4	1.7
			151								

Table 11 - Continued

FUNCTIONS	APPEARANCE	DEPENDABILITY	INITIATIVE	INTERPERSONAL SKILLS	INTEGRITY	ORAL COMMUNICATION SKILLS	SELF-CONTROL	SITUATIONAL REASONING ABILITY	READING SKILLS	WRITING SKILLS	PHYSICAL ABILITY
Performing Jail Duties	4.3	7.9	5.1	11.0	8.9	11.0	13.1	9.0	4.2	5.4	17.8
Controlling Civil Disputes & Disturbances	6.3	5.8	5.0	14.0	4.6	14.3	17.2	15.0	1.6	1.2	15.8
Escorting Persons or Vehicles	10.8	10.9	6.0	9.9	6.7	10.9	10.8	17.1	2.0	1.3	13.6
Performing Public Relations or Training Duties	18.1	6.6	6.9	12.4	5.7	22.1	5.1	6.6	7.8	6.1	3.3
Performing Support Duties	8.2	13.6	9.5	9.5	9.3	12.4	5.8	8.7	8.9	9.7	5.3
Overall Importance	7.4	8.7	8.6	10.2	7.2	11.9	9.4	12.5	5.9	8.4	9.4

CONCLUSIONS

The significance of the previously described analysis is to provide a foundation for weighting the various components of the selection system for entry-level police officers. Those personal characteristics which are measurable by means of testing procedures and are to be utilized in a weighted fashion constitute the job performance domain. It should be noted that the factors of integrity, self-control, and appearance are not included as part of the measurable job performance domain, because they are to be treated as unscored components (i.e., pass/fail) of the employment system. Therefore, the following percentage weights indicating the relative importance of the measurable job performance domain exclude the unscored factors which were identified in the job analysis.

While the Consultants recommend that there be a minimal screening on the basis of an applicant's appearance in the interview, because appearance obviously is of little relevance to the duties of a police officer's position, we do not recommend that this factor be scored or weighted because of the potential for discriminatory judgments.

further, the job analysis indicates that the factors of integrity and self-control are also of substantial importance to the successful performance of a police officer's duties. It is recommended that these factors be assessed as part of the background investigation. Notwithstanding the importance of these personal characteristics, they too should be scored on the basis of an unweighted, pass/fail judgment. The measurable performance domain (i.e., the personal characteristics to be sought of job applicants) are identified in Table 12, and the appropriate weights are given for the purpose of providing guidance with respect to the relative emphasis to be accorded the various selection tools in the entry-level police officer employment system. The percentage weights describing the relative importance of the various personal characteristics have been derived from an analysis of those functions which were considered to be most critical to the performance of police officer's duties.

It should be recalled that Table 8 provided an analysis of the importance of the 13 police functions. For the purpose of the instance analysis, a police function was retained for further study only if at least half of the tasks which defined that function were judged to be important to critical. Those police functions which did not meet this criterion of minimal importance were not retained.

Utilizing the seven most important police functions, the weights indicating relative importance of the personal characteristics required to perform these functions were

determined. Because Federal guidelines and standards mandate a heavy burden to the employer, we deem it especially important to confine the selection system for police officers exclusively to those personal characteristics which were judged to be important for performing the most critical aspects of a police officer's job.

Table 12

Percentage Weights for Personal Characteristics
Comprising the Measurable Job Performance Domain

Characteristics	Percentage Weight
Dependability	11
Initiative	12
Interpersonal Skills	12
Oral Communication	15
Situational Reasoning	17
Reading Skills	09
Writing Skills	14
Physical Ability	10

STATE-WIDE JOB ANALYSIS OF THE
POLICE PATROL OFFICER POSITION

STATE OF MICHIGAN*

by

WILLIAM NASH
DALE ROTHENBERGER
RICHARD TALLEY

ORGANIZATIONAL BACKGROUND

The Michigan Law Enforcement Officers Training Council (MLEOTC or Council) was established by legislation in 1965 (Public Act 203). Michigan was one of the first states to establish a law enforcement officers training council to set selection and training standards for the entry-level (patrol officer) position. Further, Michigan is one of the few states which has established *mandatory* selection and training standards. Other states have established standards, but compliance with these standards is voluntary on the part of the police agencies.

The governing body of MLEOTC consists of 11 members appointed by the Governor, with the advice and consent of the Senate. The Attorney General and Director of State Police are ex-officio members. Three Sheriffs, three Chiefs of Police, and one Representative from each of the following: Fraternal Order of Police, Metropolitan Club, and Detroit Police Officer Associations comprised the remaining membership. The full-time staff of MLEOTC currently numbers 20, all of whom are located in offices in Lansing, Michigan.

The *delivery system* for the mandatory recruit training program consists of 14 regional training academies which provide every major population area with a training facility. MLEOTC has superintending control over the 14 regional academies and through a contractual relationship, funds the entire recruit training program at the various locations.

Public Act 203 of 1965 enumerates the responsibilities of MLEOTC (Appendix 1). The Council, through the provision of establishing standards, serves the following twofold purpose:

1. To ensure the competence of Michigan law enforcement officers.

*Research & Development Section, Michigan Law Enforcement Officers Training Council; Patrick Judge, Chief.

2. To administer an effective financial aid program to help the subvention of training law enforcement officers.

The Council's mission is supported by the following specific goals:

1. To establish mandatory minimum standards for the selection and training of entry-level officers.
2. To require law enforcement agencies to meet the minimum selection and training standards.
3. To establish and maintain quality training courses designed to improve the performance of law enforcement officers.

The purpose of the remainder of this paper is to discuss Goal #1 and describe how MLEOTC is preparing to validate its selection and training standards for the entry-level position. This particular organizational goal has been assigned the highest priority by the 11-member governing board so that MLEOTC can fulfill its statutory responsibility of *preparing and publishing* minimum standards.

PROBLEM STATEMENT

The job analysis project discussed in this paper is the first step of a long-range plan to develop a validated comprehensive selection and training system for the entry-level position.

The present selection and training standards which are mandated by MLEOTC are the result of collective judgments of professionals based on their subjective estimates which cannot be validated or checked for reliability using conventional statistical techniques. These standards do not, in themselves, insure that the best qualified are hired and the least qualified are rejected. This leads one to ask whether the standards are, in fact, relevant. Finally, there are indications of considerable variations in the degree to which police departments throughout the State recognize these standards. It must be noted that the training requirement is considered part of the *selection process* since MLEOTC requires that a candidate successfully complete the mandatory minimum of 296 hours of instruction before he/she is *certified* and therefore eligible to enforce the general criminal laws of this State. Thus, the training must be job related to conform with state and federal guidelines on fair employment. (The current Minimum Employment Standards are included in Appendix II).

Statewide selection and training standards must be developed by MLEOTC that will enable Michigan police agencies to hire individuals who are qualified to become effective police officers. These standards must be job related, accurately reflect job requirements, and be reasonable. Standards must not be set arbitrarily or unnecessarily high thereby creating artificial barriers to the employment of large numbers of individuals, particularly members of protected groups (minorities and women). The same standards must be validated and proven through valid statistical means.

Law enforcement agencies have an obligation to hire individuals who are qualified to become effective peace officers. Failure to meet this obligation could jeopardize the safe and efficient operation of an agency and thus endanger the public. In addition, agencies must avoid setting selection standards which are irrelevant or arbitrarily and unnecessarily high. Such standards may violate federal and state laws prohibiting discriminatory hiring practices and subvert the fundamental precepts of merit selection.

The increasing rate at which civil rights legislation is being passed and the more active roles that federal, state, and local governments are now taking with regard to *equal opportunity* reflect the fact that certain opportunities have been inaccessible to a significant number of people. Among these opportunities is the access, with artificial barriers, to an occupation of one's choice. Many employers across the country, including law enforcement agencies, through negligence, design, or lack of commitment have failed to provide equal employment opportunities to all persons.

In the public media, racial discrimination has received the most attention. However, it is frequently the case that employee selection processes, which are not based upon merit, discriminate against persons other than minority race members. As the terms *discrimination*, *minority*, or *protected class* have been expanded and interpreted by legislatures and courts, as well as through executive orders, they have come to mean the lack of employment opportunities for many distinct groups. Membership in these groups can be based upon factors other than race such as sex, height, weight, marital status, religion, and physical handicap.

There are approximately 600 law enforcement agencies in Michigan that are required to comply with MLEOTC standards. These agencies range in size from one full-time officer to a complement of over 5,500. Types of

- Trends of changes occurring in the work performance characteristics of a sub-occupation.
- Comparison of job performance requirements as viewed by different types of persons (i.e., workers versus immediate supervisors).

Special Objectives - The specific requirements of this project involve a statewide job analysis (as described in the contractor's final report) that will permit MLEOTC to meet the following organizational objectives:

- By July 31, 1979, provide empirical evidence to assist in the identification of valid entry-level selection standards for Michigan police officers.
- By July 31, 1979, provide empirical evidence to assist in developing valid training performance objectives for entry-level police officers.

TWO OCCUPATIONAL AREAS STUDIED WITHIN THE PROJECT

Because of the nature of the police occupation, it was found necessary to study two distinct and vital areas of the patrol officer's job. These areas are: (a) tasks which comprise the patrol officer's job and the knowledges, skills, abilities, and personal characteristics necessary to perform those job tasks (General Occupational Study), and (b) the physical activity occurring on the job and the necessary skills and abilities required to meet the physical demands inherent to patrol work (Physical Activity Study).

Because of the distinct characteristics and complexity in each area, a decision was made to hire a separate contractor for each substudy. However, both studies are blended together at various points to ensure continuity of the end product.

Given the nature of the two aspects of the study, different methodologies are being used for each. A fairly conventional occupational analysis approach is being used for the non-physical study. The physical study was given special design consideration because of the peculiar nature of the tasks which it is intended to survey.

agencies include city, township, county, state, university, airport, railroad, and conservation. Functions of officers vary from primarily custodial or traffic related through a full-range of police services, including major crime investigations. Jurisdictions may be primarily rural or urban or a combination of both. It is critical to the success of the job analysis project that an adequate sample of the State's patrol officer population be identified and surveyed.

To summarize, a firm commitment has been made by the governing body of MLEOTC to conduct a statewide validation study of the police patrol officer position. The first step in any validation study is the job analysis. It must be completed to serve as a basis for subsequent development of selection and training techniques, standards, and practices. Due to the critical nature of this project, it is essential that the job analysis be completed by July 31, 1979. Federal funds have been secured from the Michigan Office of Criminal Justice Programs and the Michigan Office of Highway Safety Planning to conduct this project. A description of the *method* is contained in the following section.

OVERVIEW OF PROJECT

PROJECT OBJECTIVES

General Objectives - The primary objective of this project is to gather and analyze job relevancy data which can be used to provide descriptions of:

- Occupational clusters of specialties existing within the total patrol officer occupational area; (i.e., sub-occupations).
- Work activities performed in a single police sub-occupation, serving to define and validate the performance characteristics of that sub-occupation.
- Comparison of similarities and differences of the work performed in two or more sub-occupations.
- Differences in work performance as a function of job location; (rural, urban, etc.), length of job experience of the workers, job specialties within the patrol officer occupation, source of training, or other background characteristics of the persons answering the survey questionnaire or of the employment setting.

MAJOR STEPS OF THE PROJECT

The following are the major steps and tasks involved in developing the end product of this project. (See Appendix 3 for 23-step time chart.)

Developing the Questionnaire

- Define the occupation scope and the sample.
- Locate, collect, and review sources of information.
- Identify advisory committees.
- Construct the initial task listings.
- Advisory committees' review of task lists.
- Edit task lists.
- Determine necessary respondent data.
- Determine necessary task data.
- Determine types of summaries needed.
- Construct the job inventory instrument.
- Pilot test the instrument.
- Construct supervisory task factor booklets.

Administering the Questionnaire.

- Design survey methodology and write sets of correspondence.
- Design methodology for administering the questionnaire.
- Print, distribute and instruct local administrators.

Processing and Reporting Results.

- Prepare responses for data processing.
- Identify job clusters.
- Compute summary data.
- Prepare summary report.

Interpretation.

- Determine task training priorities.
- Identify tasks for training.
- Conduct workshops to analyze tasks.
- Establish terminal performance objectives.

The following aspects of the methodology warrant more detailed discussion.

SURVEY INSTRUMENT

General Study (non-physical) - The survey instrument will be a questionnaire booklet consisting of an exhaustive list of tasks organized into 15 duty categories. The

booklets will also contain a respondent data section where the incumbent officer will describe himself/herself and his/her organization. Checklist will also be included to indicate the types of complaints handled and equipment and vehicles used.

Concurrent with the incumbent survey, first-line supervisors will be asked to complete task factor booklets containing the same task lists. The supervisors will report on the following factors:

Training priority - a rating will be selected for those tasks which it is important that the entry-level officer be trained.

Time delay tolerance - a criticality rating will be selected to describe the time delay allowable before the task must be performed.

Consequence of failure - a criticality rating will be selected to describe the consequent of failure for each task.

Task learning difficulty - a rating will be selected to describe the learning difficulty of each task.

Physical Activity Survey - The survey instrument for the physical activity survey will be a checkoff from which will allow the incumbent officer to describe his/her physical activity immediately after he/she completes the activity. The survey will be conducted at various times throughout the year for seven day periods. The officers will carry the forms with them and use as many forms as needed to report their physical activity each time it occurs during the survey period.

The front side of the form will allow the respondent to describe his/her activity in terms of running, crawling, climbing, etc. He/she will also be asked to determine the criticality by indicating the consequences if he/she had failed to perform adequately. If the physical activity involved resistance from a subject, the encounter will be described on the reverse side of the form.

SAMPLE

Sample Stratification - The first step in determining an appropriate sample was to survey all local governments registered with the Secretary of State to establish the

number of independent police departments and the number of full-time police officers. It was found that there were 608 departments and 22,464 full-time officers working for units of government in the State as of October 1, 1978. That population was stratified into seven groups and the sample for each group was then identified (Figure 1).

Figure 1

Sample Stratification
Michigan Police Population

Total Police Population - N = 22,500

<u>Type of Agency</u>	<u>Percent of Total Population</u>
State Police	10%
Detroit P. D.	25%
Departments 100-500 Officers	15%
Departments 30-99 Officers	14%
Departments 1-29 Officers	13%
Sheriff Departments	20%
Other Police (Railroads, Airports, Conservation and Local Parks)	3%

General Study - The general study will survey 193 agencies. These include the State Police, sheriffs departments, city, townships and village departments, local park, railroad and airport police, and the department of Natural Resources. The sample was randomly chosen to represent police officers throughout the State. Approximately 20% of the State's general police population will be surveyed. One hundred percent of the specialized police will be surveyed due to the relatively low numbers in each specialization.

The survey instrument will be completed by all of the patrol officers in each of the departments which were chosen, with their supervisors completing task factor booklets.

Physical Activity Study - The sample for the physical activity study is also a random sample and will consist of 67 agencies. Approximately 14% of the general police population and 100% of the specialized police population will be surveyed for the same reasons as in the general study. All patrol officers in the chosen agencies will complete the instrument each time they participate in physical activity.

PUBLIC RELATIONS EFFORT

Probably the major difficulty with any survey research is to get an accurate and high response rate. This study has all of the traditional hazards of survey research plus additional hazards including: voluntary participation, large geographical area, suspicious attitude of many police officers, suspicious police management, and labor organizations. Because of the size of the survey population, local coordinators are being used to administer all of the survey instruments. This means that the local coordinators must not only be technically competent in use of the survey instruments but also that they act as MLEOTC's agents in selling the project to all participating incumbents, supervisors, and agency heads.

To insure a high and accurate response rate, a selling effort was undertaken and aimed at: police management groups, employee labor organizations, local coordinators, and incumbents. A slide/tape presentation was developed describing the MLEOTC organization, the need for a job analysis survey, the survey methodology, and the intended job related selection and training standards. This slide/tape presentation was used in selling the project to management, labor, and local coordinators.

Representatives from MLEOTC met with the Michigan Police Chiefs' Association and the Michigan Sheriffs' Association. Meetings were also held with each of the numerous labor organizations representing police in the State. These meetings were considered particularly critical because police in Michigan are highly organized, an outgrowth of the State's highly unionized auto industry. Three workshops were held in Lansing for the coordinators of the 67 departments participating in the physical survey. Six regional workshops are planned throughout the State.

for the local coordinators who will administer the general survey in the 193 participating departments.

In an effort to gain the cooperation of the incumbents, a small fold-out brochure was printed. The brochure was titled *Select Your Future Partner*. Special emphasis was put on eye appeal and packaging of the brochure to gain the attention of the incumbents. On the inside, the project is explained and participation is encouraged.

DATA REDUCTION

General Study - The data which is reported in the general study will be key punched and analyzed using the Comprehensive Occupational Data Computer Program (CODAP). The program will indicate the time officers spend on each task. Through clustering routines, the descriptions of similar jobs will be grouped.

Physical Activity Survey - The data which is collected will be keypunched and analyzed using a program written by the expert contractor. The computer program will reduce the data to general description of the types of physical activities which officers participate in. It will give a criticality rating for each type of physical activity. The type of activity and subject encountered (if any) will be correlated with a description of the incumbent officer.

INTERPRETATION

General Study - Members of the advisory committee will participate in a task analysis workshop to analyze each task in the training and selection sets produced by the CODAP program. The sets will be analyzed for behavioral categories requisite for training and selection. The workshops will also estimate near future job changes and trends and expand task identifications to include special performance content required by the local job situation.

A thorough analysis of each task in the training and selection set will include the behavioral categories requisite for training and selection. These include the following:

Cues which signal incumbent to begin performing tasks (very critical on certain tasks in law enforcement).

Conditions which mediate task performance (required manuals, report forms, special supervision, problems normally encountered, etc.).

Steps or elements of performance.

Knowledges, skills, abilities, and personal characteristics requisite to performance of task.

Incumbent attitudes, feelings, and convictions relative to performance.

Results and consequences of correct and incorrect performance.

Terminal performance objectives will also be established which clearly identify what job behavior is expected of the student by the time the instructional program is completed.

Physical Activity Study - The data produced by the computer routine will be descriptive of the physical activity encountered by the State's officers. The summaries will later be interpreted for use in developing selection criteria and physical training programs.

THE PRODUCT

The data which are gathered from the general occupational survey will be analyzed and interpreted by two methods:

1. Through the use of the CODAP computer program, job types will be identified (clusters of jobs based on similarity of task performance) and other distinctive data that can be used for decision-making purposes.
2. By use of special advisory groups (practitioners and experts in the field) who will analyze the task data and arrive at conclusions concerning the skills, knowledges, abilities, and personal characteristics required to perform the patrol officer job.

These two methods will provide a substantial base of knowledge which will permit MLEOTC to move into the second and third stages of the standards development process. The first stage, the analysis phase, will have been completed at this point.

The second and third stages, design and development, involve the (a) identification of training curriculum, (b) selection criteria, (c) development of related implementation strategies, and (d) testing processes. These two stages will result in a tangible product for the law enforcement profession; that is a valid job-related system for selecting and training individuals for the patrol officer position. The word *system* refers not only to specific selection and training criteria but also to the *process* whereby individuals will be selected and trained; i.e., instructional methods, specific selection tests, etc.

The data collected from the Physical Activity Study will be analyzed and interpreted by the contractor and other experts, such as kinesiologists and law enforcement physical trainers. Their findings will provide a content valid foundation of information upon which training and selection decisions can be made. The decisions made during the second year's effort will result in two important products:

1. Physical training proficiency requirements based on necessary levels of performance required of the recruit trainee. This includes identifying essential training proficiency criteria and methods to measure the criteria in a training setting.
2. A physical agility test for statewide use in the selection of police applicants.

During the third year of the study, data will be collected concerning the physical agility test performance of candidates. This data will be analyzed to establish differential validity for protected groups as required in the Uniform Guidelines on Employee Selection Procedures. In addition, the contractor will attempt to establish predictive validity of the physical agility test. Predictive validity establishes the ability of the test to reliably identify which candidates are qualified to meet the physical demands encountered in patrol work.

In summary, the *product* of the job analysis project is a data base which can be used as a solid foundation for the subsequent design and development of valid selection and training standards.

APPENDIX I

ACT NO. 203, P.A. 1965

as amended by Act No. 220, P.A. 1968, Act No. 187, P.A. 1970,
Act No. 31, P.A. 1971, and Act No. 422, P.A. 1976

AN ACT to provide for the creation of a law enforcement officers training council; to provide for additional costs in criminal cases and the establishment of the law enforcement officers training fund and allocations therefrom to local agencies of government participating in a police training program.

The People of the State of Michigan enact:

Sec. 1. This act shall be known and may be cited as the "Michigan law enforcement officers training council act of 1965".

Sec. 2. As used in this act:

- (a) "Council" means the law enforcement council.
- (b) "Executive secretary" means the executive secretary of the council.
- (c) "Police officer" or "law enforcement officer" means a member of a police force or other organization of a city, county, township, village or of the state, regularly employed as such and who is responsible for the prevention and detection of crime and the enforcement of the general criminal laws of this state, but shall not include any persons serving as such solely by virtue of his occupying any other office or position.

Sec. 3. There is created the law enforcement council to carry out the intent of this act and to consist of 11 members selected as follows:

- (a) The attorney general, or his designated representative.
- (b) The commissioner of state police, or his designated representative.
- (c) Three members appointed to the council by the governor from a list of 6 active members submitted by the Michigan association of chiefs of police.
- (d) Three members appointed to the council by the governor from a list of 6 active law enforcement officials submitted by the Michigan sheriffs association.
- (e) One member appointed to the council by the governor from a list of 3 names submitted by the fraternal order of the police.
- (f) One member appointed to the council by the governor from a list of 3 names submitted by the metropolitan club.

- (g) One member appointed to the council by the governor from a list of 3 names submitted by the Detroit police officers associations.
- (h) All appointments made by the governor shall be subject to the advice and consent of the senate.

Sec. 4. All members of the council shall hold office for a term of 3 years, except that of the members first appointed from nominees submitted by the Michigan association of chiefs of police and the nominees submitted by the Michigan sheriffs association--1 shall be appointed for 3 years, 1 for 2 years, and 1 for 1 year. A vacancy caused by expiration of a term or termination of his official position in law enforcement shall be filled in the same manner as the original appointment. A member appointed to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the member who he is to succeed in the same manner as the original appointment. Any member may be reappointed for additional terms.

Sec. 5. The council shall designate from among its members a chairman and a vice chairman who shall serve for 1-year terms and who may be re-elected. Membership on the council shall not constitute holding a public office, and members of the council shall not be required to take and file oaths of office before serving on the council. The council shall not have the right to exercise any portion of the sovereign power of the state. No member of the council shall be disqualified from holding any public office or employment by reason of his appointment or membership on the council, nor shall he forfeit any such office or employment, by reason of his appointment hereunder, notwithstanding the provisions of any general, special or local law, ordinance or city charter.

Sec. 6. The council shall meet at least 4 times in each year at Lansing, and shall hold special meetings when called by the chairman or, in the absence of the chairman, by the vice chairman or when called by the chairman upon the written request of 5 members of the council. The council shall establish its own procedures and requirements with respect to quorum, place and conduct of its meetings and other matters.

Sec. 7. The council shall make an annual report to the governor which will include pertinent data regarding the standards established and the degree or participation of municipalities in the training programs.

Sec. 8. The members of the council shall serve without compensation but shall be entitled to their actual expenses in attending meetings and in the performance of their duties hereunder.

Sec. 9. (1) The council shall prepare and publish minimum employment standards with due consideration with varying factors and special requirements of local police agencies relative to:

- (a) Minimum standards of physical, educational, mental, and moral fitness which shall govern the recruitment, selection, and appointment of police officers.
- (b) The approval of police training schools administered by a city, county, township, village, or corporation.

- (c) Minimum courses of study, attendance requirements of at least 240 instructional hours, equipment, and facilities required at approved city, county, township, village, or corporation police training schools.
- (d) The requirements in subdivision (c) shall be waived if any of the following occur:
 - (i) The person has previously completed the mandatory training requirements and less than 1 year of police service, has voluntarily or involuntarily discontinued his work as a law enforcement officer, and is again employed within 1 year after discontinuing work as a police officer.
 - (ii) The person has served more than 1 year and less than 5 years, has completed the mandatory training requirements, and takes employment with another police agency within 18 months of discontinued service.
 - (iii) The person has served 5 years or more and takes employment with another police agency within 2 years of discontinued service.
 - (iv) The person is a member of a sheriff's posse or police auxiliary temporarily engaged in the performance of his duties and while under the direction of the sheriff or police department.
- (e) Minimum qualifications for instructors at approved police training schools.
- (f) Minimum basic training requirements which regularly employed police officers excluding sheriffs shall complete before being eligible for employment.
- (g) Categories or classifications of advanced in-service training programs and minimum courses of study and attendance requirements for these categories or classifications.
- (h) The establishment of subordinate regional training centers in strategic geographic locations in order to serve the greatest number of police agencies that are unable to support their own training programs.
- (i) Acceptance of certified basic police training and experience received in states other than Michigan in fulfillment in whole or in part of the minimum employment standards prepared and published by the council.
- (2) Notwithstanding any other provision of this statute, a regularly employed person employed on or after January 1, 1977, as a member of a police force having a full-time officer shall not be empowered to exercise all the authority of a peace officer in this state, nor employed in a position which is granted the

authority of a peace officer by statute, unless the person has complied with the minimum employment standards prepared and published by the council pursuant to this section. Law enforcement officers employed before January 1, 1977, may continue their employment and participate in training programs on a voluntary or assigned basis but failure to meet standards shall not be grounds for dismissal of or termination of employment. A law enforcement officer employed before January 1, 1977, who fails to meet the minimum employment standards established pursuant to this section and who voluntarily or involuntarily discontinues his work as a law enforcement officer may be employed with a law enforcement agency if that officer meets the requirements of subsection (1)(d)(iii).

Sec. 10. The council may enter into agreements with other agencies, colleges and universities to carry out the intent of this act.

Sec. 11. The council may:

- (a) Visit and inspect a police training school, or examine the curriculum or training procedures, for which application for approval has been made.
- (b) Issue certificates to police training schools qualifying under the rules of the council.
- (c) Authorize the issuance of certificates of graduation or diplomas by approved police training schools to police officers who have satisfactorily completed minimum courses of study.
- (d) Cooperate with state, federal, and local police agencies in establishing and conducting local or area schools, or regional training centers for instruction and training of police officers of this state, its cities, counties, townships, and villages.
- (e) Make recommendations to the legislature on matters pertaining to qualification and training of police officers.
- (f) Establish preservice basic training programs at colleges and universities which qualify under the rules of the council.
- (g) Require a state examination for police officer certification.

Sec. 12. There shall be an executive secretary of the council who shall be appointed by the council, and who shall hold office during the pleasure of the council. He shall perform such functions and duties as may be assigned to him by the council. He shall receive compensation and reimbursement for expenses within the amounts available therefor by appropriation.

Sec. 13. There is created in the state treasury a law enforcement officers training fund, from which, the legislature shall appropriate sums deemed necessary for the purposes of this act.

Sec. 14. The amounts annually appropriated by the legislature shall be paid by the state treasurer in accordance with the accounting laws of the state upon certification of the executive secretary of the council for the purpose of reimbursing an amount not to exceed the training costs incurred for each officer meeting the recruitment standards prescribed pursuant to this act during the period covered by the allocation, plus an amount not to exceed the necessary living expenses incurred by the officer which are necessitated by training requiring that he be away from his residence overnight. If the moneys in the law enforcement officers training fund to be appropriated by the legislature for the training and living expenses are insufficient to allocate the amount for training and living purposes, the amount shall be reduced proportionately. An allocation shall not be made to a training agency or to a city, county, township, or village or agency of the state which has not, throughout the period covered by the allocation, adhered to the standards established by the council as applicable to either training or personnel or both recruited or trained by the training agency, city, county, township, or village or agency of the state during this period.

Sec. 15. A training agency, city, county, township, or village or state agency which desires to receive reimbursement pursuant to this act shall make application to the council for the reimbursement. The application shall contain information requested by the council.

This act is ordered to take immediate effect.

APPENDIX II

MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL

MINIMUM EMPLOYMENT STANDARDS

GENERAL RULES

(By authority conferred upon the department of state police by section 9 of Act No. 203 of the public acts of 1965, as amended, being section 28.609 of the Compiled Laws of 1948.)

R 28.4101. General provisions.

Rule 1. As used in these rules, "Act" means Act No. 203 of the Public Acts of 1965, as amended, being sections 28.601 to 28.616 of the Compiled Laws of 1948. The terms defined in the act have the same meaning when used in these rules.

R 28.4102. Employment qualifications.

Rule 2. A person employed as a police officer under the act shall:

- (a) Be a citizen of the United States.
- (b) Have attained the minimum age as established by the hiring agency, which shall be not less than 18 years or as otherwise provided by law.
- (c) Have obtained a high school diploma or have attained a passing score on the general education development test indicating a high school graduation level.
- (d) Have no prior felony convictions.
- (e) Possess good moral character as determined by a favorable comprehensive background investigation covering school and employment records, home environment and personal traits and integrity. Consideration will be given to all law violations, including traffic and conservation law convictions, as indicating a lack of good character.
- (f) Possess normal hearing, normal color vision and normal visual functions and acuity in each eye correctable to 20/20. Be free from any other impediment of the senses, physically sound, in possession of his extremities and well developed physically, with height and weight in relation to each other as indicated by accepted medical standards. Be free from any physical defects, chronic diseases, organic diseases, organic or functional conditions, or mental and emotional instabilities which may tend to impair the efficient performance of his duty or which may endanger the lives of others or himself.
- (g) Successfully complete the basic police training curriculum at a council approved school.

MINIMUM EMPLOYMENT STANDARDS-GENERAL RULES (continued)

R 28.4103. Examinations, fingerprints, and certificates.

Rule 3. Before sending a person to a council approved school, the hiring agency shall:

(a) Cause the applicant to be examined by a licensed physician to determine that the applicant meets the standards set forth in subrule (f) of rule 2. A declaration of the applicant's medical history shall be made available to the examining physician and shall become a part of the background investigation.

(b) Cause the applicant to be fingerprinted and a search made of local, state, and national fingerprint files to disclose any criminal record.

(c) Conduct an oral interview to determine the applicant's acceptability for a police officer position and to assess appearance, background, and ability to communicate.

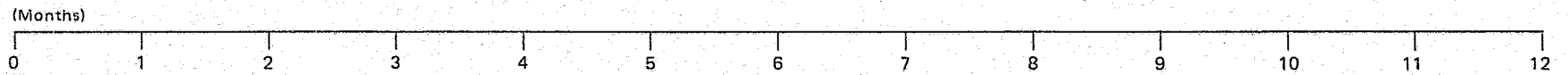
(d) Certify that the prospective trainee meets the minimum employment standards set forth in subrules (a) to (f) of rule 2.

R 28.4104. Forms

Rule 4. Form TC-01, entitled "Application for Enrollment In A Certified Academy" shall be completed and forwarded to the appropriate school coordinator before a person will be allowed to attend a council approved school.

R 28.4105. Practices and standards.

Rule 5. Recruitment and employment practices and standards shall comply with the law applicable to police officer employment.



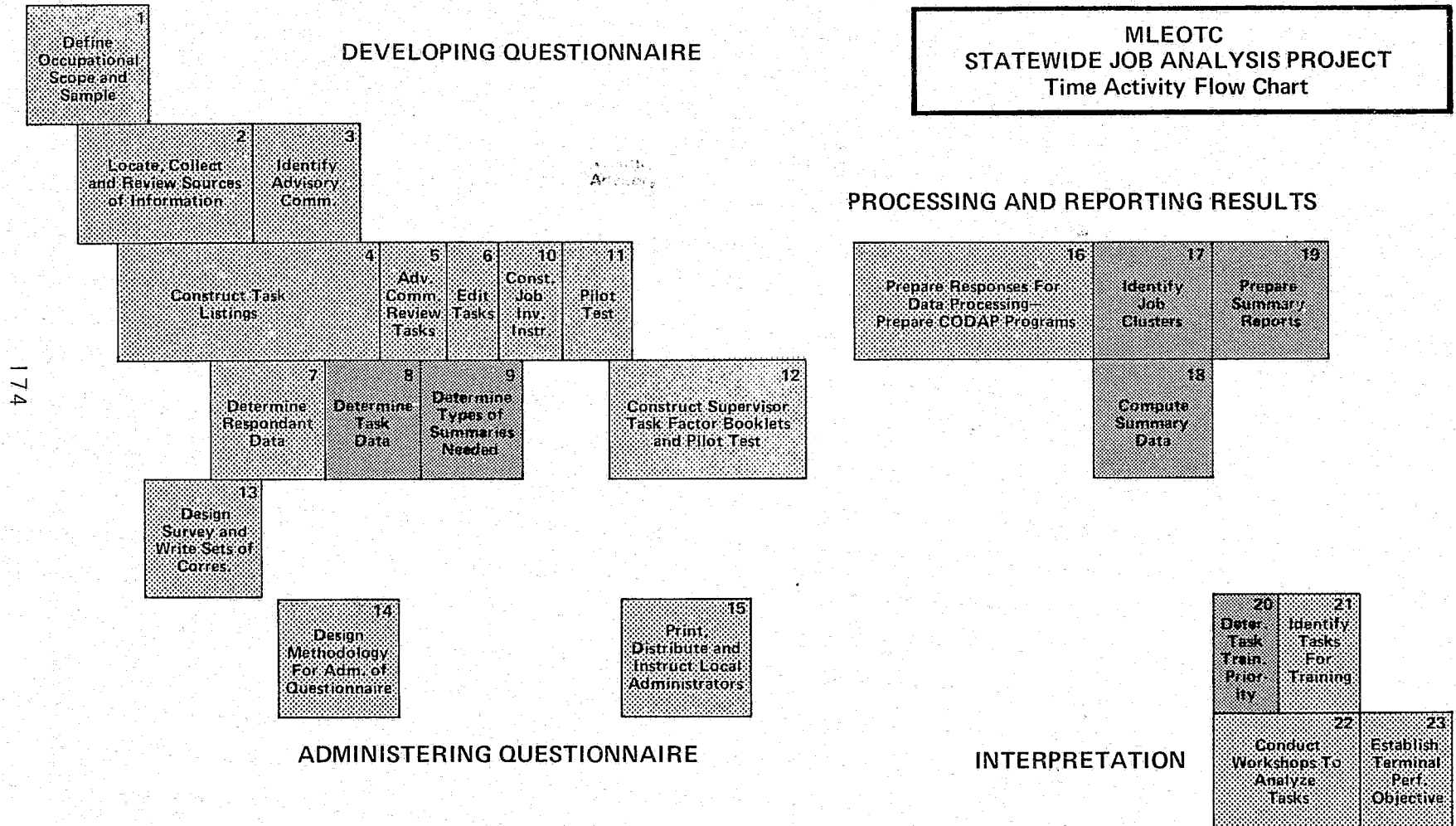
DEVELOPING QUESTIONNAIRE

MLEOTC STATEWIDE JOB ANALYSIS PROJECT Time Activity Flow Chart

PROCESSING AND REPORTING RESULTS

ADMINISTERING QUESTIONNAIRE

INTERPRETATION



JOB-TASK ANALYSES OF PATROL OFFICERS IN MINNESOTA

by

DALE W. DYSINGER*

In the last three years, there have been a surprisingly large number of job-task analyses done for peace officers activities in Minnesota. For example, in 1975-6 the Minnesota Department of Personnel conducted a task analysis for supervisory jobs of the State Patrol for St. Paul, Bloomington, and Duluth police departments. This study developed and validated promotional examinations for the State Patrol. It utilized some observational and interview techniques but relied primarily on a questionnaire to collect task information and worker characteristics. Another study by the State Department of Personnel in 1978 involved a similar job-task analysis of the patrolman function, which led to a concurrent validation of a selection test battery.

The job-task analyses that will be described in this paper concern (a) detailed job-task analyses done in 55 Twin Cities suburban police departments, (b) a paralled study done for sheriff and police departments in South-central Minnesota, and (c) an abbreviated study utilizing some of the identical techniques in sheriff and police departments in Northern Minnesota. All three of these related studies were conducted with funding from LEAA through the Minnesota Crime Control Planning Board.

In the Twin Cities area, there is a regional planning and development governing body called the Metropolitan Council. This council provides a central administrative structure for coordinating planning and development activities for a seven county area which includes Minneapolis, St. Paul, and essentially all of the suburban communities surrounding the Twin Cities. Concerns of suburban communities in the selection of police patrol officers in a legally defensible, valid, and non-discriminatory manner prompted the Metropolitan Area Management Association (MAMA) to investigate the feasibility of developing a selection system for coordinated use in their communities. A Personnel Selection Standards Committee was formed and approached the Metropolitan Council for assistance in coordination and developing the proposal which was funded by LEAA through the State Planning Agency.

*Evaluator of the Minnesota Board of Peace Officer Standards and Training.

The initial phase of the study involved a Research Design Team composed of experts in the fields of psychology, sociology, physiology, civil rights laws, and cardiology. This team carefully reviewed the literature and prepared a detailed and critical series of reports related to the current law and court rulings, physiological monitoring of officers, selection research studies, etc. From these reviews of previous studies, the Research Design Team developed a detailed work plan for the job-task analysis phase of the Suburban Police Officer Selection Standards Study. This work plan was the primary basis for the contract competitively awarded to the Arthur Young & Company for implementation in August 1976.

This study of suburban police officers was supplemented by two other job analyses. One of these was conducted in South-central Minnesota by Springsted Incorporated of St. Paul. This study utilized the same research design, data collection instruments, and analysis procedures developed for the suburban study; however, the data collection was in a rural, agricultural region with both police and sheriff departments sampled in the project.

The third study was conducted by staff of the Crime Control Planning Board in Northern Minnesota. The study replicated a portion of the data collection and analysis procedures which were applied to police and sheriff's departments in this rural, resort area of the state. The three studies provide a useful sample of essentially all the law enforcement jobs throughout the state, although the largest departments, Minneapolis, St. Paul, the State Patrol, and the sheriff departments of the Twin Cities area are not included in the sample.

The descriptive material concerning the job analysis will focus upon the suburban (MAMA) study done by Arthur Young & Company. This study, the largest, was the model for the other two related projects. In presenting the results, however, comparative data will include the information from the comparable projects.

DATA COLLECTION AND ANALYSIS METHODOLOGY

The Research Design Team specified, in considerable detail, the data collection and analysis procedures to be used by the contractor in the MAMA study. The ultimate goal of the entire project was the development of a selection process for these suburban departments.

The job-task analysis phase consisted of three major stages:

1. Collection and analysis of job-descriptive information of suburban patrol officers.
2. Review and translation of the job information into knowledge, skill, and personal and physical characteristics required to perform the activities/tasks.
3. Ranking of the activities in terms of their relative importance as viewed by citizens served by the officers.

COLLECTION OF JOB DESCRIPTIVE INFORMATION.

Three different methods were used to collect information on patrol job activities, field observations, post-shift interviews, and incident interviews. All of these were conducted by trained job analysts.

The *field observations* involved an analyst accompanying the patrol officer on a full eight hour shift. The trained analyst recorded (a) a detailed account of activities on forms provided which detailed the time required for the activity, (b) the nature of the activity, (c) the mechanisms used by the officer in getting job-related information, (d) how the officer processed the information, (e) the physical activities involved, (f) how, and to whom, information was provided by the officer and (g) the environmental context of the activity. As an additional means of monitoring the physical demands of the patrol job, electrocardiogram monitoring devices were attached to 60 of the 97 officers for which field observations were made. This was utilized in order to measure the range of cardiac demands made by the patrol job.

The *post-shift interviews* were conducted by trained analysts immediately following an officer's 8 hour shift. This interview, which often lasted 2-2½ hours, attempted to provide data comparable to that obtained in the field observations. The officer was asked to describe the preceding shift at a level of detail that would permit estimates of duration of an activity, the information required to perform the activity, the physical demands, etc. The same data collection forms used for the observations were used to record the post-shift interviews. Ninety-four of these interviews were conducted.

The *incident interview* was used to acquire information about infrequent, yet potentially critical, activities performed by patrol officers. Officers were asked to describe in detail any critical episodes of an emergency nature or threatening situations that had occurred in the last year. These activities were recorded on the same data collection forms used for the other methods of task description. Incident interviews were conducted with 94 patrol officers.

These activity descriptions were provided by 285 officers representing approximately 1,600 patrol hours plus critical episodes over a year span for almost 100 officers. Thus, approximately 40% of all of the patrol officers in these departments were utilized in the data collection phase.

SAMPLING PLAN

It was considered possible that certain police departments within the consortium of the 55 municipalities had unique task assignments that would make the overall job analysis not as applicable to their selection system. Therefore, a study to develop an agency classification scheme was conducted.

This study consisted of examination of crime statistics and organizational and demographic factors of the department and the community which might affect duties of a patrol officer. The outcomes of this study provided a classification of departments on the basis of size and a variable based both upon proximity to the Twin Cities and their growth pattern. This provided four classifications (a) large inner suburb, (b) large developing suburb/outlying area, (c) small inner suburb, and (d) small developing suburb/outlying area. The sampling plan for the job analysis retained these four classifications (strata) so that differences, if any, in job activities associated with differences among the characteristics of these four types of departments could be ascertained.

Ramdon samples from within strata were drawn with some restrictions; i.e., the study plan called for the intensive study of minority and female officers. Therefore, all of the female officers were included in the field observations or post-shift interviews. The sampling plan involved coverage of all shifts and days of the week.

The classification system sorted the 55 suburban departments into the four strata previously listed.

Table I lists the number of departments, the range in number of patrol officers in these departments, and the total number of patrol officers in each stratum.

Table I

Outline of Sampling Plan

<u>Classification (Strata)</u>	<u>Number of Departments</u>	<u>Number of Patrol Officers Within Dept.</u>	<u>Total in Stratum</u>
I. Large, inner ring	11	18-45	300
II. Large, outer ring	7	18-31	161
III. Small, inner	13	4-14	119
IV. Small, outer ring	24	3-14	117
Totals	55	-	697

SAMPLING PLAN FOR COMPARABLE STUDIES

The data collected and sampling plans for the Minnesota Valley Council of Governments (COG) study were essentially parallel to the plans for the MAMA study but on a smaller scale. The same data collection techniques were utilized; however, heart rate monitoring was not a part of the field observations and the field observations were done for one-half of a shift (4 hours) so that more departments and individuals could be included in the sample.

The sampling plan contained three strata; large police departments, small police departments, and sheriff's departments. (The determination of these strata were partially based upon a comparison of patrol activities recorded on officer or dispatcher log sheets.) The two large police

departments had 27 and 12 patrol officers; the five small police departments had from 2-6 patrol officers; and the four sheriff's departments had from 3-6 deputies assigned primarily to patrol functions.

The Crime Control Planning Board (CCPB) study utilized only post-shift interviews. In this sample, there were 15 deputy sheriffs in four northern counties and 23 police patrolment in eight small town departments.

Therefore, job descriptive information on the patrol activities of law enforcement personnel in Minnesota is available for Twin City suburban police departments, for police and sheriff's departments in the South-central agricultural section of the state (COG Study), and for the Northern resort section of the state (CCPB Study).

DATA REDUCTION AND ANALYSIS

The information collected by field observation and post-shift interviews was listed by an activity code and detailed field notes which described the behaviors or processes associated with the activity. This Activity/Behavior Description Form (A/BDF) was designed to provide a way the analyst could describe on a check list the particular activity within five general characteristics:

1. Ways and methods used by the officer to obtain the information needed to perform the activity.
2. Ways and methods used by the officer to process the information to reach a conclusion.
3. The overt physical activities required to complete the activity.
4. Ways in which the officer provided information to others.
5. The environmental context in which the activity occurred.

This total list consisted of 115 items which could be checked to indicate involvement of items in the activity. The analyst was also to indicate on the check list whether the behavior or process was critical to completion of the activity or whether they played a minor

role in the activity. In addition, the analyst wrote a brief narrative description on the activity on the A/BDF. This process was completed for each unique activity observed on a shift, described in a post-shift interview, or described in an incident-oriented interview.

A representative panel was formed to judge the relative importance of the activities to the overall job performance of a suburban police officer. The panel represented each stratum of the study and consisted of adult citizens, youth citizens, police officers, police supervision and city managers. This portion of the study was required to provide a measure that could be utilized in the performance evaluation steps of the validation process. The activity descriptions appended to the A/BDF were utilized by the panel as examples of the specific activities to be rated on a scale of I-II.

In addition, an *expert* panel was formed to make judgements as to the job knowledges, skills or abilities, physical characteristics, and personal characteristics that are required to perform the activities. The eleven subject area experts included three industrial psychologists, a public administrator, and an attorney. The output of the work of this panel was a set of judgements indicating that certain abilities or attributes are essential for an activity to be performed. In addition, the judges indicated whether these attributes should be the subject of entry-level training.

In the COG study, a representative panel was assembled to judge *importance* of the activities, however, another *expert* panel was not assembled.

RESULTS

The output of the job analysis phase of these studies provides comparative data among the data collection procedures, among the sampled strata, and among sections of the state. In addition, the heart rate monitoring device and the panel judgements provided additional information for estimating job requirements and performance dimensions.

DIFFERENCES ASSOCIATED WITH DATA COLLECTION PROCEDURES

The field observations and the post-shift interviews attempted to provide identical representations of the patrol officer's activity during a shift. In the MAMA study, the field observation method yielded a mean of 3.77 activities per hour, while the post-shift interview described 2.64 activities per patrol hour. This difference is not unexpected, since analysts were trained to log every activity, even those that officers might perceive as trivial. The post-shift interviews were based on the memory of the officer and the activities logged by the officer.

Although the absolute number of activities recorded is different for the field observations and the post-shift interviews, the relative frequency, i.e., the distribution among the various activities, was essential identical. therefore, no bias related to kind of activity is introduced by combining the reported and observed activity frequencies. Similar results were reported for these data collection methods in the COG study. In both of the studies, these data were combined to provide a larger sample from which other comparisons could be made.

DIFFERENCES IN ACTIVITIES BY DEPARTMENT CLASSIFICATIONS

In the MAMA study, departments were classified by size and proximity to the Twin Cities into four strata. Detailed analysis of frequency of an activity by strata provided a picture of striking similarity of activities by all of these officers. The patrol officers in the larger departments tended to perform slightly more activities per shift; however, the kinds of activities were essentially the same.

Table 11 presents the frequency of the grouped activities of the suburban officers for the four strata. These summary data shown marked consistency of activities across these kinds of departments. Similar consistency was found when comparing frequencies for these strata for each specific activity.

Table 2

Comparison of Frequency of Grouped Activities
by Strata for Suburban Police Departments

Activity Group	I*	II	III	IV	Average
I. Administrative and non-Patrol	5.15**	5.47	4.56	3.71	4.91
II. Routine Patrol	9.10	8.80	7.49	10.54	9.16
III. Responding to Service Calls	3.26	3.00	3.07	2.09	2.97
IV. Providing Emergency Service	.29	.28	.42	.14	.27
V. Checking Out Suspicious Situations	.70	.74	.56	.37	.63
VI. Performing Arrests at Scene of Crime/Accident	.18	.35	.28	.03	.20
VII. Preliminary Crime/Accident Investigation	.22	.16	.14	.20	.19
VIII. Follow-up Crime/Accident Investigation	.26	.33	.37	.43	.32
IX. Identifying Physical and Safety Hazards	.20	.30	.19	.40	.26
X. Enforcing Traffic Laws	4.29	3.09	3.53	2.14	3.55
IX. Other Activities	2.49	2.33	2.70	4.14	2.79
Totals	26.14	25.16	23.26	23.91	25.26

* I. large, inner ring suburban department

II. large, outer ring suburban department

III. small, inner ring suburban department

IV. small, outer ring suburban department

** Frequencies are the average number of times an officer engages in the activity per 8 hour shift.

Table 3 presents frequencies of similar grouped activities for police departments in the Twin Cities suburbs (the MAMA study), Northern Minnesota area (CCB study), and the large and small departments in the COG

study of Southern Minnesota. This table shows more areas of differences among these departments; e.g., suburban departments engaged in more traffic enforcement. Again in comparing the specific activities, all of these patrol officers are required to respond to the same requirements, although there are some differences in the frequency of requirements and in the total number of activities performed during an 8 hour shift.

Table 3

Comparison of Frequency of Grouped Activities for Police in Suburban, Northern, and Southern Areas of the State

Activity Group	Suburban Depts. (MAMA)	North Police (CCPB)	South Lg. Dept. (COG)	South Sm. Dept. (COG)
I. Adm. and Non-Patrol Activity	4.91*	**	4.00	3.00
II. Routine Patrol	9.16	9.40	9.00	14.00
III. Responding to Service Calls	2.97	2.68	2.00	1.00
IV. Providing Emergency Service	.27	.22	.29	.55
V. Checking out Suspicious Situations	.63	1.25	.37	.75
VI. Performing Arrests at Scene of Crime/Accident	.20	.39	.27	.55
VII. Preliminary Crime/Accident Investigation	.19	.91	.25	.37
VIII. Follow-up Crime/Accident Investigation	.32	.61	.32	.19
IX. Identifying Physical and Safety Hazards	.26	.39	.28	.42
X. Enforcing Traffic Laws	3.55	1.84	2.00	2.00

* Entries are the average number of times an officer engages in this type of activity per 8 hour shift.

** Administrative and non-patrol activities were not collected in the Crime Control Planning Board study.

DIFFERENCES IN ACTIVITIES FOR POLICE AND SHERIFF DEPARTMENTS

The activities of the deputy sheriffs in northern and southern Minnesota are compared in Table 4 with the average for the suburban police departments of the MAMA study. The sheriff's departments are less involved in traffic enforcement and in responding to service calls. The deputy sheriff in northern Minnesota is involved in more preliminary and followup in investigations than are either the southern sheriff departments or the suburban police. This is undoubtedly a function of the kind of referral resources available to them for investigative work. Inspecting the frequency of individual activities shows some additional key differences.

The deputy sheriff patrol job involves more frequent serving of warrants, summons, and other civil papers, more frequent transporting of prisoners, and less frequent involvement with juvenile problems. Again, however, these differences should not be exaggerated. The deputy sheriff on patrol and the suburban police patrol officer are required to do the same tasks. The frequency of a particular job requirement may differ significantly; however, the specific tasks are not unique to any group of patrol officers.

Table 4
Comparison of Frequency of Grouped Activities for Suburban
Police and Sheriff Departments in Northern and Southern
Areas of the State

Activity Group	Suburban Depts. (MAMA)	North Sheriff (CCPB)	South Sheriff (COG)
I. Adm. and Non-Patrol Activity	4.91	**	5.00
II. Routine Patrol	9.16	7.32	12.00
III. Responding to Service Calls	2.97	1.41	.86
IV. Providing Emergency Service	.22	.97	.15
V. Checking Out Suspicious Situations	.63	.53	.61
VI. Performing Arrests at Scene of Crime/Accident	.20	.14	.38
VII. Preliminary Crime/Accident Investigation	.19	1.67	.20
VIII. Follow-Up Crime/Accident Investigation	.32	.75	.46
IX. Identifying Physical and Safety Hazards	.26	.20	.63
X. Enforcing Traffic Laws	3.55	1.14	1.00

* Entries are the average number of times an officer engages in this type of activity per 8 hour shift.

** Administrative and non-patrol activities were not collected in the Crime Control Planning Board study.

DIFFERENCES IN ACTIVITIES FOR MALE AND FEMALE PATROL OFFICERS

In the MAMA study, seven female officers were observed for a complete shift and one female officer participated in the post-shift interview procedure. Although this is a very small sample, the comparison of these officers with their male counterparts indicated that they perform the same basic activities and at essentially the same rate per shift and require a similar amount of time to perform the task. No female or minority officers were included in the COG study of rural Minnesota or in the CCPB study in northern areas of the State.

ELECTROCARDIOGRAM DATA

In the field observation data collection procedures of the MAMA study, many of the officers were asked to volunteer to wear a portable electrocardiogram during the shift. Sixty of these officers volunteered and 55 usable records were obtained. The analyst was required to record exact times of onset and completion of an activity, on the log, so that heart functioning could be directly related to a specific activity. The interpretation and statistical analysis of the tapes was done by a cardiologist.

So few critical or emergency situations were encountered during these shifts, so that analyses of elevation of heart rate by type of activity, age, sex, shift, etc. could not be adequately evaluated. Overall, this portion of the study did not provide evidence of marked heart stress in the course of day-to-day patrol activity. The economic feasibility of this method for monitoring heart rate of patrol officers is suspect.

CRITICAL ACTIVITIES AND JUDGED IMPORTANCE

The results of two procedures utilized in the MAMA study are discussed together, since there was a strong relationship between the activities reported to be of a critical or emergency nature by officers and the importance of these activities judged by the representative panel.

Officers were asked to recount activities that they perceived as being of an emergency or critical nature during the last year.

Table 5

Officer Activities Related to Critical Emergency
or Threatening Incidents*

<u>Activity</u>	<u>Number Reported</u>	<u>Frequency/ Year</u>	<u>Importance Rating</u>
Provide emergency medical service (first aid) at scene of accident/crime.	351	3.73	9.94
Handle report of arguments/disputes among family/neighbors.	282	3.00	6.96
Respond to report of serious crime (shooting, breaking and entering, robbery, assault, rape, homicide, etc.).	86	.91	10.67
Handle report of traffic accident.	81	.86	7.81
Handle report of fighting, disorderly conduct, or mischievous conduct.	72	.77	8.15
Handle report of noise complaints.	69	.73	5.78
Participate in traffic chase.	66	.70	6.10
Handle report of intoxicated (liquor/drugs) person	57	.61	7.25
Other response to service call.	51	.54	-
Respond to emergency, non-routine service call (red light, siren, etc.).	42	.45	9.76
Place individual under arrest (search, give rights, question).	26	.28	9.33
Respond to burglar alarm.	10	.11	9.50
Provide backup to responding officer.	8	.09	9.46
Control or extinguish fires.	8	.09	6.37
Handle crowd control at parades, fairs, etc.	8	.09	5.10
Handle missing/found person call.	7	.07	7.23
Drive persons to hospital.	6	.06	5.32
Stop and interrogate suspicious persons, vagrants, possible runaways.	6	.06	7.31
Participate in "raid" to serve warrant.	6	.06	6.55
Write traffic citation or warning for moving, mechanical or safety violation.	5	.05	7.42

* Based on critical, emergency or threatening incidents reported as having occurred during the last 12 months of service by 94 officers.

Table 5 lists the activities that were reported five or more times by the 94 officers interviewed. (Similar procedures were used in the OOG study with similar output). Table 5 also presents the frequency per year that this critical activity occurs for the average patrol officer in these communities and the rating of importance by the representative panel. The importance value represents an average rating of 11 point scale of the entire panel.

The most frequent emergency situation reported concerns administering emergency medical service. This is reported as a critical, emergency, or threatening situation approximately once every 3 to 4 months; however, the frequency of this activity reported in the field observations and post-shift interviews (not necessarily a critical episode) was approximately once every 20 shifts or about once a month. The next most frequent critical episode was the handling of arguments among family or neighbors; a *domestic*. The reported frequency of this activity is approximately once every seven shifts, and develops as a critical incident about three times per year.

There is a general correspondence between activities that are considered *important* by the panel of citizens and those considered as critical or threatening by patrol officers. These important and/or critical activities, however, are not necessarily those that occur frequently.

EXPERT PANEL JUDGEMENTS

The panel of experts were charged with the task of developing a list of knowledges, abilities, personal and physical characteristics essential to effective patrol officer performance. They further judged whether these characteristics should be utilized as a basis of the pre-employment selection system or should be central to the recruit training program. These judgements were anchored to specific activities shown to be an essential part of the patrol officer job. The extensive list of abilities, knowledge, and individual characteristics form the basis for the current research contact in which a pre-employment selection system is being developed.

CONCLUSIONS

The recent job-task analyses conducted in Minnesota provides the basis for several on-going projects. The Metropolitan Area Management Association is currently

developing, and will validate, a selection procedure for suburban police departments. The task analysis information is being used in the development of performance evaluation procedures and in the development of trial entry examinations procedures. The Minnesota Valley Council of Governments is planning to adapt the results of the MAMA selection study to their law enforcement selection problems.

Recent legislation in Minnesota requires a restructuring of entry-level training for law enforcement officers as well as the licensing of these peace officers. The task analysis data is being used in the development of training objectives and in the construction of a licensing examination.

If there are court challenges to the selection procedures or the licensing examination, the extensive job-task information will provide an important basis for defending the job relevance of the contested procedure.

These job-task analyses provided specific reaffirmation of the generally accepted view that patrol officers in sheriff and police agencies are basically doing the same tasks. Some differences in job requirements across the State of Minnesota were observed, but the similarity of the specific tasks that are performed by patrol officers is the most striking finding of these studies.

REFERENCES

Metropolitan Area Management Association. *Suburban Police Officer Job Analysis*, 1978.*

Minnesota Crime Control Planning Board. *Minnesota Peace Officer Training and Education*, 1977.**

Minnesota Valley Council of Governments. *Rural Peace Officer Job Analysis and Validation Study*, 1978.***

* Available through Metropolitan Council, Public Safety Planning Program, 300 Metro Square Building, St. Paul, MN 55101.

** Available through C.C.P.B., 444 Lafayette Road, St. Paul, MN 55101.

*** Available through Springsted Incorporated, 800 Osborn Building St. Paul, MN 55102

61421

A REVIEW OF THE WISCONSIN LAW ENFORCEMENT
STANDARDS BOARD'S PLAN FOR CONDUCTING JOB ANALYSES

by

KENNETH VANDEN WYMELENBERG*
DENNIS E. HANSON*

INTRODUCTION

BACKGROUND

This is a review of a job analysis, the first phase of which is currently under way. Its foundations are the plans and experience of the Training and Standards Bureau, Wisconsin Department of Justice.

The Bureau administers a modest training program under the policy direction of the Law Enforcement Standards Board consisting of the following dimensions:

The Scope of Statewide Law Enforcement
Training Operations in Wisconsin Since 1970

<u>Project</u>	<u>Certified Schools</u>	<u>Total Graduates</u>	<u>Total Reimbursements by the Justice Dept.</u>
Preparatory Training	21. yearly	4,987	\$8,423,000
In-service ^b Training	15 yearly	4,500 yearly	\$ 454,894
Specialized ^b Training	30 yearly	5,900	\$ 331,934 \$9,209,828 ^c

^a Statewide in-service training began in 1973.

^b Statewide specialized training began in 1975.

^c Of the \$9,209,828 which the Wisconsin Justice Department has reimbursed state and local agencies for all forms of training, \$6,946,800 came from the Wisconsin Council on Criminal Justice (LEAA).

*Wisconsin Justice Department: Division of Law Enforcement Services
Training and Standards Bureau. Madison, Wisconsin.

Since January 1978, all forms of training, plus the operations of the Training and Standards Bureau, have been supported by the Law Enforcement Training Fund, a segregated revenue account sustained by penalty assessments (10% surcharges) on all state and local criminal and traffic code violations (except non-moving traffic code violations).

Preparatory training, the object of this review, was voluntary from March 1970 until January 1974. The 240 hour program, which has been required for nearly all new officers since 1974, is briefly summarized below.

Wisconsin's Current 240 Hour Preparatory Training Curriculum

Subjects	Total Hours	Percent of Total Curriculum
1. Introduction	7	2.91%
2. Fundamentals of human behavior	22	9.17%
3. Juvenile procedures	8	3.33%
4. Police proficiencies	44	18.33%
5. Legal principles	16	6.66%
6. Crime: Investigation and apprehension	36	15.00%
7. Traffic supervision	34	14.17%
8. Patrol procedures	35	14.58%
9. Administrative procedures	32	13.33%
10. Conclusion	6	2.50%
	<hr/> 240 hours	<hr/> 100.00%

STATEMENT OF THE PROBLEM

The purpose of the Law Enforcement Standards Board is . . . *the establishment of standards of a proper professional character* . . . for employment and training of law enforcement officers (Note 1).

To achieve this purpose, preparatory training has been organized around general subject description for the following is the description for the subject *preliminary investigation* (Note 2).

Preliminary Investigation 1 Hour

1. Emphasizes the importance of the actions of the first officer at the scene
2. Reviews responsibilities and activities which are the bases for a successful conclusion of an investigation

It sets the direction for the one hour of 240 hours which must be devoted to preliminary investigations.

In addition to approving the time devoted to subjects and their direction, the Standards Board certifies schools, instructors, and trainees. These certification are fundamentally bound to the preparatory training curriculum and its course descriptions. If the curriculum and its descriptions are sufficiently developed to fulfill the purpose of the Standards Board, then, certifications can become assurances that professional standares have been attained.

Therein lies the problem. Descriptions for most subjects in the curriculum set requirements for instructors not students. Their focus is the presentation of information; not goals for learning. From the course description for preliminary investigations, the Standards Board cannot assure that each training graduate can conduct a preliminary investigation; it cannot assure uniform presentations of information at its 21 certified schools; it cannot assure inform student testing; it cannot uniformly measure the performance of instructors; and it cannot assure the curriculum represents current thinking or consensus about details of conducting preliminary investigations.

The establishment of specific standards of learning in terms of student performance objectives shifts the focus from instructor to student. It also sets firm bases for the assurances and evaluations mentioned above which are necessary in a statewide training system which relies on certifications.

Student performance objectives are the most important product of instructional systems design methods. The first

step in those methods and the subject of this paper is job analyses.

METHOD

JOB ANALYSES DESIGN

Job analyses are the initial, fundamental steps in instructional systems design procedures. The procedure to be followed by the Standards Board is as follows:

Steps of the Law Enforcement Standards Board's Instructional Systems Design Plan (Note 3;4)

Determine general patrol officer tasks;

- Define and validate general tasks;
- Identify sub-tasks which enable officers to perform general tasks;

Determine skills and knowledge required for successful performances of the sub-tasks;

- Conduct behavioral analyses of sub-tasks consisting of measurements in the cognitive, psychomotor, and affective domains;

Set performance objectives for sub-tasks which, if met, would assure successful student performances of general tasks;

Develop test items to determine if performance objectives have been obtained;

Develop means for students to achieve objectives (in terms of course sequencing, and selecting instructional strategies, media, and materials, for example);

Validate instruction and tests.

Identification and Validation of General Tasks .

The Training and Standards Bureau is currently defining and validating general tasks. It began this initial step by reviewing task statements from the following sources:

Sources of General Patrol Officer Task Statements

California (Note 5)

Minnesota (Note 6)

Louisiana (Note 7)

U.S. Air Force (Note 8)

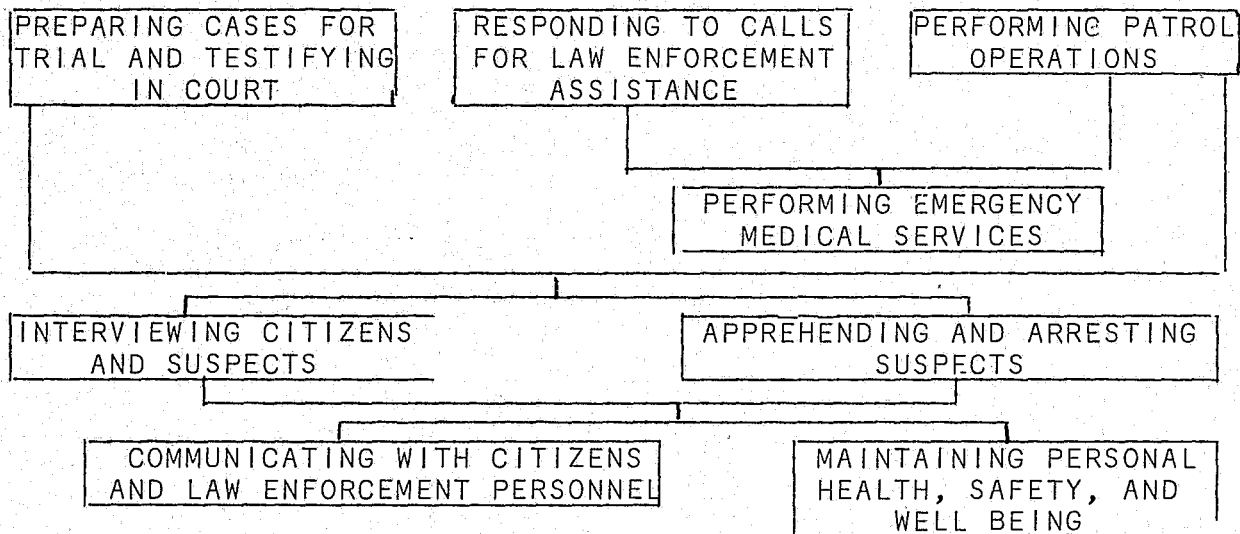
Metropolitan Police Department, Washington, D.C. (Note 9;10)

Texas (Note 11)

Project STAR (Note 13)

The goal of the review was to distill a general picture of patrol officer duties. After more than a dozen cycles of review, 158 common tasks emerged for the eight areas listed below.

General Areas of Patrol Officer
Duties in Performance Sequence



A 23 member advisory committee was then formed to review the tasks and the instrument to be used for their statewide validation. Its evaluation was directed toward the following topics:

1. Whether tasks had been omitted or were too specific to be considered general tasks instead of subtasks;
2. The clarity of task statements (were tasks expressed in language familiar to patrol officers?);
3. The clarity of survey instructions and the form of the instrument.
4. The time required to complete the instrument

Another six tasks were identified by the review panel, bringing the total to the following 164 tasks:

Final Patrol Officer Task Statements for Validation

1. Communicating with citizens and law enforcement personnel
 - 1.1. Use knowledge of department's community relations or policy
 - 1.1.1. Use knowledge of ethical police conduct
 - 1.1.2. Use knowledge of department's law enforcement philosophy
 - 1.1.3. Use knowledge of community make-up
 - 1.1.4. Use knowledge of negative citizen attitudes about police
 - 1.1.5. Use inoffensive language
 - 1.2. Direct or inform citizens (everyday speaking with citizens)
 - 1.2.1. Deliver emergency messages to citizens (notifications of deaths or serious injuries)
 - 1.3. Conduct police-press relations at the scenes of incidents
 - 1.4. Use red lights (on patrol vehicle)
 - 1.5. Use siren (on patrol vehicle)
 - 1.6. Use loud speaker (on patrol vehicle)
 - 1.7. Receive information, requests, and inquiries from citizens by telephone
 - 1.8. Comply with department dress regulations
 - 1.9. Use portable radio
 - 1.10. Use call box
 - 1.11. Use mobile radio
 - 1.11.1. Transmit and receive radio messages during emergencies
 - 1.11.2. Transmit and receive radio messages (1 officer squad)
 - 1.11.3. Transmit and receive radio messages (2 officer squad)
 - 1.12. Use radio codes
 - 1.13. Prepare reports and field notes (includes all reports of complaints, interviews, investigations, and accidents)
2. Maintaining personal health, safety and well-being
 - 2.1. Perform tasks which require sound physical condition (how important is sound physical condition?)
 - 2.2. Use self-defense tactics and techniques
 - 2.3. Use chemical repellent (such as MACE)
 - 2.4. Use baton
 - 2.5. Use gas mask/riot helmet
 - 2.6. Fire or throw gas projectiles
 - 2.7. Implement department's off duty firearm-holster policy
 - 2.8. Clean service firearm and shotgun
 - 2.9. Fire service firearm in combat
 - 2.10. Fire shotgun in combat
 - 2.11. Use knowledge of department's policies and legal requirements for using firearms
 - 2.12. Load and unload weapons

- 2.13. Follow procedures after effective combat firearm discharge
- 2.14. Cope with job stress
- 3. Performing patrol operations
 - 3.1. Test patrol car for malfunctions and missing equipment
 - 3.2. Push or start other vehicles with patrol cars
 - 3.3. Drive civilian vehicles
 - 3.4. Use patrol vehicle repair procedures
 - 3.5. Conduct business and residential "checks"
 - 3.5.1. Inform citizens of crime prevention techniques
 - 3.5.2. Use patrol driving and walking techniques
 - 3.5.3. Identify suspicious auto or pedestrian activity
 - 3.6. Recognize plain clothes officers
 - 3.7. Enforce liquor laws
 - 3.8. Enforce gambling laws
 - 3.9. Enforce narcotic and dangerous drug laws
 - 3.10. Enforce prostitution laws
 - 3.11. Gather and report information on organized criminal activities (gambling, prostitution, narcotics, etc.)
 - 3.12. Use traffic law enforcement procedures
 - 3.12.1. Detect traffic law violators
 - 3.12.2. Stop traffic law violators
 - 3.12.3. Issue traffic law violation citations
 - 3.12.4. Give "balance-coordination" tests to DWI suspects
 - 3.12.5. Give "preliminary breath tests" to DWI suspects
 - 3.12.6. Process DWI suspects after arrest
 - 3.12.7. Impound suspects' property
 - 3.13. Use field identification procedures (to identify suspects)
 - 3.14. Respond to crimes in progress
 - 3.15. Use defensive driving techniques
 - 3.15.1. Use guidelines for abandoning pursuit
 - 3.15.2. Use guidelines precluding pursuit
 - 3.15.3. Use guidelines for pursuit
 - 3.15.4. Use knowledge of conditions posing pursuit problems
 - 3.16. Use patrol car accident procedures
 - 3.17. Use patrol car to protect scenes of crimes or accidents
- 4. Responding to calls for law enforcement assistance
 - 4.1. Solve problems
 - 4.1.1. Make decisions
 - 4.2. Conduct preliminary investigations
 - 4.2.1. Respond to auto thefts
 - 4.2.1.1. Recover stolen autos
 - 4.2.2. Respond to fires
 - 4.2.3. Respond to lost or found property
 - 4.2.4. Respond to larcenies
 - 4.2.5. Respond to burglaries
 - 4.2.5.1. Respond to burglar alarms
 - 4.2.5.2. Respond to unlawful entries
 - 4.2.6. Respond to robberies

- 4.2.7. Respond to property destruction
- 4.2.8. Respond to sex related crimes
- 4.2.9. Respond to criminal assaults
- 4.2.10. Respond to family arguments
- 4.2.11. Respond to disorderly conduct
- 4.2.12. Respond to armed persons
- 4.2.13. Respond to assaults
- 4.2.14. Respond to sick or injured persons (not related to traffic accidents)
 - 4.2.14.1. Respond to unconscious persons (including Natural death)
 - 4.2.14.2. Determine ambulance need
 - 4.2.14.2.1. Use hospital follow-up procedures
- 4.2.15. Respond to homicides
- 4.2.16. Respond to incapacitated persons (including intoxicated persons)
- 4.2.17. Identify missing persons
- 4.2.18. Respond to persons bitten by animals
- 4.2.19. Respond to traffic accidents
 - 4.2.19.1. Call for supplementary aid
 - 4.2.19.2. Use first aid techniques
 - 4.2.19.3. Reroute traffic around accident scene
 - 4.2.19.4. Control spectator's access to scene
 - 4.2.19.5. Move damaged vehicles
 - 4.2.19.6. Identify, preserve, and collect evidence
 - 4.2.19.6.1. Diagram and record measurements of scene
 - 4.2.19.7. Identify and interview victims and witnesses
 - 4.2.19.8. Prepare reports
- 4.3. Respond to unusual occurrences
 - 4.3.1. Respond to mentally deranged persons
 - 4.3.1.1. Use emergency detention procedures
 - 4.3.2. Respond to barricaded persons
 - 4.3.3. Respond to bomb threats
 - 4.3.4. Respond to officers in danger
 - 4.3.5. Control crowds
 - 4.3.5.1. Respond to emotionally stressful crowds
 - 4.3.6. Respond to suspects holding hostages
 - 4.3.7. Respond to reported drownings
 - 4.3.7.1. Use water rescue techniques
- 4.4. Direct traffic
- 5. Performing emergency medical Service
 - 5.1. Treat severe bleeding
 - 5.2. Treat shock
 - 5.3. Treat poisoning
 - 5.4. Treat fractures
 - 5.5. Treat burns
 - 5.6. Treat heart attacks
 - 5.6.1. Perform cardio-pulmonary resuscitation
 - 5.7. Treat emergency childbirths
 - 5.8. Treat epileptic seizures
 - 5.9. Transport injured persons to hospitals
 - 5.10. Secure injured person's property

6. Interviewing citizens and suspects
 - 6.1. Use informants
 - 6.2. Interview crime victims/witnesses
 - 6.3. Interview juvenile suspects
 - 6.4. Interview adult suspects
 - 6.5. Use line-up and picture identification procedures
 - 6.6. Receive criminal confessions
7. Apprehending and arresting suspects
 - 7.1. Obtain and implement search warrants
 - 7.2. File complaints and obtain arrest warrants
 - 7.3. Conduct stake-outs
 - 7.4. Establish roadblocks
 - 7.5. Pursue fleeing suspects on foot
 - 7.5.1. Approach suspect(s) on foot with one officer squad
 - 7.5.2. Approach suspect(s) on foot with two officer squad
 - 7.6. Conduct searches
 - 7.6.1. Search within legal limits
 - 7.7. Conduct vehicle pull-over with one officer squad
 - 7.8. Conduct dangerous suspect/vehicle pull-over with one officer squad
 - 7.8.1. Arrest felon suspect(s) in vehicle with one officer squad
 - 7.9. Conduct vehicle pull-over with two officer squad
 - 7.10. Conduct dangerous suspect/vehicle pull-over with two officer squad
 - 7.10.1. Arrest felon suspect(s) in vehicle with two officer squad
 - 7.11. Disarm suspects with dangerous weapons
 - 7.12. Control hostile suspects
 - 7.12.1. Use handcuffs (or other restraining devices)
 - 7.13. Search suspects for evidence and weapons
 - 7.14. Search vehicles for evidence and weapons
 - 7.15. Identify, collect and preserve evidence
 - 7.16. Make felon arrests
 - 7.16.1. Use knowledge of entrapment
 - 7.17. Make misdemeanor arrests
 - 7.18. Issue warning of rights to suspects
 - 7.19. Take juvenile into custody
 - 7.20. Arrest persons who may be sick or injured
 - 7.21. Arrest persons who may be emotionally disturbed
 - 7.22. Arrest suspects outside of jurisdiction
 - 7.23. Transport arrested suspects
 - 7.24. Incarcerate suspects
 - 7.25. Release property
8. Preparing cases for trial and testifying in court
 - 8.1. Prepare for judicial proceedings
 - 8.2. Process serious misdemeanors and felonies in court
 - 8.3. Process lesser misdemeanors in court
 - 8.4. Process traffic offenders in court

The validation instrument required officers to measure tasks within two sets of parameters. First, how often is a task performed? Then, how important is a task? Next, officers were asked if tasks had been omitted. Tasks were listed on the instrument as follows;

A Task Statement from the Validation Instrument

Arrest felon suspect(s) in vehicle with two ☐ 1 2 3 4 5
officer squad

1. Daily
2. Weekly
3. Monthly
4. Yearly or less
5. Not performed

1. Not performed
2. Least important = poor task performance does not bring any consequences
3. Some importance = poor task performance does not bring serious consequences
4. Important - poor task performance could bring serious consequences
5. Very important = poor task performance could bring severe consequences

The frequency of performance and importance of tasks will be used, along with the data about task learning difficulty, learning time, number of trained personnel required, qualifications of students, training time intervals, and instructional resources to determine suitable types of training field, on-the-job, or classroom (Note 14)

In addition, the frequency of performance and importance of tasks must be known if task validation studies are to be used as a foundation for further studies to set employment standards (Note 15).

Identification, Validation, and Analysis of Enabling Objectives .

Results of the general task validation study are scheduled to be available in February 1979. Job analyses will then continue with detailed studies of general tasks the objects of which will be the identification of enabling objectives. These objectives are sub-tasks and sub-sub-tasks. The following is an estimate of enabling objectives for the general task *conduct preliminary investigation*:

General Statement and Estimate of Enabling Objectives for the Task *Conduct Preliminary Investigation*

General Task

1. Conduct Preliminary Investigation

Enabling Objectives

- 1.1. proceed to scene safely
- 1.2. assist injured persons
- 1.3. determine who called police
 - 1.3.1. locate victim and witnesses
 - 1.3.2. interview victim and witnesses
 - 1.3.3. determine facts
 - 1.3.4. prepare notebook entry
- 1.4. protect crime scene
- 1.5. request assistance if necessary
- 1.6. locate, detain, or arrest suspects
- 1.7. prepare full and accurate report

Whenever possible, enabling objectives are identified and arranged in performance sequences.

Initial estimates of enabling objectives for validated general tasks will be developed by the staff of the Training and Standards Bureau and by local certified instructors. They will come from reviews of lesson plans from Wisconsin

and other states, policy and procedures manuals from Wisconsin law enforcement agencies, reviews of training films, and from interviews with subject matter experts.

Validations of enabling objectives will be conducted by officers from a consortium of law enforcement agencies. Criteria for consortium membership will be the representative quality of agencies based on the sampling plan used for the validation of general task statements. Thus, patrol and command officers from at least twelve police departments (a small, medium and large department from each of four regions) and twelve sheriff's departments (a small, medium, and large department from each of four regions) and several state departments will review and validate enabling objectives.

After enabling objectives have been identified and validated, they will be analyzed by the staff of the Bureau, certified instructors, and consortium members to determine information which is necessary for setting student performance objectives. This amounts to isolating the following data for each enabling objective:

Enabling Objective Information Required For Setting Student Performance Objectives (Note 16; 17)

1. Descriptions of officers' performances which are required by enabling objectives. (Must officers calculate, discover, realize, choose, decide, copy, or say something, for example.);
2. Conditions under which enabling objectives and their performance occur including necessary equipment or other performance aids;
3. Proficiency requirements which indicate successful performances of enabling objectives;
4. Supporting information including rules, assumptions, precautions, or contingencies which bear on enabling objectives.

Behavioral Analyses Enabling Objectives.

An additional step of job analyses will be behavioral studies of the enabling objectives. It will be conducted within these behavioral domains: cognitive; psychomotor; and affective. Elements of the domains are as follows:

Domains of Behavior Analysis of Enabling Objectives (Note 18)

Cognitive Elements

Associating Associating, naming or responding to a specific input. The officer associates a response with a specific input only. The response may be vocal, written, or motor.

Chaining, Verbal Recalling of long verbal sequences which must be recalled in a specific sequence, and no other sequence.

Chaining, Motor Chaining of individual inputs, actions, and outputs in a specific sequence, and no other sequence. These sequences involve non-verbal motor responses. They generally require some degree of hand-eye coordination and manipulative abilities.

Discriminating Making different responses to different members of a particular class. Being able to distinguish among inputs, and respond differently to each.

Classifying Responding in a single way to all members of a particular class of observable events. Seeing the essential similarity among a class of objects, people, or events which call for a single response (generalizing). Seeing the essential differences between those inputs which are members of a class and those which are not (discriminating).

Rule Using Applying a rule to a given situation or condition by responding to a class of inputs with a class of actions. Relating two or more simpler concepts in the particular manner of a rule. A rule states the relationship among concepts. It is helpful to think of rules or principles as "if-then" statements.

Problem Solving Solving a novel problem by combining previously learned rules to create a higher-order rule. May involve generating new rules which receive trial-and-error use until the one which solves the problem is found.

Psychomotor Skills (Note 19)

Writing Writing skills include the ability to organize information in brief, concise, and complete statements as is required in police report writing.

Verbal These skills involve the ability to frame oral expressions in the vocabulary and jargon of a law enforcement agency.

Visual Visual skills include the ability to discern or identify common objects in unique circumstances or to focus attention on unusual occurrences, such as a vehicle parked behind a liquor store with its motor running.

Auditory Auditory discrimination involves the ability of an officer to identify unseen events or objects by their sounds alone. The sound of breaking glass in a business district should be cause for further investigation.

Touch Touch is the ability to discriminate objects through the tactile senses alone, such as the discovery of a dangerous weapon during a pat down.

Manipulation Manipulation is the ability to operate in a controlled fashion various types of equipment or instruments.

Affective Behaviors¹

Initiative Initiative refers to the motivation behind the doing of an act that could be delayed or ignored. Checking the crime map everyday requires initiative.

Responsibility Responsibility involves the acceptance of duties that need to be performed. An officer on patrol could selectively ignore a suspicious person or activity and thereby act without responsibility.

Bearing and Behavior Bearing and behavior include the ability to demonstrate proper attitude, emotional control, conduct, and dress befitting the immediate situation.

Resourcefulness Resourcefulness refers to the willingness of an officer to undertake alternate measures to complete a task effectively. A resourceful officer when administering first aid would use any available material to seal off an open chest wound.

Leadership Leadership includes both the desire and the act of assuming control when demanded by the situation. An officer exerting leadership is one who recognizes that a situation requires control and direction and initiates appropriate action until an authorized leader assumes command.

¹*Ibid.* pp. 193; 194.

Behavioral data will be used during later phases of instructional system design to develop or select tests and instructional methods. In addition, the identification of knowledges and skills for enabling objectives sets a foundation for the development of job (task) related employment standards.

A small group of officers from consortium member agencies will be trained to properly evaluate skills and knowledges. Results will be reported for each enabling objective by means of a form which has been designed to summarize information from all analyses for a general task. The form, a task description worksheet, follows this page.

SAMPLING PLAN

Validation studies and consortium memberships have been, and will be, based on a sampling plan which divides the state into four regions. The regions are well known to law enforcement agencies and criminal justice planners, as they have been used for more than eight years in statewide criminal activity reports and for planning. Each contains urban as well as rural areas and is the site of Standards Board certified preparatory training operations.

Within each region, law enforcement agencies were classified by size and jurisdiction. Size ranges were chosen to isolate distinct levels of law enforcement operations. For example, rural police services are provided by 316 departments of less than 10 employees, but nearly all sheriffs departments in rural areas employ 11-50 officers and civilians. The following chart identifies the scope of law enforcement employment in Wisconsin by sampling plan classifications:

The Number and Sizes of Law Enforcement Agencies in Wisconsin*

<u>Department Sizes</u>	<u>No. of Departments</u>	<u>No. of Officers</u>
Police Departments		
1-10 members	316	1,109
11-50 members	84	1,631
51-up members	25	4,050
Sheriff Departments (includes traffic depts.)		
1-10 members	5	64
11-50 members	51	1,100
51-up members	16	1,452
State Departments		
51-up members	<u>3</u>	<u>783</u>
	500	10,189

*Source: Wisconsin Department of Justice, Crime Information Bureau, "Wisconsin Law Enforcement Agencies Full-time Actual, Authorized and Specially Funded Employers as of July 1, 1978." (Madison, Wisconsin: Crime Information Bureau, 1978).

Further analyses identified the number of patrol officers employed by small, medium, and large police, sheriff, and traffic departments within the four regions. Validation questionnaires for general tasks were then distributed to 1/5 (983) of the patrol officers in the State. These figures were determined under the assumption, later confirmed, that at least 2/3 of law enforcement personnel are exclusively assigned to patrol operations. They do not include officers from Milwaukee, as general tasks have already been validated there. Additionally, they do not include state officers; many of whose assignments are of a specialized nature. The following chart summarizes distributions of general task validation questionnaire to patrol officers.

The Distribution of Task Validation Questionnaires to Patrol Officers

<u>Regions</u>	<u>Small Police</u>	<u>Medium Police</u>	<u>Large Police</u>	<u>Small Sheriff</u>	<u>Medium Sheriff</u>	<u>Large Sheriff</u>	<u>Total</u>
Northwest	30	13	19	5	40		107
Northeast	45	54	79	3	59	42	282
Southwest	46	51	71	2	43	40	253
Southeast	<u>24</u>	<u>102</u>	<u>102</u>	<u> </u>	<u>4</u>	<u>109</u>	<u>341</u>
	145	220	271	10	146	191	983

DISTRIBUTION SUMMARY

7,378 Officers (excluding State and Milwaukee officers)
 $\div 2/3$ (assumes 2/3 of departments' strength is in patrol operations)

4,869 Patrol Officers
 $\div 5$

973 (20% of Patrol Officers)

In addition, questionnaires were sent to each chief of police, sheriff, traffic commander, and all members of the Wisconsin Law Enforcement Training Officers Association, for a total of 1,700 questionnaires (Note 20).

The goal for response to the general task validation study was 10% of all patrol officers in the State (or at least 50% return rate for questionnaires). This total, while perhaps appearing too ambitious, would easily meet requirements for later use of validation information for setting employment standards.

To date, the return has been 58%, but the precise response of patrol officers within this total has yet to be determined.

TASK DESCRIPTION WORKSHEET:

Date: _____ Analyst: _____
 Function: _____
 Group #: _____ Name: _____

TASK/ACTIVITY DESCRIPTION

Action and Item Acted Upon	Activity Support Elements (Equipment, Materials, Performance Aids	Proficiency Requirements	1 Assumptions 2 Rules, Definitions, Precautions, References 3 Contingencies 4 Remarks
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Task #:

Task Statement:

E N A B L I N G O B J E C T I V E S & # 'S			
---	--	--	--

GENERAL TRAINING FACTORS

Trained Personnel Required _____
 Qualifications of Target Population _____
 Time Interval _____
 Resource Availability:
 Instructors _____
 Facilities _____
 Equipment _____

TASK SPECIFIC TRAINING FACTORS

Task Criticality _____
 % Performing the Task _____
 # Performing the Task _____
 Frequency of Performance _____
 Learning Difficulty _____
 Learning Time _____

COGNITIVE				
ASSOCIATING	CHAINING	DISCRIMINATING	CLASSIFYING	RULE USING

PSYCHOMOTOR				
WRITING SKILLS	VERBAL	VISUAL	AUDITORY	TOUCH

AFFECTIVE			
INITIATIVE	RESPONSIBILITY	BEARING & BEHAVIOR	RESOURCEFULNESS

DATA ANALYSES PROCEDURES AND ANTICIPATED RESULTS FOR GENERAL TASK STATEMENTS

Analyses of information from the general task validation study is underway. Two computer programs have been prepared for reduction of the data. First, there will be a review of the statewide response to the survey to determine if a representative sample has been attained. It can be determined from analyses if insufficient numbers of responses have been received from regions or types of agencies within the State.

A goal of the sampling plan was to produce a response to the general task survey of at least 10% of all patrol officers in the State (excluding Milwaukee and State officers). With 58% (992 of 1,700) of the questionnaires returned, the response goal appears attainable. If analyses reveal, for example, that compared with other agencies of 1-10 employees, small police departments in the Northeast region of the state did not sufficiently respond, additional questionnaires will be distributed or interviews will be conducted to assure an adequate response. If a uniform response of 10% cannot be attained, the acceptable rate will be reduced, but, whatever the revised goal, attempts will be made to assure its uniformity across sampling categories.

Next, general tasks will be sorted by their frequency of performance, importance, and the rank of respondents to develop differences and similarities within the following:

the size of departments

- (a) 1-10 employees
- (b) 11-50 employees
- (c) 51 up employees

the jurisdiction of departments

- (a) police
- (b) sheriff
- (c) traffic

geographical areas of the State

- (a) Northwest
- (b) Northeast
- (c) Southwest
- (d) Southeast

SUMMARY

Members of the Law Enforcement Standards Board do not want to leave the impression they believe improved training is attainable by a simple hop, skip, and jump through job analyses and other instructional systems design procedures. The procedures are complicated, require the participation of many people, call for subjective judgments, and are, therefore, bound to stir disagreements.

The Board approved revision of preparatory training by means of these procedures because of their direct bearing on training problems. After the steady progress of the past eight years, which has seen preparatory training jump from a fresh start to a statewide, mandatory, well-funded program, the Board wants to reconfirm the *substance of training* is more important than the *capacity to train*.

Behavioral job analyses generate information which is necessary for setting student performance objectives. The Standards Board welcomes the opportunity to systematically find what new patrol officers ought to know and to develop and direct its resources to assure officers are trained accordingly.

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20. Thirteen counties in Wisconsin employ traffic police which are not subordinate to sheriffs departments.

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PROJECT "CAREERS": A JOB ANALYSIS OF
ENTRY-LEVEL PEACE OFFICERS IN GEORGIA

by

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The Georgia Peace Officer Standards and Training Council (POST) had its beginning in 1970, when the Georgia Legislature recognized the need to provide law enforcement officers in the State of Georgia with quality standards and training to improve the effectiveness and efficiency of law enforcement services. As the name suggests, POST is concerned with establishing and administering minimum pre-employment standards which a prospective peace officer must meet and with the training that selected candidates must receive to carry out their sworn duties. The POST Council deals directly with the certification and training of over 16,000 peace officers employed by more than 580 law enforcement agencies in the State.

Specifically, the Georgia Peace Officer Standards and Training Act establishes minimum pre-employment standards for all peace officers in Georgia and requires all officers employed to successfully complete a basic law enforcement training course. Through training and establishment of selection standards for peace officers, the Council aids in the improvement of the quality of law enforcement throughout the State and in the development of professional peace officers.

The need for standards and training for law enforcement officers does not end with the completion of basic training. If improvement in the quality of law enforcement services is to be achieved, standards and training must be viewed as a continuous process of perceiving and responding to the needs arising from the performance of the law enforcement function. In this regard, the POST Council initiated Project CAREERS (Comprehensive Analysis of Requirements for Effective Employee Recruitment, Retention, and Selection) to respond to these additional needs.

This two year research project was begun July 1976, as part of the overall endeavor to ensure more efficient and effective recruitment, selection, training, and retention of competent law enforcement personnel. Federal

*Georgia Peace Officer Standards and Training Council.

Law Enforcement Assistance Administration funds were from the Georgia State Crime Commission for Phase I of Project CAREERS. This project was specifically designed to promote a career development plan for Georgia's peace officers.

Phase I, as contained in this paper, entails the completion of a job analysis of peace officers throughout the State. The results of this job analysis will provide the basis for meeting the career development objectives in Phase II of Project CAREERS. Additionally, this information will enable the Council to base training, testing, and certification decisions on solid research and will enable the Council to ensure that its programs in these areas are truly job-related and job validated.

To ensure responsiveness to law enforcement and local government, the affairs and actions of POST are governed by 20 Council members (15 voting members), of which represent local law enforcement or local units of government.

Collectively, the Council represents all levels of law enforcement in this State. Ex-officio members of the POST Council are the Attorney General, the Commissioner of the Department of Public Safety, the President of the Georgia Association of Chiefs of Police, the President of the Georgia Sheriff's Association, the President of the Georgia Municipal Association, the President of the Association County Commissioners of Georgia, and the President of the Peace Officers Association of Georgia. Eight members are appointed by the Governor: one chief of police, two municipal police officers other than chiefs of police, one county sheriff, one city manager or mayor, one county commissioner, and two peace officers. In addition, five members are appointed by the Council to serve in an advisory, non-voting capacity. The ongoing affairs of the Council staff are conducted by an Executive Director.

By the very nature of its legislative creation, the POST Council directly impacts upon the selection or employment of every peace officer in Georgia. Federal and State Constitutional provisions prohibit any employer -- public or private -- from utilizing personnel practices affecting one's employment which may be arbitrarily established.

Specifically, personnel standards and requirements must be shown to be related to the actual performance of a particular job and must not adversely affect any protected class. Many recent court rulings demonstrate that *seat of the pants* personnel practices will not be tolerated and, as

a result, state and federal courts are today performing personnel functions in more than one Georgia city. In essence, basing personnel practices on gut reaction rather than on scientifically-established research is totally unacceptable.

The Phase I goal of Project CAREERS was to develop a comprehensive job analysis representative of entry-level law enforcement officers in Georgia. A job analysis is simply the determination of what an individual does on the job and how he does it. Specifically, this job analysis is an attempt to identify the most critical tasks performed by peace officers in Georgia, delineating or describing the dimensions of the tasks from the standpoint of mental, physical, and environmental determinants, and the identification of knowledge, skills, and abilities required to perform the job as well as when these knowledge, skills, and abilities are most typically acquired.

The Project CAREERS Staff was composed of three full-time staff members. Overall responsibility for implementation of the Project rested with the Project Director who coordinated project functions with the functions of the POST Council, the project advisory task forces, local units of government, and state and local law enforcement agencies.

The Assistant Project Director was responsible for conducting studies and evaluations related to project objectives and coordinating plans, programs, and policies of the Project with those of other agencies. The Research Associate was responsible for the collection, and analysis and administration of tasks related to the accomplishment of Project CAREERS.

It was recognized, from the very beginning, that project staff members had neither the background nor expertise to solely conduct a project of the nature of Project CAREERS. It was also recognized that due to financial constraints, sufficient staff with these attributes could not be employed. Therefore, three different approaches were utilized to overcome this identified problem and to assist staff members in the development of the job analysis.

First, both a Technical Advisory and Operational Advisory Task Force were formed. The Technical Advisory Task Force consisted of 12 professionals with expertise in the areas addressed during the course of the project. This task force provided guidance in the areas of job analysis, job classification, validation procedures, statistical methods, psychometrics, EEOC guidelines, personnel management, and techniques of survey research.

The Technical Advisory Task Force was composed of academicians as well as industrial and governmental practitioners.

An Operational Advisory Task Force was composed of 13 law enforcement professionals representing different law enforcement jurisdictions in Georgia and different levels within the hierarchy of law enforcement agencies. This task force provided practical expertise in project methodology, development of task survey instruments, and identification of possible problems to be encountered during the course of the project.

Secondly, five graduate students from the Georgia Institute of Technology and Georgia State University were employed. These students seeking advanced degrees in the fields of industrial psychology, management, and criminal justice assisted in developing the research design and methodology and in assisting in the gathering and analyzing of data.

Lastly, the POST Council contracted with two consultants who possessed both an educational background and practical experience in industrial and social psychology to assist the staff and task forces. Specifically, they provided professional support in the areas of planning, research methodology, data gathering, data analysis, and data presentation. Those techniques were felt to be an excellent means of obtaining needed experience and expertise with the resources which were available.

Concerned with the development of a systematic and logical approach to project objectives, project staff initiated an extensive planning and design period prior to the actual conduct of the job analysis. Since the job analysis of Phase I was viewed to be crucial to meeting the later objectives of Phase II, this planning and design period was of utmost importance. Three phases were involved in this process.

First, a comprehensive and thorough review of the literature from industrial, military, and law enforcement fields was conducted. Principal sources of information were technical reports, psychological journals, texts, and court cases. Second, agencies in other states which were involved in career development projects or selection efforts, similar to Project CAREERS, were contacted. These agencies provided input regarding methodologies utilized and practical considerations which were of some consequence to the conduct of their projects. Third, an assessment was made of the applicability and usefulness of the various research strategies to the objectives of Project CAREERS. From this planning and design period,

project staff was able to specify appropriate and acceptable means of accomplishing the job analysis of Phase I and later goals of the project. This period provided a comprehensive, theoretical framework within which the project would progress.

Three methods of job analysis were applied: Task Inventory, Position Analysis Questionnaire (PAQ), and Job Element Approach. Two main reasons for applying these three analysis methods were identified.

First, task descriptions, which were generated by the task inventory, appeared to give only a partial description of the job; therefore, the required job knowledge, skills, and abilities produced by the job element approach and the physical and psychological job dimensions generated by the Position Analysis Questionnaire were felt to be necessary to yield a comprehensive job analysis.

Secondly, it was felt desirable to determine whether the job of peace officers across the State was homogeneous or relatively the same. Moreover, it was believed that the three techniques would produce comprehensive and exhaustive information defining the scope and nature of law enforcement in Georgia.

More than 40 work sessions were held with job incumbents and supervisors, and job information was elicited from nearly 1,000 officers. While these numbers are not intended to be necessarily impressive, project staff and advisors believe it is indicative of the thorough coverage of the job being studied.

The peace officer population in Georgia is large and its functions are somewhat diverse. There are approximately 16,000 peace officers employed in the State, with jobs ranging from weight station inspectors to sheriffs' deputies.

Specifically, there are three types of agencies which employ peace officers. They are (1) state agencies, 12 state agencies which employ approximately 3,400 peace officers; (2) local police and sheriff departments, 159 sheriff's departments and 373 municipal and county police departments which employ approximately 9,500 peace officers; and (3) other government agencies, district attorneys, constables, etc. employing approximately 3,700 peace officers.

Previous research by POST indicated the following breakdown of sworn law enforcement personnel according to position title: patrol, 60%; administrative, 23.1%; investigative, 10%; communications, 3%; special units 2%; and

jailors/custodial, 1.9%. The research revealed considerable variation among agencies in job classification terminology and practice. A comprehensive job analysis for the entire population, with such a wide range of functions could be done; however, with the resources available, it appeared to be an impractical task in Phase I of Project CAREERS.

The primary focus of this study was municipal police officers, county police officers, and sheriffs' deputies. These individuals constitute approximately 60% of the peace officer population, and were chosen for several reasons (1) the POST Council is primarily concerned with the entry-level position; (2) this group provides the more basic police services; (3) the functions and tasks performed by these agencies are similar and could be easily examined in a job analysis; and (4) some job analysis information is available for other groups from recently completed studies, such as those conducted by the Georgia State Merit System of Personnel Administration.

For purposes of this study, the following definition was developed after many lengthy discussions to clarify the target population:

Police officers or deputy sheriffs (sworn, full-time and uniformed) who are responsible for all basic police functions including enforcement of laws, maintenance of order, prevention of crime, and the preservation of life and protection of property. This includes officers who respond to calls for assistance and who are also responsible for observed violations of the law.

This definition is intended to include primarily, local entry-level law enforcement officers and certain state officers who have those arrest powers and responsibilities stated above; i.e., the Board of Regents University Police and Central State Hospital Police. This definition, by intent, excludes the Georgia State Patrol, the Georgia Bureau of Investigation, and other state law enforcement agencies. Therefore, the size of the population surveyed was approximately 6,000 (NOTE: 9,468 officers including supervisory, management, specialized, and support personnel).

The population was stratified along the dimensions of size, location and type of agency, because initial research suggested that job characteristics may vary according to these three dimensions. This stratification resulted in the identification of 13 subgroups, or cells to which the group of campus and institutional police was added.

Table I

Initial Peace Officer Stratification Plan According to
Type, Size, and Location of Agency

Location of Agency	URBAN			NONURBAN			CAMPUS AND INSTITUTIONAL
	POLICE	SHERIFF		POLICE	SHERIFF		
Type of Agneacy							
Size of Agency	SMALL 0-10	MEDIUM 11-50	LARGE 51+	SMALL 0-10	MEDIUM 11-50	LARGE 51+	

Subsequent research conducted in the project, primarily the analysis of task inventory data, indicated that these 13 subgroups were inappropriate. This initial task inventory data analysis indicated that neither practically nor statistically significant differences or obvious patterns of differences emerged when analyzing the data according to 13 subgroups.

As a result of this initial analysis, the urban, non-urban classification was found to be inappropriate as a determinant of job differences. Also, it was determined that the medium categorization was not warranted.

The remaining four subgroups, police/sheriff/large/small, were concluded to be the best indicators of job classes. It should also be pointed out that while the police/sheriff subgroups were analyzed using all the research data available, it was found necessary to consider only the large/small categories of these groups due to restraints on data availability. Therefore, the final peace officer stratification used in the Position Analysis Questionnaire and Job Element stages of the project is identified as follows.

Table 2

Final Peace Officer Stratification Plan
According to Type and Size of Agency

Type of Agency	POLICE		SHERIFF		CAMPUS AND INSTITUTIONAL
Size of Agency	SMALL 1-10	LARGE 50+	SMALL 1-10	LARGE 50+	

The task inventory stage of this project allowed the identification and quantification of duties and related tasks performed by peace officers in Georgia. During the task inventory, more than 2,000 task statements were examined which were developed in the conduct of other peace officer task analysis studies. After several edits, reviews, and rewrites by staff and job incumbents, a listing of 119 task statements were isolated as being descriptive of the *core essence* of the job of peace officer in Georgia.

These tasks were then rated by job incumbents according to the frequency with which they are performed and their importance to successfully performing the job. Through multiplying the frequency of a task times its importance, the *criticality* of a task was determined. Through computer analysis of this information, 52 of the task statements were determined to be *critical* to the performance of the job; in other words, failing to perform these tasks, or not performing them properly, would result in serious consequences. A review of these tasks indicated a wide variety of technical, judgemental, and communication types of duties, with a high dependency on the utilization of equipment required of the individual peace officer.

These tasks were also analyzed by subpopulation groupings (such as size, type of agency, and type of jurisdiction served) to determine if any statistical or meaningful differences in peace officer duties were present in the State of Georgia. In other words, attempts were made to assess the homogeneity of sameness of the job across the State.

The results of the data analysis indicated that fairly strong differences do exist between individual tasks performed

by sheriff's deputies when compared to police officers and, to a lesser extent, differences do exist between the tasks of large agencies and small agencies. Little or no task differences were found between urban and rural agencies.

Through the use of the Position Analysis Questionnaire (PAQ) developed by McCormick, Jeanneret, and Mecham, it was possible to identify the mental and physical requirements necessary to complete the duties of peace officer.

Through statistical analysis of the PAQ, it was possible to determine how the job of peace officer compared to that of the average worker along certain specific worker dimensions which are common to all workers, such as numerical aptitude, verbal aptitude, intelligence, manual dexterity, etc. The PAQ was also found to be a good indicator of the common variance between the subpopulation groupings of peace officers; again allowing the assessment of the homogeneity or commonality of the groups. This information was believed to be important in determining training and selection requirements of the job, including possible pass/fair scores in selection examinations.

The PAQ data analysis revealed no meaningful or statistically significant differences in the physical and mental requirements of peace officers across the State. Within each subpopulation group and across all groups. The results indicated that the job was essentially the same. Meaningful differences were revealed, however, when comparing the job of peace officer to that of the *average worker*. While several dimensions tend to characterize the job of peace officer as distinct from that of the working population and require a higher level of performance, four dimensions show the strongest differences: decision making, being physically active, operating vehicles, and processing information.

Also, the dimensions which cluster under the General Aptitude Test Battery (GATB) differ from the *normal* worker in the following sub-test areas: intelligence, clerical perception, numerical aptitude, and verbal ability.

The Job Element Approach was employed in this project to allow for the identification and quantification of the knowledge, skills, and abilities (KSA's) and personal characteristics required to successfully perform the tasks of a peace officer. This type of information is believed to be most helpful in identifying the training, selection, and evaluation criteria of the job, especially when combined with the information generated in the two other analysis techniques as discussed above.

The job element analysis revealed that 45% of the knowledge, skills, and abilities of peace officers are usually acquired on the job, with 44% acquired during basic training.

The analysis revealed that only 11% of the KSA's are usually possessed before selection or entry into the law enforcement service. It may be concluded from this information that peace officers must acquire most of the job-related knowledge, skills, and abilities after being employed, with a significant percentage of these acquired through training.

A review and comparison of the data generated tended to indicate that there were few meaningful differences between group responses. This leads to the conclusion that the knowledge, skills, and abilities required of the general peace officer population are substantially the same; further supporting the similar results of the Position Analysis Questionnaire.

MAJOR FINDINGS

The main purpose of Phase I of Project CAREERS was not to develop and substantiate revealing findings, but rather to provide an empirical data base which statistically describes the job of peace officer in Georgia. With this data base developed, it will be possible to embark upon other more extensive endeavors in the personnel areas of recruitment, selection, training, and evaluation. However, before such undertakings can be accomplished, a job analysis must be conducted to ensure job-relatedness and validity of any personnel mechanism developed.

Several major findings become apparent in the conduct of this study which are substantiated by this research undertaking and which are offered for consideration.

1. The job of *peace officer* in Georgia is a difficult and complex one requiring the performance of a wide variety of tasks, in many cases under considerable stress and adverse environmental conditions, with above-average intelligence, decision-making ability, numerical and verbal aptitude, and manual dexterity a prerequisite.
 - (a) The job of peace officer in Georgia, when compared to the *average worker* of the general working population, requires a high, above average, degree of the following worker characteristics or general job dimensions: decision-making/communication/social responsibility; being physically active/related conditions; operating vehicles; and processing information.
 - (b) Three sub-tests of the General Aptitude Test Battery (GATB) - Intelligence, Verbal Aptitude and Numerical Aptitude - may be utilized in the testing of peace

officers applicants, as the predicted cutting or cutoff scores on these three sub-tests are significantly higher for peace officer incumbents when compared to the general working population.

2. While the *critical* tasks performed by peace officers across the State of Georgia are different and may vary, the physical and mental requirements and necessary knowledge, skills, and abilities are essentially the same.
 - (a) The *critical* tasks performed by officers employed in police departments are statistically different from those performed by deputy sheriffs in approximately 37% of the tasks.
 - (b) Critical tasks performed by large agencies are statistically different from those completed by small agencies in only 13% of the tasks.
 - (c) Critical tasks performed by officers in rural and urban areas are statistically the same, being different in only 10% of the tasks.
 - (d) There are no significant or practical differences in terms of measured job dimensions and estimated aptitude requirements for all peace officers in Georgia, based on a comparison of agencies by type, size, and jurisdiction.
3. Only 11% of the required knowledge, skills, and abilities identified for peace officers in Georgia are usually possessed at the time of selection or employment, with 44% acquired during formal basic training and approximately 45% acquired after basic training, either on-the-job or through other types of training.

MAJOR RECOMMENDATIONS

As previously pointed out, the major purpose of this report was to empirically describe the job of peace officer in Georgia. However, it was the feeling of project staff that this report should contain certain staff recommendations for review and consideration by the POST Council. These major recommendations which follow are not necessarily new or novel concepts or ideas, but are recommendations which became apparent when analyzing the job analysis developed in Phase I of Project CAREERS.

1. The job analysis information contained in this report should be utilized in determining the

job-relatedness (content validation) of the required basic law enforcement training course now being conducted in the State of Georgia, with appropriate changes or modifications implemented, if necessary.

- (a) Consideration should be given to the development and implementation of a uniform, final comprehensive examination for the basic law enforcement training course, based on the job analysis information contained in this report and the recommended content validation of the basic course.
 - (b) The feasibility of utilizing subtests of the General Aptitude Test Battery should be explored to satisfy the legal mandates of an academy entrance examination to be implemented by the POST Council.
2. The POST Council should consider establishing a basic core curriculum, based on the critical tasks identified relative to all peace officers. Specialized training curricula or modules should be developed to supplement this basic core curriculum, founded on the job analysis contained in this report and other more specialized agency analyses.
3. As 89% of the required knowledge, skills, and abilities identified for peace officers in Georgia are acquired after selection and 45% of these are acquired after basic training, attention should be directed to the development of training programs and mechanisms beyond the basic course which combine systematic training with performance evaluation.
- (a) Consideration should be given to the development of career-oriented training programs which could be made available to agencies desiring to assist the individual officer in acquiring the knowledge, skills, and abilities which will be required throughout his/her career. This career-oriented or career development training could be formalized into an advanced peace officer certification plan.
 - (b) On-the-job training programs, such as the *Field Training Officer* concept, should be developed based on the job analysis information contained in this report.
 - (c) Information from this report, especially identified tasks, knowledge, and skills, should be used to develop survey criteria for a statewide training needs assessment survey.

4. As this report addresses entry-level peace officers only, and is not intended to represent all law enforcement in Georgia, job analyses should be conducted for supervisory, management, and specialized personnel to assist in the development of training and selection needs and priorities for these peace officers.
5. As this job analyses is a beginning point only, and not a panacea for all personnel needs of Georgia's law enforcement community, individual agencies should be encouraged and assisted by the POST Council in verifying or modifying the data developed in Project CAREERS for the development of personnel mechanisms which meet the specialized needs of the individual agency.

A final observation of the study concerns itself with all three job analysis techniques employed. After a detailed review and comparison of all the data produced, it was the opinion of project researchers that, while tasks performed by peace officers were different for the four subgroups, selection and training criteria may be treated essentially the same for all types. This resulted primarily from a cross-comparison of the PAQ and Job Element data which revealed few differences between the subgroups.

It should be pointed out, however, that all job requirements can not be assessed by the same selection methods. Clearly, many may be suitably addressed by written examinations, while other requirements must be assessed through performance examinations, oral interviews, and medical or physical examinations. Other peace officer requirements must be evaluated on the job.

Job selection and training criteria is as critical to improving worker performance as is defining the job tasks, dimensions, and worker characteristics. However, a task analysis, as completed during the course of this study, must come first. Therefore, peace officer personnel areas, such as selection and training, will be dealt with in more detail in Phase II of Project CAREERS.

While a great deal has been accomplished during the conduct of the task analysis in Phase I of Project CAREERS, much needs to be done before more tangible benefits can be realized. The task analysis completed to date is merely a beginning point, or the basis upon which to develop definitive personnel or career development plans.

With the completion of Phase I, POST has become involved in many Project CAREERS Phase II activities, despite funding limitations. These activities are a natural and necessary

outgrowth of the entry-level job analysis which was completed in June 1977. These activities can be grouped into four major efforts:

1. Development of a valid, job-related academy entrance examination;
2. Efforts to establish levels of certification beyond the present basic certificate;
3. Administration, analysis and utilization of a training needs assessment survey; and,
4. Revision of the Basic Law Enforcement Training Course to more accurately reflect developed task analysis data.

It is our sincere hope that Project CAREERS' endeavors will act as a catalyst for the improvement and general professionalization of law enforcement in Georgia.

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CALIFORNIA ENTRY-LEVEL LAW ENFORCEMENT
OFFICER JOB ANALYSIS, FINAL REPORT

by

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FOREWORD

This research project was designed to provide the California Commission on Peace Officer Standards and Training (POST) and local law enforcement agencies with a more comprehensive job-analytic data base. Such a data base is important to the development and validation of entry-level patrol officer selection standards and practices.

A project of this magnitude could not have been possible without the extensive support and cooperation of local law enforcement agencies. POST wishes to thank the over 200 participating agencies that contributed countless hours to the project. Over 2,500 law enforcement personnel from these agencies spent an average of three hours filling out lengthy surveys and providing expert input to the research staff. We are especially indebted to the following individuals for the time and assistance they provided: Lieutenant George Lotz and Sergeant Ed Doonan, Sacramento Sheriff Department; Sergeant Mike Bush and Officer Rich Lucero, Sacramento Police Department; Sergeant Bill Lewis, Seal Beach Police Department; and Officer Lyle Gray, San Jose Police Department.

We offer this report as an explanation of our project and a guide to others who are contemplating a similar effort. Further information about our job analysis can be obtained by contacting the POST Standards Research Unit. The Commission also solicits your comments and suggestions concerning this project.

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EXECUTIVE SUMMARY

This report describes the methodology and preliminary findings of a job analysis of the entry-level, radio-car patrol officer job in California. The study was conducted by the Standards Research Unit of the California Commission on Peace Officer Standards and Training (POST).

The study was begun in 1977 and concluded in 1979. Survey data were gathered from a total of 1,720 officers and 717 supervisory/command personnel from 219 or 53% of the 416 police and sheriff departments in the POST program. The California departments sampled represent a wide variation with respect to department size, size and type of jurisdiction served, geographic location, etc.

The data were collected in two major phases. In the first phase, frequency, importance and other ratings were obtained for 387 tasks in order to define the duties performed by the radio-car patrol officer. Additional background and job-activity data also were collected in order to thoroughly examine for agency-specific job differences.

Prior to the second data collection phase, statistical and rational techniques were used to organize the tasks into 33 homogeneous and reliable task groups or clusters. Agencies were compared across the 33 task groups to search for agency similarities/differences. Results of the analyses showed few significant differences between agencies with respect to the relative importance of the task groups.

In the second phase of the study, data were collected on the extent to which 29 identified behaviors are required for successful performance as a patrol officer. Those behaviors required for successful performance of each task group were determined, and an agency-specific weighting procedure was designed for determining the relative emphasis each behavior (or measure of that behavior, such as a reading skills test) should receive in the entry-level selection process.

Software was developed to permit future computer generation of an extensive report of agency-specific, job-analysis findings for each participating agency. It is possible to include in each report: detailed agency-specific and comparison group data (data from similar size and type agencies and from the entire statewide sample) for a wide range of background and job activity variables; agency-specific and comparison group weights for the 29 behaviors; and an extensive narrative describing the uses and interpretations of the data. California agencies that did not participate in the study can receive the same

report of agency-specific findings simply by completing the questionnaires developed during the study, submitting the data to POST, and paying a nominal fee to have the data key-entered and processed.

The data base generated during the study will be used by POST to develop and validate entry-level, employee selection standards. Projects are now under way at POST to develop job-related reading, writing and physical performance tests. Work is also being started by POST on adaptation of the job-analysis methodology for use in other states. In addition, the data base will be maintained for other possible uses, including the development of a performance appraisal system and the assessment of changes in the patrol job over time.

INTRODUCTION

Job analysis is the cornerstone for many important personnel programs including employee selection, placement, training and performance appraisal. Without such an analysis, it is impossible to determine what kind of employee should be hired, what type of person should perform various types of jobs, what kind of training is appropriate for a new employee, and what constitutes acceptable performance. An employer who wishes optimum organizational effectiveness must begin with a job analysis.

Analyses of the position of California law enforcement officer were begun decades ago. One of the first and most comprehensive job analyses of police work was done by the California State Department of Education (1933). In that study, over 3,000 types of skills and knowledge were identified as being required for successful performance in various law enforcement jobs.

Based upon the above data and many other sources, Vollmer, Peper, and Boolsen (1951) analyzed the implications of the content of the patrol officer's job, as well as the physical, mental and psychological requirements of the job for the development of selection standards and practices. The impetus for this work was the desire to upgrade the training and professionalism of California law enforcement personnel. The study was done in connection with the California Peace Officers' Training Program and was a collaborative effort sponsored by the California State Department of Education and the Peace Officers' Association of the State of California.

To further raise the competence of local law enforcement officers, the California State Legislature enacted Sections 13500 through 13523 of the California Penal Code. As a result, the California Commission on Peace Officers Standards and Training was created. In conjunction with its role of setting statewide peace officer selection and training standards, POST has given its support to a number of projects which were designed to gather information about the contents of the law enforcement officer position. Notable among these studies are:

- a. System and Training Analysis of Requirements of Criminal Justice Participants (Project STAR, 1974). Project STAR began in 1969 and was conducted by the American Justice Institute and funded for California jointly by POST and the Law Enforcement Assistance Administration. It was designed to identify the roles, tasks, and performance objectives for several criminal justice positions. The ultimate project goal was that of developing the kinds of attitudes and behavior among job incumbents that would make the criminal justice system, in general, more effective.
- b. Basic Course Revision Project (California Commission on Peace Officer Standards and Training, 1977). This Project was built upon the basic data gathered in Project STAR, and was designed to identify those specific areas of knowledge and skill which are required before a new recruit can assume the responsibilities of a peace officer. Based upon an analysis of tasks performed across a wide range of departments, performance objectives were defined. Acceptable performance on the objectives is necessary for successful completion of the Basic Course.
- c. Career Ladders and Job Restructuring (California State Personnel Board, 1974). The goal of this project was to "...design and make available to local jurisdictions model career ladders, examination, training and education plans in the law enforcement area". As part of this project a list of over 800 tasks performed by deputy sheriff and police officer classifications was developed. The emphasis was on creating model jobs which included the concept of subentry classifications and the paraprofessional. It was hoped that the adoption of these new classifications would make local agency personnel practices more efficient and flexible. POST funded the study and it was conducted by the California State Personnel Board, Cooperative Personnel Services.
- d. Physical Performance Examination for Law Enforcement Officers (Verducci, 1975). In this study,

1,058 questionnaires were filled out by the California law enforcement officers. Each respondent indicated the specific physical skills used in his/her last four to five emergency situations. The objective was to use this job-analysis information as a basis for the development of an entry-level physical performance test.

- e. Appraisal of California Patrol Officer Performance: Capturing Rater Policies (Berner & Kohls, 1976). This project identified the criteria used by raters in California law enforcement agencies to appraise the overall performance of patrol officers. In addition, these criteria, or performance dimensions, were rank ordered as to relative importance. Using this information, it was possible to pinpoint definitions of successful patrol officer performance as defined by raters of patrol officers. Recommendations were then made for improving rating practices.
- f. Medical Screening Manual for California Law Enforcement (Kohls, 1977). The Manual, produced by POST, is a guide to law enforcement agencies for conducting job-related medical screening for entry-level applicants. Over 300 medical conditions were individually evaluated in terms of the demands of the patrol officer position. A qualifying/disqualifying recommendation was made for each condition. Other products resulting from this project include a Medical History Statement (to be filled out by applicants), a Medical Examination Report (to be filled out by examining physicians), and a Medical Decision-Making Handbook to aid law enforcement agencies in determining the job-relatedness of any medical condition.
- g. Background Investigation Manual: Guidelines for the Investigator (Luke & Kohls, 1977). Recognizing the need for job-related procedures for conducting a background investigation on a law enforcement candidate, POST began research in 1975 to fill that need. The result of that project is a manual offering direction to the background investigator concerning potentially useful, job-related areas of investigation and suggestions on how that information can best be used in assessing the qualifications of the candidate. A companion Personal History Statement (to be filled out by the candidate) was also developed along with numerous forms to expedite the task of the investigator.

This tradition of basing major projects on a thorough analysis and understanding of law enforcement positions is continuing. The current job-analysis project described in this report is the most thorough study of this subject done in California to date.

As will be discussed in the report, there were many reasons why a comprehensive job-analysis project was necessary. The major reason, however, was the same as that which led to the earlier studies; i.e., the goal of establishing appropriate selection and training standards which will serve to ensure a high level of professionalism among California law enforcement personnel.

CURRENT JOB ANALYSIS PROJECT

Considering the extensive job-analytic work in California dating back to 1933, one might reasonably question the need for any additional job analysis. The current project was initiated after due consideration of the following:

- a. Previous job analyses served primarily as a basis for training and not employee selection. This is especially true of the most recent studies - Project STAR and the Basic Course Revision Project. Different types of job analyses serve different purposes. Job analyses for training purposes do not always provide sufficient bases for the development of employee selection devices and performance appraisal techniques. POST needed more specific, detailed job-analytic information than was available in order to proceed with the development of employee selection devices.
- b. Invariably the emphasis in past projects had been on the development of specific selection devices such as physical performance tests (Verducci, 1975) or cognitive ability tests (Wollack, Clancy, & Beals, 1973). Therefore, in each case, separate job analyses were done. If this practice had continued, POST might have been called upon to reanalyze the same job for each selection technique being studied. Since the number of potential selection techniques and standards could be as high as 15 or 20, the possibility existed of a tremendous amount of duplication of effort. Therefore, one comprehensive job analysis was proposed which would serve as the basis for current and future research.

- c. In the past, POST has been more concerned about the employee selection "Process" than the specific skills (e.g., reading and writing) which the process should measure. For example, POST regulations regarding selection require an interview, a background investigation, and a medical examination without stating specifically what these techniques should measure. Only recently (effective January 1, 1977) has a specific skill requirement become a part of POST's regulations (a reading skills test must be administered to all police applicants). With this specific emphasis, new demands have been placed upon the POST job-analytic data base. POST must gather the kind of data which will lead to an accurate specification of the type and level of skill required to successfully perform the entry-level patrol officer job in California.
- d. Many of the agencies that participate in the POST program are too small to be able to finance the kind of research which is needed to develop and validate employee selection practices and procedures. Therefore, POST has begun funding the development of model programs. To date, recommended background investigation and medical screening procedures have been developed and manuals have been distributed to participating agencies. Although sufficient job analytic data were available to complete those two projects, additional, more comprehensive data were needed for the development and validation of other procedures such as reading and writing skills tests. Therefore, a major impetus for the current job-analysis project was the commitment on the part of the POST Commission to provide assistance to local agencies in the form of recommended, validated employee selection procedures and practices.
- e. As a consequence of the Equal Employee Opportunity Act in 1972, public employers have been called upon with ever-increasing frequency to defend the validity of their employee selection practices. The growing body of case law in the field of fair employment indicates that a successful defense cannot be achieved without the possession of good job-analysis information. The Uniform Guidelines on Employee Selection Procedures (1978) state:

§ 14 Technical standards for validity studies

- a. Validity studies should be based on review of information about the job. Any validity study should be based upon a review of information about the job for which the selection procedure

is to be used. The review should include a job-analysis (except as a provided in § 14b(3) below) with respect to criterion-related validity. Any method of job analysis may be used if it provides the information required for the specific validation strategy used.

Doing an adequate job analysis which ultimately will comply with the guidelines is expensive and requires expertise which many local agencies do not have at their disposal. Therefore, POST decided to develop a job-analysis methodology, one which would result in agency-specific information. The resulting data could be made available to each agency so that each would have the basic job-relevant information required should it become necessary to defend the agency's selection practices and procedures.

- f. Not only may agencies have to defend their own local selection standards, but POST also must be prepared to defend its statewide standards. Standards can be applied statewide to the multitude of agencies in the POST program only if the job content which leads to the standard is the same in all agencies.

In order for POST to ensure the relevance of its standards for all the agencies in the POST program, job-analytic data were required to demonstrate the similarity of the "performance domain" in a representative sample of law enforcement agencies.

- g. The content of most jobs changes due to technical advances, changes in administrative policies, societal changes and other factors. As the content of the job is altered, the relevance of standards for the job may be affected. An employer must periodically review the job-content domain to ensure that employee selection standards and practices still bear a relationship to what job incumbents do. POST needed a methodology for monitoring future job change. The goal was to:
 - (1) develop base-line data which defined the entry-level law enforcement position as of 1977; and
 - (2) develop a procedure for easily comparing the 1977 job to the job as it will be performed possibly five years hence.
- h. A comparison procedure was also needed for new agencies that join the POST program. New participating agencies are subject to POST standards. To ensure that the standards are relevant, an analysis is required to document that the job domain of the new agency is the same as that of the other agencies in the POST program.

For these reasons, it was decided that a completely new and more extensive job analysis was necessary. In October 1977, the POST Commission authorized the beginning of work on the job-analysis project.

The project, which is described in detail in the following sections of this report, was designed to substantially reduce the job-analytic gap between the information available in 1977 and that which is required for the purposes listed above. It was also hoped that the new data might be useful in conjunction with other projects and programs such as POST's basic academy training, and a proposed performance appraisal project.

Despite the ambitious goals, however, no claims have been made that this project will produce all the job-analytic data required to develop and validate virtually every potential selection procedure used to choose law enforcement candidates. For example, at the time this report is being prepared, plans are being made to gather even more information regarding specific skills such as reading and writing. Similarly, more specific information than was obtained in this project will be required to develop a defensible physical performance test.

Nevertheless, the data which has been gathered represents a substantial step forward. As a result of this study, the POST Commission and local law enforcement agencies will have the basic data which is indispensable for the development, validation, and implementation of future employee selection standards and practices which are legally defensible and which serve to select the most qualified law enforcement applicants.

GENERAL LITERATURE REVIEW

A review of the literature on job analysis indicates that job analyses have been done by means of many different techniques to serve many different purposes. For example, in one study a job analyst might, through observation, assess the physical difficulty involved in a job to determine the desired physical qualifications of incumbents. In another study, the level of job responsibility might be assessed by means of a questionnaire in order to determine the level of pay. The programs which depend on job-analysis data include employee selection, employee placement, performance appraisal, training, transfer, pay, promotion, job design, job restructuring, and work force

planning. The techniques for gathering such information include questionnaires, checklists, individual and group interviews, and simple observation.

Regardless of the procedure and ultimate purpose for doing a job analysis, the goal of job analysis is to determine the basic components of work in terms of: (a) what is accomplished (the tasks performed); (b) what the workers do (the behaviors involved); and (c) the knowledge, skills and abilities needed for successful performance (the required attributes of job incumbents).

The purpose of job analysis determines whether the emphasis is on tasks, behaviors, attributes or some combination of the three. Task data, by itself, might be satisfactory for determining job classification and appropriate level of pay. Analysis of job behaviors might be the major concern of a time-and-motion study to improve worker efficiency. A study of the attributes which reside within an employer's staff might be sufficient for work force planning purposes. An analysis of the interaction between tasks and attributes can provide clues to ways of separating jobs into component parts for job restructuring purposes.

The current study was based upon a careful consideration of: (a) existing approaches to job analysis (especially those already used to analyze the job of law enforcement officer); (b) the ultimate goals of the POST project; (c) the type of information (i.e., tasks, behaviors, attributes) which would facilitate goal achievement; (d) the methods of data collection which would be feasible in light of the complexity of the job and the number of law enforcement agencies in California; and (e) the qualifications of the individuals in law enforcement agencies who would provide the information.

Preparatory to the project design phase, an extensive review of the job-analytic literature was conducted. The resulting bibliography appears in Appendix A.

JOB ANALYSIS STRATEGIES

Although *analyzing the components of a job* might seem a simple enough task (e.g., observing someone at work and recording what is observed sounds easy), analyzing jobs is a difficult process for a number of reasons. First, one rarely intends to analyze a job by one incumbent, but rather a job performed by many

persons, e.g., the entire job classification - patrol officer. Therefore, the question arises concerning which incumbents to observe. It is infeasible to observe all of them, and it is difficult to pick a representative sample. Second, for what length of time should the observation continue? Would an observer see all the important tasks in a day, or would it take a week or longer? For example, there might be job differences due to seasonal variations. Third, if one is analyzing a job which is performed by more than one organization (e.g., more than one law enforcement agency) how does one determine that the job performed in one organization is the same as that performed in the others? Fourth, how does the job analyst know that the job incumbent is doing the job properly? The job as it should be performed might be quite different from what the job analyst observes.

A number of other potential problems could be enumerated, but the point is that any large-scale job analysis is subject to a number of potential pitfalls which can seriously undermine the usefulness of the resulting data. To avoid such pitfalls, elaborate systems have been developed in recent years to gather and analyze job-analysis data. The purpose of the systems is to standardize the nature of the job information which is gathered so as to avoid the subjectivity and hit-and-miss nature of the more traditional observation methods.

JOB ANALYSIS OF THE POSITION OF THE LAW ENFORCEMENT OFFICER

Job-analysis methodologies which have been used in the law enforcement setting include: the Job Element approach (Eyde, Tordy, Primoff, & Hardt, 1976); Functional Job Analysis (McGowan & Riley, 1975); Critical Incident Approach (Heckman, Groner, Dunnett, & Johnson, 1972); Position Analysis Questionnaire (Lifson, Wilson, Ferguson, and Winick, Inc., 1976); systematic interview with content analysis (Wollack et al., 1973); criterion sampling approach (Shavelson & Beckum, 1974); task checklist approach (Rosenfeld & Thornton, 1975); Georgia Peace Officer Standards and Training Council, 1977; Honey, 1978); and Comprehensive Occupational Data Analysis Programs (CODAP) (Goodgame & Rao, 1975).

Based upon an analysis of the relative strengths and weaknesses of each of the above methodologies, two important decisions were made at the onset of this project. First, one goal of the project was to document the contents of the patrol officer's job in order to adequately defend the job-relatedness of subsequently developed tasks and standards. The best way to determine the contents of a job is to record the tasks which are performed. Therefore, a task approach was chosen as opposed to a behavioral approach or an approach that emphasized knowledge, skills, and abilities. Second,

the complexity of the patrol job requires a large number of tasks to adequately describe it (i.e., between 300 to 500 tasks). The only methodology which to date has incorporated the task approach with such a large number of tasks is the CODAP System. Nevertheless, subsequent field tests of the CODAP-type survey indicated that California patrol officers had difficulty relating to the *relative time spent* scale which is an integral part of the CODAP system and data-analysis procedures.

Therefore, the major finding from the literature review was that to achieve the goals of this project, a somewhat different methodology had to be developed than was heretofore available.

OBJECTIVES AND RELATED ISSUES

As stated previously, job analyses are conducted for a wide variety of purposes, ranging from the development of employee selection and training standards, to the restructuring of jobs and the establishment of wage levels. The appropriateness of each of the established job-analysis techniques is, in turn, dependent upon the specific objectives to be achieved. As a first step toward selecting or designing a job-analysis methodology, it is necessary to establish the objectives of the analysis.

OBJECTIVES OF THE POST JOB-ANALYSIS PROJECT

The objectives of the POST project were:

- To collect those kinds of job-analytic data that are necessary for the development of valid, statewide, entry-level, employee selection standards, including the identification of the skills, abilities, and other personal characteristics that are necessary for successful completion of important job duties.
- To collect the above data in a manner that would: result in very detailed job information that could be quantified; allow for the identification of important job and behaviors; allow for the identification of job similarities and differences as a function of agency, shift, length of service, sex of officer, etc.; allow for subsequent analyses of changes in the job; result in agency-specific job information that local agencies could use to defend their own local selection standards; and make it possible to

subsequently collect job-analytic data from agencies that were not in the initial job analysis, and compare the additional data with the data already collected.

- To satisfy federal and State fair employment guideline requirements for demonstrating the job-relatedness of selection standards.

Secondary objectives were to collect the kinds of job-analytic data that could be used to: establish training priorities; develop a defensible performance appraisal instrument that could be tailored to local agency needs; and develop an accurate job description that could be used in future recruiting efforts to assist potential job applicants in making career decisions.

ISSUES RELATING TO THE POST JOB ANALYSIS

With these objectives in mind, a number of issues relating to the specific approach to be taken in the job analysis were addressed by POST. The issues, which must be resolved during the planning stage of any job analysis, are briefly described below. The approach taken by POST with regard to each issue is also described.

What Job Should Be Analyzed?

In essence, this issue was one of deciding whether or not to include in the job-analysis sample any entry-level officers having an assignment other than radio-car patrol (traffic, custody, etc.). In all of the prior job-analysis studies of the entry-level position examined by POST, officers with such specialty assignments were included in the job-analysis samples. After considerable discussion of the issue, the decision was made to exclude specialty-assignment personnel from the POST job analysis. This decision was rooted in the assumption that departments do not, and should not, hire people as entry-level patrol officers on the basis of their qualifications for specialty functions, but instead hire people on the basis of their qualification to work the basic patrol job.

What Should Be The Unit of Analysis?

One of the objectives of the POST Job analysis was to identify job differences. There were two basic approaches that were available for this purpose. The first consisted of using the individual as the basic unit of analysis and clustering individuals to identify distinct jobs. The second consisted of averaging the responses from the officers in a given agency to arrive at the *average* job for

that agency, and then clustering agencies to identify agency specific job differences.

The decision was made to use the agency as the unit of analysis for a variety of reasons. First, from a purely psychometric standpoint, averages or means of the data from several individuals are more reliable than the data from any one individual. The job clusters which emerge from clustering agency means are therefore more reliable (and more meaningful) than the job clusters which emerge from clustering individuals. Second, it was felt that POST could best address the problem of portability by using the agency as the unit of analysis. Briefly, portability is established by showing that selection standards based on the combination of job-analytic data from multiple agencies are applicable to a single agency. Portability is expressly addressed in federal and State fair employment guideline sections pertaining to multi-jurisdiction validation studies. In the case of an agency that participated in the initial validation study, portability must be addressed by showing that the job, as it exists in that agency, is not significantly different from the composite job that was defined in the study by combining the job-analytic data from multiple agencies. For an agency that did not participate in the initial validation study, portability must be addressed by providing a mechanism for comparing the job-analytic data collected in the initial validation study with the job-analytic data collected in the new agency.

By using the agency as the unit of analysis and clustering agencies, the portability problem is resolved because by definition all agencies within an agency cluster have the same *average* job (they are clustered on the basis of job similarity). Thus, the selection and training standards established for the entry-level job for an agency cluster are appropriate for each agency within the cluster.

The portability problem as it applies to a new agency is addressed by: (a) having officers from the new agency respond to the same job-analytic inquiries that were responded to by agencies in the initial study; (b) computing the additional responses to arrive at the *average* job for the new agency; and (c) comparing that *average* job with the *average* job defined by each agency cluster. If the new agency fits into a cluster, the standards established for that cluster are applicable to the new agency. If the new agency does not fit into a cluster, standards must be individually established for the agency.

Therefore, using agency as the unit of analysis was preferred because it was more consistent with the goals of this project.

What Kind(s) of Job Data Should Be Collected?

As mentioned previously, there are a number of recognized techniques for analyzing jobs, including, but not limited to: task analysis, the Job Element Approach, Functional Job Analysis, the Critical Incident technique and techniques utilizing standardized data collection instruments such as the Position Analysis Questionnaire (PAQ).

Based on past experiences in multi-jurisdiction research, as well as an extensive review of previous job-analytic studies of law enforcement, POST decided to use the task-analysis approach for collecting the majority of the desired job information. It was felt this approach would:

- Provide the best mechanism for generating the kind of fundamental data needed to serve as a basis for job-related selection standards, and;
- Offer the greatest flexibility for dealing with the portability problem.

A total of 387 task statements were developed to collect task data of sufficient specificity to achieve the stated objectives of the study. Four types of information were collected for each task.

Frequency Data. Data on the frequency with which jobs tasks are performed were obtained primarily for the purposes of determining: (a) what tasks are performed in a given agency; and (b) the relative frequency with which tasks are performed in a given agency. The rating scale used to collect frequency information was:

FREQUENCY SCALE

In the last 4 months, I have generally done this task:								I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month			
9	8	7	6	5	4	3	2	1	

Importance Data. Task importance ratings were collected for the purpose of identifying those tasks of sufficient importance to serve as the basis for identifying the behaviors required for successful overall job performance. In addition, these data were considered essential for identifying agency-specific job differences that might have implications for agency-specific selection

systems. The rating scale used to collect importance data was:

IMPORTANCE: When this task is done, how important is successful completion of this task to overall patrol officer/deputy job performance?

- (1) Of little importance
- (2) Of some importance
- (3) Important
- (4) Very Important
- (5) Critically Important

When Learned Data. Information concerning the perceived necessity of knowing how to perform a given task prior to actual job assignment was obtained using the following scale:

WHEN LEARNED: To what extent is it necessary that officers/deputies learn to perform this task in the academy prior to any job assignment?

- (1) Not necessary -- can best be learned on the job.
- (2) Some preparation in the academy is necessary but full competence can best be achieved on the job.
- (3) Full competence must be achieved in the academy before any job assignment.

When learned data were obtained for the twofold purpose of identifying those tasks that have implications for selection standards (tasks that cannot be learned in training or on the job), and identifying those tasks that should be stressed in the basic academy training program.

Relation to Performance Data. Finally, in anticipation of developing a statewide performance appraisal device at a later date, ratings were obtained of the extent to which successful performance of a given task distinguishes superior from marginal officers (as opposed to tasks which are performed equally well by both superior and marginal officers). Obviously, those tasks that distinguish superior from inferior officers are best suited for incorporation into a performance appraisal system.

The rating scale used to collect this task information was:

RELATION TO PERFORMANCE: To what extent do successful officers perform this task better than marginal or poor officers?

- (1) In general, all officers perform this task about equally well.
- (2) Some officers perform this task better than others, but they are not necessarily the better performers.
- (3) Generally, successful officers perform this task better than marginal or poor officers.

Frequency ratings were provided by patrol officers, and all other task ratings (Importance, When Learned, and Relation to Performance) were collected from persons currently having direct supervisory responsibility for patrol officers. The decision to collect the data in this manner was based on the consensus of the persons contacted by POST who have done extensive work in job analysis. These persons indicated that incumbents are best able to report the frequency with which they perform job activities, and their supervisors are best able to provide evaluative information about the job activities performed by their subordinates.

In addition to task data, several types of supplementary data were collected. A brief description of each type of data, as well as the reasons for collecting the data, follow:

Background and Organizational Data. Data were collected on four organizational variables (e.g., size of agency) and twenty respondent background variables (e.g., education). These data were collected to provide the necessary documentation of the job analysis sample and the qualifications of the survey respondents. The full list of background and organizational variables for which data were collected appears in Appendix B.

Incident Data. Frequent, Importance, When Learned and Relation to Performance data were collected for each of 110 incidents which patrol officers are typically called upon to handle (traffic hazards, false fire alarms, loitering, etc.). These data were collected to more fully describe the patrol officer job, as well as to permit closer examination for significant agency-specific job differences.

Time Spent Data. Time estimates were obtained for twelve patrol activities which involve such indefinite and sometimes lengthy periods of time that they cannot be summarized with simple task statements (*general radio car patrol, writing and/or dictating reports, etc.*). The twelve activities appear in Appendix C.

Vehicle Operation and Equipment Data. Simple *yes/no* responses were collected concerning the use of 40 different types of equipment and the operation of twelve different types of vehicles. These data were collected on the assumption that if the majority of patrol officers use a particular piece of equipment or operate a particular vehicle on the patrol job, it is reasonable to require that job applicants possess the basic abilities required to use/operate the equipment or vehicle successfully. The equipment and vehicles for which these data were collected are listed in Appendix D.

Writing Criteria Data. Before the project began, and based upon already existing job-analytic data, POST felt that writing might emerge as one of the more important job behaviors. Therefore, an attempt was made to identify the criteria of acceptable written communication. Importance, When Learned and Relation to Performance data were collected for the following writing criteria: correct grammar, correct spelling, correct punctuation, proper use of words, proper sentence structure, proper paragraph construction and legibility. These data have important implications for the kinds of writing skills that should be evaluated in examinations used to select entry-level officers.

Behavioral Data. In order to best meet the primary objective of the study of collecting job-analytic data that could be used to develop valid entry-level selection standards, it was felt that two basic kinds of data were needed. First, data were needed that describe the important activities a patrol officer actually performs on the job. The extensive task data and other previously described data were collected for this purpose. Second, data were needed that describe what kinds of behaviors a patrol officer must exhibit in order to perform important job activities successfully. These data, which will ultimately be used to identify the qualities needed by people to be successful patrol officers (*situational reasoning, oral expression, etc.*),

were collected in the second major phase of the study.

Specifically, 29 types of behaviors were identified as being potentially related to successful patrol officer performance. Descriptions of the behaviors appear in Appendix E. Supervisory ratings were collected regarding the extent to which each type of behavior is required for successful performance of each of 33 groups of homogeneous tasks (homogeneous in the sense that the tasks within a given task group require similar actions on the part of the officer). The rating scale used for this purpose was the following six-point scale:

To what extent is (name of behavior inserted here) required for successful performance of the tasks below?

- 0 Not required
- 1 Seldom Required
- 2 Occasionally Required
- 3 Often Required
- 4 Usually Required
- 5 Always Required

How Should the Data be Collected?

Among the data collection techniques frequently used in job analysis are direct observation, questionnaire response, individual and group interviews, work diaries, and the review of job-activity records (time sheet, activity reports, etc). In large multi-jurisdiction job analyses, such as this project, virtually the only feasible technique is the questionnaire. Accordingly, POST relied almost exclusively on questionnaires for data collection.

PROJECT STEPS

As with any project of this magnitude, describing all the steps in the project in detail becomes an impossible task. The only feasible approach is to explain the major project milestones. This section contains a description

of the nine most important components of the POST job-analysis project. Anyone wishing more detailed information about the project is invited to contact the POST Standards Research Unit which conducted the job analysis.

LITERATURE REVIEW

A thorough review was conducted of the job-analysis literature. The major objectives of the literature review were: (1) to gain an understanding of the various job-analysis techniques and the relative strengths and weaknesses of each technique; (2) to determine what approaches to job analysis have been used in previous large scale research studies of the patrol officer job; and (3) to review federal and State fair employment guidelines and case law for the purpose of determining the legal requirements for job analysis. Literature referred to in the attached bibliography (see Appendix A) was reviewed. In addition, the authors of many of the major studies referenced in the bibliography were personally contacted by POST to solicit their comments and suggestions with regard to POST's study.

ESTABLISHMENT OF PROJECT OBJECTIVES

Project objectives were established to guide POST staff in the design and conduct of the study. In arriving at the project objectives, which were enumerated in the previous section of this report, the following factors were taken into account:

- The information obtained in the literature review;
- POST's needs as the State agency responsible for establishing minimum statewide selection and training standards;
- The needs of local agencies, each of which has responsibility for selecting their officers in a job-related and legally-defensible manner.

DEVELOPMENT OF PROJECT DESIGN

A detailed project design was developed. Among the major decisions that went into the development of the project design were:

- The kind(s) of data to be collected (decision: task data and data on the behavioral requirements for successful performance of important task(s);
- The data collection procedure(s) to be used (decision: questionnaires);
- The departments to be surveyed (decisions: for task data, any police or sheriff department in the State wishing to participate in the study; for behavioral requirement data, a representative sample of participating police and sheriff's departments);
- The respondents to be sampled /decisions: for task data from each agency, a minimum of six or 10% (whichever was greater) of the patrol officers currently working radio-car patrol, an equal number of patrol officers from each shift, a minimum of three patrol supervisors - one from each shift; for behavioral requirement data, from 41 representative agencies, one patrol supervisor or their individual having at least one year of current experience directly commanding/supervising patrol officers/;
- The principal method to be used to coordinate project field activities (decision: written communications to the person designated as the agency's project coordinator by the chief or sheriff of the participating agency);
- The principal data analysis techniques to be used (decisions: see Project Results and Products section of this report);
- The data to be reported back to participating departments (decision: see example feedback information in Appendix F).

DEVELOPMENT OF TASK SURVEYS

The principal data collection instruments used in the study, the incumbent Survey (Appendix G) and the Supervisory Survey (Appendix H), were developed in a five step process:

1. POST compiled approximately 2,000 task statements from previous job analyses of the entry-level law enforcement officer position.

2. With the assistance of two incumbent patrol officers, POST reviewed the approximately 2,000 tasks. Redundant tasks were deleted, ambiguous tasks were reworded, and incomplete tasks were combined to arrive at a preliminary listing of approximately 500 tasks.
3. Two patrol officers, two sergeants and one lieutenant from local law enforcement agencies met with POST to review the preliminary task listing. Changes were made in the tasks where appropriate, and a revised task listing was incorporated into draft versions of the incumbent and Supervisory Surveys.
4. The questionnaires were field tested in 33 police and sheriff departments. Each department was visited for two days by either POST or one of the five local law enforcement officials who participated in the drafting of the questionnaires. One day was devoted to *ride-along* observation for the purpose of:
(a) ascertaining that the tasks in the draft questionnaires were being performed, and (b) identifying any tasks performed on the job that were not included in the questionnaires. Group meetings were held with local personnel (usually an officer and a sergeant) on the second day to go over the questionnaires and resolve areas of confusion or concern on the part of the participants. Suggested modifications of the questionnaires were documented.
5. Those individuals who visited the 33 departments met to discuss their findings. A revised draft of each questionnaire was completed and again field tested. No major revisions were suggested as a result of these field tests and the questionnaires were prepared for printing.

SURVEY MAILOUT AND REVIEW

A total of 2,071 Incumbent Surveys and 766 Supervisory Surveys were mailed to 219 California police and sheriff departments. Detailed instructions for administering the surveys were mailed along with the surveys. All materials were addressed to the project coordinators from the participating agencies.

Each returned questionnaire was carefully reviewed.

by POST. Returned questionnaires were rejected if:

- The respondent did not meet the experience or assignment requirements specified for survey respondents;
- The respondent failed to respond to 10% or more of the questionnaire items;
- Any of the respondent's ratings exceeded the range of a rating scale (e.g., on a scale from 1-5, the respondent gave ratings of 6 or above);
- The pattern of a respondent's ratings suggested that the respondent did not take the questionnaire seriously.

In instances where there appeared to some confusion on the part of the respondent, POST contacted the respondent to discuss the matter. Often this follow-up call resulted in the questionnaire being returned to the respondent so that he/she could go over the section of the questionnaire that caused confusion. The questionnaire was then returned to POST for inclusion in the study.

Using the above criteria and procedures, a total of 1,720 Incumbent Surveys and 675 Supervisory Surveys were retained for data processing.

ANALYSIS OF TASK DATA

For a more detailed description of all the major analyses performed on the Incumbent Survey and Supervisory Survey data to date, the reader is referred to the Project Results and Products section of this report. That which follows is a limited discussion of the major analyses that were performed on the basic task data.

Summary descriptive statistics (means and standard deviations) were computed for each task on each of the four rating scales (Frequency, Importance, When Learned, Relation to Performance). Statistics were computed for each agency, as well as for the entire statewide sample. Tasks given low mean Frequency and Importance ratings by the vast majority of agencies were excluded from further study.

Analysis of variance techniques were used to examine for job differences as a function of shift and officer tenure (1-3 years versus over 3 years of patrol experience).

As expected, significant shift differences in task frequency were found for a substantial number of tasks.

A combination of statistical and rational techniques were used to group tasks. Factor analyses were conducted to identify task factors. The tasks comprising each of the task factors were then reviewed by POST subject-matter experts. Using the task-factor information, the subject-matter experts organized the tasks into groupings of task that imply similar action on the part of officers. Reliability estimates of the Importance and Frequency ratings for each task grouping were computed as a *validity check* on the decisions of the expert judges. The final set of 33 task groups or clusters which emerged are presented in Appendix I. The number of tasks defining the task groups ranges from two tasks for Task Group 9 (Lineup) to 32 tasks for Task Group 28 (Reading).

The mean agency Importance ratings for the final 33 task groups were analyzed using a cluster analysis procedure to check for agency-specific job differences. No job differences of practical significance were found. The task groups also were used by supervisory personnel to make inferences about the behavioral requirements of the job in the second phase of the study.

DEVELOPMENT AND ADMINISTRATION OF SURVEY OF BEHAVIORAL REQUIREMENTS

The research literature was carefully reviewed a second time to develop an extensive list of all behavioral characteristics previously identified as being important for successful performance as an entry-level officer. A preliminary listing was developed of over 400 such behavioral requirements.

POST reviewed the list, eliminating redundant behaviors and assigning similar behaviors to the same behavioral category. Using this information, definitions of 32 behavioral categories were drafted for review by POST subject-matter experts. Following this review, the behavioral categories were revised by POST AND resubmitted to the subject-matter experts. All revisions were approved and the final listing of 29 behavioral categories was incorporated into a draft Survey of Behavioral Requirements.

In order to obtain the kind of detailed behavioral data needed to meet the stated objectives of the project, the Survey of Behavioral Requirements was designed such that the same respondent rated the extent to which

each of the 29 behaviors were required for successful performance of each of the 33 task groups (a total of 957 judgments). Several drafts of the Survey of Behavioral Requirements were tested until a format could be found that facilitated the collection of such a large number of judgments. A portion of the final version of the survey is presented in Appendix J.

The questionnaire was administered to a representative sample of 42 supervisory personnel from 34 police departments and 7 sheriff departments. The questionnaires were completed in a series of five one-day workshops held state-wide.

ANALYSIS OF BEHAVIORAL REQUIREMENTS DATA

Simple frequency distributions were tabulated of the ratings given for each behavioral category/task group combination (957 frequency distributions). A behavioral category was not considered to be required for successful performance of a task group if fewer than 70% of the respondents indicated that the behavioral requirement was *often* required for the task group. Zeroes were assigned to the behavioral category/task group combinations failing to meet this criterion. Mean ratings were computed for all other behavioral category/task group combinations. Several mathematical computations were then performed on these data to arrive at relative weights for the behavioral categories. These weights reflect the relative emphasis that should be given to the measurement of the 29 behaviors in the selection process. A unique set of weights was computed for each agency. A detailed description of the procedure used to derive the weights is given in the Project Results and Products section of this report.

FEEDBACK OF PROJECT FINDINGS

A computerized procedure will make statewide and agency-specific findings available to each participating agency. A prototype format for the feedback report appears in Appendix F. The data file that was created to make it possible to computerize the feedback procedure is also described in the Project Results and Products section of this report.

PRODUCT RESULTS AND PRODUCTS

Over two million data characters have been gathered from patrol officers, supervisors, and command-level personnel. This data base will initially be used to develop and validate employee selection devices. The data base will also be maintained for future possible uses including: developing performance appraisal systems, establishing and validating the basic training curriculum, researching agency similarities and differences, and feeding back individualized job analysis results to each agency. Therefore, the major product of this project is the extensive data file which has been established.

With regard to results, the number of possible analyses with a data base this size is voluminous. Only a fraction of these analyses have been done to date. The results of the data collection process, the development and organization of the data file, some of the completed analyses, and a procedure to feed back data to local agencies are described in this section.

DATA COLLECTION RESULTS

Agency Sample

Two hundred and nineteen of the 416 eligible California law enforcement agencies volunteered to participate in the project. One hundred and ninety (53%) of the 358 municipal agencies participated as did 29 (50%) of the county sheriff departments. Participating agencies represented a wide range of size categories and geographical areas. Several participating agencies have fewer than 6 sworn personnel, and four agencies have over 2,000 sworn. Every one of 15 defined intermediate size categories was also represented. Agencies from the northernmost to the southernmost boundaries of the State participated. Agencies serving mountainous areas, agricultural regions, seaside resorts, desert areas, and large metropolitan communities also participated. Virtually all types of municipal and county agencies were represented in the study. Therefore, POST believes the state-wide job-analysis results are based on a truly representative sample.

Respondent Sample

Based upon criteria for the selection of the respondent sample within each agency, agency representatives from the 219 agencies requested 2,071 Incumbent Surveys and 766 Supervisory Surveys. Ninety-four percent of the Incumbent Surveys and 93% of the Supervisory Surveys were returned.

The returned surveys were thoroughly scrutinized for deficiencies such as: (a) incomplete responses outside the range of the response scales; and (b) failure of the respondent to meet the sample criteria. As a result of this review, 11% of the returned Incumbent Surveys were eliminated (the major reason for rejection was the failure of the respondent to meet the criteria for inclusion in the sample). Five percent of the returned Supervisory Surveys were rejected.

The final sample consisted of 1,720 incumbents and 675 supervisors. The 1,720 is an average of approximately 33% of the incumbent patrol officers in the 219 agencies.

DATA FILE

As already stated, the data file is the most important project product. The organization of the file and some of the analyses of the data within each component of the file are described in this section.

Background and Organizational Variables

The major characteristics of the 1,720 officer, incumbent sample follow:

- The mean age of respondents was 30.4 years.
- 95% were males; 5% females.
- 81% were Caucasian; 19% representatives of various minorities (e.g. 5% Black and 10% Spanish surname).
- 91% had some college credits: 21% had achieved the baccalaureate degree.
- The average experience at the patrol office rank was 53 months.
- The average length of time in their present patrol assignment was 38 months.

- 33% were working the day shift; 34% the evening shift; 28% the midnight shift, and 5% worked relief.
- The average length of time in their current shift was 11.4 months.
- 97% of the officers had worked at least one other shift during their career within the current agency.
- The average length of time at their present beat was 16.7 months.
- 72% of the officers patrolled a beat which was 10 square miles or less. 7% patrolled an area of over 100 square miles.
- 71% of the officers patrolled a beat in which the predominant type of building was the single family residence. Only 1% patrolled areas which were predominantly industrial/manufacturing.

The major characteristics of the 675 supervisor sample follow:

- The mean age of respondents was 37.8 years.
- 99% were males; 1% females.
- 91% were caucasian and 9% minorities.
- 90% had some college credits; 26% had achieved the baccalaureate degree.
- 90% possessed the rank of sergeant; the remaining 10% had higher ranks.
- The average number of months at their current rank was 53.9 months.
- 33% were working the day shift; 31% the evening shift; 22% the midnight shift and 14% were working relief.

As can be seen, both the patrol officer sample and the supervisory sample are diverse in terms of such variables as age, sex, ethnicity, formal education, work assignment and shift. In addition, all individuals in both groups have met strict tenure and assignment criteria.

Therefore, POST is confident that the resulting description of the job is as accurate as possible without gathering data from all California patrol officers.

The data base which has been established allows POST to explore possible variations in job content which are a function of, or correlated with, any of the patrol officer or supervisory variables which are stored in the Background and Organizational section of the data file. For a full list of Background and Organizational Variables, see Appendix B.

Task Variables

Of the original set of 387 task statements, 58 were eliminated from this section of the file either because they were infrequent and unimportant, or they fell more logically under other data-file sections such as *equipment* or *Vehicle Operation*. The remaining 329 tasks were analyzed to determine which subsets of tasks require similar behaviors (e.g., a number of tasks involving *paperwork* require similar behaviors such as writing, filing, etc.; all such tasks were clustered into a 25-item task group). By means of a statistical procedure called *factor analysis* supplemented by a rational analysis, the 329 tasks were clustered into 33 task groups. The titles of the groups appear in Table 1. The items included in each task group appear in Appendix 1. The task group scale reliabilities were statistically evaluated and only reliable combinations of tasks were considered for the final groups.

For each task and task group, the file contains ratings on the four scales (Frequency, Importance, When Learned and Relation to Performance) for individuals, means and standard deviations for the total sample of individuals, means and standard deviations of ratings for individuals within each of the 219 agencies (219 sets of agency means), means and standard deviations for groups of agencies (size and type categories), and means and standard deviations across the 219 agencies (i.e., Mean of the 219 means). For example, Table 2 presents the means of the total sample of 1,720 incumbents and 675 supervisors for the tasks within the task group *Decision Making*.

Titles of Task Groups

Number of Tasks
Within Group

PATROL AND INVESTIGATION TASKS

1.	Arrest and Detain	5
2.	Chemical, Drug, Alcohol Test	4
3.	Decision-Making	5
4.	Fingerprinting/Identification	4
5.	First Aid	5
6.	Review and Recall of Information	8
7.	Inspecting Vehicle, Property and Persons	18
8.	Investigating	4
9.	Lineup	2
10.	Searching	15
11.	Securing and Protecting Property	4
12.	Surveillance	10

TRAFFIC TASKS

13.	Traffic Control	4
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MOTOR VEHICLE TASKS

14.	Emergency Driving	9
15.	Transporting People, Objects	7
16.	Vehicle Stop	4

ORAL COMMUNICATION TASKS

17.	Conferring	11
18.	Explaining/Advising	17
19.	Giving Directions	9
20.	Interviewing	11
21.	Mediating	6
22.	Public Relations	21
23.	Using Radio/Telephone	2
24.	Testifying	2
25.	Training	5

WRITTEN COMMUNICATION TASKS

26.	Custody Paperwork	10
27.	General Paperwork	25
28.	Reading	32
29.	Diagraming/Sketching	7
30.	Writing	23

PHYSICAL PERFORMANCE TASKS

31.	Restraining/Subduing	7
32.	Physical Performance	16
33.	Weapons Handling	9

Table 2

Example of Task and Task Group Data in the POST Job Analysis File

Task Group: Decision-Making	Frequency Means	Importance Means	When Learned Mean	Relative to Performance Mean
	*	**	**	**
Survey accident scenes to determine priority of required actions.	4.3	3.5	2.2	2.4
Analyze available information to determine what enforcement action should be taken at accident scenes.	3.8	3.0	2.0	2.2
Inquire into incidents to determine whether they are criminal or civil matters.	5.1	3.1	2.2	2.0
Evaluate crime scenes to determine investigative procedures to follow and assistance necessary.	5.3	3.6	2.3	2.5
Analyze and compare cases for similarity of modus operandi.	3.6	3.0	1.9	2.4
Task Group Overall Mean	4.4	3.2	2.1	2.3

*N=1720

**N= 675

One analysis on these data was designed to determine whether there are differences between the job performed by patrol officers with 1-3 years versus over 3 years of job experience. For this analysis, the reported frequencies of performance of all tasks for the individuals with 1-3 years experience (48% of the sample) were compared to the frequencies for the individuals with over 3 years of experience (52% of the sample). No large differences were found, and none of any practical significance. Therefore, all respondents, regardless of tenure, were combined into one research sample of 1,720 incumbents.

Incident Variables

The Incumbent and Supervisory Surveys contain an extensive list (110 items) of incidents which patrol officers are typically called upon to handle (e.g., incidents which officers encounter during patrol or respond to reports of, such as traffic hazards, false fire alarms, loitering, etc.). The scales used to describe each incident were the same as used with tasks.

Based upon factor analysis and rational analysis, the 110 incidents were clustered in 16 groups. As with the task groups, all the incidents within each incident group require similar behaviors for proper handling. The titles of the 16 incident groups appear in Table 3. The full list of incidents appear in Appendix K. The effects of under versus over 3 years of patrol experience were also analyzed in terms of incidents. Again, no practical differences were found between the two tenure groups.

Time Spent Variables

These variables describe activities which account for a significant amount of an officer's time but which cannot be easily summarized with task statements. Respondent patrol officers were asked to *Estimate the number of hours of your time as a radio car patrol officer/deputy that you spend during a typical week . . . doing the following activities.* Because a number of the activities overlap, it was not necessary that the total hours equal the total time worked during a typical week (i.e., usually 40 hours). The average number of hours assigned to each activity across the entire sample of 1,720 incumbents is summarized in Table 4.

No conclusions have been drawn from these results as yet. However, the fact that the average incumbent spends 10.7 hours per week writing and/or dictating reports should have importance implications for an entry-level writing skills requirement.

Table 3

Titles of Incident Groups

INCIDENT GROUPS	Number of Incidents Within Group
1. Theft/Burglary	7
2. Fraud	9
3. Assault/Armed Robbery/Homicide	10
4. Kidnapped/Missing Person	4
5. Reckless/Drunk Driving	5
6. Liquor/Drug Violations	2
7. Suspicious Objects/Abandoned Property	5
8. Persons Wanted for Military Desertion, Parole Violation, Illegal Residence Status	3
9. Hazards Requiring Emergency Action	9
10. Use of Possession of Illegal Weapons	4
11. Situations Requiring Emergency Action	7
12. Nuisances/Obscene Conduct	13
13. Disturbances of the Peace	15
14. Medical Emergencies	3
15. Assistance to the Public	7
16. Licensing/Ordinance Violations	7
TOTAL	110

Table 4

Mean Number of Estimated Hours per Week Spent on
Twelve Specific Activities

<u>Activities</u>	<u>Mean Hours</u>
1. Performing general radio car patrol alone.	25.7*
2. Performing general radio car patrol with a partner.	10.5
3. Performing general foot patrol (as part of radio car patrol assignment).	3.2
4. Monitoring radio calls.	32.0
5. Patrolling trouble spots and high crime areas.	17.4
6. Performing general patrol in other areas of your beat.	16.8
7. Observing for traffic violations from a stationary patrol car position.	4.4
8. Observing for suspicious or criminal activity from a stationary patrol car position.	4.8
9. Responding to calls for assistance to citizens.	11.4
10. Responding to all other calls.	10.8
11. Writing and/or dictating reports.	10.7
12. Number of hours worked during a typical week (excluding holidays, vacation, sick days and/or overtime).	40.4**

*N=1,720

**Since some of the activities might overlap (e.g., *general radio car patrol* and *monitoring radio calls*), the total number of hours equals more than one work week.

Vehicle Operation and Equipment Variables

The type of equipment used by patrol officers and the kinds of vehicles which are operated in the course of doing the patrol job have implications for selection and training. Twelve *Vehicle Operation* variables and 40 *Equipment* variables appear in Appendix D. If 50% or more of an agency's patrol officers use a particular piece of equipment on the patrol job, it would seem reasonable to require that job applicants possess the basic abilities required to operate the equipment successfully. Also, training programs designed to teach proper equipment operation would seem justifiable.

The type of equipment and/or vehicles that are used by over 50% of the officers around the State include: flashlight (100% of the respondents), binoculars (83%), photocopy (90.5%), shotgun (99.1%), handgun (100%), fire extinguisher (94.6%), mobile police radio (100%), base station police radio (85.1%), public address system (95.5%), handcuffs (100%), teletype (74.3%), interior body armor (68.5%), strolometer/walker/walking stick to measure distance (54.1%), and spotlight (99.1%). Very few of the officers reported using vehicles such as an ambulance (1.8%) or paddy wagon (7.7%).

Writing Criteria Variables

Ratings from supervisors were obtained for the following writing criteria: correct grammar, correct spelling, correct punctuation, proper use of words, proper sentence structure, proper paragraph construction and legibility. The results indicate that supervisors consider these factors to be of considerable importance to successful patrol officer performance.

The majority of supervisors felt that competency in these areas ought to be achieved before any job assignment. The majority of supervisors also felt that successful officers exhibit better writing skills than do marginal or poor officers.

Behavior Variables

Based upon the law enforcement research literature, 29 types of behaviors were identified as being potentially related to successful patrol officer performance (e.g., situational reasoning, reading and writing). As described in a previous section, a group of 42 supervisory/command level personnel from a representative sample of the original 219 agencies rated the extent to which each of the 29 behaviors is necessary for successful completion of each of the 33 sets of tasks (task groups). If 70% of the raters rated a behavior as being required at least *often* for

successful task performance, then the mean rating of the 42 ratings (on a six point scale which was described in a previous section) was accepted as the index of the relationship between a behavior and a task group. If fewer than 70% of the raters felt that the behavior was required "often", then it was concluded that there was insufficient rater agreement to specify the behavior/task group relationship and it was assumed that there was no relationship. The resulting matrix of behavior/task group relationship values appears in Appendix L.

Behavioral Weights

Having determined the relevance of behaviors for successful task performance, one can, using the following steps, compute the relative overall importance of each of the 29 behaviors:

- The importance of a behavior for a particular task group for an agency is computed by multiplying the previously described behavior/task group relationship value times the agency's task-group importance value. For example, if a behavior is "*usually*" required for task group performance (a rating of 4), and if the task group in an agency is of "*critical*" importance (a rating of 5), then the overall behavior/task group value for that agency is 20 (this value will be referred to as the behavior/task group index).
- All the indices associated with a behavior (e.g., writing) are then summed across the 33 task groups. This results in an overall sum for each of the 29 behaviors.
- These 29 subtotals are summed to produce an overall total. The percentage that each of the individual 29 behavioral subtotals is of the overall total is then computed to arrive at the final behavioral weights.

Each behavioral weight is an indication of the importance of that behavior to the agency in question. For example, the behavior of situational reasoning might be given a percentage weight of 10% in contrast to the remaining 90% which would be spread over the other 28 behavioral requirements. This computed percentage weight denotes how much weight a measure of the behavior (e.g., a test of situational reasoning) should be given in the employee selection process. The data file contains the behavioral weights for each of the 219 agencies in the study. Analyses have not been done as yet to determine the extent to which agency weights differ.

DATA FILE: CONCLUSIONS

The file described above will serve as the basis for major decisions regarding statewide and individual agency employee selection and training standards. The data base will also be maintained and periodically updated so that other important issues can be resolved such as:

Whether or not the content of the patrol job changes in the future;

Whether the content of the job for newly created agencies, or existing agencies that did not participate in this study, is the same as performed by officers in the existing sample;

The extent to which the job differs from agency to agency.

The list of questions which can be addressed is almost limitless. The data base will provide a means for addressing many issues which could not be resolved in the past due to the lack of data.

DATA ANALYSES AND CONCLUSION TO DATE

POST is just beginning its work on the development of employee selection techniques which will be based upon the job-analysis data which has been gathered. The plan is to develop, during the next year, a reading skills test, a writing skills test and a physical performance test. Therefore, the job-analysis data base data has yet to serve its primary role as the basis for job-related employee selection devices. However, a number of analyses have already been done on the data, and a number of conclusions reached.

Several of the findings are as follows:

- As already mentioned, statewide, the patrol job performed by officers with one to three years of tenure is essentially the same as the job performed by officers with more than three years of tenure.
- The frequencies with which many tasks are performed during the day, evening, and midnight shifts are, as expected, quite different.

- The 329 tasks found to be frequent and important can be clustered into 33 statistically reliable task groups according to the similarities of behavioral required for successful task performance.
- The 110 types of incidents listed in the Incumbent and Supervisory Surveys can likewise be clustered into 16 statistically reliable incident groups.
- The tasks which are performed and the relative frequency and importance among the tasks are very similar from one agency to another. Agencies do seem to differ, however, in terms of the frequency and importance ratings generally given across all tasks. For example, if one agency indicates a lower task group frequency for one set of tasks than does another agency, the first agency will probably indicate a lower frequency for all the sets of tasks. This indicates that there are probably quantitative rather than qualitative job differences among California law enforcement agencies.
- Based upon the ratings of behavioral requirement/task group relationships, a statewide weight has been computed for each of the behaviors. Dependability, Initiative, and Recall are the three most important behaviors. Also important are Learning, Situational Reasoning, and Integrity. A complete list of the behaviors, along with the statewide behavioral weights, appear in Appendix M.

Additional findings will be published as they become available.

FEEDBACK OF JOB ANALYSIS FINDINGS TO AGENCIES

The original intent of the job-analysis project was to group agencies according to similarity of job content. The feedback to an individual agency would then have been a description of the job which was performed in the agency-cluster of which the individual agency was a member. For example, if the cluster analysis had indicated that there were eight distinct patrol jobs in California, each agency would have been forwarded one of eight job-analysis results depending on its agency-cluster membership.

As already mentioned, substantial differences in job content did not emerge. Also, it became evidence that the established research file would give POST the capability of feeding back individual results to each participating agency.

These two factors gave POST the kind of flexibility which few, if any, statewide job analyses have enjoyed. For example, it is not necessary to show that an agency is similar to any group or statewide, composite job description, because agencies can receive their own job descriptions based solely upon their own local data. Therefore, POST has produced, in effect, one statewide job analysis and 219 local job analyses.

The information which will be made available to local agencies will consist of a computer generated job-analysis report. The report will summarize the agency results in terms of: Background and Organizational Variables; Task Variables; Task Groups, Incident Variables; Incident Groups; Time Spent Variables; Vehicle Operation and Equipment Variables; Writing Criteria Variables; and Behavioral Variables. The report will also provide comparisons of the individual agency results with: (a) the results obtained for a group of similar agencies (in terms of agency size and type); and (b) the results achieved for the entire State. This information should prove invaluable for development and defense of local employment standards and practices.

CONCLUSIONS

After two years of intensive study, the California commission on Peace Officer Standards and Training now has at its disposal a job-analytic data base which is serving, and will serve, a number of purposes.

The data base will primarily be used in the development and validation of entry-level employee selection devices. Work on a reading skills test, a writing skills test and a physical performance test was begun as this report was being prepared.

The second purpose served by the data base is to conduct research into issues concerning the contents of the patrol officer job and the differences in job content around the State. The results of such research will help POST maintain reasonable and effective employee selection and training standards. It will also be possible to use this data to develop new programs, such as performance appraisal systems.

The third purpose consists of making available to interested agencies their own job analyses of the entry-level patrol officer position. Each agency may obtain job-analytic data which is far more detailed and comprehensive than the average agency could manage to collect using its own local resources and expertise. Local agencies may, upon request, obtain the data they may need to defend their local personnel practices.

The fourth purpose served by the job-analysis data is to determine periodically whether changes in the job have occurred over time. Obviously, if there are job content changes, there may be the need to change entry-level selection requirements. Job-analysis survey re-administration on a periodic basis will make it possible to identify any significant job changes.

The fifth purpose for the data base is portability of selection and training standards and practices. The data base and the survey technique that have been developed in conjunction with the project will allow POST to evaluate the portability of newly developed measures to any new agency which did not participate in the original study.

All these uses of the job analytic project results will help POST achieve its goal of improving and maintaining the quality of work done by those individuals who enter the law enforcement profession as entry-level patrol officers in California.

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BACKGROUND AND ORGANIZATIONAL VARIABLES

<u>Variable</u>	<u>Incumbent</u>	<u>Supervisor</u>
Number of Entry-Level Officers	x	x
Square Miles	x	x
Population Served	x	x
Type of Jurisdiction	x	x
Agency Name	x	x
County	x	x
Age	x	x
Sex	x	x
Ethnicity	x	x
Education	x	x
POST Certificate	x	
Current Rank	x	x
Time at Present Rank	x	x
Present Assignment	x	
Time Present Assignment	x	
Present Shift	x	x
Time Present Shift	x	
Other Shifts Worked	x	
Time Present Beat	x	
Size Present Beat	x	
Predominant Bldgs. /Beat	x	
Description/Beat	x	
Terrain/Beat	x	
Economic Level/Beat	x	

TIME SPENT

Estimate the number of hours of your time as a radio car patrol officer/deputy that you spend during a typical week (i.e., a week with no holidays, vacation, sick days and/or overtime) doing the following activities. Since some of the activities might overlap, it is not necessary that the total hours equal the total time worked during a typical week (e.g., 40 hours).

	<u>Number of Hours Per Week</u>
1. Performing general radio car patrol alone.	_____
2. Performing general radio car patrol with a partner.	_____
3. Monitoring radio calls.	_____
4. Performing general foot patrol (as part of radio car patrol assignment).	_____
5. Patrolling trouble spots and high crime areas.	_____
6. Performing general patrol in other areas of your beat.	_____
7. Observing for traffic violations from a stationary patrol car position.	_____
8. Observing for suspicious or criminal activity from a stationary patrol car position.	_____
9. Responding to calls for assistance to citizens.	_____
10. Responding to all other calls.	_____
11. Writing and/or dictating reports.	_____
12. Number of hours worked during a typical week (excluding holidays, vacation, sick days and/or overtime).	_____

VEHICLE OPERATIONS

In the course of your job, do you operate these types of vehicles?

1. Boat
2. Bus
3. Patrol car
4. Horse
5. Truck (1-ton or larger)
6. Paddy wagon
7. Ambulance

Do you operate a patrol car several to many times a year:

8. . . . in the rain?
9. . . . in snow and ice?
10. . . . in fog?
11. . . . in high winds?
12. . . . in sand or dust storms?

EQUIPMENT

In the course of your job, do you use these types of equipment?

1. Flashlight
2. Binoculars
3. Photographic equipment
4. Movie camera
5. Surveillance gear (e.g., infra-red scope, radio transmitter)
6. Tape recorder
7. Radar unit
8. Radio car computer terminal
9. Stationary computer terminal
10. Typewriter
11. Adding machine
12. Photocopier
13. Cash register
14. Metal detector
15. Geiger counter
16. Audio-visual equipment
17. Shotgun
18. Handgun
19. Rifle
20. Drug and narcotic identification field kit
21. Scrambler
22. Extinguisher

EQUIPMENT (Cont'd)

23. Mobile police radio
24. Base station police radio
25. Public address system (mobile or stationary)
26. Handcuffs
27. Teletype
28. Microfilm machine
29. Call box
30. Ladder
31. Gas mask
32. "Jaws of Life" (to extricate trapped person)
33. Body armor, exterior
34. Body armor, interior
35. Strolometer/walker/walking stick (to measure distances)
36. Spotlight
37. Automatic traffic volume counter
38. Use "Identi-kit" with victims/witnesses to produce facial likenesses of suspects.
39. Use chemical mace (excluding training)
40. Use tear gas (excluding training)

COGNITIVE ABILITY

INFORMATION PROCESSING: Identify the similarities and/or differences in information gathered from different sources (e.g., inconsistencies in witnesses' statements); identify significant details from among a body of information (i.e., distinguish significant from insignificant information); recognize conditions or circumstances that indicate something might be wrong, or at least out of the ordinary.

SITUATIONAL REASONING: Make prompt and effective decisions quickly in both routine and nonroutine (e.g., life and death) situations; evaluate alternative courses of action and select the most acceptable alternative; make sound decisions in a timely manner; size up a situation quickly and take appropriate action; conceive of new and innovative solutions to problems.

LEARNING: Comprehend new information quickly and apply that which has been learned on the job.

RECALL: Remember various types of information, such as factual information (laws, written or oral instructions or descriptions, etc.), visual information (photographs, physical characteristics of a patrol area, etc.), and specific details of past events (arrests, investigations, etc.); recall information pertinent to one's duties and responsibilities.

COMMUNICATION SKILL

READING: Read and abstract the meaning from a wide variety of written materials (training materials, reports, laws, internal communications, etc.).

WRITING: Express oneself clearly and concisely in writing; use acceptable grammar, punctuation, and spelling; write reports that are complete and provide an accurate account of that which was observed personally or related by another person or persons; transcribe the important elements of oral communication in abbreviated written form (take notes).

ORAL EXPRESSION: Communicate various types of information orally (accounts of past events, directions, explanations, ideas, etc.) in a clear, understandable manner; talk effectively with persons of greatly divergent cultural and educational backgrounds; speak with good pronunciation; project one's voice clearly; adapt one's tone of voice as necessary to communicate over police radios and other electronic transmission equipment.

ORAL COMPREHENSION: Understand spoken communications and identify the important elements of spoken communications.

SPECIAL SKILLS

HANDWRITING: Have legible handwriting.

ARITHMETIC COMPUTATION: Add, subtract, multiply, and divide numbers.

UNDERSTANDING ILLUSTRATED MATERIAL: Understand and use properly illustrated materials such as maps and/or diagrams.

ACCURACY WITH NAMES AND NUMBERS: Identify the proper location of a name or number within an alphabetical or numerical sequence; identify similarities and differences when comparing names or numbers; copy names and numbers accurately.

SKETCHING/DIAGRAMING: Portray accurately an object, event, or setting in a drawing or in schematic form (e. g., accident scene).

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INTERPERSONAL RELATIONS

INTERPERSONAL SKILL: Be sensitive to the feelings of others and resolve problems in ways that do not arouse antagonism; interact and deal effectively with people from varying social and cultural backgrounds in a wide range of interpersonal situations; be courteous and respectful; calm emotional people and resolve interpersonal conflicts through persuasion rather than force; anticipate peoples' reactions; influence people and inspire their confidence and respect.

TEAMWORK: Establish and maintain effective working relationships with coworkers, supervisors and other law enforcement officials (by sharing information and working cooperatively with others, complying with departmental rules and regulations, following orders, accepting advice and constructive criticism, etc.).

INTEREST IN PEOPLE: Exhibit an active interest in understanding and working with people; demonstrate concern for the safety and welfare of others and a desire to serve the public.

PERSONALITY CHARACTERISTICS

ASSERTIVENESS: Assert oneself when necessary to exert control over others; confront and challenge people who are behaving in a suspicious manner.

EMOTIONAL SELF-CONTROL: Maintain one's composure and perform effectively in stressful situations (crisis situations, situations which one finds personally repugnant, etc.); refrain from over-reacting when subjected to physical or verbal abuse; exercise restraint and use the minimum amount of force necessary to handle a given situation.

FLEXIBILITY/ADAPTABILITY: Adapt to changes in working conditions (changes in patrol assignment, shift changes, different types of incidents that must be handled one right after the other, etc.); remain alert during periods of routine, monotonous activity.

CONFRONTATION OF POTENTIALLY PHYSICALLY HAZARDOUS SITUATIONS.

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WORKER CHARACTERISTICS

INITIATIVE: Proceed on assignments without waiting to be told what to do; improve one's skills and keep informed of new developments in the field; work diligently and exert the extra effort needed to make sure the job is done correctly, rather than merely "putting in time".

DEPENDABILITY: Be conscientious, reliable, thorough, punctual, accurate; assume responsibility for one's share of the workload.

APPEARANCE: Present a neat, clean, well-groomed appearance.

INTEGRITY: Be honest and impartial; refrain from accepting bribes or "favors" or using one's position for personal gain.

PHYSICAL CHARACTERISTICS

COORDINATION: Integrate the actions of one's arms and legs to produce coordinated movement (such as in running, jumping, etc.).

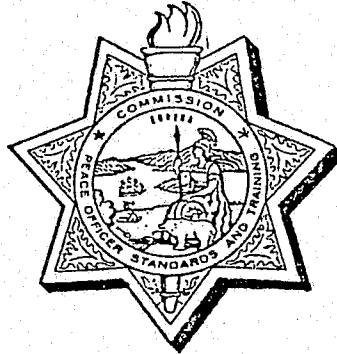
AGILITY: Perform physical actions or movements quickly and nimbly.

BALANCE: Maintain one's balance in unusual contexts (such as when climbing, crawling, crossing narrow ledges, etc.).

ENDURANCE: Maintain physical activity over prolonged periods of time.

STRENGTH: Exert muscular force (such as in lifting, pulling, pushing or dragging hard to move objects; physically restraining others, etc.).

State of California



P. O. S. T.

**ENTRY-LEVEL LAW ENFORCEMENT OFFICER
JOB ANALYSIS**

Results for: Hometown Police Department*

** The data contained herein are for example purposes only and do not necessarily represent the final results of POST's job analysis.*

Commission on Peace Officer Standards and Training

NOTE: These are the first few example pages of a planned, lengthy document.

INTRODUCTION

This report contains the statewide results and the results for your agency of POST's entry-level law enforcement officer job analysis. The results which are reported are based on survey data collected from your department and 221 other California police and sheriff's departments during the period September 1977 to October 1978.

The report is divided into four sections. The information reported in Sections I-III was collected with two separate surveys which were administered to a sample of patrol officers and supervisors from each of the 222 participating departments. In major part, both surveys consisted of the same exhaustive list of patrol officer task statements. The survey administered to patrol officers (Incumbent Survey) required that the officers indicate the frequency with which they perform each task. The Supervisory Survey, administered to patrol supervisors, required that the respondents indicate the importance of successfully performing each task. The rating scales used by the officers and supervisors to indicate their responses appear at the beginning of Section II.

Information obtained with these two surveys was analyzed by POST staff to determine those important job tasks that are performed by patrol officers/deputies statewide. These tasks were then organized into groups of tasks which require similar action on the part of the officer/deputy (e.g., tasks involving physical exertion). These task groupings were incorporated into a third survey which was administered to supervisory and command level personnel from a representative sample of the participating departments. Respondents to this survey were asked to indicate the behavioral requirements for successful performance of the tasks in each task grouping. A more detailed explanation of this survey, along with the results of the survey are reported in Section IV.

Throughout this report the results for your agency are presented along with the results of the total statewide sample. This is done to allow you to compare your agency with the statewide "average".

Should you have any questions about the survey results, please contact the project staff at (916) 322-3492.

SECTION I

Background and Organizational Information

Results reported in this section describe the biographical composition of the officers/deputies and supervisors who responded to the Incumbent Survey and the Supervisory Survey. The first column of results for each survey describes the background characteristics of the survey respondents from your agency. The second column describes the characteristics of the entire statewide sample.

BACKGROUND AND ORGANIZATIONAL INFORMATION

Agency: Hometown, California Police Department

Incumbent Survey

Supervisory Survey

Respondents	Patrol Officers	Statewide	Patrol Supervisors	Statewide
Number	7	1,733	3	675
Age (average)	26.2 years	29.2 years	36.9 years	37.8 years
Sex	Male 6 Female 1	Male 94% Female 5%	Male 3 Female 0	Male 99% Female 1%
Percentage of total patrol officers in agency	75.2%	11%		
Ethnicity 290	American Indian 0 Black 1 Caucasian(white) 4 Oriental/Asian 0 Spanish Surname 2 Filipino 0 Other 0	American Indian 1.0% Black 5.0% Caucasian(white) 80.0% Oriental/Asian 0.9% Spanish Surname 9.8% Filipino 0.5% Other 1.0%	American Indian 0 Black 1 Caucasian(white) 2 Oriental/Asian 0 Spanish Surname 0 Filipino 0 Other 0	American Indian 1.5 Black .8 Caucasian(white) 90.9 Oriental/Asian .3 Spanish Surname 6.1 Filipino 0.0 Other .3
Educational level (average)	1.5 years college	2.1 years college	3.0 years college	3.1 years college
Time in rank at current agency (average)	50.1 months	61.5 months	49.8 months	53.9 months
Time in current patrol assignment (average)	30.6 months	32.2 months		
Shifts worked	Day 2 Evening(swing) 2 Night(graveyard) 2 Relief 1	Day 33% Evening(swing) 33% Night(graveyard) 28% Relief 4%	Day 1 Evening(swing) 1 Night(graveyard) 1 Relief 0	Day 33% Evening(swing) 31% Night(graveyard) 22% Relief 14%

BACKGROUND AND ORGANIZATIONAL INFORMATION

Agency: Hometown, California Police Department

Respondents	Incumbent Survey		Supervisory Survey	
	Patrol Officers	Statewide	Patrol Supervisors	Statewide
Time in current shift (average)	6.2 months	10.4 months		
Time in current beat (average)	8.3 months	16.0 months		
Size of beat (average)	7.5square mile	30.2 square mile		

SECTION II

Task Frequency and Importance Information

This section summarizes the results of the task frequency and task importance ratings obtained from officers/deputies (Incumbent Survey) and supervisors (Supervisory Survey). The tasks are organized into groups of tasks that require similar action on the part of a patrol officer/deputy. There are 33 such task groupings, beginning with "Paperwork" and ending with "Traffic Control".

The rating scales used for the purpose of collecting ratings of the frequency and importance of each task are presented below:

FREQUENCY:

In the last 4 months, I have generally done this task:								
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month	I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
9	8	7	6	5	4	3	2	1

IMPORTANCE: When this task is done, how important is successful completion of this task to overall patrol officer/deputy job performance?

- (1) Of little importance
- (2) Of some importance
- (3) Important
- (4) Very Important
- (5) Critically Important

The numbers which appear after each task statement represent, from left to right: (1) the mean frequency rating provided by officers/deputies in your agency, (2) the mean frequency rating for the total statewide sample, (3) the mean importance rating provided by supervisors in your agency, and (4) the mean importance rating for the total statewide sample.

The figures which appear to the right of "Overall mean for task group" were arrived at by summing and computing the simple arithmetic average of the numbers in each column. They represent estimates of the average frequency or importance of all the tasks within the task group.

The figures which appear to the right of "Estimated monthly occurrence for task group" were computed using the conversion table which appears below. The left hand column of the table lists the anchor points for the 9-point frequency scale used to rate task frequency. The right column of the table

lists the corresponding approximate number of times per month each anchor point represents. For example, a frequency rating of 8 in the rating scale ("Daily") is represented in the right hand column by "Approximately 20 times per month". As indicated at the bottom of the table, all conversions are based on the assumption that the average officer/deputy works 220 days per year.

TABLE FOR CONVERTING FREQUENCY RATINGS TO
ESTIMATES OF APPROXIMATE FREQUENCY PER MONTH

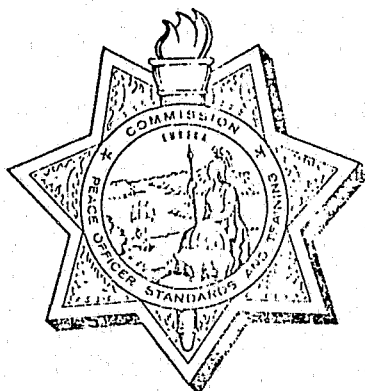
Frequency Scale	Approximate Frequency per Month*
9 More than once per day	Approximately 40 times per month
8 Daily	Approximately 20 times per month
7 Several times a week	Approximately 15 times per month
6 Weekly	Approximately 5 times per month
5 Several times a month	Approximately 2.5 times per month
4 Monthly	Approximately 1 time per month
3 Less than once a month	Approximately 1 time every other month
2 Have done but not in last 4 months	Approximately 1 time every 6 months
1 Never in this agency	Never

*Assumes average officer/deputy works 220 days per year

	Agency Frequency (mean)	Statewide Frequency (mean)	Agency Importance (mean)	Statewide Importance (mean)
ARREST AND DETAIN				
Serve arrest warrants.	4.1	4.4	3.3	3.5
Arrest persons without warrant.	5.8	5.6	3.7	3.9
Take into custody person arrested by citizen.	5.1	4.3	3.3	3.6
Arrest and book traffic law violators.	4.1	4.4	2.8	3.4
Guard prisoners/inmates detained at facility other than jail (e. g., hospital).	2.2	2.5	2.7	3.1
				294
Overall mean for task group	4.3	4.2	3.2	3.5
Estimated monthly occurrence for task group	10	9		
Percentage of agencies with lower frequency for task group (within 222 agencies in research sample)	57			

The figures reported for "Estimated monthly occurrence for task group" were arrived at by using the table to convert each "average frequency" figure in a column to its corresponding "frequency per month" estimate. These estimates were then summed for each column to arrive at the figures reported.

The last figure reported on each page of results ("Overall mean for task group") represents the percentage of agencies in the statewide sample that had a lower "Overall mean for task group" frequency than your agency.



ENTRY-LEVEL LAW ENFORCEMENT OFFICER TASK ANALYSIS SURVEY

Incumbent

CALIFORNIA COMMISSION
ON
PEACE OFFICER STANDARDS AND TRAINING

ENTRY-LEVEL LAW ENFORCEMENT OFFICER
TASK ANALYSIS SURVEY

INTRODUCTION

This survey has been developed by the California Commission on Peace Officer Standards and Training to generate the kind of job information needed by the Commission to fulfill its legislatively mandated responsibilities. By filling out the survey, you will provide POST with invaluable information which will be used in the future to establish job-related candidate selection standards and relevant training standards. Therefore, we thank you for your cooperation and for expending the energy required to fill out what is, admittedly, a lengthy survey.

The booklet is divided into two sections. In Section I, you are asked to provide background and organizational data. Section II contains a large number of tasks which can be performed by a patrol officer/deputy. Please complete Section I before going on to Section II.

This job inventory or survey is not an exam or any type of position evaluation instrument. The information you provide is for research purposes only. We do request that you provide your name, but only for possible contact by the research staff in the unlikely occurrence of an unforeseen data processing problem.

When you have completed the questionnaire, please return it to the person responsible for collecting the questionnaires in your agency.

SECTION I

BACKGROUND AND ORGANIZATIONAL INFORMATION

DO NOT ANSWER
QUESTIONS

1 - 4

1. Number of entry-level officers assigned to the general patrol function.

2. Square miles served

3. Population served

4. Type of jurisdiction

Urban = 1
Suburban = 2
Rural = 3
Urban/Suburban = 4
Suburban/Rural = 5
Urban/Rural = 6
Urban/Suburban/Rural = 7

PLEASE PRINT

5. Date _____

6. Name of Agency _____

7. County in which Agency is located _____

8. Your Name _____

Please respond to the following questions by indicating your answers in the boxes to the right.

9. Age:

10. Sex: Male = 1 Female = 2

11. Ethnicity:

American Indian = 1 Oriental/Asian = 4
Black = 2 Spanish Surname = 5
Caucasian (white) = 3 Filipino = 6
Other _____ = 7

12. Education (indicate highest level completed):

High School or G.E.D. = 1 Bachelor's Degree = 6
College Freshman = 2 Master's Degree = 7
College Sophomore = 3 Doctorate Degree = 8
College Junior = 4
College Senior = 5

13. California POST certificate (indicate highest held):

Basic = 1
Intermediate = 2
Advanced = 3

14. Present Rank:

Officer/Deputy = 1
Corporal = 2
Other _____ = 3

15. How long have you been at your present rank with your present agency?
(Please indicate months)

16. Present assignment (Choose one):

Patrol (radio car) = 1
Traffic Officer = 2
Other _____ = 3

If you chose "2" or "3", see your survey coordinator before filling out this inventory.

17. How long have you had your present patrol assignment?
(Please indicate months)

18. Present shift:

Day = 1 Night (graveyard) = 3
Evening (swing) = 2 Relief = 4

19. How long have you worked on your present shift?
(Please indicate months)

20. Please check other shifts you have worked more than 1 month in your current agency.

Day
Evening (swing)
Night (graveyard)
Relief
None

21. How long have you been assigned to your present beat?
(Please indicate months)

22. Estimated size of present beat (in square miles):

23. Predominant type of buildings in present beat:

Single family dwellings = 1 Commercial/retail = 3
Multiple family dwellings = 2 Industrial/manufacturing = 4
(apartments, duplexes, etc.)

24. Description of present beat:

Urban = inner city - high population density; suburban = residential - moderate population density; rural = agricultural/forest/desert - low population density.

Urban = 1 Suburban/Rural = 5
Suburban = 2 Urban/Rural = 6
Rural = 3 Urban/Suburban/Rural = 7
Urban/Suburban = 4

25. Predominant terrain of present beat:

☐

Mountainous = 1
Seaside = 2
Desert = 3

None of the above = 4

26. Estimated predominant economic level of present beat (average family income):

☐

Under \$10,000 = 1
\$10,000 - \$20,000 = 2
\$20,000 - \$35,000 = 3
Over \$35,000 = 4

SECTION II

INSTRUCTIONS FOR RATING TASKS

The following pages contain tasks that are performed by patrol officers/deputies assigned to radio car patrol. The tasks have been sorted into nineteen major job content areas:

Patrol Function
Patrol Inspection
Patrol Contact
Patrol Response
Traffic Supervision
Criminal Investigation/
Accident Investigation
Evidence and Property Procedures
Auxiliary Function
Civil Procedures

Custody Procedures
Training
Community Relations
Reading
Reporting
Weapons
Physical Activity and
Physical Force
Time Spent
Vehicle Operations
Equipment

Please rate each task on the following pages in terms of the frequency with which you have performed it in the last four months. Describe the job as you have performed it on your present beat and shift. For example, using the Frequency Scale below, if you "Transport prisoners/inmates" on the average of more than once per day, you would assign a Frequency Rating of 9. On the other hand, if you have never "Fired a handgun at a person," you would assign that task a Frequency Rating of 1. If you have performed a task in your agency, but not in the last four months, assign the task a Frequency Rating of 2. If you have performed a task only as part of training, you would assign a Frequency Rating of 1 indicating "I have never done this task in this agency."

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month		
9	8	7	6	5	4	3	2	1

If a task occurs with a frequency somewhere in between two scale positions (e.g., between Several times a week and Weekly), choose the scale value which is the closer approximation to the actual frequency.

Remember to describe only your own experience. Tasks which you have not performed, but which are generally performed in your agency, will be identified by other officers/deputies in the sample. Therefore, do not be concerned that an important task will be omitted from further consideration if you indicate "I have never done this task in this agency."

Do not skip any items. Make sure you rate each task listed in the survey.

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day 9	Daily 8	Several times a week 7	Weekly 6	Several times a month 5	Monthly 4	Less than once per month 3		
PATROL FUNCTION								Frequency Rating
1. Review statistics and other compiled information (e.g., to determine areas in need of selective enforcement).								
2. Transmit messages over police radio (e.g., patrol car radio, handpack, or base station radio).								
3. Arrange for removal of abandoned, disabled, or impounded vehicles.								
4. Secure vehicles by removing keys, locking doors, etc.								
5. Secure house or property.								
6. Initiate contact with appropriate public agencies (e.g., telephone company, etc.) to report damage to equipment.								
7. Deliver emergency supplies and equipment.								
8. Escort money or valuables.								
9. Engage in high speed pursuit driving on open road.								
10. Engage in high speed pursuit driving in congested area.								
11. Engage in high speed response to call on open road.								
12. Engage in high speed response to call in congested area.								
13. Push disabled vehicles with patrol car.								
14. Participate in large scale area search parties for persons or evidence.								
15. Operate assigned observation post to apprehend criminal suspect (e.g., stakeout).								
16. Review information to maintain a current knowledge of known criminals and criminal activity in area.								
17. Respond as back-up unit on crimes in progress (either own or other department).								
18. Record and communicate descriptions of persons (e.g., suspects, missing persons).								
19. Respond as back-up on traffic stops (either own or other department).								
20. Request verification of out-of-county and out-of-state warrants before service.								
21. Deliver agency and inter-agency papers.								
22. Examine injured/wounded persons.								

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month	2	1
9	8	7	6	5	4	3		
PATROL FUNCTION (Cont.)								Frequency Rating
23.	Administer cardio-pulmonary resuscitation.							
24.	Administer mouth-to-mouth resuscitation.							
25.	Operate resuscitator.							
26.	Control bleeding (e.g., apply direct pressure).							
27.	Administer other first aid techniques.							
28.	Protect accident or crime scene.							
29.	Give directions to assisting officer(s) (e.g., at crime or accident scene or during parade).							
30.	Give directions to other public service personnel (e.g., at crime or accident scene or during parade).							
31.	Coordinate tactical operation (e.g., set up a perimeter, set up a command post, develop a search plan).							
32.	Request back-up assistance in potentially hazardous or emergency situations.							
33.	Transport animals.							
34.	Transport prisoners/inmates.							
35.	Transport persons taken into custody to afford an opportunity to post bond in lieu of incarceration.							
36.	Transport injured persons.							
37.	Transport mental patients.							
38.	Handcuff suspects or prisoners.							
39.	Use restraining devices other than handcuffs (e.g., leg irons, straps).							
40.	Capture dangerous/injured animals.							
41.	Corral loose livestock.							
42.	Flag down trains (e.g., to prevent accidents).							
43.	Pat search suspects.							
44.	Search prisoner clothing.							

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month	2	1
9	8	7	6	5	4	3		

PATROL FUNCTION (Cont.)

Fre-
quency
Rating

45. Participate in pre-planned raids.

46. Request records checks.

47. Restock emergency supplies in patrol vehicle (e.g., flares, first aid supplies, etc.).

48. Use emergency tools to extricate trapped persons.

49. Extinguish vehicle fires.

50. Identify from memory wanted vehicles or persons.

51. Evacuate buildings and/or areas to remove persons from danger.

PATROL INSPECTION

1. Follow suspicious vehicles (e.g., suspect, suspicious person, operator under the influence).

2. Physically examine and test doors and windows of dwellings and businesses.

3. Patrol locations on beat which are potentially physically hazardous to citizens (e.g., construction site, attractive nuisance).

4. Examine suspicious or potentially dangerous objects (e.g., suspicious package, downed high tension wires).

5. Physically examine abandoned vehicles.

6. Physically search vehicles for contraband or evidence.

7. Search unlocked businesses and dwellings for signs of illegal entry.

8. Make bar checks.

9. Check individuals/businesses for compliance with licensing requirements and/or Business and Professions Code (e.g., liquor stores, taverns, solicitors, retail businesses).

10. Search for missing, lost, or wanted persons.

11. Personally search buildings, properties, and vehicles to locate bombs and/or explosives.

12. Search home, business, or other structure for contraband, criminal activity, or wanted subject (with or without warrant).

FREQUENCY SCALE

In the last 4 months, I have generally done this task:								
More than once per day 9	Daily 8	Several times a week 7	Weekly 6	Several times a month 5	Monthly 4	Less than once per month 3	I have done this task in this agency but not in the last 4 mos. 2	I have never done this task in this agency 1
PATROL INSPECTION (Cont.)								Fre- quency Rating
13.	Search fire debris or burned buildings to uncover bodies and evidence relating to the cause of the fire and/or explosion.							
14.	Recognize sounds that should be investigated and their approximate origin (e.g., breaking glass, angry or fearful voices, etc.).							
15.	Recognize smells that should be investigated and their approximate origin (e.g., smoke, controlled substance, alcohol, etc.).							
PATROL CONTACT								
1.	Make vehicle stops to effect felony arrests.							
2.	Effect suspected or suspicious person vehicle stops.							
3.	Confront hostile groups (e.g., demonstrators, rioters, or bar patrons).							
4.	Notify private citizens of damage to their property as a result of accident, natural disaster etc.							
5.	Personally deliver death messages.							
6.	Personally deliver miscellaneous emergency messages to citizens.							
7.	Communicate through foreign language interpreter.							
8.	Counsel juveniles and children both formally and informally.							
9.	Conduct parent-juvenile conferences.							
10.	Mediate family disputes.							
11.	Mediate civil disputes.							
12.	Keep peace in organized labor disputes.							
13.	Provide emergency assistance to the public by driving persons from one location to another.							
14.	Approach and interview pedestrians.							
15.	Accept warrant bail on the street.							

FREQUENCY SCALE

In the last 4 months, I have generally done this task:								I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day 9	Daily 8	Several times a week 7	Weekly 6	Several times a month 5	Monthly 4	Less than once per month 3			
PATROL CONTACT (Cont.)								Fre-	quency Rating
16.	Issue citations for non-traffic offenses.								
17.	Serve subpoenas.								
18.	Serve arrest warrants.								
19.	Control non-violent crowds, groups of spectators, etc.								
20.	Talk with leaders of demonstrations.								
21.	Arrest persons without warrant.								
22.	Take into custody person arrested by citizen.								
23.	Advise persons of rights (per Miranda or 13353 CVC).								
24.	Explain to onlookers the reason for taking arrest action.								
25.	Call on bystanders to assist in apprehension.								
26.	Reprimand offenders in lieu of arrest or citation.								
27.	Interview suspicious persons.								
28.	Explain alternative courses of action to suspects, complainants, victims, etc.								
29.	Explain nature of complaints to offenders.								
30.	Advise victims of the criminal process.								
31.	Refer persons to other service agencies.								
32.	Provide street directions.								
33.	Advise property owners or agents of potentially hazardous conditions (e.g., damaged fences, broken water pipes).								
34.	Pick up children to place in custody (with or without court order).								
35.	Instruct persons of proper methods to eliminate fire hazards or explosives.								
36.	Communicate in a foreign language(s). Please specify which language(s) _____.								

In the Patrol Response section you are asked to make the same kind of Frequency Ratings. In addition, for some items you are asked to indicate whether you have "responsibility for follow-up investigation." For purposes of responding to these items, "responsibility for follow-up investigation" means routine responsibility for:

CONTINUING INVESTIGATION OVER A PERIOD OF DAYS AND MONTHS IF CALLED FOR, AND SUBMITTAL OF PROGRESS REPORTS AS REQUIRED, AND PREPARATION OF THE CASE FOR PRESENTATION TO THE PROSECUTOR, AND FIXED PERSONAL RESPONSIBILITY FOR CLEARANCE AND CLOSURE OF THE CASE.

For example, if you handle incidents involving bomb threats "less than once per month" and when such an incident occurs, you do have "responsibility for follow-up investigation," you would enter the following responses:

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month	2	1
9	8	7	6	5	4	3		
Handle These Types of Incidents:								Frequency Rating
Bomb threat. Responsibility for follow-up investigation? Yes = 1 No = 2 <input checked="" type="checkbox"/>								3

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month		
9	8	7	6	5	4	3	2	1

PATROL RESPONSE

Frequency Rating

Handle These Types of Incidents:

- | | | |
|-----|--|--|
| 1. | Abandoned vehicle. | |
| 2. | Abandoned house or building. | |
| 3. | Activated alarm. | |
| 4. | Animal control violation. | |
| 5. | Assault (felonious). | |
| 6. | Assault and battery.
Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/> | |
| 7. | Assault with intent to commit rape or other felony.
Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/> | |
| 8. | Attempted murder.
Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/> | |
| 9. | Attempted suicide. | |
| 10. | Bad check.
Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/> | |
| 11. | Begging. | |
| 12. | Bicycle theft. | |
| 13. | Bomb threat.
Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/> | |
| 14. | Brandishing weapon.
Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/> | |
| 15. | Building code violation. | |
| 16. | Burglary.
Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/> | |
| 17. | Business or peddler license violation. | |
| 18. | Child stealing.
Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/> | |
| 19. | Citizen locked out of building or vehicle. | |
| 20. | Complaint regarding city or county service. | |
| 21. | Concealed or loaded weapon. | |
| 22. | Concerned party request for check on welfare of citizen. | |

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month		
9	8	7	6	5	4	3	2	1

PATROL RESPONSE (Cont.)

Frequency
Rating

Handle These Types of Incidents:

23. Conspiracy.
24. Contributing to delinquency of a minor.
Responsibility for follow-up investigation? Yes = 1 No = 2 ☐
25. Credit card theft or misuse.
Responsibility for follow-up investigation? Yes = 1 No = 2 ☐
26. Cruelty to animals.
Responsibility for follow-up investigation? Yes = 1 No = 2 ☐
27. Dangerous animal.
28. Dead body (excluding homicide).
29. Defrauding an innkeeper.
Responsibility for follow-up investigation? Yes = 1 No = 2 ☐
30. Desertion or AWOL from military.
31. Discharge of a firearm.
Responsibility for follow-up investigation? Yes = 1 No = 2 ☐
32. Disturbing the peace - customer.
33. Disturbing the peace - family.
34. Disturbing the peace - fight.
35. Disturbing the peace - juveniles.
36. Disturbing the peace - landlord/tenant.
37. Disturbing the peace - neighbor.
38. Disturbing the peace - noise (e.g., music, barking dog).
39. Disturbing the peace - party.
40. Disturbing the peace - other (e.g., harassment, challenging to fight).
41. Repossession dispute.
42. Labor/management dispute.
43. Keep the peace.
44. Downed wires.

FREQUENCY SCALE

In the last 4 months, I have generally done this task:						I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month	
9	8	7	6	5	4	3	2
							1

PATROL RESPONSE (Cont.)

Fre-
quency
Rating

Handle These Types of Incidents:

45. Ruptured water or gas line.

46. Traffic hazard.

47. Malfunctioning traffic control device.

48. Other public safety and/or health hazard.

49. Drug overdose.

50. Other medical emergencies.

51. Drunk driver.

52. Drunk in public.

53. Embezzlement.

Responsibility for follow-up investigation? Yes = 1 No = 2 ☐

54. Extortion.

Responsibility for follow-up investigation? Yes = 1 No = 2 ☐

55. False fire alarm.

Responsibility for follow-up investigation? Yes = 1 No = 2 ☐

56. Fire.

Responsibility for follow-up investigation? Yes = 1 No = 2 ☐

57. Fireworks violation.

58. Fishing and hunting violations.

59. Found property.

60. Forgery.

Responsibility for follow-up investigation? Yes = 1 No = 2 ☐

61. Fugitive reported to be at a location.

62. Gambling.

Responsibility for follow-up investigation? Yes = 1 No = 2 ☐

63. Grand theft (excluding auto).

Responsibility for follow-up investigation? Yes = 1 No = 2 ☐

64. Hit and run.

Responsibility for follow-up investigation? Yes = 1 No = 2 ☐

65. Homicide.

Responsibility for follow-up investigation? Yes = 1 No = 2 ☐

66. Illegal alien.

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month		
9	8	7	6	5	4	3	2	1

PATROL RESPONSE (Cont.) Handle These Types of Incidents:								Frequency Rating
67.	Illegal burning.							
68.	Illegal weapons (e.g., brass knuckles, switchblade knives).							
69.	Impersonating an officer or other official. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
70.	Incorrigible juvenile. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
71.	Indecent exposure. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
72.	Invalid or elderly person needing assistance.							
73.	Jail/prison break. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
74.	Joy riding. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
75.	Kidnapping. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
76.	Liquor law violations (ABC violations).							
77.	Littering.							
78.	Loitering.							
79.	Lost child.							
80.	Malicious mischief. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
81.	Mental illness.							
82.	Missing person. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
83.	Motor vehicle theft. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
84.	Narcotic or drug offense. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
85.	Neglected or abused children. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
86.	Obscene or threatening phone calls. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
87.	Officer request for assistance.							
88.	Other public agencies needing assistance (e.g., health department, probation department).							

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month	2	1
9	8	7	6	5	4	3		
PATROL RESPONSE (Cont.)								Frequency Rating
Handle These Types of Incidents:								
89.	Parking violation.							
90.	Parole or probation violation.							
91.	Pass or attempt to pass counterfeit money. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
92.	Petty theft. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
93.	Postal law violation. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
94.	Prostitution. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
95.	Prowling.							
96.	Public nuisance.							
97.	Rape. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
98.	Racing/speeding motor vehicle.							
99.	Reckless driving.							
100.	Receiving stolen property. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
101.	Riot.							
102.	Robbery - armed. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
103.	Robbery - strong arm. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
104.	Sex crime (other than rape, prostitution, or indecent exposure). Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
105.	Situation requiring traffic control.							
106.	Stranded motorist (start stalled vehicles, change tires, obtain gasoline, gain entrance to locked vehicles, etc.).							
107.	Suspicious person/vehicle.							
108.	Suspicious object.							
109.	Throwing or launching objects at moving vehicles. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
110.	Traffic accident. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month	2	1
9	8	7	6	5	4	3		

PATROL RESPONSE (Cont.)

Handle These Types of Incidents:

Frequency Rating

111. Trespassing.

112. Unlawful possession or use of explosives.

Responsibility for follow-up investigation? Yes = 1 No = 2 ☐

TRAFFIC SUPERVISION

1. Remove hazards from roadway.

2. Advise appropriate agency of traffic engineering needs.

3. Monitor driver observance of traffic control devices from stationary position.

4. Monitor pedestrian observance of traffic control devices from stationary position.

5. Notify owners of towed vehicles of location and procedure to follow to reclaim vehicles.

6. Clock speed of vehicles using speedometer.

7. Visually estimate speed of vehicles.

8. Operate radar equipment for speed enforcement.

9. Estimate driver's capability to operate vehicle due to old age, emotional state, physical stature, handicap or substance abuse (preparatory to chemical or roadside sobriety test).

10. Inspect operator's license.

11. Inspect vehicle registration.

12. Inspect VIN.

13. Request that DMV re-administer driver's test to persons currently licensed.

14. Administer physical roadside sobriety test (drug and/or alcohol).

15. Arrest and book traffic law violators.

FREQUENCY SCALE

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More than once per day 9	Daily 8	Several times a week 7	Weekly 6	Several times a month 5	Monthly 4	Less than once per month 3			
TRAFFIC SUPERVISION (Cont.)								Fre- quency Rating	
16.	Administer "breathalyzer" test.								
17.	Arrange for obtaining blood or urine samples for sobriety tests.								
18.	Explain state vehicle laws and procedures to citizens.								
19.	Inform vehicle owners of legal obligations regarding removal of abandoned vehicles (within specific period of time).								
20.	Inspect vehicles for conformance with Vehicle Code.								
21.	Make traffic stops for Vehicle Code violations.								
22.	Issue Vehicle Code citations.								
23.	Issue warning tickets (for equipment, moving, or parking violations).								
24.	Explain legal obligations to operators stopped for traffic law violations.								
25.	Issue parking citations.								
26.	Escort funerals.								
27.	Escort parades and other processions.								
28.	Escort oversized truck-trailer loads.								
29.	Escort emergency vehicles.								
30.	Escort dignitaries.								
31.	Direct traffic using hand or flashlight signals or illuminated baton.								
32.	Direct traffic using flare or traffic cone patterns.								
33.	Direct traffic using barriers (including positioning of patrol cars).								
34.	Control traffic signals manually.								
35.	Direct citizens to assist in traffic control in an emergency.								
36.	Sign off equipment violations.								
315									

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month	2	1
9	8	7	6	5	4	3		
CRIMINAL INVESTIGATION/ACCIDENT INVESTIGATION (INCLUDING TRAFFIC)								Frequency Rating
1.	Survey accident scenes to determine priority of required actions.							
2.	Coordinate activities at scenes of accident investigations.							
3.	Inspect and/or operate equipment (lights, brakes, steering, tires, etc.) of accident vehicles to determine operating condition.							
4.	Take coordinate measurements of accident scenes.							
5.	Sketch accident scenes.							
6.	Diagram accident scenes to scale.							
7.	Interview tow truck operators, mechanics, etc., to obtain specific information concerning vehicle damages.							
8.	Inspect and measure skid marks and other marks on roadway as part of accident investigation.							
9.	Estimate vehicle speed using physical evidence and mathematical formulas or graphs.							
10.	Review accidents with accident investigators.							
11.	Advise persons involved in an accident of information to get from one another.							
12.	Analyze available information to determine what enforcement action should be taken at accident scenes.							
13.	Inform motorists of procedures for reporting accident to proper authorities.							
14.	Inquire into incidents to determine whether they are criminal or civil matters.							
15.	Evaluate crime scenes to determine investigative procedures to follow and assistance necessary.							
16.	Attempt to locate witnesses to crimes or accidents (e.g., talk to bystanders, knock on doors).							
17.	Request investigative assistance (e.g., detectives, crime lab, other officers, tracking dogs, scuba divers, etc.).							
18.	Interview complainants, witnesses, etc.							
19.	Summarize in writing statements of witnesses, complainants, etc.							
20.	Request witnesses to submit written statements.							
21.	Interrogate suspects.							
22.	Record formal confessions in writing.							

FREQUENCY SCALE

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9	8	7	6	5	4	3		
CRIMINAL INVESTIGATION/ACCIDENT INVESTIGATION (INCLUDING TRAFFIC) (Cont.)								Frequency Rating
23.	Talk to informants to obtain information.							
24.	Fingerprint prisoners and other persons.							
25.	Take mug shots.							
26.	Organize and conduct photo line-ups.							
27.	Organize and conduct line-ups.							
28.	Present suspects to victims or witnesses for purposes of identification.							
29.	Personally review records and pictures to identify suspects.							
30.	Contact various sources (e.g., employers, utility companies, schools), over the telephone or by mail, to locate persons.							
31.	Organize or participate in formal or informal surveillance of individuals or locations.							
32.	Photograph crime or accident scenes.							
33.	Sketch crime scenes.							
34.	Diagram layouts of interior designs of buildings.							
35.	Study rap sheets and M.O.'s of suspects.							
36.	Analyze and compare cases for similarity of modus operandi.							
37.	Coordinate investigations with other law enforcement agencies.							
38.	Talk with families of juvenile suspects or defendants (advise, inform, notify, counsel).							
39.	Talk with families of adult suspects or defendants (advise, inform, notify, counsel).							
40.	Personally present facts of cases to juvenile probation officers.							
41.	Inspect damage to vehicles or property.							
42.	Interview doctors, ambulance personnel, etc., to obtain specific information concerning injuries and illnesses.							
43.	Review reports and notes to prepare for testimony at hearings or trials.							
44.	Talk to other officers, supervisors, prosecutors, judges, witnesses, or victims to review facts of cases to insure proper pre-trial preparation.							

FREQUENCY SCALE

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More than once per day 9	Daily 8	Several times a week 7	Weekly 6	Several times a month 5	Monthly 4	Less than once per month 3			
CRIMINAL INVESTIGATION/ACCIDENT INVESTIGATION (INCLUDING TRAFFIC) (Cont.)								Fre-	quency
45. Appear to testify in legal proceedings.									Rating
46. Testify in legal proceedings.									
47. Discuss cases with prosecutors following legal proceedings.									
48. Obtain search warrants.									
49. Serve or assist in serving search warrants.									
50. Examine dead bodies for wounds and injuries to determine nature and cause of death.									
51. Search property of deceased for personal papers or valuables.									
52. Make preliminary identification of deceased persons.									
53. Examine bodies of deceased (for personal property, signs of post-mortem lividity, etc.).									
54. Witness post-mortem examinations.									
55. Do preliminary (initial, at the scene) investigations.									
56. Do follow-up investigations to completion.									
57. Use "Identi-kit" with victims/witnesses to produce facial likenesses of suspects.									
EVIDENCE AND PROPERTY PROCEDURES									
1. Dust and lift latent fingerprints.									
2. Make fingerprint comparisons.									
3. Photograph latent fingerprints.									
4. Use chemical test kit (e.g., Valtox, Narco-Ban) to test for controlled substances.									
5. Search accident or crime scenes for physical evidence.									

FREQUENCY SCALE

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EVIDENCE AND PROPERTY PROCEDURES (Cont.)								Frequency Rating
6.	Collect and examine evidence and personal property from crime or accident scenes.							
7.	Preserve evidence and personal property.							
8.	Transport property and/or evidence.							
9.	Book evidence and personal property.							
10.	Review crime lab reports.							
11.	Destroy or auction unclaimed property.							
AUXILIARY FUNCTION								
1.	Participate in meetings with other officers (e.g., briefings, departmental staff meetings).							
2.	Communicate with supervisor(s) during shift (e.g., to receive direction, seek advice; etc.).							
3.	Attend in-service and outside conferences and seminars.							
4.	Fill out surveys.							
5.	Prepare information for federal, state, and local law enforcement officials and agencies.							
6.	Communicate information on an informal basis to other law enforcement officials.							
7.	Develop work schedules for other officers (including special assignments).							
8.	Issue equipment.							
9.	Maintain spot/pin maps.							
10.	Fingerprint persons for non-criminal reasons (e.g., professional licensing).							
11.	Personally conduct background investigations on applicants for positions.							
12.	Conduct background investigations on applicants for licenses.							

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9	8	7	6	5	4	3		
AUXILIARY FUNCTION (Cont.)								Frequency Rating
13.	Issue bicycle licenses/registrations.							
14.	Receive in-coming calls from the public.							
15.	Dispatch officers to calls.							
16.	Operate telephone console or switchboard.							
17.	Arrange for appearance of witnesses (excluding subpoena service).							
18.	Take citizens' formal complaints against officers and/or department (either in person or by telephone).							
19.	Investigate formal citizens' complaints against officers.							
20.	Serve as bodyguard to threatened persons (e.g., material witnesses).							
21.	Control access to accident or other records.							
22.	Order supplies and equipment.							
23.	Perform simple mathematical calculations (add, subtract, multiply, divide).							
	CIVIL PROCEDURES							
1.	Post probate notices, warnings, sale of property notices, etc.							
2.	Collect money for sales of levied property.							
3.	Seize property in civil claims.							
4.	Mail jury duty notices.							
5.	Summon jurors for daily court duty.							
6.	Serve as bailiff officer in court.							
7.	Collect fines.							

FREQUENCY SCALE

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CIVIL PROCEDURES (Cont.)								Frequency Rating	
8. Collect bail.									
9. Sequester jurors.									
CUSTODY PROCEDURES									
1. Guard prisoners/inmates detained at facility other than jail (e.g., hospital).									
2. Interview prisoners/inmates to obtain personal information for booking purposes.									
3. Collect and inventory prisoners'/inmates' personal property.									
4. Log prisoners'/inmates' phone calls on formal custody log.									
5. Question and examine prisoners/inmates concerning injuries.									
6. Log prisoners'/inmates' injuries on formal custody log.									
7. Review documents of arrest before accepting subjects into detention center.									
8. Brief prisoners/inmates as to detention facility rules of conduct.									
9. Distribute prescribed medication to prisoners/inmates.									
10. Distribute patent medication to prisoners/inmates (e.g., aspirin, antacid, etc.).									
11. Confer with physicians regarding medical condition of prisoners/inmates.									
12. Prepare or obtain meals for prisoners/inmates.									
13. Distribute cleaning implements and personal hygiene supplies to prisoners/inmates.									
14. Conduct periodic searches of prisoners/inmates and their quarters.									
15. Discipline prisoners/inmates.									
16. Arrange for professional assistance for prisoners/inmates regarding personal problems.									
17. Coordinate prisoners'/inmates' contact with legal counsel, bondsmen and other visitors.									

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CUSTODY PROCEDURES (Cont.)									Frequency Rating
18.	Process prisoners/inmates for release from custody.								
TRAINING									
1.	Evaluate other officers (e.g., probationary officers, trainees or new officers).								
2.	Write classroom evaluations of students.								
3.	Write evaluations of training received.								
4.	Construct tests.								
5.	Administer and grade tests.								
6.	Provide classroom instruction to other officers, recruits, reserves, cadets and/or civilians.								
7.	Provide on-the-job training to other officers.								
8.	Provide on-the-job training to recruits or reserves.								
9.	Provide on-the-job training to cadets and/or civilians.								
10.	Prepare lesson plans.								
COMMUNITY RELATIONS									
1.	Talk with people on the beat to obtain general information.								
2.	Talk with people on the beat to establish rapport.								
3.	Talk with people on the beat to provide information about the law enforcement agency.								
4.	Meet with and make presentations to community groups.								
5.	Provide information to news media for dissemination.								

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9	8	7	6	5	4	3	2

COMMUNITY RELATIONS (Cont.)

Fre-
quency
Rating

6. Instruct members of the community on crime prevention.
7. Explain recruitment policies to interested individuals and community groups.
8. Request help from news media in crime prevention or solving.
9. Instruct members of the community on self-defense.
10. At request of owners, inspect businesses and dwellings for adequate security devices.
11. Help citizens form neighborhood watch groups.
12. Arrange for professional assistance for offenders not in custody regarding personal problems.

READING

1. Read in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).
2. Read reports consisting of several short descriptive phrases, sentence fragments, or very short sentences (e.g., incident reports).
3. Read reports consisting primarily of check-off boxes or fill-in blanks (e.g., vehicle impound reports).
4. Read street maps.
5. Read incoming correspondence.
6. Read interoffice memos.
7. Review wanted vehicles bulletins.
8. Read departmental manuals.
9. Read weather forecasts and bulletins.
10. Read case law.
11. Read legal interpretations (e.g., California Attorney General's opinions, city attorney opinions).
12. Read legal transcripts.

FREQUENCY SCALE

[illegible]

FREQUENCY SCALE

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9	8	7	6	5	4	3	2	1	

READING (Cont.)

Frequency Rating

Read sections from the following (except in preparation for academy or promotional examinations):

22.	Alcoholic Beverage Control Act	
23.	Business and Professions Code	
24.	Administrative Code	
25.	Evidence Code	
26.	Vehicle Code	
27.	Civil Code	
28.	Code of Civil Procedures	
29.	Government Code	
30.	Health and Safety Code	
31.	Penal Code	
32.	U.S. Code (e.g., regarding illegal aliens)	
33.	U.S. Constitution	
34.	Welfare and Institutions Code	
35.	Municipal Code	
36.	County Ordinances	
37.	Fish and Game Code	
38.	Harbor and Navigation Code	
39.	Military and Veterans Code	
40.	Professional law enforcement publications (e.g., <u>Police Chief</u> , <u>FBI Law Enforcement Bulletin</u>)	

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REPORTING								Fre- quency Rating	
1.	Personally file documents in records systems (e.g., fingerprint cards, correspondence, criminal reports, vehicle reports).								
2.	Personally retrieve documents from records systems.								
3.	Prepare documents for filing (i.e., label, alphabetize, place in chronological order, etc.).								
4.	Maintain inventory lists (e.g., departmental equipment and property).								
5.	Maintain inventory logs (e.g., evidence, recovered property).								
6.	Purge reports from records systems.								
7.	Maintain department records of warrants served.								
8.	Maintain roster of current prisoners/inmates.								
9.	Prepare accident statistical data for DMV, CHP, internal records.								
10.	Develop or revise agency forms.								
11.	Sort and distribute mail.								
12.	Compile crime data from a number of sources on a periodic basis (e.g., for entry onto summary sheets).								
13.	Gather and maintain information on bonding agencies.								
14.	Prepare advertisements and notices of the sale of property.								
15.	Record disposition of civil papers.								
16.	Prepare list of known criminals and/or wanted persons for own or departmental use.								
17.	Record bond raises, forfeitures and reductions.								
18.	Prepare paperwork for process service.								
19.	Dictate in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).								
20.	Write in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).								
21.	Write reports consisting of several short descriptive phrases, sentence fragments or very short sentences (e.g., incident reports).								
22.	Complete reports consisting primarily of check-off boxes or fill-in blanks (e.g., vehicle impound reports).								

FREQUENCY SCALE

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9	8	7	6	5	4	3	2	1

REPORTING (Cont.)

Fre-
quency
Rating

23. Take notes.
24. Write news releases.
25. Write interoffice memos.
26. Write letters or other correspondence as part of the job.
27. Draft material for departmental manuals.
28. Write speeches.
29. Make entries in activity log, patrol log, daily report or departmental records.
30. Prepare data for microfilming.
31. Prepare misdemeanor court complaint forms.
32. Prepare felony court complaint forms.
33. Complete travel expense vouchers.

WEAPONS

1. Draw firearm.
2. Fire warning shots with handgun or rifle.
3. Fire signal shots (for search and rescue).
4. Fire handgun at person.
5. Fire rifle at person.
6. Fire shotgun at person.
7. Discharge firearm at badly injured, dangerous or rabid animals.
8. Clean and service weapons.

FREQUENCY SCALE

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More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month	2	1
9	8	7	6	5	4	3		
WEAPONS (Cont.)								Fre- quency Rating
9.	Qualify and/or engage in required practice of operation of firearms and other weapons.							
10.	Use chemical mace (excluding training).							
11.	Use tear gas (excluding training).							
12.	Fire automatic weapon such as machine gun or machine pistol (excluding training).							
PHYSICAL ACTIVITY AND PHYSICAL FORCE								
1.	Using baton, subdue resisting persons.							
2.	Using baton, subdue attacking persons.							
3.	Carry full pack equipment (e.g., in rescue searches).							
4.	Pursue on foot fleeing suspects.							
5.	Subdue resisting persons using locks, grips, or holds (do not include mechanical devices).							
6.	Subdue attacking persons using locks, grips, or holds (do not include mechanical devices).							
7.	Resort to use of hands or feet in self-defense.							
8.	Lift heavy objects (e.g., disabled person or equipment).							
9.	Carry heavy objects (e.g., disabled person or equipment).							
10.	Drag heavy objects (e.g., disabled person or equipment).							
11.	Push hard-to-move objects by hand (e.g., disabled or abandoned vehicle).							
12.	Engage in strenuous swimming (to rescue drowning persons, apprehend suspects, etc.).							
13.	Swim or tread water to retrieve bodies, evidence, save one's life, etc.							
14.	Participate in required physical exercise program to maintain physical strength, agility, and health.							

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9	8	7	6	5	4	3		

PHYSICAL ACTIVITY AND PHYSICAL FORCE (Cont.)

Fre-
quency
Rating

15. Climb through openings (e.g., windows).

16. Climb over obstacles (e.g., walls).

17. Jump over obstacles.

18. Crawl in confined areas (e.g., attics).

19. Balance oneself on uneven or narrow surfaces.

20. Jump down from elevated surfaces.

21. Pull oneself up over obstacles.

22. Use body force to gain entrance through barriers (e.g., locked doors).

23. Jump across ditches, streams, etc.

24. Climb up to elevated surfaces (e.g., roof).

TIME SPENT

Estimate the number of hours of your time as a radio car patrol officer/deputy that you spend during a typical week (i.e., a week with no holidays, vacation, sick days and/or overtime) doing the following activities. Since some of the activities might overlap, it is not necessary that the total hours equal the total time worked during a typical week (e.g., 40 hours).

	<u>Number of Hours Per Week</u>
1. Performing general radio car patrol alone.	_____
2. Performing general radio car patrol with a partner.	_____
3. Monitoring radio calls.	_____
4. Performing general foot patrol (as part of radio car patrol assignment).	_____
5. Patrolling trouble spots and high crime areas.	_____
6. Performing general patrol in other areas of your beat.	_____
7. Observing for traffic violations from a stationary patrol car position.	_____
8. Observing for suspicious or criminal activity from a stationary patrol car position.	_____
9. Responding to calls for assistance to citizens.	_____
10. Responding to all other calls.	_____
11. Writing and/or dictating reports.	_____
12. Number of hours worked during a typical week (excluding holidays, vacation, sick days and/or overtime).	_____

VEHICLE OPERATIONS

In the course of your job, do you operate these types of vehicles?

Yes

No

1. Boat

2. Bus

3. Patrol car

4. Horse

5. Truck (1-ton or larger)

6. Paddy wagon

7. Ambulance

Do you operate a patrol car several to many times a year:

8. ...in the rain?

9. ...in snow and ice?

10. ...in fog?

11. ...in high winds?

12. ...in sand or dust storms?

EQUIPMENT

In the course of your job, do you use these types of equipment?		Yes	No
1.	Flashlight		
2.	Binoculars		
3.	Photographic equipment		
4.	Movie camera		
5.	Surveillance gear (e.g., infra-red scope, radio transmitter)		
6.	Tape recorder		
7.	Radar unit		
8.	Radio car computer terminal		
9.	Stationary computer terminal		
10.	Typewriter		
11.	Adding machine		
12.	Photocopier		
13.	Cash register		
14.	Metal detector		
15.	Geiger counter		
16.	Audio-visual equipment		
17.	Shotgun		
18.	Handgun		
19.	Rifle		
20.	Drug and narcotic identification field kit		
21.	Scrambler		
22.	Extinguisher		

EQUIPMENT
(Cont.)

In the course of your job, do you use these types
of equipment?

Yes

No

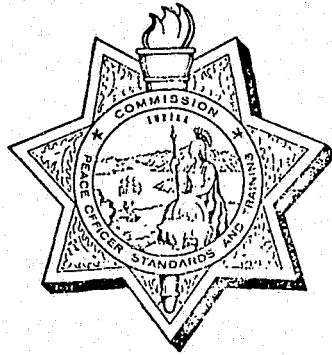
- 23. Mobile police radio
- 24. Base station police radio
- 25. Public address system (mobile or stationary)
- 26. Handcuffs
- 27. Teletype
- 28. Microfilm machine
- 29. Call box
- 30. Ladder
- 31. Gas mask
- 32. "Jaws of Life" (to extricate trapped person)
- 33. Body armor, exterior
- 34. Body armor, interior
- 35. Strolometer/walker/walking stick (to measure distances)
- 36. Spotlight
- 37. Automatic traffic volume counter

INSTRUCTIONS

If you perform any tasks not listed
anywhere in this survey, please write
them on the next page.

FREQUENCY SCALE

[illegible]



ENTRY-LEVEL LAW ENFORCEMENT OFFICER TASK ANALYSIS SURVEY

Supervisory

INTRODUCTION

This survey has been developed by the California Commission on Peace Officer Standards and Training to generate the kind of job information needed by the Commission to fulfill its legislatively mandated responsibilities. By filling out the survey, you will provide POST with invaluable information which will be used in the future to establish job-related candidate selection standards and relevant training standards. Therefore, we thank you for your cooperation and for expending the energy required to fill out what is, admittedly, a lengthy survey.

The booklet is divided into two sections. In Section I, you are asked to provide background data. Section II contains a large number of tasks which can be performed by a patrol officer/deputy. Please complete Section I before going on to Section II.

This job inventory or survey is not an exam or any type of position evaluation instrument. The information you provide is for research purposes only. We do request that you provide your name, but only for possible contact by the research staff in the unlikely occurrence of an unforeseen data processing problem.

It is doubtful that you will be able to finish this survey in one sitting without becoming overly fatigued. Therefore, we encourage you to take periodic rest breaks. When you have completed the questionnaire, please return it to the person responsible for collecting the questionnaires in your agency.

SECTION I

BACKGROUND INFORMATION

DO NOT ANSWER
QUESTIONS
1 - 4

1. Number of entry-level officers
assigned to the general patrol
function.

2. Square miles served

3. Population served

4. Type of jurisdiction

Urban = 1
Suburban = 2
Rural = 3
Urban/Suburban = 4
Suburban/Rural = 5
Urban/Rural = 6
Urban/Suburban/Rural = 7

☐

PLEASE PRINT

5. Date _____

6. Name of Agency _____

7. County in which Agency is located _____

8. Your Name _____

9. Your Current Assignment _____

10. Office Telephone Number () _____

Please respond to the following questions by indicating your answers in the boxes to the right.

11. Age: _____

12. Sex: Male = 1 Female = 2 ☐

13. Ethnicity: ☐

American Indian = 1 Oriental/Asian = 4
Black = 2 Spanish Surname = 5
Caucasian (white) = 3 Filipino = 6
Other = 7

14. Education (indicate highest level completed): ☐

High School or G.E.D. = 1 Bachelor's Degree = 6
College Freshman = 2 Master's Degree = 7
College Sophomore = 3 Doctorate Degree = 8
College Junior = 4
College Senior = 5

15. Present Rank:

Sergeant = 1
Lieutenant = 2
Captain = 3

Chief/Sheriff = 4
Other _____ = 5

16. How long have you been at your present rank with your present agency?
(Please indicate months)

17. Present shift:

Day = 1
Evening (swing) = 2

Night (graveyard) = 3
Relief = 4

SECTION II
INSTRUCTIONS FOR
RATING TASKS

The following pages contain tasks that are performed by patrol officers/deputies assigned to radio car patrol.* The tasks have been sorted into seventeen major job content areas:

Patrol Function
Patrol Inspection
Patrol Contact
Patrol Response
Traffic Supervision
Criminal Investigation/
Accident Investigation
Evidence and Property Procedures
Auxiliary Function
Civil Procedures

Custody Procedures
Training
Community Relations
Reading
Reporting
Weapons
Physical Activity and
Physical Force
Writing

Read each task carefully. If a task is never performed by officers/deputies assigned to radio car patrol* in your agency, place a check (✓) in the column labeled "Never Performed" and go on to the next task. For those tasks that are performed by officers/deputies in your agency you are asked to indicate three things:

- (1) the importance of the task to the radio car patrol job,
- (2) the extent to which it is necessary that a new officer/deputy be able to perform the task prior to radio car patrol assignment, and
- (3) the extent to which performance of the task distinguishes superior from marginal or poor officers/deputies.

The rating scales on the next page are to be used for rating the tasks on these dimensions. An example which illustrates the rating procedure is also included.

It is important that you complete the survey by going through the entire questionnaire three times -- that is, rate all tasks for IMPORTANCE before returning to the beginning of the survey and rating the tasks on the WHEN LEARNED scale. Finally, go through the survey a third time using the RELATION TO PERFORMANCE scale. It is highly recommended that you take rest breaks after rating all the items using one scale.

*This does not include officers/deputies assigned to special assignments such as traffic officer.

DETACH THIS PAGE FROM THE QUESTIONNAIRE TO USE WHEN MAKING YOUR RATINGS.

RATING SCALES

IMPORTANCE: When this task is done, how important is successful completion of this task to overall patrol officer/deputy job performance?

- (1) Of little importance
- (2) Of some importance
- (3) Important
- (4) Very Important
- (5) Critically Important

WHEN LEARNED: To what extent is it necessary that officers/deputies learn to perform this task in the academy and prior to any job assignment?

- (1) Not necessary--can best be learned on the job.
- (2) Some preparation in the academy is necessary but full competence can best be achieved on the job.
- (3) Full competence must be achieved in the academy before any job assignment.

RELATION TO PERFORMANCE: To what extent do successful officers perform this task better than marginal or poor officers?

- (1) In general, all officers perform this task about equally well.
- (2) Some officers perform this task better than others, but they are not necessarily the better performers.
- (3) Generally, successful officers perform this task better than marginal or poor officers.

EXAMPLE:

If "transporting prisoners/inmates" is a very important task, if full task competence must be achieved in the academy before any job assignment, and if all officers generally perform this task equally well, your ratings would be:

	Never Performed	Importance	When Learned	Relation to Performance
Transport prisoner/inmate	4	3	1	

If the task is never performed in your agency, you would simply put a ✓ in the column labeled "NEVER PERFORMED" and go on to the next item. Do not skip any item. Make sure you provide the ratings of "IMPORTANCE", "WHEN LEARNED", and "RELATION TO PERFORMANCE" for each task performed in your agency.

Remember to go through the entire questionnaire three times--that is, rate all tasks for IMPORTANCE before using the WHEN LEARNED or RELATION TO PERFORMANCE scales.

PATROL FUNCTION

1. Review statistics and other compiled information (e.g., to determine areas in need of selective enforcement).
2. Transmit messages over police radio (e.g., patrol car radio, handpack, or base station radio).
3. Arrange for removal of abandoned, disabled, or impounded vehicles.
4. Secure vehicles by removing keys, locking doors, etc.
5. Secure house or property.
6. Initiate contact with appropriate public agencies (e.g., telephone company, etc.) to report damage to equipment.
7. Deliver emergency supplies and equipment.
8. Escort money or valuables.
9. Engage in high speed pursuit driving on open road.
10. Engage in high speed pursuit driving in congested area.
11. Engage in high speed response to call on open road.
12. Engage in high speed response to call in congested area.
13. Push disabled vehicles with patrol car.
14. Participate in large scale area search parties for persons or evidence.
15. Operate assigned observation post to apprehend criminal suspect (e.g., stakeout).
16. Review information to maintain a current knowledge of known criminals and criminal activity in area.
17. Respond as back-up unit on crimes in progress (either own or other department).
18. Record and communicate descriptions of persons (e.g., suspects, missing persons).
19. Respond as back-up on traffic stops (either own or other department).
20. Request verification of out-of-county and out-of-state warrants before service.
21. Deliver agency and inter-agency papers.
22. Examine injured/wounded persons.

Never Performed
Importance
When Learned
Relation

PATROL FUNCTION
(Cont.)

		Never Performed	Importance	When Learned	Relation
23.	Administer cardio-pulmonary resuscitation.				
24.	Administer mouth-to-mouth resuscitation.				
25.	Operate resuscitator.				
26.	Control bleeding (e.g., apply direct pressure).				
27.	Administer other first aid techniques.				
28.	Protect accident or crime scene.				
29.	Give directions to assisting officer(s) (e.g., at crime or accident scene or during parade).				
30.	Give directions to other public service personnel (e.g., at crime or accident scene or during parade).				
31.	Coordinate tactical operation (e.g., set up a perimeter, set up a command post, develop a search plan).				
32.	Request back-up assistance in potentially hazardous or emergency situations.				
33.	Transport animals.				
34.	Transport prisoners/inmates.				
35.	Transport persons taken into custody to afford an opportunity to post bond in lieu of incarceration.				
36.	Transport injured persons.				
37.	Transport mental patients.				
38.	Handcuff suspects or prisoners.				
39.	Use restraining devices other than handcuffs (e.g., leg irons, straps).				
40.	Capture dangerous/injured animals.				
41.	Corral loose livestock.				
42.	Flag down trains (e.g., to prevent accidents).				
43.	Pat search suspects.				
44.	Search prisoner clothing.				
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PATROL FUNCTION
(Cont.)

	Never Performed	Importance	When Learned	Relation to Perform-
Participate in pre-planned raids.				
Request records checks.				
Restock emergency supplies in patrol vehicle (e.g., flares, first aid supplies, etc.).				
Use emergency tools to extricate trapped persons.				
Extinguish vehicle fires.				
Identify from memory wanted vehicle or person.				
Evacuate buildings and/or areas to remove persons from danger.				
PATROL INSPECTION				
Follow suspicious vehicle (e.g., suspect, suspicious person, operator under the influence).				
Physically examine and test doors and windows of dwellings and businesses.				
Patrol locations on beat which are potentially physically hazardous to citizens (e.g., construction site, attractive nuisance).				
Examine suspicious or potentially dangerous objects (e.g., suspicious package, downed high tension wires).				
Physically examine abandoned vehicles.				
Physically search vehicles for contraband or evidence.				
Search unlocked businesses and dwellings for signs of illegal entry.				
Make bar checks.				
Check individuals/businesses for compliance with licensing requirements and/or Business and Professions Code (e.g., liquor stores, taverns, solicitors, retail businesses).				
Search for missing, lost, or wanted person.				
Personally search buildings, properties, and vehicles to locate bombs and/or explosives.				
Search home, business, or other structure for contraband, criminal activity, or wanted subject (with or without warrant).				
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PATROL INSPECTION
(Cont.)

	Never Performed	Importance	When Learned	Reaction to Performance
Search fire debris or burned buildings to uncover bodies and evidence relating to the cause of the fire and/or explosion.				
Recognize sounds that should be investigated and their approximate origin (e.g., breaking glass, angry or fearful voices, etc.).				
Recognize smells that should be investigated and their approximate origin (e.g., smoke, controlled substance, alcohol, etc.).				
PATROL CONTACT				
Make vehicle stops to effect felony arrests.				
Effect suspected or suspicious person vehicle stops.				
Confront hostile groups (e.g., demonstrators, rioters, or bar patrons).				
Notify private citizens of damage to their property as a result of accident, natural disaster, etc.				
Personally deliver death messages.				
Personally deliver miscellaneous emergency messages to citizens.				
Communicate through foreign language interpreter.				
Counsel juveniles and children both formally and informally.				
Conduct parent-juvenile conferences.				
Mediate family disputes.				
Mediate civil disputes.				
Keep peace in organized labor disputes.				
Provide emergency assistance to the public by driving persons from one location to another.				
Approach and interview pedestrians.				
Accept warrant bail on the street.				

PATROL CONTACT
(Cont.)

	Never Performed	Importance	When Learned	Relation to Performance
Issue citations for non-traffic offenses.				
Serve subpoenas.				
Serve arrest warrants.				
Control non-violent crowds, groups of spectators, etc.				
Talk with leaders of demonstrations.				
Arrest persons without warrant.				
Take into custody person arrested by citizen.				
Advise persons of rights (per Miranda or 13353 CVC).				
Explain to onlookers the reason for taking arrest action.				
Call on bystanders to assist in apprehension.				
Reprimand offenders in lieu of arrest or citation.				
Interview suspicious persons.				
Explain alternative courses of action to suspects, complainants, victims, etc.				
Explain nature of complaints to offenders.				
Advise victims of the criminal process.				
Refer persons to other service agencies.				
Provide street directions.				
Advise property owners or agents of potentially hazardous conditions (e.g., damaged fences, broken water pipes).				
Pick up children to place in custody (with or without court order).				
Instruct persons of proper methods to eliminate fire hazards or explosives.				
Communicate in a foreign language(s). Please specify which language(s) _____				

PATROL RESPONSE

Handle These Types of Incidents:

	Never Performed	Importance	When Learned	Relation to Perform-
Abandoned vehicle.				
Abandoned house or building.				
Activated alarm.				
Animal control violation.				
Assault (felonious).				
Assault and battery.				
Assault with intent to commit rape or other felony.				
Attempted murder.				
Attempted suicide.				
Bad check.				
Begging.				
Bicycle theft.				
Bomb threat.				
Brandishing weapon.				
Building code violation.				
Burglary.				
Business or peddler license violation.				
Child stealing.				
Citizen locked out of building or vehicle.				
Complaint regarding city or county service.				
Concealed or loaded weapon.				
Concerned party request for check on welfare of citizen.				
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PATROL RESPONSE
(Cont.)

Handle These Types of Incidents:

	Never Performed	Importance	When Learned	Relation to Per-
. Conspiracy.				
. Contributing to delinquency of a minor.				
. Credit card theft or misuse.				
. Cruelty to animals.				
. Dangerous animal.				
. Dead body (excluding homicide).				
. Defrauding an innkeeper.				
. Desertion or AWOL from military.				
. Discharge of a firearm.				
. Disturbing the peace - customer.				
. Disturbing the peace - family.				
. Disturbing the peace - fight.				
. Disturbing the peace - juveniles.				
. Disturbing the peace - landlord/tenant.				
. Disturbing the peace - neighbor.				
. Disturbing the peace - noise (e.g., music, barking dog).				
. Disturbing the peace - party.				
. Disturbing the peace - other (e.g., harassment, challenging to fight).				
. Repossession dispute.				
. Labor/management dispute.				
. Keep the peace.				
. Downed wires.				
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PATROL RESPONSE
(Cont.)

Handle These Types of Incidents:

	Never Performed	Importance	When Learned	Relation to Perform
Ruptured water or gas line.				
Traffic hazard.				
Malfunctioning traffic control device.				
Other public safety and/or health hazard.				
Drug overdose.				
Other medical emergencies.				
Drunk driver.				
Drunk in public.				
Embezzlement.				
Extortion.				
False fire alarm.				
Fire.				
Fireworks violation.				
Fishing and hunting violations.				
Found property.				
Forgery.				
Fugitive reported to be at a location.				
Gambling.				
Grand theft (excluding auto).				
Hit and run.				
Homicide.				
Illegal alien.				

PATROL RESPONSE
(Cont.)

Handle These Types of Incidents:

	Never Performed	Importance	When Learned	Relation to Perform
Illegal burning.				
Illegal weapons (e.g., brass knuckles, switchblade knives).				
Impersonating an officer or other official.				
Incorrigible juvenile.				
Indecent exposure.				
Invalid or elderly person needing assistance.				
Jail/prison break.				
Joy riding.				
Kidnapping.				
Liquor law violations (ABC violations).				
Littering.				
Loitering.				
Lost child.				
Malicious mischief.				
Mental illness.				
Missing person.				
Motor vehicle theft.				
Narcotic or drug offense.				
Neglected or abused children.				
Obscene or threatening phone calls.				
Officer request for assistance.				
Other public agencies needing assistance (e.g., health department, probation department).				
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PATROL RESPONSE
(Cont.)

Handle These Types of Incidents:

Parking violation.

● Parole or probation violation.

Pass or attempt to pass counterfeit money.

Petty theft.

● Postal law violation.

Prostitution.

Prowling.

● Public nuisance.

Rape.

Racing/speeding motor vehicle.

● Reckless driving.

Receiving stolen property.

Riot.

● Robbery - armed.

Robbery - strong arm.

Sex crime (other than rape, prostitution, or indecent exposure).

● Situation requiring traffic control.

Stranded motorist (start stalled vehicles, change tires, obtain gasoline, gain entrance to locked vehicles, etc.).

Suspicious person/vehicle.

Suspicious object.

Throwing or launching objects at moving vehicles.

Traffic accident.

Never Performed
Importance
When Learned
Relation to Performance

PATROL RESPONSE
(Cont.)

Handle These Types of Incidents:

	Never Performed	Importance	When Learned	Relation to Perfo-
• Trespassing.				
• Unlawful possession or use of explosives.				
TRAFFIC SUPERVISION				
• Remove hazards from roadway.				
• Advise appropriate agency of traffic engineering needs.				
• Monitor driver observance of traffic control devices from stationary position.				
• Monitor pedestrian observance of traffic control devices from stationary position.				
• Notify owners of towed vehicles of location and procedure to follow to reclaim vehicles.				
• Clock speed of vehicles using speedometer.				
• Visually estimate speed of vehicles.				
• Operate radar equipment for speed enforcement.				
• Estimate driver's capability to operate vehicle due to old age, emotional state, physical stature, handicap or substance abuse (preparatory to chemical or roadside sobriety test).				
• Inspect operator's license.				
• Inspect vehicle registration.				
• Inspect VIN.				
• Request that DMV re-administer driver's test to persons currently licensed.				
• Administer physical roadside sobriety test (drug and/or alcohol).				
• Arrest and book traffic law violators.				

TRAFFIC SUPERVISION
(Cont.)

	None	Permitted	Importance	When Learning	Relation to Person
Administer "breathalyzer" test.					
Arrange for obtaining blood or urine samples for sobriety tests.					
Explain state vehicle laws and procedures to citizens.					
Inform vehicle owners of legal obligations regarding removal of abandoned vehicles (within specific period of time).					
Inspect vehicles for conformance with Vehicle Code.					
Make traffic stops for Vehicle Code violations.					
Issue Vehicle Code citations.					
Issue warning tickets (for equipment, moving, or parking violations).					
Explain legal obligations to operators stopped for traffic law violations.					
Issue parking citations.					
Escort funerals.					
Escort parades and other processions.					
Escort oversized truck-trailer loads.					
Escort emergency vehicles.					
Escort dignitaries.					
Direct traffic using hand or flashlight signals or illuminated baton.					
Direct traffic using flare or traffic cone patterns.					
Direct traffic using barriers (including positioning of patrol cars).					
Control traffic signals manually.					
Direct citizens to assist in traffic control in an emergency.					
Sign off equipment violations.					

CRIMINAL INVESTIGATION/ACCIDENT INVESTIGATION
(INCLUDING TRAFFIC)

	Never Performed	Importance	When Learned	Relation to Performance
Survey accident scenes to determine priority of required actions.				
Coordinate activities at scenes of accident investigations.				
Inspect and/or operate equipment (lights, brakes, steering, tires, etc.) of accident vehicles to determine operating condition.				
Take coordinate measurements of accident scenes.				
Sketch accident scenes.				
Diagram accident scenes to scale.				
Interview tow truck operators, mechanics, etc., to obtain specific information concerning vehicle damages.				
Inspect and measure skid marks and other marks on roadway as part of accident investigation.				
Estimate vehicle speed using physical evidence and mathematical formulas or graphs.				
Review accidents with accident investigators.				
Advise persons involved in an accident of information to get from one another.				
Analyze available information to determine what enforcement action should be taken at accident scenes.				
Inform motorists of procedures for reporting accident to proper authorities.				
Inquire into incidents to determine whether they are criminal or civil matters.				
Evaluate crime scenes to determine investigative procedures to follow and assistance necessary.				
Attempt to locate witnesses to crimes or accidents (e.g., talk to bystanders, knock on doors).				
Request investigative assistance (e.g., detectives, crime lab, other officers, tracking dogs, scuba divers, etc.).				
Interview complainants, witnesses, etc.				
Summarize in writing statements of witnesses, complainants, etc.				
Request witnesses to submit written statements.				
Interrogate suspects.				
Record formal confessions in writing.				

CRIMINAL INVESTIGATION/ACCIDENT INVESTIGATION
(INCLUDING TRAFFIC) (Cont.)

	Never Performed	Importance	When Learned	Relation to Perf.
3. Talk to informants to obtain information.				
Fingerprint prisoners and other persons.				
5. Take mug shots.				
5. Organize and conduct photo line-ups.				
7. Organize and conduct line-ups.				
3. Present suspects to victims or witnesses for purposes of identification.				
3. Personally review records and pictures to identify suspects.				
Contact various sources (e.g., employers, utility companies, schools), over the telephone or by mail, to locate persons.				
Organize or participate in formal or informal surveillance of individuals or locations.				
Photograph crime or accident scenes.				
Sketch crime scenes.				
Diagram layouts of interior designs of buildings.				
Study rap sheets and M.O.'s of suspects.				
Analyze and compare cases for similarity of modus operandi.				
Coordinate investigations with other law enforcement agencies.				
Talk with families of juvenile suspects or defendants (advise, inform, notify, counsel).				
Talk with families of adult suspects or defendants (advise, inform, notify, counsel).				
Personally present facts of cases to juvenile probation officers.				
Inspect damage to vehicles or property.				
Interview doctors, ambulance personnel, etc., to obtain specific information concerning injuries and illnesses.				
Review reports and notes to prepare for testimony at hearings or trials.				
Talk to other officers, supervisors, prosecutors, judges, witnesses, or victims to review facts of cases to insure proper pre-trial preparation.				

CRIMINAL INVESTIGATION/ACCIDENT INVESTIGATION
(INCLUDING TRAFFIC) (Cont.)

	Never Performed	Importance	When Learned	Relation to Perform
Appear to testify in legal proceedings.				
Testify in legal proceedings.				
Discuss cases with prosecutors following legal proceedings.				
Obtain search warrants.				
Serve or assist in serving search warrants.				
Examine dead bodies for wounds and injuries to determine nature and cause of death.				
Search property of deceased for personal papers or valuables.				
Make preliminary identification of deceased persons.				
Examine bodies of deceased (for personal property, signs of post-mortem lividity, etc.).				
Witness post-mortem examinations.				
Do preliminary (initial, at the scene) investigations.				
Do follow-up investigations to completion.				
Use "Identi-kit" with victims/witnesses to produce facial likenesses of suspects.				
EVIDENCE AND PROPERTY PROCEDURES				
Dust and lift latent fingerprints.				
Make fingerprint comparisons.				
Photograph latent fingerprints.				
Use chemical test kit (e.g., Valtox, Narco-Ban) to test for controlled substances.				
Search accident or crime scenes for physical evidence.				

EVIDENCE AND PROPERTY PROCEDURES
(Cont.)

	Never Performed	Importance	When Learned	Relation to Perf.
Collect and examine evidence and personal property from crime or accident scenes.				
Preserve evidence and personal property.				
Transport property and/or evidence.				
Book evidence and personal property.				
Review crime lab reports.				
Destroy or auction unclaimed property.				
AUXILIARY FUNCTION				
Participate in meetings with other officers (e.g., briefings, departmental staff meetings).				
Communicate with supervisor(s) during shift (e.g., to receive direction, seek advice, etc.).				
Attend in-service and outside conferences and seminars.				
Fill out surveys.				
Prepare information for federal, state, and local law enforcement officials and agencies.				
Communicate information on an informal basis to other law enforcement officials.				
Develop work schedules for other officers (including special assignments).				
Issue equipment.				
Maintain spot/pin maps.				
Fingerprint persons for non-criminal reasons (e.g., professional licensing).				
Personally conduct background investigations on applicants for positions.				
Conduct background investigations on applicants for licenses.				

AUXILIARY FUNCTION
(Cont.)

	Never Performed	Importance	When Learned	Reluctant to Perform
Issue bicycle licenses/registrations.				
Receive in-coming calls from the public.				
Dispatch officers to calls.				
Operate telephone console or switchboard.				
Arrange for appearance of witnesses (excluding subpoena service).				
Take citizens' formal complaints against officers and/or department (either in person or by telephone).				
Investigate formal citizens' complaints against officers.				
Serve as bodyguard to threatened persons (e.g., material witnesses).				
Control access to accident or other records.				
Order supplies and equipment.				
Perform simple mathematical calculations (add, subtract, multiply, divide).				
CIVIL PROCEDURES				
Post probate notices, warnings, sale of property notices, etc.				
Collect money for sales of levied property.				
Seize property in civil claims.				
Mail jury duty notices.				
Summon jurors for daily court duty.				
Serve as bailiff officer in court.				
Collect fines.				

CIVIL PROCEDURES
(Cont.)

	Never Performed	Importance	When Learned	Relation to Performance
Collect bail.				
Sequester jurors.				
CUSTODY PROCEDURES				
Guard prisoners/inmates detained at facility other than jail (e.g. hospital).				
Interview prisoners/inmates to obtain personal information for booking purposes.				
Collect and inventory prisoners'/inmates' personal property.				
Log prisoners'/inmates' phone calls on formal custody log.				
Question and examine prisoners/inmates concerning injuries.				
Log prisoners'/inmates' injuries on formal custody log.				
Review documents of arrest before accepting subjects into detention center.				
Brief prisoners/inmates as to detention facility rules of conduct.				
Distribute prescribed medication to prisoners/inmates.				
Distribute patent medication to prisoners/inmates (e.g., aspirin, antacid, etc.).				
Confer with physicians regarding medical condition of prisoners/inmates.				
Prepare or obtain meals for prisoners/inmates.				
Distribute cleaning implements and personal hygiene supplies to prisoners/inmates.				
Conduct periodic searches of prisoners/inmates and their quarters.				
Discipline prisoners/inmates.				
Arrange for professional assistance for prisoners/inmates regarding personal problems.				
Coordinate prisoners'/inmates' contact with legal counsel, bondsmen and other visitors.				

CUSTODY PROCEDURES
(Cont.)

Next Performance
Importance
When Learned
Relation to Prior

Process prisoners/inmates for release from custody.				
TRAINING				
Evaluate other officers (e.g., probationary officers, trainees or new officers).				
Write classroom evaluations of students.				
Write evaluations of training received.				
Construct tests.				
Administer and grade tests.				
Provide classroom instruction to other officers, recruits, reserves, cadets and/or civilians.				
Provide on-the-job training to other officers.				
Provide on-the-job training to recruits or reserves.				
Provide on-the-job training to cadets and/or civilians.				
Prepare lesson plans.				
COMMUNITY RELATIONS				
Talk with people on the beat to obtain general information.				
Talk with people on the beat to establish rapport.				
Talk with people on the beat to provide information about the law enforcement agency.				
Meet with and make presentations to community groups.				
Provide information to news media for dissemination.				

COMMUNITY RELATIONS
(Cont.)

	Never Performed	Importance	When Learned	Relation to Performance
Instruct members of the community on crime prevention.				
Explain recruitment policies to interested individuals and community groups.				
Request help from news media in crime prevention or solving.				
Instruct members of the community on self-defense.				
At request of owners, inspect businesses and dwellings for adequate security devices.				
Help citizens form neighborhood watch groups.				
Arrange for professional assistance for offenders not in custody regarding personal problems.				
READING				
Read in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).				
Read reports consisting of several short descriptive phrases, sentence fragments, or very short sentences (e.g., incident reports).				
Read reports consisting primarily of check-off boxes or fill-in blanks (e.g., vehicle impound reports).				
Read street maps.				
Read incoming correspondence.				
Read inter-office memos.				
Review wanted vehicles bulletins.				
Read departmental manuals.				
Read weather forecasts and bulletins.				
Read case law.				
Read legal interpretations (e.g., California Attorney General's opinions, city attorney opinions).				
Read legal transcripts.				

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READING
(Cont.)

Read sections from the following (except in preparation for academy or promotional examinations):

	Never Performed	Importance	When Learned	Relation to Performance
Alcoholic Beverage Control Act				
Business and Professions Code				
Administrative Code				
Evidence Code				
Vehicle Code				
Civil Code				
Code of Civil Procedures				
Government Code				
Health and Safety Code				
Penal Code				
U.S. Code (e.g., regarding illegal aliens)				
U.S. Constitution				
Welfare and Institutions Code				
Municipal Code				
County Ordinances				
Fish and Game Code				
Harbor and Navigation Code				
Military and Veterans Code				
Professional law enforcement publications (e.g., <u>Police Chief</u> , <u>FBI Law Enforcement Bulletin</u>)				

REPORTING

	Never Performed	Importance	When Learned	Relation to Perform
Personally file documents in records systems (e.g., fingerprint cards, correspondence, criminal reports, vehicle reports).				
Personally retrieve documents from records systems.				
Prepare documents for filing (i.e., label, alphabetize, place in chronological order, etc.).				
Maintain inventory lists (e.g., departmental equipment and property).				
Maintain inventory logs (e.g., evidence, recovered property).				
Purge reports from records systems.				
Maintain department records of warrants served.				
Maintain roster of current prisoners/inmates.				
Prepare accident statistical data for DMV, CHP, internal records.				
Develop or revise agency forms.				
Sort and distribute mail.				
Compile crime data from a number of sources on a periodic basis (e.g., for entry onto summary sheets).				
Gather and maintain information on bonding agencies.				
Prepare advertisements and notices of the sale of property.				
Record disposition of civil papers.				
Prepare list of known criminals and/or wanted persons for own or departmental use.				
Record bond raises, forfeitures and reductions.				
Prepare paperwork for process service.				
Dictate in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).				
Write in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).				
Write reports consisting of several short descriptive phrases, sentence fragments or very short sentences (e.g., incident reports).				
Complete reports consisting primarily of check-off boxes or fill-in blanks (e.g., vehicle impound reports).				

Never Performed	Importance	When Learned	Relation to Perfor
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WEAPONS

WEAPONS
(Cont.)

Never Performed
Importance
When Learned
Relation to Perf.

Qualify and/or engage in required practice of operation of firearms and other weapons.				
Use chemical mace (excluding training).				
Use tear gas (excluding training).				
Fire automatic weapon such as machine gun or machine pistol (excluding training).				
PHYSICAL ACTIVITY AND PHYSICAL FORCE				
Using baton, subdue resisting persons.				
Using baton, subdue attacking persons.				
Carry full pack equipment (e.g., in rescue searches).				
Pursue on foot fleeing suspects.				
Subdue resisting persons using locks, grips, or holds (do not include mechanical devices).				
Subdue attacking persons using locks, grips, or holds (do not include mechanical devices).				
Resort to use of hands or feet in self-defense.				
Lift heavy objects (e.g., disabled person or equipment).				
Carry heavy objects (e.g., disabled person or equipment).				
Drag heavy objects (e.g., disabled person or equipment).				
Push hard-to-move objects by hand (e.g., disabled or abandoned vehicle).				
Engage in strenuous swimming (to rescue drowning persons, apprehend suspects, etc.).				
Swim or tread water to retrieve bodies, evidence, save one's life, etc.				
Participate in required physical exercise program to maintain physical strength, agility, and health.				

PHYSICAL ACTIVITY AND PHYSICAL FORCE
(Cont.)

	Never Performed	Importance	When Learned	Relation to Perform-
Climb through openings (e.g., windows).				
Climb over obstacles (e.g., walls).				
Jump over obstacles.				
Crawl in confined areas (e.g., attics).				
Balance oneself on uneven or narrow surfaces.				
Jump down from elevated surfaces.				
Pull oneself up over obstacles.				
Use body force to gain entrance through barriers (e.g., locked doors).				
Jump across ditches, streams, etc.				
Climb up to elevated surfaces (e.g., roof).				
STATEMENT				
If officers/deputies perform any tasks not listed				
anywhere in this survey, please write them below.				

WRITING

Using the rating scales below, please provide the following information concerning written and/or dictated material which is composed by officers/deputies assigned to radio car patrol in your agency:

- (a) How important is it that written and/or dictated material be grammatical, be spelled and punctuated correctly, consist of proper word use, sentence structure and paragraph construction, and be legible?
- (b) To what extent must incumbents possess these writing skills before any job assignment, and
- (c) To what extent do these skills distinguish superior officers/deputies from marginal or poor performers.

IMPORTANCE: How important is it that officers/deputies have each of the writing skills listed on the next page?

- (1) Of little importance
- (2) Of some importance
- (3) Important
- (4) Very Important
- (5) Critically Important

WHEN LEARNED: To what extent is it necessary that a new officer/deputy possess the writing skills listed on the next page before any job assignment?

- (1) Not necessary--can best be learned on the job.
- (2) Some preparation in the academy is necessary, but full competence can best be achieved on the job.
- (3) Full competence must be achieved in the academy before any job assignment.

RELATION TO PERFORMANCE: To what extent do the writing skills listed on the next page distinguish superior from marginal or poor officers/deputies?

- (1) In general, all officers possess this skill about equally.
- (2) Some officers possess more of this skill than others, but they are not necessarily the better performers.
- (3) Generally, successful officers possess more of this skill than marginal or poor officers.

In addition, please write "1" or "2" in the box to the right of each item to indicate whether someone in your agency routinely edits the materials composed by officers/deputies in your agency to correct deficiencies in each area.

1. Income
 2. Expenses
 3. Net Income

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ATTRIBUTE ORIENTED TASK GROUPS

(A) PATROL AND INVESTIGATION TASKS

Arrest and Detain

Serve arrest warrants.
Arrest persons without warrant.
Take into custody person arrested by citizen.
Arrest and book traffic law violators.
Guard prisoners/inmates detained at facility other than jail (e. g. , hospital).

Chemical, Drug, Alcohol Test

Administer physical roadside sobriety test (drug and/or alcohol).
Administer "breathalyzer" test.
Arrange for obtaining blood or urine samples for sobriety tests.
Use chemical test kit (e. g. , Valtox, Narco-Ban) to test for controlled substances.

Decision-Making

Survey accident scenes to determine priority of required actions.
Analyze available information to determine what enforcement action should be taken at accident scenes.
Inquire into incidents to determine whether they are criminal or civil matters.
Evaluate crime scenes to determine investigative procedures to follow and assistance necessary.
Analyze and compare cases for similarity of modus operandi.

Fingerprinting/Identification

Fingerprint prisoners and other persons.
Dust and lift latent fingerprints.
Make fingerprint comparisons.
Fingerprint persons for non-criminal reasons (e. g. , professional licensing).

First Aid

Administer cardio-pulmonary resuscitation.
Administer mouth-to-mouth resuscitation.
Operate resuscitator.
Control bleeding (e. g. , apply direct pressure).
Administer other first aid techniques.

(A) PATROL AND INVESTIGATION TASKS (Cont'd)

Review and Recall of Information

Review information to maintain a current knowledge of known criminals and criminal activity in area.

Identify from memory wanted vehicles or persons.

Personally review records and pictures to identify suspects.

Study rap sheets and M. O. 's of suspects.

Review reports and notes to prepare for testimony at hearings or trials.

Review statistics and other compiled information (e. g., to determine areas in need of selective enforcement).

Review wanted vehicle bulletins.

Review accident statistics for selective enforcement purposes.

Inspecting Vehicle, Property and Persons

Examine injured/wounded persons.

Physically examine and test doors and windows of dwellings and businesses.

Examine suspicious or potentially dangerous objects (e. g., suspicious package, downed high tension wires).

Physically examine abandoned vehicles.

Search unlocked businesses and dwellings for signs of illegal entry.

Make bar checks.

Check individuals/businesses for compliance with licensing requirements and/or Business and Professions Code (e. g., liquor stores, taverns, solicitors, retail businesses).

Inspect operator's license.

Inspect vehicle registration.

Inspect VIN.

Inspect vehicles for conformance with Vehicle Code.

Sign off equipment violations.

Inspect and/or operate equipment (lights, brakes, steering, tires, etc.) of accident vehicles to determine operating condition.

Inspect and measure skid marks and other marks on roadway as part of accident investigation.

Inspect damage to vehicles or property.

Examine dead bodies for wounds and injuries to determine nature and cause of death.

Examine bodies of deceased (for personal property, signs of post-mortem lividity, etc.).

At request of owners, inspect businesses and dwellings for adequate security devices.

Investigating

Do preliminary (initial, at the scene) investigations.

Do follow-up investigations to completion.

Personally conduct background investigations on applicants for positions.

Investigate formal citizens' complaints against officers.

(A) PATROL AND INVESTIGATION TASKS (Cont'd)

Lineup

Organize and conduct photo line-ups.
Organize and conduct line-ups.

Searching

Participate in large scale area search parties for persons or evidence.
Pat search suspects.
Search prisoner clothing.
Physically search vehicles for contraband or evidence.
Search for missing, lost, or wanted persons.
Personally search buildings, properties, and vehicles to locate bombs and/or explosives.
Search home, business, or other structure for contraband, criminal activity, or wanted subject (with or without warrant).
Search fire debris or burned buildings to uncover bodies and evidence relating to the cause of the fire and/or explosion.
Attempt to locate witnesses to crimes or accidents (e. g., talk to bystanders, knock on doors).
Search property of deceased for personal papers or valuables.
Make preliminary identification of deceased persons.
Search accident or crime scenes for physical evidence.
Collect and examine evidence and personal property from crime or accident scenes.
Conduct periodic searches of prisoners/inmates and their quarters.
Serve or assist in serving search warrants.

Securing and Protecting Property

Protect accident or crime scene.
Preserve evidence and personal property.
Secure vehicles by removing keys, locking doors, etc.
Secure house or property.

Surveillance

Operate assigned observation post to apprehend criminal suspect (e. g., stakeout).
Follow suspicious vehicles (e. g., suspect, suspicious person, operator under the influence).
Patrol locations on beat which are potentially physically hazardous to citizens (e. g., construction site, attractive nuisance).
Monitor driver observance of traffic control devices from stationary position.
Monitor pedestrian observance of traffic control devices from stationary position.

(A) PATROL AND INVESTIGATION TASKS (Cont'd)

Surveillance (Cont'd)

Clock speed of vehicles using speedometer.

Visually estimate speed of vehicles.

Estimate driver's capability to operate vehicle due to old age, emotional state, physical stature, handicap or substance abuse (preparatory to chemical or roadside sobriety test).

Organize or participate in formal or informal surveillance of individuals or locations.

Serve as bodyguard to threatened persons (e. g., material witnesses).

(B) TRAFFIC TASKS

Traffic Control

Direct traffic using hand or flashlight signals or illuminated baton.
Direct traffic using flare or traffic cone patterns.
Direct traffic using barriers (including positioning of patrol cars).
Control traffic signals manually.

(C) MOTOR VEHICLE TASKS

Emergency Driving

Deliver emergency supplies and equipment.
Engage in high speed pursuit driving on open road.
Engage in high speed response to call on open road.
Engage in high speed response to call in congested area.
Respond as back-up unit on crimes in progress (either own or other department).
Transport injured persons.
Provide emergency assistance to the public by driving persons from one location to another.
Escort emergency vehicles.

Transporting People, Objects

Transport prisoners/inmates.
Transport persons taken into custody to afford an opportunity to post bond in lieu of incarceration.
Deliver agency and inter-agency papers.
Transport property and/or evidence.
Pick up children to place in custody (with or without court order).
Escort money or valuables.
Transport mental patients.

Vehicle Stops

Respond as back-up on traffic stops (either own or other department).
Make vehicle stops to effect felony arrests.
Effect suspected or suspicious person vehicle stops.
Make traffic stops for vehicle code violations.

(D) ORAL COMMUNICATION TASKS

Conferring

Attend in-service and outside conferences and seminars.
Request investigative assistance (e.g., detectives, crime lab, other officers, tracking dogs, scuba divers, etc.).
Present suspects to victims or witnesses for purposes of identification.
Personally present facts of cases to juvenile probation officers.
Talk to other officers, supervisors, prosecutors, judges, witnesses or victims to review facts of cases to insure proper pre-trial preparation.
Discuss cases with prosecutors following legal proceedings.
Participate in meetings with other officers (e.g., briefings, departmental staff meetings.).
Communicate with supervisor(s) during shift (e.g., to receive direction, seek advice, etc.).
Communicate information on an informal basis to other law enforcement officials.
Confer with physicians regarding medical condition of prisoners/inmates.
Review accidents with accident investigators.

Explaining/Advising

Counsel juveniles and children both formally and informally.
Conduct parent-juvenile conferences.
Advise persons of rights (per Miranda or 13353 CVC).
Explain to onlookers the reason for taking arrest action.
Reprimand offenders in lieu of arrest or citation.
Explain alternative courses of action to suspects, complainants, victims, etc.
Explain nature of complaints to offenders.
Advise victims of the criminal process.
Advise appropriate agency of traffic engineering needs.
Explain state vehicle laws and procedures to citizens.
Explain legal obligations to operators stopped for traffic law violations.
Advise persons involved in an accident of information to get from one another.
Talk with families of juvenile suspects or defendants (advise, inform, notify, counsel).
Talk with families of adult suspects or defendants (advise, inform, notify, counsel).
Brief prisoners/inmates as to detention facility rules of conduct.
Discipline prisoners/inmates.
Explain recruitment policies to interested individuals and community groups.

(D) ORAL COMMUNICATION TASKS (Cont'd)

Giving Directions

Give directions to assisting officer(s) (e.g., at crime or accident scene or during parade).
Give directions to other public service personnel (e.g., at crime or accident scene or during parade).
Coordinate tactical operation (e.g., set up a perimeter, set up a command post, develop a search plan).
Participate in pre-planned raids.
Call on bystanders to assist in apprehension.
Direct citizens to assist in traffic control in an emergency.
Coordinate activities at scenes of accident investigations.
Coordinate investigations with other law enforcement agencies.
Evacuate buildings and/or areas to remove persons from danger.

Interviewing

Approach and interview pedestrians.
Interview suspicious persons.
Interview tow truck operators, mechanics, etc., to obtain specific information concerning vehicle damages.
Interview complainants, witnesses, etc.
Request witnesses to submit written statements.
Interrogate suspects.
Talk to informants to obtain information.
Interview doctors, ambulance personnel, etc., to obtain specific information concerning injuries and illnesses.
Interview prisoners/inmates to obtain personal information for booking purposes.
Question and examine prisoners/inmates concerning injuries.
Take citizens' formal complaints against officers and/or department (either in person or by telephone).

Mediating

Talk with leaders of demonstrations.
Confront hostile groups (e.g., demonstrators, rioters, or bar patrons).
Mediate family disputes.
Mediate civil disputes.
Keep peace in organized labor disputes.
Control non-violent crowds, groups of spectators, etc.

(D) ORAL COMMUNICATION TASKS (Cont'd)

Public Relations

- Initiate contact with appropriate public agencies (e.g., telephone company, etc.) to report damage to equipment.
- Notify private citizens of damage to their property as a result of accident, natural disaster, etc.
- Personally deliver death messages.
- Personally deliver miscellaneous emergency messages to citizens.
- Refer persons to other service agencies.
- Provide street directions.
- Advise property owners or agents of potentially hazardous conditions (e.g., damaged fences, broken water pipes).
- Notify owners of towed vehicles of location and procedure to follow to reclaim vehicles.
- Inform vehicle owners of legal obligations regarding removal of abandoned vehicles (within specific period of time).
- Inform motorists of procedures for reporting accident to proper authorities.
- Talk with people on the beat to obtain general information.
- Talk with people on the beat to establish rapport.
- Talk with people on the beat to provide information about the law enforcement agency.
- Meet with and make presentations to community groups.
- Provide information to news media for dissemination.
- Request help from news media in crime prevention or solving.
- Help citizens form neighborhood watch groups.
- Arrange for professional assistance for offenders not in custody regarding personal problems.
- Instruct members of the community on self-defense.
- Instruct persons of proper methods to eliminate fire hazards or explosives.
- Instruct members of the community on crime prevention.

Using Radio/Telephone

- Transmit messages over police radio (e.g., patrol car radio, handpack, or base station radio).
- Arrange for removal of abandoned, disabled, or impounded vehicles.
- Request verification of out-of-county and out-of-state warrants before service.

(D) ORAL COMMUNICATION TASKS (Cont'd)

Using Radio/Telephone (Cont'd)

Request back-up assistance in potentially hazardous or emergency situations.
Request records checks.
Contact various sources (e.g., employers, utility companies, schools) over the telephone or by mail, to locate persons.
Receive in-coming calls from the public.
Dispatch officers to calls.
Operate telephone console or switchboard.
Dictate in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).

Testifying

Appear to testify in legal proceedings.
Testify in legal proceedings.

Training

Provide on-the-job training to other officers.
Provide on-the-job training to recruits or reserves.
Provide on-the-job training to cadets and/or civilians.
Provide classroom instruction to other officers, recruits, reserves, cadets and/or civilians.
Evaluate other officers (e.g., probationary officers, trainees or new officers).

(E) WRITTEN COMMUNICATION TASKS

Custody Paperwork

- Collect and inventory prisoners'/inmates' personal property.
- Log prisoners'/inmates' phone calls on formal custody log.
- Log prisoners'/inmates' injuries on formal custody log.
- Prepare or obtain meals for prisoners/inmates.
- Distribute cleaning implements and personal hygiene supplies to prisoners/inmates.
- Process prisoners/inmates for release from custody.
- Maintain roster of current prisoners/inmates.
- Coordinate prisoners'/inmates' contact with legal counsel, bondsmen and other visitors.
- Distribute prescribed medication to prisoners/inmates.
- Review documents of arrest before accepting subjects into detention center.

General Paperwork

- Book evidence and personal property.
- Prepare information for federal, state, and local law enforcement officials and agencies.
- Develop work schedules for other officers (including special assignments).
- Issue equipment.
- Control access to accident or other records.
- Order supplies and equipment.
- Personally file documents in records systems (e. g., fingerprint cards, correspondence, criminal reports, vehicle reports).
- Personally retrieve documents from records systems.
- Prepare documents for filing (i. e., label, alphabetize, place in chronological order, etc.).
- Maintain inventory lists (e. g., departmental equipment and property).
- Maintain inventory logs (e. g., evidence, recovered property).
- Purge reports from records systems.
- Maintain department records of warrants served.
- Prepare accident statistical data for DMV, CHP, internal records.
- Prepare list of known criminals and/or wanted persons for own or departmental use.
- Restock emergency supplies in patrol vehicle (e. g., flares, first aid supplies, etc.).
- Review writs and bail bonds.
- Review warrants for completeness and accuracy.
- Review return of civil process papers for completeness.
- Review extensive lists (e. g., to locate names, serial numbers, phone numbers).
- Arrange for appearance of witnesses (excluding subpoena service).
- Accept warrant bail on the street.
- Collect fines.
- Collect bail.
- Serve subpoenas.

(E) WRITTEN COMMUNICATION TASKS (Cont'd)

Reading

Review crime lab reports.
Read in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).
Read reports consisting of several short descriptive phrases, sentence fragments, or very short sentences (e.g., incident reports).
Read reports consisting primarily of check-off boxes or fill-in blanks (e.g., vehicle impound reports).
Read street maps.
Read incoming correspondence.
Read interoffice memos.
Read departmental manuals.
Read weather forecasts and bulletins.
Read case law.
Read legal interpretations (e.g., California Attorney General's opinions, city attorney opinions).
Read legal transcripts.
Read teletype messages.
Read training bulletins.
Read and interpret coded material (e.g., NCIC printout, DMV drivers' records).
Read state, federal and local statutes.
Read Alcoholic Beverage Control Act.
Read professional law enforcement publications (e.g., Police Chief, FBI Law Enforcement Bulletin).
Read Business and Professions Code, Administrative Code, Evidence Code, Vehicle Code, Civil Code, Government Code, Health and Safety Code, Penal Code, U.S. Code (e.g., regarding illegal aliens), U.S. Constitution, Welfare and Institutions Code, Municipal Code, County Ordinances, and Fish and Game Code.

Diagraming/Sketching

Sketch accident scenes.
Diagram accident scenes to scale.
Sketch crime scenes.
Diagram layouts of interior designs of buildings.
Take coordinate measurements of accident scenes.
Estimate vehicle speed using physical evidence and mathematical formulas or graphs.
Perform simple mathematical calculations (add, subtract, multiply, divide).

(E) WRITTEN COMMUNICATION TASKS (Cont'd)

Writing

Issue citations for non-traffic offenses.
Request that DMV re-administer driver's test to persons currently licensed.
Issue vehicle code citations.
Issue warning tickets (for equipment, moving, or parking violations).
Issue parking citations.
Summarize in writing statements of witnesses, complainants, etc.
Record formal confessions in writing.
Fill out surveys.
Write evaluations of training received.
Prepare lesson plans.
Write in-depth narrative reports containing complete sentences and paragraphs (e. g., investigative reports, supplemental/follow-up reports).
Write reports consisting of several short descriptive phrases, sentence fragments or very short sentences (e. g., incident reports).
Complete reports consisting primarily of check-off boxes or fill-in blanks (e. g., vehicle impound reports).
Take notes.
Write news releases.
Write interoffice memos.
Write letters or other correspondence as part of the job.
Prepare misdemeanor court complaint forms.
Prepare felony court complaint forms.
Prepare paperwork for process service.
Make entries in activity log, patrol log, daily report or departmental records.
Record and communicate descriptions of persons (e. g., suspects, missing persons).
Obtain search warrants.

(F) PHYSICAL PERFORMANCE TASKS

Restraining/Subduing

Handcuff suspects or prisoners.
Use restraining devices other than handcuffs (e. g., leg irons, straps).
Using baton, subdue resisting persons.
Using baton, subdue attacking persons.
Subdue resisting persons using locks, grips, or holds (do not include mechanical devices).
Subdue attacking persons using locks, grips, or holds (do not include mechanical devices).
Resort to use of hands or feet in self-defense.

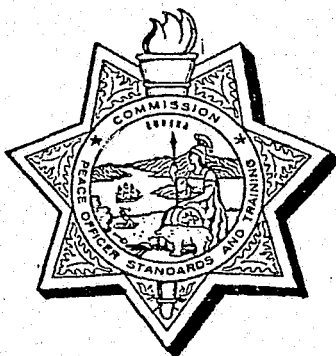
(F) PHYSICAL PERFORMANCE TASKS (Cont'd)

Physical Performance

Pursue on foot fleeing suspects.
Lift heavy objects (e. g., disabled person or equipment).
Carry heavy objects (e. g., disabled person or equipment).
Drag heavy objects (e. g., disabled person or equipment).
Push hard-to-move objects by hand (e. g., disabled or abandoned vehicle).
Swim or tread water to retrieve bodies, evidence, save one's life, etc.
Climb through openings (e. g., windows).
Climb over obstacles (e. g., walls).
Jump over obstacles.
Crawl in confined areas (e. g., attics).
Balance oneself on uneven or narrow surfaces.
Jump down from elevated surfaces.
Pull oneself up over obstacles.
Use body force to gain entrance through barriers (e. g., locked doors).
Jump across ditches, streams, etc.
Climb up to elevated surfaces (e. g., roof).

Weapons Handling

Draw firearm.
Fire warning shots with handgun or rifle.
Fire handgun at person.
Fire rifle at person.
Fire shotgun at person.
Discharge firearm at badly injured, dangerous or rabid animals.
Qualify and/or engage in required practice of operation of firearms and other weapons.
Clean and service weapons.
Fire automatic weapon such as machine gun or machine pistol (excluding training).



**ENTRY-LEVEL LAW ENFORCEMENT
OFFICER JOB ANALYSIS:
SURVEY OF BEHAVIORAL
REQUIREMENTS FOR
SUCCESSFUL JOB PERFORMANCE**

INTRODUCTION

Some time ago the California Commission on Peace Officer Standards and Training authorized a research study to analyze the entry-level patrol officer/deputy job. The purpose of this research was twofold: (1) To provide POST with the kind of job information needed to fulfill its legislatively mandated responsibilities for establishing minimum statewide selection and training standards, and (2) To provide participating departments with agency specific job analytic information that they can use to establish job-related selection and training standards at the local level.

The first phase of the study consisted in major part of the collection of frequency and importance ratings for over 500 patrol officer/deputy tasks from officers and supervisory/command level personnel representing 222 departments. This information has been analyzed by POST staff to pinpoint those important job tasks that are performed by patrol officers/deputies in the State.

Phase II consisted of organizing the identified tasks into groups of tasks which require similar behavior (e.g., tasks involving physical exertion). This phase was accomplished with a combination of statistical and rational techniques.

The third and final phase of the study is designed to provide additional information about these task groupings. This information is needed to establish the final basis for developing job-related selection and training standards. The purpose of this survey is to complete Phase III. Specifically, respondents to the survey are asked to provide information concerning the behaviors required of patrol officers/deputies in order to satisfactorily perform the tasks within each task category.

The survey is divided into three sections. In Section I, you are asked to provide certain background data. In Sections II and III, you are asked to rate the behavioral requirements for successful performance as a patrol officer/deputy. Separate instructions appear at the beginning of these sections. Please complete the sections in chronological order. If you have any questions about any of the sections, raise your hand and the POST representative will assist you.

The survey is not an exam or any type of position evaluation instrument. The information you provide will be combined with the information provided by other supervisory/command level personnel, and will be used for research purposes only. Your name is requested to make it possible to contact you in the unlikely event that an unforeseen data processing problem occurs.

When you have completed the survey, please return it to the POST representative. If you are unable to finish the survey in the time allotted, please complete the survey and return it in the self-addressed envelope that will be provided you. The deadline for receiving completed surveys is Friday, November 10, 1978.

Thank you for your cooperation.

SECTION I

BACKGROUND INFORMATION

PLEASE PRINT

1. Date _____
2. Name of Agency _____
3. County in which Agency is located _____
4. Your Name _____
5. Your Current Assignment _____
6. Office Telephone Number () _____

Please respond to the following questions by indicating your answers in the boxes to the right.

7. Age:
8. Sex: Male = 1 Female = 2
9. Ethnicity:

American Indian	= 1	Oriental/Asian	= 4
Black	= 2	Spanish Surname	= 5
Caucasian (white)	= 3	Filipino	= 6
		Other _____	= 7

10. Education (indicate highest level completed):

High School or G. E. D.	= 1	Bachelor's Degree	= 6
College Freshman	= 2	Master's Degree	= 7
College Sophomore	= 3	Doctorate Degree	= 8
College Junior	= 4		
College Senior	= 5		

11. Present Rank:

Sergeant	= 1	Chief/Sheriff	= 4
Lieutenant	= 2	Other _____	= 5
Captain	= 3		

12. How long have you been at your present rank with your present agency? (Please indicate months)

13. Present shift: ☐

Day = 1

Evening (swing) = 2

Night (graveyard) = 3

Relief = 4

SECTION II

INSTRUCTIONS

The purpose of this Section of the survey is to obtain ratings of the extent to which specific behaviors are required for successful performance of specific patrol officer/deputy tasks. To achieve this purpose, this section of the survey is divided into two separate series of pages.

The bottom series of pages contain listings of patrol officer/deputy tasks which have been organized into 33 task groupings that require similar actions on the part of the officer/deputy. Please review the bottom series of pages at this time. If you have any questions about the task groupings, seek the assistance of the POST representative before continuing.

Each page in the upper series of pages contains the description of a different worker behavior. Please review the upper series of pages at this time. There are 29 such pages, beginning with the page which contains the description of the worker behavior "Recall", and ending with the page which contains the description of the worker behavior "Strength". Directly underneath each description is a 6-point rating scale which is to be used to describe the extent to which the behavior is required for successful task performance. Underneath each rating scale is a series of boxes labeled "A" through "G". These labels refer to the task groupings on the bottom series of pages. If you have any questions concerning the behavior descriptions or the rating scale, please seek the assistance of the POST representative before proceeding.

After you have completed your review of the two series of pages, return both series of pages to Page "1". Carefully reread the definition of "Recall" that appears on Page "1" of the top series. Keeping this definition in mind, read the tasks in the first task grouping (Task Group A). Using the 6-point rating scale which appears below the behavior definition, rate the extent to which "Recall" is required for successful performance of the tasks in this grouping. Place your rating in the box labeled "A" below the rating scale. Next, read the tasks in the second task grouping (Task Group B). Then rate the degree to which "Recall" is required for successful performance of these tasks in the box labeled "B" below the rating scale. Continue in this manner until you have rated the extent to which "Recall" is required for successful performance of each of the 33 task groupings in the bottom series of pages.

When you are finished, return the bottom series of pages to Page "1" and turn to Page "2" of the top series of pages. Following the same procedure as for "Recall", rate the extent to which "Handwriting" is required for successful performance of each of the 33 task groupings. Indicate your ratings in the boxes labeled "A" thru "G" below the rating scale for

"Handwriting". Continue this process until you have rated the extent to which each of the 29 behaviors is required for successful performance of each of the 33 task groupings.

NOTE: When this Survey of Behavioral Requirements was administered, all 29 behaviors (see Appendix E) were included as were all 33 task groups (see Appendix I). The behavior "Recall" and the Task Group A (General Paperwork) are included for illustrative purposes.

RECALL: Remember various types of information, such as factual information (laws, written or oral instructions or descriptions, etc.), visual information (photographs, physical characteristics of a patrol area, etc.), and specific details of past events (arrests, investigations, etc.); recall information pertinent to one's duties and responsibilities.

To what extent is "Recall" required for successful performance of the tasks below?

- 0 Not Required
- 1 Seldom Required
- 2 Occasionally Required
- 3 Often Required
- 4 Usually Required
- 5 Always Required

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	
Q	R	S	T	U	V	W	X	Y	Z	A'	B'	C'	D'	E'	F'	G'

TASK GROUP A

- Book evidence and personal property.
- Prepare information for federal, state, and local law enforcement officials and agencies.
- Develop work schedules for other officers (including special assignments).
- Issue equipment.
- Control access to accident or other records.
- Order supplies and equipment.
- Personally file documents in records systems (e.g., fingerprint cards, correspondence, criminal reports, vehicle reports).
- Personally retrieve documents from records systems.
- Prepare documents for filing (i.e., label, alphabetize, place in chronological order, etc.).
- Maintain inventory lists (e.g., departmental equipment and property).
- Maintain inventory logs (e.g., evidence, recovered property).
- Purge reports from records systems.
- Maintain department records of warrants served.
- Prepare accident statistical data for DMV, CHP, internal records.
- Prepare list of known criminals and/or wanted persons for own or departmental use.
- Restock emergency supplies in patrol vehicle (e.g., flares, first aid supplies, etc.).
- Review writs and bail bonds.
- Review warrants for completeness and accuracy.
- Review return of civil process papers for completeness.
- Review extensive lists (e.g., to locate names, serial numbers, phone numbers).
- Arrange for appearance of witnesses (excluding subpoena service).
- Accept warrant bail on the street.
- Collect fines.
- Collect bail.
- Serve subpoenas.

SECTION III

INSTRUCTIONS

In this Section of the survey you are asked to provide two additional pieces of information about each of the personal behaviors that appeared in the previous section of the survey.

Necessity at Entry

On pages 1 - 4 you are asked to indicate the extent to which it is necessary that a prospective patrol officer/deputy be capable of performing each behavior prior to academy training and/or job assignment (as opposed to acquiring the capability in training and/or on the job). The rating scale to be used for this purpose appears below. Please review the scale carefully. If you have any questions concerning the scale, seek the assistance of the POST representative before proceeding. When you are satisfied that you understand the scale fully, rate each of the personal behaviors on pages 1 - 4. Place your ratings in the boxes to the right of the behavior descriptions. Note that the rating scale appears at the top of each page.

Necessity at Entry: To what extent is it necessary that a patrol officer/deputy be able to exhibit this behavior prior to academy training and/or job assignment?

1. Not necessary - capability to perform this behavior can be easily acquired through training and/or on the job experience with a minimum of risk to the public.
2. Necessary - not possible to acquire the capability to perform this behavior satisfactorily through training and/or on the job experience.

Relation To Superior Job Performance

On pages 5 - 8 you are asked to indicate to what extent a patrol officer's/deputy's general job performance improves as the officer/deputy improves his/her performance of a given behavior. The rating scale to be used for this purpose appears below. Please review this scale carefully and inform the POST representative of any questions you have concerning the scale. Then use the scale to rate each of the personal behaviors on pages 5 - 8. Indicate your ratings in the boxes to the right of the behavior definitions. As before, the rating scale appears at the top of each page.

Relation to Superior Job Performance: To what extent does improvement in the performance of this behavior result in improved overall patrol officer/deputy job performance?

1. Not at all - no improvement in overall job performance results from improved performance of this behavior above a minimally acceptable level.
2. All other things being equal, improvement in the performance of this behavior above a minimally acceptable level generally results in some improvement in overall job performance.
3. All other things being equal, improvement in the performance of this behavior above a minimally acceptable level almost always results in significant improvements in overall job performance.

NOTE: When this Survey of Behavioral Requirements was administered, all 29 behaviors (see Appendix E) were rated as to: (1) necessity at entry, and (2) relation to superior job performance. The following pages are included for illustrative purposes.

NECESSITY AT ENTRY

Necessity at Entry: To what extent is it necessary that a patrol officer/ deputy be able to exhibit this behavior prior to academy training and/or job assignment?

1. Not necessary - capability to perform this behavior can be easily acquired through training and/or on the job experience with a minimum of risk to the public.
2. Necessary - not possible to acquire the capability to perform this behavior satisfactorily through training and/or on the job experience.

RECALL: Remember various types of information, such as factual information (laws, written or oral instructions or descriptions, etc.), visual information (photographs, physical characteristics of a patrol area, etc.), and specific details of past events (arrests, investigations, etc.); recall information pertinent to one's duties and responsibilities.

☐

HANDWRITING: Have legible handwriting.

☐

INITIATIVE: Proceed on assignments without waiting to be told what to do; improve one's skills and keep informed of new developments in the field; work diligently and exert the extra effort needed to make sure the job is done correctly, rather than merely "putting in time".

☐

COORDINATION: Integrate the actions of one's arms and legs to produce coordinated movement (such as in running, jumping, etc.).

☐

INTEGRITY: Be honest and impartial; refrain from accepting bribes or "favors" or using one's position for personal gain.

☐

AGILITY: Perform physical actions or movements quickly and nimbly.

☐

ARITHMETIC COMPUTATION: Add, subtract, multiply, and divide numbers.

☐

INFORMATION PROCESSING: Identify the similarities and/or differences in information gathered from different sources (e.g., inconsistencies in witnesses' statements); identify significant details from a body of information (i.e., distinguish significant from insignificant information); recognize conditions or circumstances that indicate something might be wrong, or at least out of the ordinary.

☐

BALANCE: Maintain one's balance in unusual contexts (such as when climbing, crawling, crossing narrow ledges, etc.).

☐

RELATION TO SUPERIOR JOB PERFORMANCE

Relation to Superior Job Performance: To what extent does improvement in the performance of this behavior result in improved overall patrol officer/deputy job performance?

1. Not at all - no improvement in overall job performance results from improved performance of this behavior above a minimally acceptable level.
2. All other things being equal, improvement in the performance of this behavior above a minimally acceptable level generally results in some improvement in overall job performance.
3. All other things being equal, improvement in the performance of this behavior above a minimally acceptable level almost always results in significant improvements in overall job performance.

RECALL: Remember various types of information, such as factual information (laws, written or oral instructions or descriptions, etc.), visual information (photographs, physical characteristics of a patrol area, etc.), and specific details of past events (arrests, investigations, etc.); recall information pertinent to one's duties and responsibilities. ☐

HANDWRITING: Have legible handwriting. ☐

INITIATIVE: Proceed on assignments without waiting to be told what to do; improve one's skills and keep informed of new developments in the field; work diligently and exert the extra effort needed to make sure the job is done correctly, rather than merely "putting in time". ☐

COORDINATION: Integrate the actions of one's arms and legs to produce coordinated movement (such as in running, jumping, etc.). ☐

INTEGRITY: Be honest and impartial; refrain from accepting bribes or "favors" or using one's position for personal gain. ☐

AGILITY: Perform physical actions or movements quickly and nimbly. ☐

ARITHMETIC COMPUTATION: Add, subtract, multiply, and divide numbers. ☐

INFORMATION PROCESSING: Identify the similarities and/or differences in information gathered from different sources (e.g., inconsistencies in witnesses' statements); identify significant details from a body of information (i.e., distinguish significant from insignificant information); recognize conditions or circumstances that indicate something might be wrong, or at least out of the ordinary. ☐

BALANCE: Maintain one's balance in unusual contexts (such as when climbing, crawling, crossing narrow ledges, etc.). ☐

INCIDENT GROUPINGS

Theft/Burglary

Bicycle theft.
Burglary.
Grand theft (excluding auto).
Motor vehicle theft.
Petty theft.
Receiving stolen property.
Joy riding.

Fraud

Bad check.
Conspiracy.
Credit card theft or misuse.
Defrauding an innkeeper.
Embezzlement.
Extortion.
Forgery.
Impersonating an officer or other official.
Pass or attempt to pass counterfeit money.

Assault/Armed Robbery/Homicide

Assault.
Assault and battery.
Assault with intent to commit rape or other felony.
Attempted murder.
Homicide.
Rape.
Sex crime (other than rape, prostitution, or indecent exposure).
Neglected or abused children.
Robbery - armed. .
Robbery - strong arm.

Kidnapped/Missing Person

Child stealing.
Kidnapping.
Lost child.
Missing person.

INCIDENT GROUPINGS (Cont'd)

Reckless/Drunk Driving

Hit and run.
Reckless driving.
Traffic accident.
Racing/speeding motor vehicle.
Drunk driver.

Liquor/Drug Violations

Liquor law violations (ABC violations).
Narcotic or drug offense.

Suspicious Objects/Abandoned Property

Abandoned vehicle.
Abandoned house or building.
Suspicious person/vehicle.
Suspicious object.
Dead body (excluding homicide).

Persons Wanted for Military Desertion, Parole Violation, Illegal Residence Status

Desertion or AWOL from military.
Illegal alien.
Parole or probation violation.

Hazards Requiring Emergency Action

Dangerous animal.
Downed wires.
Ruptured water or gas line.
Traffic hazard.
Malfunctioning traffic control device.
Other public safety and/or health hazard.
Situation requiring traffic control.
Fire.
Capture dangerous/injured animals.

INCIDENT GROUPINGS (Cont'd)

Use or Possession of Illegal Weapons

Brandishing weapon.
Concealed or loaded weapon.
Discharge of a firearm.
Illegal weapons (e. g., brass knuckles, switchblade knives).

Situations Requiring Emergency Action

Bomb threat.
Fugitive reported to be at a location.
Jail/prison break.
Riot.
Unlawful possession or use of explosives.
Officer request for assistance.
Activated alarm.

Nuisances/Obscene Conduct

Begging.
Contributing to delinquency of a minor.
Cruelty to animals.
Indecent exposure.
Littering.
Loitering.
Malicious mischief.
Obscene or threatening phone calls.
Public nuisance.
Throwing or launching objects at moving vehicles.
Trespassing.
Prostitution.
Prowling.

Disturbances of the Peace

Disturbing the peace - customer.
Disturbing the peace - family.
Disturbing the peace - fight.
Disturbing the peace - juveniles.
Disturbing the peace - landlord/tenant.
Disturbing the peace - neighbor.
Disturbing the peace - noise (e. g., music, barking dog).
Disturbing the peace - party.
Disturbing the peace - other (e. g., harassment, challenging to fight).
Repossession dispute.

INCIDENT GROUPINGS (Cont'd)

Disturbances of the Peace (Cont'd)

Labor/Management dispute.
Keep the peace.
Drunk in public.
Incorrigible juvenile.
Mental illness.

Medical Emergencies

Attempted suicide.
Drug overdose.
Other medical emergencies.

Assistance to the Public

Citizen locked out of building or vehicle.
Complaint regarding city or county service.
Concerned party request for check on welfare of citizen.
Invalid or elderly person needing assistance.
Other public agencies needing assistance (e. g. , health department, probation department).
Stranded motorist (start stalled vehicles, change tires, obtain gasoline, gain entrance to locked vehicles, etc.).
Found property.

Licensing/Ordinance Violations

Animal control violation.
Business or peddler license violation.
False fire alarm.
Fireworks violation.
Parking violation.
Postal law violation.
Gambling.

APPENDIX L

BEHAVIORS	(A) PATROL AND INVESTIGATION TASKS												(B) TRAFFIC TASKS	
	1. Arrest and Detain	2. Chemical, Drug, Alcohol Test	3. Decision-Making	4. Fingerprinting/Identification	5. First Aid	6. Review and Recall of Information	7. Inspecting Vehicle, Property & Persons	8. Investigating	9. Lineup	10. Searching	11. Securing and Protecting Property	12. Surveillance	13. Traffic Control	
COGNITIVE ABILITY														
Information Processing			4.4			4.2	3.8	4.5		3.6	3.5			
Situational Reasoning	3.5		3.5	4.6		3.6				3.5	3.5			3.6
Learning			3.6	3.6	3.7	3.5	4.0			3.8	3.3			
Recall	3.8	3.4	4.0		3.8	4.5	3.6	3.5		3.7	3.8			
COMMUNICATION SKILL														
Reading			3.3			4.7		3.7						
Writing								4.5						
Oral Expression	3.7	3.9						4.0		3.3				
Oral Comprehension	3.2							3.7		3.3				
SPECIAL SKILLS														
Handwriting								4.0						
Arithmetic Computation														
Understanding Illustrated Material										3.1				
Accuracy with Names and Numbers	3.5					3.8		4.1						
Sketching/Diagraming														
INTERPERSONAL RELATIONS														
Interpersonal Skill	3.9	3.5						4.0		3.4				
Teamwork					3.9			3.3		4.2	3.4			3.2
Interest in People				4.5				3.5		3.7				
PERSONALITY CHARACTERISTICS														
Assertiveness	4.3	3.4												3.5
Emotional Self-Control	3.8				3.9									3.4
Flexibility/Adaptability	3.6							3.4		3.6	3.3			
Confront Hazards	3.7													
WORKER CHARACTERISTICS														
Initiative	3.9		3.6		3.8	4.4	4.1	4.2	3.3	4.1	3.3	4.2		
Dependability	4.0	3.8	4.0	3.5	4.5	3.4	4.0	4.4		4.4	3.9	4.0		3.7
Appearance	3.5							3.9						3.4
Integrity	3.6	3.7					3.9	4.3		4.0	4.1	3.4		
PHYSICAL CHARACTERISTICS														
Coordination	3.4	3.4			4.3					3.4	3.1			4.2
Agility	3.5				4.1					3.7				3.8
Balance														
Endurance					3.6					3.2				
Strength					3.3	3.9								

APPENDIX L

[illegible]

APPENDIX L

BEHAVIORS	(E) WRITTEN COMMUNICATION TASKS	(F) PHYSICAL PERFORMANCE TASKS																		
		26. Custody Paperwork	27. General Paperwork	28. Reading	29. Diagraming/Sketching	30. Writing	31. Restraining	32. Physical Performance	33. Weapons Handling											
COGNITIVE ABILITY																				
Information Processing			3.5	4.2		4.1														
Situational Reasoning						3.3		4.3	4.1	4.8										
Learning			3.3	3.8		3.8														
Recall					3.5	4.1		3.4		3.9										
COMMUNICATION SKILL																				
Reading		3.4	4.3	5.0		4.0														
Writing			4.1			4.8														
Oral Expression																				
Oral Comprehension						3.2														
SPECIAL SKILLS																				
Handwriting		3.8	4.3		4.4	5.0														
Arithmetic Computation		3.5	3.9		4.4															
Understanding Illustrated Material				3.6	4.3															
Accuracy with Names and Numbers		3.7	4.6		3.8	4.3														
Sketching/Diagraming					4.8															
INTERPERSONAL RELATIONS																				
Interpersonal Skill						3.9														
Teamwork			3.1																	
Interest in People						3.3				3.6										
PERSONALITY CHARACTERISTICS																				
Assertiveness						3.3		4.6		4.5										
Emotional Self-Control								4.7	3.8	4.8										
Flexibility/Adaptability						3.3		3.5		3.6										
Confront Hazards								4.6	4.2	4.7										
WORKER CHARACTERISTICS																				
Initiative			3.5	4.1	3.1	4.3				3.5										
Dependability		4.0	4.2		4.0	4.2		4.0		4.0		4.0								
Appearance						3.4														
Integrity		4.2	4.6			4.5														
PHYSICAL CHARACTERISTICS																				
Coordination										4.8	5.0	4.5								
Agility										4.8	4.9	4.6								
Balance										4.1	4.7	4.0								
Endurance										4.2	4.4									
Strength					4.0	4.1				4.4	4.7									

STATEWIDE WEIGHTS FOR BEHAVIORS

<u>Cognitive Ability</u>		21.7%*
Information Processing	4.8	
Situational Reasoning	5.2	
Learning	5.3	
Recall	6.4	
<u>Communication Skill</u>		12.8%
Reading	2.9	
Writing	1.5	
Oral Expression	4.2	
Oral Comprehension	4.2	
<u>Special Skills</u>		8.2%
Handwriting	2.1	
Arithmetic Computation	.9	
Understanding Illustrated Material	1.3	
Accuracy with Names and Numbers	3.1	
Sketching/Diagraming	.8	
<u>Interpersonal Relations</u>		11.1%
Interpersonal Skill	4.1	
Teamwork	3.5	
Interest in People	3.5	
<u>Personality Characteristics</u>		13.1%
Assertiveness	3.4	
Emotional Self-Control	3.5	
Flexibility/Adaptability	4.1	
Confronts Hazards	2.1	
<u>Worker Characteristics</u>		24.3%
Initiative	7.0	
Dependability	8.8	
Appearance	3.3	
Integrity	5.2	
<u>Physical Characteristics</u>		8.8%
Coordination	3.2	
Agility	2.7	
Balance	.9	
Endurance	1.1	
Strength	.9	

*These behavioral weights do not take into account the relative importance of the task groups

HISTORICAL BACKGROUND OF TRAINING IN NEW YORK STATE

by

WILLIAM G. McMAHON*

POLICE TRAINING IN NEW YORK STATE

On January 1, 1945, under the sponsorship of the New York State Sheriffs' Association and the New York State Association of Chiefs of Police, and with the cooperation of the Federal Bureau of Investigation, the New York State Long Range Police Training Program became operational.

The strength of the program emanated from the wide support it acquired in law enforcement circles throughout the state. A joint training committee was established and met regularly during the 14 years from 1945 to 1959.

George Lankes, whose doctoral dissertation covers the Long Range Police Training Program extensively, stated the following:

The impact which the Long Range Police Training Program would have upon the mandated program reflected in the Governor's reference to the latter being 'built solidly on the foundations of mutual cooperation and support of agencies.' Reports prepared by the Municipal Police Training Council give recognition again and again to the Long Range Training Program. In its very first progress report, the MTIC declared that the state of New York through the Long Range Police Training Program during the period since January 1, 1945, has been tremendous.¹

During the period of implementation of the Long Range Training Program, two distinct phases of development emerged. The first period, from 1945 to 1950, is distinguished by uniform curriculum for application throughout the State. Both departmental and regional training sessions were held, making the programs available to all participating agencies. The regional sessions were profitable in that a sense of cooperation and understanding was considered to have been established between many of the departments in their respective regions.

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¹George Lankes. *An Analysis of Influences Promoting the Development of Police Education in Upstate New York from 1945 through 1970.* Doctoral dissertation; p. 93.

The Joint Training Committee subsequently began to encourage local agencies to sponsor sessions which would meet their individual needs. This pattern, which began in 1951, typifies the second phase of the Long Range Training Program. Specialized training courses, developed to meet the needs of particular local agencies, were established on a regional basis. Courses noted as being especially popular were those in photography, firearms, defensive tactics and fingerprinting identification.

The program's pioneering work became the foundation upon which the work of the New Municipal Police Training Council, instituted in 1959, would be built.

The Long Range Program was a success for many reasons. Its basic objectives were directed toward clearly defined goals. It was a self-initiated program, and the substance of its courses was essentially job oriented. For the first time, an attempt had been made to standardize police training throughout the state. Though the need for such training was long recognized, it was hoped that soon ensuing legislation would bring about the long awaited mandated program for police training, which would be applicable to officers in every law enforcement agency in the State. Of the many accomplishments of the long range program, Lankes stated: *A professional attitude toward law enforcement work on the part of the officers began to develop in New York State. A wholesome respect for the value of training in police work became quite evident...police training in New York State reached a level of maturity under the Long Range Training Program.*²

STATE LEGISLATION FOR POLICE TRAINING

Although the first attempt to legislate mandated police training in New York State was made in 1957, the bill introduced for this purpose was held up in the legislative committee and eventually died there. This bill, drafted by representatives of the New York State Chiefs of Police and Sheriffs' Association, provided for the establishment of a Municipal Police Training Division within the New York State Education Department. It generated substantial interest within the academic community, and requests for representation on the Advisory Committee which drafted the bill were considerable. The

²Ibid. p. 403

original nine member Advisory Committee was expanded to 15, and law enforcement professionals quickly realized that they might ultimately lose control of the direction of police training in the State. As a result, law enforcement interests withdrew their support.

On March 12, 1959, Governor Nelson Rockefeller presented a six-point law enforcement program to the State legislature entitled a *Message Concerning the Problem of Crime*. Included in the program was a section which addressed the need for strengthening local police forces by mandating minimum training standards. ✓ Governor Rockefeller stated that:

In the State of New York there are some 20,000 local police outside of New York City and some 23,000 in New York City. It is upon these men that we rely basically for the protection of lives and property within the State. There are presently many good police training programs in operation, both for new recruits and for more experienced members of police forces. A police academy has been conducted for many years in the city of New York. Other schools are operating in a number of counties and cities. In addition, many sheriffs and chiefs of police have been working tirelessly for years to improve standards of police training and for that purpose they have established and conducted almost 1,500 courses in the last ten years, at almost no expense to the local local communities. The Federal Bureau of Investigation has furnished the services of its agents as instructors, and state agencies have participated in a similar manner. The State Police have operated a training program in Troy. While many police officers have benefited from these various training programs, others have received little or no formal training. For this reason, the sheriffs and chiefs of police of our State have, in the past, urged that the State assume responsibility for fixing minimum standards of training for all local police. This same conclusion was reached by the New York State Crime Commission (The Proskauer Commission) in 1953.

The State should be more actively concerned with the problem of local police training, and I commend the sheriffs and chiefs of police for taking the initiative in urging state action to establish minimum standards. Accordingly, I recommend favorable consideration of legislation which would, in essence:

- (a) Create a Municipal Police Training Council, the members of which would be appointed by the Governor and at least half of whom would be incumbent law enforcement officials;

- (b) Authorize the Governor to promulgate the recommendations of this council as minimum standards for police training; and,
- (c) Require basic police training as a condition to permanent appointment to a local police force.

The requirement of basic training would apply only to future appointments and would not affect any police officers who have been permanently appointed before July 1, 1960. There would be no authorization for state funds for training purposes under the bill I propose. Reliance would be placed on the present structure of police training, which is being gradually expanded and improved by local initiative in cooperation with the Federal Bureau of Investigation, the State Police and other groups. A major benefit flowing from such legislation would be the assurance that no community in the state falls behind certain basic standards in its police training.

Our mandate was signed into law on April 15, 1959, and became effective on July 1, 1959. (The California POST was signed into law on July 11, 1959, and became effective September 18, 1959). It created the New York State Municipal Police Training Council (MPTC), which was to consist of eight members and an executive director to establish basic training requirements for local police and to encourage advanced in-service training programs for law enforcement personnel. (Article 19F Section 483 Executive Law).

Its membership, as specified by the enabling legislation, was as follows:

- (a) Two incumbent chiefs of police..
- (b) Two incumbent sheriffs (who are recommended to the Governor by their respective associations, as being qualified by experience and background in law enforcement training).
- (c) Police Commissioner of New York City, who may designate a representative.
- (d) The remaining three positions are at the discretion of the Governor (Historically, these appointees have been Superintendent of State Police, Special Agent-In-Charge, F.B.I., N.Y.C., and an incumbent City Mayor).

During its first year, the Council was engaged in frequent meetings to formulate the content of the minimum basic course for police officers and to design the state-wide administrative structure which would facilitate the start of mandated training on July 1, 1960.

Administratively, the State was divided into 13 training zones with the size of each zone determined by the police population in each county and by the boundary lines of each of the three F.B.I. field offices in the State. In each zone, a chief of police and a sheriff were designated as training coordinators. These were volunteer, unsalaried positions, whose responsibility was to monitor training needs within a zone and to arrange with the Council for the conduct of needed training.

The first mandated basic course was set at a minimum of 80 classroom hours, a compromise figure arrived at between the law enforcement community in New York State and the Municipal Police Training Council. Content of the course was determined by discussion by Council members and from input from the field.

The first increase in minimum hours, to 120, came on July 1, 1963. On January 1, 1967, the program was doubled to 240 hours, which included a mandated 40 hours of supervised field training conducted by the trainee's agency supervisors. The third increase in hours on July 1, 1971, raised the basic course to its present level of 285 hours.

Although the Council has never set an ultimate goal in hours of training, it has increased the length of the course periodically, when it was deemed appropriate. Several methods of obtaining input on the program have been used. In the late 1960's, a Staff Training Advisory Committee was formed from local police training personnel. Meeting periodically, this 12 member committee gave Council staff advice and recommendations concerning the relevance of subject matter, time allocations, new subject areas, etc. In early 1970, a survey questionnaire was mailed to the heads of police agencies and a cross-section of basic course graduates, soliciting comments and recommendations on course content. From the results of this questionnaire, plus input from the Training Advisory Committee, our own staff, and Council members, the present 285-hour course was developed.

Although there has been no mandated increase in the number of training hours since 1971, the basic schools being conducted on an average far exceed the minimum mandate.

In 1978, of the 30 full-time basic schools conducted, there was an average of 421.4 hours and 343 hours of training for the 9 part-time schools. The fluctuation in the level of training received, ranging from the 285 hours mandated to 840 hours have spurred New York States' efforts to improve the amount and quality of mandated training.

The National Advisory Commission on Criminal Justice Standards and Goals stated in 1973 that: Every state should require that every sworn police employee satisfactorily complete a minimum of 400 hours of basic police training. In addition to traditional basic police subjects, this training should include:

- (a) Instruction in law, psychology, and sociology, specifically related to interpersonal communication, the police role, and the community the police employee will serve;
- (b) Assigned activities away from the training academy to enable the employee to gain specific insight in the community, criminal justice system, and local governments;
- (c) Remedial training for individuals who are deficient in their training performance but who, in the opinion of the training staff and employing agency, demonstrate potential for satisfactory performance; and,
- (d) Additional training by employing agency in its policies and procedures, if basic police training is not administered by that agency.

In 1972, the Training Aids Committee became inactive and was eventually discontinued. Except for administrative matters, the MPTC and BMP devoted their attention to activities other than the basic mandated course from 1971 until 1975. There was a change in leadership in August 1975. With the change in leadership, there was a change in philosophy. The development of the basic course was based on the perceptions of a limited number of professionals. Originally, they felt that such courses as murder, kidnapping, and arson, i.e., had to be a part of the mandate. The fact that a new police officer would probably not become involved in these types of investigations in his/her first five years as a policeman, if at

⁴ *National Advisory Commission on Criminal Justice Standards and Goals. POLICE, 1973, p. 392.*

all, had nothing to do with the decision to mandate these courses.

We were looking for a disinterested third party to come in and give us an objective evaluation of where police training in New York State was and where it should be going in the future. We wanted to look at what it was that all police officers *actually do* on their jobs as:

1. The police officer perceives it.
2. The police administrator perceives it.
3. The public perceives it.

Based upon this research, we wanted a model curriculum.

There was a limited amount of funds and time. We contacted John Jay and discussed our proposal with them. They felt that they could meet all of the objectives that we had set out.

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NEW YORK STATE JOB-TASK ANALYSIS PROJECT

by

JOSEPH A. MCGRAW

The master plan for law enforcement training in New York State, which has just been described for you by William G. McMahon, who was the moving force in initiating this training evaluation study, placed considerable reliance upon a police Job-Task Analysis Project conducted by the New York State Department of Civil Service. It is the substance of that project which constitutes the underpinning and curriculum predicate of the John Jay Study (the master plan for law enforcement training in New York State) to which we now address ourselves.

The Department of Civil Service in the State of New York provides examinations for use for appointment in police departments ranging in size from one full-time police officer to over 3,700 officers. The total police officer population in the state approximates 25,000. This figure does not include 27,000 sworn officers in New York City or some 3,000 state police officers. As with other states across the nation, litigation has been heavy in New York in recent years wherein challenge after challenge has been brought to judicial attention before both State and Federal tribunals, alleging unlawful discrimination and striking at the validity of police standards and examinations. The litigation continues today.

The job relatedness of the police examinations has been the major bone of contention, i.e., that there exists an insufficient relationship between the examination afforded and the qualities that make up the job sought. In sustaining a number of the objections, the courts have held that in the absence of a timely job analysis or validation study, the examinations cannot be deemed job-related and valid.

So it was that the Department of Civil Service in New York State embarked upon a job analysis project, hiring private contractors, Deborah Friedman, principal consultant, et. al., with the blessing, as well as the fiscal support, of L.E.A.A.

The grant application described the primary objective of the projects as the performance of job analysis for the ranks of officer, sergeant, lieutenant, and

captain, which would accurately describe the major duties and responsibilities of the positions at the various levels, their relative frequency, and their importance. Further, it was indicated in the grant proposal that beyond the job analyses themselves, the utility of the project will be best demonstrated by the ability to (1) Use the job analyses to develop valid and dependable examinations for the positions and (2) Use the methodologies developed to perform subsequent job analyses for the same or other police positions as necessary, in an economic fashion.

Work began in November, 1975. The project staff included persons with backgrounds in testing, classification and local government. No staff members possessed any law enforcement experience. Preliminary project planning included an extensive review of police literature and litigation, as well as background research concerning the Municipal Police Training Council basic mandated course curriculum and orientation visits to several police classrooms.

The other area of early background research, that occupied considerable staff time, was development of a staffing questionnaire and analysis of the results. This step was necessary to obtain comprehensive and current data on manpower levels and staffing patterns in the police departments throughout the State as well as to identify full-time departments.

The mandatory Municipal Police Training Council Police Supervisory Course was similarly reviewed during the planning phase. (A copy of New York State General Municipal Law Section 2090, which describes necessary training programs for permanent appointment of police officers, is contained in Appendix A).

STAFFING INFORMATION QUESTIONNAIRE

The staffing information questionnaire was required in order to find the answer to the exact number of people actually employed in each of the four ranks under study (officer, sergeant, lieutenant, and captain) by department, as well as the distribution of minorities and females. Only departments with full-time personnel were included in the study. Part time municipal police in New York State, though sworn officers with full police powers, are not hired from Civil Service lists. This questionnaire was sent to all police departments with

responses received from 363 police departments with one or more full-time officers.

In our review today, primary attention is being directed toward the analysis of the police officer job rather than the other three ranks surveyed, since it is the basic training for the recruit in New York State that is the primary focus of the John Jay Study. The time constraint bars consideration of the total job analysis review about which we now speak.

The ethnic and sex data, as well as the total number of staff at each rank, is shown in Appendix B. It should be noted that there are 17,260 sworn personnel in the ranks of officer, sergeant, lieutenant, and captain in the 363 departments that responded. This count excludes Sheriff's Departments, the New York City Police and the New York State Police.

The manpower distribution, as obtained from questionnaire responses, was broken down by department size. These results are found in Appendix C. These size breakdowns constitute one of the variables that was considered during the study. The size groups used were (a) 1-19 (size 1); (b) 20-59 (size 2); (c) 60-149 (size 3); and (d) 150 or more (size 4). The data show that 64% of the police departments have between one and 19 personnel in the ranks studied. Only 3.6% of the departments have 150 or more sworn personnel; however, those 13 departments have 59.9% of the personnel.

The staffing patterns that emerged from the questionnaire were: Officer, Sergeant, Lieutenant, Captain (S.P. 1); Officer, Sergeant, Lieutenant (S.P. 2); Officer, Sergeant, Captain (S.P. 3); Officer, Lieutenant, Captain (S.P. 4); Officer, one supervisory rank (S.P. 5); and Officer, no supervisory ranks (S.P. 6).

The distribution of manpower by staffing patterns is shown in Appendix D. The staffing patterns on this table correspond to those explained previously. One of the more interesting facts shown is that 29% of the departments have only the police officer rank full-time, while these departments include only 2.6% of the personnel at that rank.

POLICE ADVISORY COMMITTEE

Of key importance in the development of the New York Job Analysis Project was the function of the Police Advisory Committee. Made up of representatives of the New

York State Association of Chiefs of Police and the Police Conference of New York, the Committee met formally five times during the course of the Project and was consulted informally on numerous occasions.

In the dissemination of questionnaires to police departments throughout the State, special assistance was supplied by the Advisory Committee. As many of us know, law enforcement agencies are in receipt of countless questionnaires each year from government inquirers, sociologists, merchants, etc.

The New York Advisory Committee initially prepared a letter from the State Chiefs Association directed to each chief of police asking their cooperation in completing the Staffing Information Questionnaire. In addition, the Chiefs Association arranged for a followup in no-responses. As a result, there was a 90% response rate return on the Staffing Information Questionnaire.

When the Task Checklist Questionnaire was sent out at a later date for each of the four ranks under study, the Committee once again was of great help. A cover letter for each chief asking cooperation in completing the questionnaire was arranged for by the Chiefs Association. In addition, the Police Conference, a patrolman's association, wrote a cover letter for the Police Officer Task Checklist, urging cooperation of the officers in responding to the questionnaire and reassuring them as to the purpose of the study. Final return rate of over 50% on the task checklists was considered excellent and reflected the high degree of cooperation the Advisory Committee secured from the police population.

Continuing monitoring of the Project, orientation of staff to police duties and assignments, suggestions as to types of departments for on-site job audits, and review of analyses are additional illustrations of the types of support given by the Advisory Committee.

TASK INFORMATION DEVELOPMENT

To develop task information and project data, an interview plan was designed to enable the analyst to pick up in-depth detail in respect to the police job. The long range plan was that the information gathered from a limited number of interviews would be used as the basis for a questionnaire, soliciting opinions concerning job tasks from a much larger sample of incumbents.

The interview plan began with a determination concerning identity of departments to be visited. Four size groupings were made for departments to be visited with the following constraints:

1. At least three departments from each size category.
2. Some departments from each major region of the State.
3. Inclusion of departments with pending lawsuits on police exams.

Thereafter, a letter was sent to the chief of the departments selected, and a tentative interview schedule was arranged. Next, the chief was asked to designate interviewees with interviews, concentrating on those whose work involved the general patrol function. Interviews were scheduled as not to disrupt efficient functioning within the department. It was also agreed that when an analyst was riding in a patrol car, the officer would decide if the analyst should stay in the car or accompany him to observe case handling at close range.

There were three kinds of interviews:

1. Short term interviews (about 4 hours when in car and 2 hours at station).
2. Long term interviews (in one case one analyst was with the same police officer for one week).
3. Group interviews (four to six incumbents by one or two analysts).

An interview guide was developed to standardize the interviews, and the order of interviewing questions was determined by the course of the work of the police officer. Biographical data was gathered on each interviewee. *Modus operandi* of the analyst was to (a) ask open ended questions; (b) ask followup questions, if there was a misunderstanding; and (c) try to keep the interview from wandering by questions concerning specific parts of the job. Group interviews were viewed as a supplement to individual interviews. A total of 79 interviews were conducted. Some 54 of these were done by staff personnel and 25 by assigned police officers. Information obtained from interview summaries was rewritten into task statements and later refined by the Advisory Committee.

With the completion of consolidated job descriptions for each of the ranks being reviewed, there had now been obtained four job descriptions based upon detail received from a relatively small number of people. In order to confirm this job information with statewide applications, it was necessary to get opinions on these job descriptions from a very large number of incumbents. This was done by a Task Checklist Questionnaire.

POLICE OFFICER JOB TASK CHECKLIST QUESTIONNAIRE (see Appendix E)

The design of a questionnaire evolved gradually. It was agreed that the job analyses would require four kinds of information about each job task:

1. Does the incumbent do the task?
2. How often?
3. How much time does it take? and,
4. Is the task critical.

The task lists were developed in a mode which organized the tasks under several job activity areas. The concept of criticality and amount of time spent on tasks were decided upon so that each respondent would know exactly what was meant by these concepts.

Another question addressed was how questions could be asked so as to be scoreable by computer. A system for identifying questionnaire respondents was devised with nine digit numbers being used; the first three identifying the agency; the next two digits, the job level; and the last four digits, the individual in the department.

A stratified random sample was designed to be used to select persons to receive the questionnaires. Two variables, department size and staffing pattern, were thought to be related to the duties of job and were used to stratify the population. The total sample size of the police officer same was 25 percent. The sample was drawn with a table of random numbers to select departments, until the desired sample size was reached. After samples were selected, a study was done to insure that minorities and women were included. Some 3,600 Police Officer Job Task Checklist Questionnaires were sent out.

QUESTIONNAIRE ADMINISTRATION

Packets were sent to each department that was a part of the sample. There was a letter included to the chief of the agency, asking his help and suggesting how the questionnaires might be distributed. The President of the New York State Association of Chiefs of Police, (an Advisory Committee member) enclosed a letter urging cooperation. Postpaid envelopes were included. A followup letter was also sent to a number of respondents several weeks after the original distribution. The return rate on questionnaires was in excess of 50%, which was regarded as favorable.

KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS

This study, like other job analysis study reports, used knowledges, skills, abilities, and personal characteristics (KSAP's) as the qualities needed by an individual to perform tasks of a given job. These qualities are defined as follows:

- Knowledges - Fact of being acquainted with, or understanding something - how to do crime scene search.
- Skills - Capacity to use knowledge to perform task competently i.e., shoot gun, drive car.
- Abilities - Power to perform a function i.e., read and understand a statute.
- Personal Characteristics - A specific personality trait, physical or mental, needed to perform a task i.e., willingness to work overtime.

It was decided to use task checklist questionnaires as the basis for developing KSAP's for the four job levels being studied.

Staff held many group meetings over a 2 week period to generate KSAP's. Tasks on the checklist were considered one by one, and all KSAP's needed to perform each task were listed. Each was discussed, as needed, to ensure most appropriate wording and to arrive at a common understanding of meaning.

A police officer met with staff to go over all KSAP's for the police officer job. KSAP's were listed by activity rather than by task, because such a list would be cumbersome.

KSAP RATING METHOD

It was decided police personnel would be asked to rate the extent to which barely acceptable workers possess each trait. Also, to what extent the trait contributes to making a worker outstanding (adopted directly from Primoff).

It was thought necessary, also, to learn from incumbents when they were first exposed to each trait and for knowledges, the level of knowledge necessary to do a good job. (These two factors were adapted from California State Personnel Board Analysis, 1974.)

There were six police officers from Albany area departments invited to try out the KSAP plan at the police officer level and each one was asked to complete a task checklist before the KSAP meeting. At the meeting, police officers reviewed tasks in an activity, and then KSAP's for that activity, to see if they seemed to match. Participants were then given general instructions for KSAP ratings (see Appendix F).

There were 14 KSAP meetings held for the police officer rank with 76 participants; only five or six participants attended each meeting, to allow for each attendee to make a contribution. Meetings were held throughout the State to cover as wide a geographic area as possible. Participants represented a variety of assignments and length of job experience.

After all KSAP meetings, ratings for each rank were consolidated (see Appendix G). KSAP statements are presented in the summary under subheadings such as "Terminology and Jargon" or "Oral Communication" etc. These subheadings are categories selected in an attempt to group KSAP's according to subject matter. Groupings were approved by the Police Advisory Committee.

CONCLUSION

The John Jay Report consultants, in the course of their evaluation study, have closely scrutinized the results of the Municipal Police Job Analysis Project, and it is expected will draw heavily upon job task data highlighted in the project survey. Project questionnaires, as well as John Jay questionnaires and responses, are being carefully correlated so that a proper foundation for a basic police training curriculum is established.

It is the opinion of the New York State Bureau for Municipal Police that the Job Analysis Project has been based on sound research and that the task force involved sincerely tried to do a thorough job on their assignment.

Today's summary is exactly that; a summary of a two volume report of sizable dimension. Much of the data therein is raw data, and considerable analysis remains to be done.

Project findings that are relevant to police training programs are illustrated by the following: "The questionnaire responses, statewide, show that 14 tasks are done by 90% or more of the officers and 83 tasks by 70% or more. There are only 20 tasks which fewer than 60% of the respondents perform."

The figures strongly indicate that the pattern of skills and abilities required of the patrol officer is fairly uniform around the State. The finding suggests that a discrete body of knowledge, essential to the competence of the officer, can be identified, and the data generated as to the nature and types of the officer's common tasks can be used as a sound and solid basis for curriculum development.

We feel that the contribution to municipal police training in New York State, made by the Job Analysis Project, will prove to be a significant one.

§ 209-q GENERAL MUNICIPAL LAW Art. 10**§ 209-q. Permanent appointment of police officers; completion of training program**

1. Notwithstanding the provisions of any general, special or local law or charter to the contrary, no person shall, after July first, nineteen hundred sixty, receive an original appointment on a permanent basis as a police officer of any county, city, town, village or police district unless such person has previously been awarded a certificate by the executive director of the municipal police training council created under article nineteen-f of the executive law,¹ attesting to his satisfactory completion of an approved municipal police basic training program; and every person who is appointed on a temporary basis or for a probationary term or on other than a permanent basis as a police officer of any county, city, town, village or police district shall forfeit his position as such unless he previously has satisfactorily completed, or within the time prescribed by regulations promulgated by the governor pursuant to section four hundred eighty-four of the executive law, satisfactorily completes, a municipal police basic training program for temporary or probationary police officers and is awarded a certificate by such director attesting thereto.

1-a. Notwithstanding the provisions of any general, special or local law or charter, the promotion of any police officer to a first-line supervisory position on or after July first, nineteen hundred sixty-seven, shall not become permanent unless such police officer has previously been awarded a certificate by the executive director of the municipal police training council created under article nineteen-f of the executive law, attesting to his satisfactory completion of an approved course in police supervision as prescribed by the municipal police training council. Any police officer who is promoted on any basis to a first-line supervisory position on or after July first, nineteen hundred sixty-seven shall forfeit such promotion unless he previously has satisfactorily completed, or within the time prescribed by regulations promulgated by the governor pursuant to section four hundred eighty-four of the executive law satisfactorily completes, the prescribed course in police supervision and is awarded a certificate by such director attesting thereto.

2. a. The term "police officer", as used in this section, shall mean a member of a police force or other organization of a municipality who is responsible for the prevention or detection of crime and the enforcement of the general criminal laws of the state, but shall not include any person serving as such solely by virtue of his occupying any other office or position, nor shall

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Art. 10 FIREMEN AND POLICEMEN § 209-q

such term include a sheriff, under-sheriff, commissioner of police, deputy or assistant commissioner of police, chief of police, deputy or assistant chief of police or any person having an equivalent title who is appointed or employed by a county, city, town, village or police district to exercise equivalent supervisory authority.

b. The term "first-line supervisory position", as used in this section, shall mean the position or rank of a police officer next above the beginning rank of patrolman or the rank equivalent to patrolman, which requires performance of supervisory duties.

3. The provisions of subdivisions one and one-a of this section shall not apply to a city having a population of one million or more to the extent that such city has, by regulation promulgated by the governor pursuant to section four hundred eighty-four of the executive law, been exempted from the provisions of article nineteen-f of the executive law.

4. Nothing in this section shall be construed to except any police officer, or other officer or employee from the provisions of the civil service law.

Added L.1959, c. 446, § 3; amended L.1967, c. 671, §§ 1, 2.

¹ Repealed. See Executive Law § 835 et seq.

Table 1 : Staffing Information Questionnaire Data*

	POLICE OFFICER		TOTAL
	MALE	FEMALE	
White	13,745	99	13,853
Black	282	10	292
Hispanic	77	1	78
Asian	2	0	0
American Indian	4	0	4
Other	3	0	3
TOTAL	14,122	110	14,232

	POLICE SERGEANT		TOTAL
	MALE	FEMALE	
White	1,774	7	1,781
Black	21	1	22
Hispanic	6	0	6
Asian	1	0	1
American Indian	0	0	0
Other	0	0	0
TOTAL	1,802	8	1,810

	POLICE LIEUTENANT		TOTAL
	MALE	FEMALE	
White	895	2	897
Black	8	2	10
Hispanic	0	0	0
Asian	0	0	0
American Indian	0	0	0
Other	0	0	0
TOTAL	903	4	907

	POLICE CAPTAIN		TOTAL
	MALE	FEMALE	
White	304	0	304
Black	6	0	6
Hispanic	1	0	1
Asian	0	0	0
American Indian	0	0	0
Other	0	0	0
TOTAL	311	0	311

*Total number of departments responded = 363

Table 2 : Distribution of Manpower by Department Size

OFFICER

Dept. Size	# of Depts	# of Personnel	% of Statewide Personnel
1	232	1,345	9.5
2	92	2,411	16.9
3	24	1,711	12.0
4	13	8,755	61.5
TOTALS	361	14,232	

SERGEANT

Dept. Size	# of Depts	# of Personnel	% of Statewide Personnel
1	122	227	12.5
2	83	431	23.8
3	21	223	12.3
4	10	926	51.2
TOTALS	236	1,810	

LIEUTENANT

Dept. Size	# of Depts	# of Personnel	% of Statewide Personnel
1	33	48	5.3
2	79	216	23.8
3	22	144	15.9
4	13	499	55.0
TOTALS	147	907	

CAPTAIN

Dept. Size	# of Depts	# of Personnel	% of Statewide Personnel
1	6	6	1.9
2	35	67	21.5
3	17	71	22.8
4	13	167	53.7
TOTALS	71	311	

OFFICER

Staffing Pattern	# of Depts	# of Personnel	1% of Statewide Personnel
1	48	9,250	65.0
2	78	1,790	12.6
3	9	253	1.8
4	13	1,629	11.4
5	108	930	6.5
6	105	370	2.6
TOTALS	361	14,232	

LIEUTENANT

Staffing Pattern	# of Depts	# of Personnel	1% of Statewide Personnel
1	48	494	54.5
2	78	172	19.0
3	X	X	X
4	13	223	24.6
5	8	18	2.0
6	X	X	X
TOTALS	147	907	

SERGEANT

Staffing Pattern	# of Depts	# of Personnel	1% of Statewide Personnel
1	48	1,202	66.4
2	78	364	20.1
3	9	54	3.0
4	X	X	X
5	101	187	10.3
6	X	X	X
TOTALS	236	1,810	

CAPTAIN

Staffing Pattern	# of Depts	# of Personnel	1% of Statewide Personnel
1	48	183	58.8
2	X	X	X
3	9	25	8.0
4	13	102	32.8
5	1	1	.3
6	X	X	X
TOTALS	71	311	

New York State Department of Civil Service

THE STATE OFFICE BUILDING CAMPUS • ALBANY, NEW YORK 12239

I.D. Number _____

POLICE OFFICER JOB TASK CHECKLIST

Don't worry - this looks like a lot of paper, but should only take you about 45 minutes to complete

The New York State Department of Civil Service, with funding from a Division of Criminal Justice Services LEAA Grant, is conducting a study of the job duties of Police Officers. The job information gathered during this study will be used as a basis for the Civil Service examinations for Police Officers.

We have already interviewed and observed about 50 Police Officers from different parts of the State to find out what their job duties are. We have organized this information into a list of Police Officer job tasks. Now we need to know which job tasks are done by most Police Officers in the State, and we need your help to find out. Your answers to this questionnaire will eventually have an effect on the Civil Service examinations for Police Officers and, therefore, on the quality of the people you will be working with in the future.

- PLEASE HELP BY FILLING OUT THIS QUESTIONNAIRE -

THIS IS NOT A TEST OR PERFORMANCE EVALUATION

This questionnaire is being sent to about 3,600 Police Officers in various departments across the State. Other people in your department may also be doing this questionnaire for us. We ask you not to compare responses with anyone until after you have finished completing your own questionnaire.

COMPLETED QUESTIONNAIRES WILL BE SENT BACK TO THE NEW YORK STATE
DEPARTMENT OF CIVIL SERVICE AND WILL NOT BE USED
BY YOUR DEPARTMENT

- TURN TO THE NEXT PAGE FOR INSTRUCTIONS -

INSTRUCTIONS FOR FILLING IN THE ANSWER SHEETS

PULL out the blue bio-data questionnaire and the pink computer answer sheet which are behind this page.

FILL in the information requested on the blue bio-data questionnaire. We are asking for this information so that we can get an idea of the characteristics of the people who fill out the questionnaire. This information will never be connected with you personally.

LOOK at the pink computer answer sheet. Notice that the agency identification number from the blue sheet has been copied in the candidate identification number box in the upper left corner of the pink sheet. For each digit in this number, completely fill in the space to the right of the digit which corresponds to the digit. Use a No. 2 pencil.

WRITE in the information requested in the box at the upper right corner of the pink answer sheet.

COPY the agency identification number from the blue sheet into the space provided on the headsheets of this booklet.

* * * * *

Now you are ready to look at the job tasks. They are listed on the following pages.

For each task, we need to know:

Do YOU perform the task in the job you currently hold?

If YOU personally do perform the task in your job, then we need to know:

Is the task critical or not critical?

Use these definitions to decide whether a task is critical or not critical:

Critical - if you did this task poorly or incorrectly, you might jeopardize life or property

Not Critical - if you did this task poorly or incorrectly, you probably would not jeopardize life or property

And finally, we need to know:

Do YOU spend much time or not much time performing the task?

When deciding how much time you spend doing a task, take into consideration how often you do it and how long it takes you to do it. We are interested in the amount of time you actually spend doing each task, not in the ideal amount of time you might like to spend.

Use the following guidelines:

Much Time - means you do the task frequently and it takes quite a bit of time to do it,
OR you do the task every once in a while and it takes a lot of time to do it

Not Much Time - means you do it quite often but it takes hardly any time to do it
OR you seldom do it at all

- 1 = critical and much time spent
 - 2 = critical and not much time spent
 - 3 = not critical and much time spent
 - 4 = not critical and not much time spent
 - 5 = do not do
-

REMEMBER - Answer according to what YOU do in your job and not what others in your Department might be assigned to do.

POLICE OFFICER TASKS

Preparing for Work

1. Dress neatly and in proper uniform
2. Listen to information read out by the supervisor at shift briefing
3. Take notes on information read out by supervisor at shift briefing
4. Read written information such as teletype messages and complaint reports
5. Discuss with officers coming off previous shift important occurrences during their shift
6. Gather together necessary equipment such as shotgun, flashlight, and papers such as warrants and report blanks
7. Check out vehicle and equipment such as patrol car siren, radio, etc. by looking at and/or trying it out to make sure everything is in proper working order

Patrol

8. Drive or walk throughout assigned area looking for anything unusual or out of place, and for crimes, emergencies or violations in progress
9. Look for particular people and/or cars when asked to do so at roll call or later during patrol
10. Check vacant or closed businesses and houses by trying doors, walking around buildings, etc.
11. Investigate buildings when suspicious of forced entries by entering building and searching for possible burglar and/or evidence of objects moved or removed
12. Develop and maintain relationships with area residents by occasionally talking briefly with the people and/or helping them with their problems
13. Stop suspicious people and ask them to show identification and explain what they are doing
14. Check licensed premises, especially those about which complaints have been made, by looking around, interviewing owner and patrons
15. Question community residents and informants about recent crimes

INSTRUCTIONS FOR FILLING IN THE ANSWER SHEET--cont'd.

INDICATE on the pink answer sheet what you decide about each task. Here is how to do it:

The answer sheet has five spaces (numbered 1, 2, 3, 4, and 5) provided for each numbered task.

Read each task.

Fill in space 1 if YOU perform the task, it is critical and you spend much time doing it

Fill in space 2 if YOU perform the task, it is critical but you do not spend much time doing it

Fill in space 3 if YOU perform the task, it is not critical and you spend much time doing it

Fill in space 4 if YOU perform the task, it is not critical and you do not spend much time doing it

Fill in space 5 if you do not do it

* * * * *

At the top of each page, the directions for making your choices are summarized to help you keep them clearly in mind.

Use only a No. 2 pencil. Never use ink. Be sure each mark completely fills the space. Erase completely any mark you wish to change and re-enter the correct information

If you perform other tasks which are not listed here, please describe them on the page following the task list. Also, indicate criticalness and time spent on these tasks.

- 1 = critical and much time spent
 - 2 = critical and not much time spent
 - 3 = not critical and much time spent
 - 4 = not critical and not much time spent
 - 5 = do not do
-

Maintaining Traffic Safety

- 53. When you discover road hazards, radio the dispatcher to call the highway department, explain location and nature of hazard, and request that the problem be repaired
- 54. Direct traffic
- 55. Write tickets on illegally parked cars
- 56. Call for tow truck to tow away illegally parked cars
- 57. When you observe moving violation, stop the vehicle
- 58. Using radar apparatus, detect speeders and stop them
- 59. Write traffic summons for moving violations
- 60. Warn people against repeating violations
- 61. Radio for vehicle, license and outstanding warrant checks on persons stopped for traffic violations
- 62. Upon cause, stop and check cars for proper tires, lights, etc. and for proper identification including license, registration and insurance card
- 63. Stop persons suspected of DWI
- 64. Look for signs of intoxication in order to determine whether there is reasonable cause to believe that person is intoxicated
- 65. If there is reasonable cause, arrest person for DWI
- 66. Ask person to submit to test for intoxication and warn of consequence of refusal
- 67. Transport person to location where test will be administered and turn person over to appropriate personnel for testing
- 68. Administer breathalyzer test
- 69. Witness breathalyzer test

Responding to Requests for Various Kinds of Service. This May Include Such Things as Handling Noise Complaints, Escorts, Giving Directions, etc.

- 70. Ask person to explain the problem and listen to person's explanation
- 71. Evaluate problem and suggest how best to solve the problem

- 1 = critical and much time spent
 - 2 = critical and not much time spent
 - 3 = not critical and much time spent
 - 4 = not critical and not much time spent
 - 5 = do not do
-

- 72. Perform service requested
- 73. Explain where person can get needed service

Making Arrests

- 74. Tell person he/she is under arrest
- 75. Frisk for weapons
- 76. Handcuff person, if necessary
- 77. Transport to detention facility or headquarters for booking
- 78. If person is to be questioned, read Miranda Rights and ask person if he/she understands them
- 79. Fill in arrest information forms
- 80. Search person thoroughly for possible weapons, identification, etc.

Preparing for and Testifying in Court

- 81. When informed that must testify, look up and study own and department records on the particular case upcoming
- 82. Talk with D.A. to go over questions that will probably be asked and, in general, how to answer those questions
- 83. Testify on the stand by answering attorneys' and judge's questions

Preparing Written Reports

- 84. Write notes on information gathered during questioning of witnesses
- 85. Fill in forms describing each call handled, own actions on call, and its disposition
- 86. Organize and summarize in written form, the details (who did what, when, where, etc.) of the incident
- 87. Write entries in activity and equipment log books briefly describing each activity and/or equipment checked out, traffic tickets written, etc.
- 88. Write notes for own information on unusual people or things noticed during routine patrol
- 89. Prepare informations by writing or typing on appropriate form the statement given by the accusing person

- 1 = critical and much time spent
 - 2 = critical and not much time spent
 - 3 = not critical and much time spent
 - 4 = not critical and not much time spent
 - 5 = do not do
-

Responding to the scene of crimes or possible crimes when discovered in progress during patrol or when dispatched to the scene

- 16. If anyone is injured, radio for emergency help
- 17. Give first aid, if necessary
- 18. Transport injured to hospital in patrol car, if necessary
- 19. Chase suspects in car and/or on foot
- 20. Secure scene by closing off the area and standing guard
- 21. Ask available witnesses to identify themselves (ask names, addresses and phone numbers) and to explain what happened and what they saw
- 22. Look thoroughly around scene for details such as method of entry or extent of damage
- 23. Radio to request vehicle check on suspect vehicles
- 24. Try to find possible additional witnesses by asking people in nearby area if they saw or heard anything unusual around the time the incident probably occurred
- 25. Turn case over to investigators by explaining what is known so far and suggesting possible leads to follow
- 26. Stay on scene to do as investigators ask, such as help look for more evidence or maintain guard over evidence
- 27. Help investigating officers perform lawful searches
- 28. Explain to victim what steps to take if he/she learns anything else about the incident

Responding to scene of natural and man-made emergencies and unusual occurrences

- 29. Look over scene to quickly evaluate what help is needed
- 30. Radio for appropriate agencies such as fire department, utility company, etc. to send their emergency equipment
- 31. Keep scene clear for emergency and rescue equipment by directing or re-routing traffic around immediate area and/or by telling onlookers to keep away
- 32. Help trapped people to get out of danger by physically guiding them out and/or by shouting directions
- 33. Ask witnesses and those involved for their names, addresses, phone numbers; ask them to explain what they saw or did

- 1 = critical and much time spent
 - 2 = critical and not much time spent
 - 3 = not critical and much time spent
 - 4 = not critical and not much time spent
 - 5 = do not do
-

- 34. Go to hospital to question injured persons about what happened
- 35. At traffic accidents, collect physical evidence by measuring tire tracks and skid marks, collecting broken glass, taking photographs, etc.
- 36. At traffic accidents, gather information required by accident report forms, such as road conditions, damage to cars and passengers, etc., by observing the scene
- 37. Check participants' licenses, registrations and insurance cards
- 38. At traffic accidents, arrange for clearing of scene by calling for tow trucks
- 39. In cases of bomb scares or "suspicious packages", search or help search for bomb by accompanying a person who knows the buildings in a systematic search looking for anything which may be a bomb
- 40. In cases of potential suicides, try to calm person and change his mind
- 41. In cases where a person is publicly intoxicated, arrange for person to get home (if he has one) by calling friends or relatives
- 42. Transport publicly intoxicated person to a detoxification center or to hospital

Intervening in Fights and Family Disputes

- 43. Separate fighters
- 44. Try to calm fighters by talking quietly about what is bothering them
- 45. Try to find cause of fight by asking the people to explain how the dispute started
- 46. Discuss possible solutions to problem(s) causing the dispute
- 47. Reach at least short-term resolution to the dispute such as suggesting that one of the people leave for a while
- 48. Arrest fighters who have seriously assaulted others in your presence
- 49. Explain what court procedure to follow if a person wants to press charges against another
- 50. In cases of family disputes, suggest that the people follow up later by going to family court and/or an appropriate service agency to get more permanent solution to their problems
- 51. Contact child protective service if child abuse is suspected
- 52. In cases of family disputes, enforces orders of protection

- 1 = critical and much time spent
 - 2 = critical and not much time spent
 - 3 = not critical and much time spent
 - 4 = not critical and not much time spent
 - 5 = do not do
-

Training New Officers

- 90. Explain how to do the various job tasks
- 91. Demonstrate the various job tasks
- 92. Observe recruit doing the tasks
- 93. Correct recruit while he/she is in the process of doing a job task, if he/she is making a serious error
- 94. Critique recruit's performance by praising correct actions or by explaining how a situation might have been better handled
- 95. Tell supervising officer how recruit is doing

Dispatching

- 96. When someone phones or walks in with a complaint, ask person to state own name, address, phone number and nature and location of problem
- 97. Decide what action to take--either to dispatch car(s) to investigate or refer caller to another agency for help
- 98. Radio available car(s), explain problem and location, and ask officers to investigate
- 99. Radio for back-up units on own initiative or at request of personnel on the scene
- 100. Keep log of radio and phone calls made and received
- 101. Monitor various phone, alarm, and radio systems such as business alarm system, by keeping track of alarms that are tripped, noting their location, and dispatching officers to the scene

Operating Tele-type Machine

- 102. When police personnel request information, type in information requests
- 103. When answers come back, read information out to person who requested it
- 104. Type new information, such as a car just reported stolen, into tele-type computer

Booking and Checking on Prisoners

- 105. Fingerprint person
- 106. Photograph person

- 1 = critical and much time spent
- 2 = critical and not much time spent
- 3 = not critical and much time spent
- 4 = not critical and not much time spent
- 5 = do not do

-
- 107. Ask person information on booking form and record this information by filling in proper spaces on the form
 - 108. Accept bail money and write receipt for it
 - 109. When someone is to be detained in the lock-up, write down description of person's personal effects and store the items
 - 110. When someone is being held in police lock-up, check periodically (usually every half hour) to see what person is doing and write person's condition on check sheet

Giving Information to News Media

- 111. Answer phone and walk-in requests from newspeople for information about recent incidents

Helping Other Police Agencies

- 112. Cooperate with personnel from other police agencies by doing certain tasks requested by that agency to help on cases of mutual concern
- 113. Discuss problems of mutual concern with personnel from other police agencies

Community Relations

- 114. Talk to organized groups of people (PTA's etc.) about specific areas of police work as requested by the group

Maintaining Order in the Court Room

- 115. Serve as court officer by standing in court room to ensure there are no disturbances and by escorting persons to and from court room

Did this task list adequately describe your job? (yes or no) _____

Which one of the following types of assignments best describes your main work?

Please check one box

- | | |
|---|--|
| <input type="checkbox"/> 1. Patrol | <input type="checkbox"/> 5. Juvenile/Youth Aide |
| <input type="checkbox"/> 2. Dispatching | <input type="checkbox"/> 6. Records |
| <input type="checkbox"/> 3. Desk | <input type="checkbox"/> 7. Administration |
| <input type="checkbox"/> 4. Detective | <input type="checkbox"/> 8. Other (please specify) _____ |

You have just gone through the list of job tasks. Notice that the job tasks were grouped together into various activities. For each of the activities which are listed below, we need to know:

How often have YOU performed the activity during the last year?

Answer on the pink computer answer sheet beginning with No. 116. Use these choices to answer how often YOU do each activity:

- Fill in space 1 if you do the activity at least once a tour of duty
Fill in space 2 if you do the activity at least once a week
Fill in space 3 if you do the activity at least once a month
Fill in space 4 if you do the activity at least four or five times a year
Fill in space 5 if you do the activity rarely, if ever

LIST OF ACTIVITIES

- 116. Preparing for work
- 117. Patrol
- 118. Responding to the scene of crimes or possible crimes when discovered in progress during patrol or when dispatched to the scene
- 119. Responding to scene of natural and man-made emergencies and unusual occurrences
- 120. Intervening in fights and family disputes
- 121. Maintaining traffic safety
- 122. Responding to requests for various kinds of service. This may include such things as handling noise complaints, escorts, giving directions, etc.
- 123. Making arrests
- 124. Preparing for and testifying in court
- 125. Preparing written reports
- 126. Training new officers
- 127. Dispatching
- 128. Operating tele-type machine
- 129. Booking and checking on prisoners
- 130. Giving information to news media
- 131. Helping other police agencies
- 132. Community relations
- 133. Maintaining order in the court room

* * * * *

YOU ARE NOW FINISHED WITH THIS QUESTIONNAIRE

PUT THE PINK AND BLUE SHEETS INSIDE THE BOOKLET AND HAND IT TO THE PERSON WHO IS COLLECTING THE COMPLETED QUESTIONNAIRE.

* THANK YOU VERY MUCH FOR YOUR HELP *

In the spaces provided below, and on the back of this sheet, if necessary, please describe any additional tasks which you do and indicate the level of criticalness and time spent doing each.

NOW we would like you to answer a few questions about HOW OFTEN you do the various parts of your job.

- P L E A S E T U R N T O N E X T P A G E -

New York State Department of Civil Service

LEAA Police Project

Bio-Data Questionnaire*

In order to properly analyze the information supplied by you and others about Police Officer positions, it is essential that we learn something of the background of those included in the study and who have filled out these questionnaires. This information will be held confidential and will never be connected with you personally as your name or other identification is not required.

<u>Office Use Only</u>					<u>Agency Information</u>													
<u>Staffing Pattern</u>		<u>Size</u>			<u>Agency Identification No.</u>													
<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>	<div>6</div>	<div>7</div>	<div>8</div>	<div>9</div>	<div>10</div>	<div>11</div>	<div>12</div>	<div>13</div>	<div>14</div>	<div>0</div>	<div>1</div>	<div>1</div>	<div>2</div>	
														15	16	17	18	

Please check (✓) the appropriate boxes or fill in the correct number

<u>Sex</u>		<u>Ethnic Origin</u>						<u>Other</u>
<u>Male</u>	<u>Female</u>	<u>White</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>American Indian</u>	<u>(please specify)</u>	
<div>19</div>	<div>20</div>	<div>21</div>	<div>22</div>	<div>23</div>	<div>24</div>	<div>25</div>	<div>26</div>	

other

Total Years of Police Service

Years in Present Rank

27	28

29	30

296 of the Executive Law provides that it is not an unlawful discriminatory practice or the Department of Civil Service to solicit information concerning age, race, creed, color, national origin, sex, disability or marital status for the purpose of conducting studies in connection with the recruitment and testing of applicants for positions with the State or its political subdivisions.

APPENDIX F

KEY TO READING KSAP SUMMARY CHARTS

The KSAP Rating Summaries for each rank are given on the following charts. A discussion of the meaning of the summaries is given in the narrative of this Report in Volume I, Chapter 6. The data in this volume will be useful to staff that will make decisions as to the form and content of selection plans for Police Officer, Sergeant, Lieutenant and Captain. In addition, this data has application for Training Officers who are developing curriculum for recruit training and in-service training. The data represented here are not interpreted in this report. Conclusions are for the users of these job analyses to make.

To facilitate reading these charts, a brief summary of the heading, etc. follows:

Under the Heading, "KSAP STATEMENTS", the subheadings such as "TERMINOLOGY AND JARGON" and "ORAL COMMUNICATION" refer to the categories selected by the Project staff to help the user group the KSAP's by subject matter. "(2nd)" or "(3rd)", etc. after the statement refer to the meeting at which the particular KSAP was added to the list.

The "ACTIVITIES" refer to the activities on the task checklists which were used for grouping tasks.

Under "TOTAL RATINGS", NR refers to No Response. This number includes only people who had an opportunity to rate the KSAP but did not--either because the KSAP did not apply to their own jobs or because it was accidentally omitted. It

does not include participants who did not have an opportunity to rate a KSAP because the KSAP was added at a later meeting.

"BA" is "Barely Acceptable Worker who have the trait".

N is the number of raters and \bar{X} is the average rating. The choices were:

- 2 - All
- 1 - Some
- 0 - Almost None

"DIFF" is "To Differentiate Outstanding Workers from Just Average". Again, N is the number of raters and \bar{X} is the average rating. The choices were:

- 2 - Very Important
- 1 - Useful
- 0 - Does Not Differentiate

"WHEN FIRST EXPOSED" refers to when the worker is first exposed to the trait at the rank being rated. The number in each column is the total number of raters who indicated that choice. The choices were:

- 4 - Have it when hired
- 3 - Orientation after being hired
- 2 - Formal classroom training
- 1 - On-the-job-training

"KNOW" is Knowledge required to do a good job". Again, N is the number of raters and \bar{X} is the average rating. The choices were:

- 4 - Extensive Knowledge--immediate recall
- 3 - Working Knowledge--may check some details
- 2 - Knowledge of Existence--may have to look up
- 1 - No Knowledge Required

TABLE 1 : OFFICER KSAP'S - PLACEMENT BY ACTIVITY AND RATINGS

APPENDIX G

KSAP STATEMENTS	ACTIVITIES														TOTAL RATINGS																						
	WORK PREPARATION	PATROL	CRIMES	EMERGENCIES	FIGHTS	TRAFFIC	VARIOUS SERVICES	ARRESTS	TESTIFYING	REPORTS	TRAINING	DISPATCHING	TELETYPE	BOOKING	INFO TO NEWS MEDIA COOP. W/OTHER AGENCIES	COMMUNITY RELATIONS	ORDER IN THE COURT	NR	BA		DIFF		WHEN FIRST EXPOSED				KNOW										
																			N	X	N	X	4	3	2	1	N	X									
TERMINOLOGY AND JARGON																																					
4. K. OF POLICE TERMINOLOGY AND JARGON	X	X			X			X	X		X	X	X		X				1	74	1.29	74	1.15		22	12	41	75	2.96								
5. K. OF DEPARTMENT TERMINOLOGY AND JARGON	X	X							X		X							1	74	1.51	74	1.42		28	12	35	75	2.88									
9. K. OF TELETYPE TERMINOLOGY AND CODES	X												X					46	59	.54	59	1.10		9	19	31	54	2.85									
54. K. OF STREET LANGUAGE		X			X	X								X				1	74	1.24	74	1.08	9	5	2	58	72	3.04									
208. K. OF LEGAL TERMINOLOGY								X	X							X		7	68	.83	68	1.43	2	6	49	11	65	2.86									
ORAL COMMUNICATION																																					438
3. A. TO LISTEN AND COMPREHEND	X	X	X	X	X	X	X					X						0	75	.97	75	1.93	60	4	5	6											
10. A. TO COMMUNICATE ORALLY ON AN INFORMAL BASIS IN A ONE-TO-ONE OR SMALL GROUP SETTING	X	X			X	X				X								0	75	1.08	75	1.60	42	5	8	20											
11. A. TO ASK QUESTIONS IN SUCH A WAY AS TO ENCOURAGE COMPLETE ANSWERS	X	X	X	X	X	X	X	X				X		X				0	75	.84	75	1.60	17	11	15	32											
55. A. TO ADAPT WAY OF COMMUNICATING WITH PEOPLE TO THE PARTICULAR PEOPLE YOU ARE DEALING WITH		X	X	X	X		X											1	74	.84	74	1.65	20	4	6	44											

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TABLE 1 : OFFICER KSAP's - PLACEMENT BY ACTIVITY AND RATINGS

KSAP STATEMENTS		ACTIVITIES																	TOTAL RATINGS											
		WORK PREPARATION	PATROL	CRIMES	EMERGENCIES	FIGHTS	TRAFFIC	VARIOUS SERVICES	ARRESTS	TESTIFYING	REPORTS	TRAINING	DISPATCHING	TELETYPING	BOOKING	INFO TO NEWS MEDIA COOP. W/OTHER AGENCIES	COMMUNITY RELATIONS	ORDER IN THE COURT	NR	BA		DIFF		WHEN FIRST EXPOSED				KNOW		
																					N	\bar{X}	N	\bar{X}	4	3	2	1	N	\bar{X}
ORAL COMMUNICATION--CONT'D.																														
60.	WILLINGNESS TO INITIATE CONVERSATION	X	X		X															1	74	.91	74	1.34	53	2	7	12		
61.	A. TO COMMUNICATE ORALLY ON A FORMAL BASIS IN A ONE-TO-ONE OR SMALL GROUP SETTING	X	X	X	X	X	X	X	X		X	X				X	X			1	74	.86	74	1.49	44	3	8	19		
77.	A. TO SPEAK CLEARLY		X	X		X													3	72	1.18	72	1.53	62	2	4	4			
112.	A. TO SUMMARIZE INFORMATION ORALLY		X			X					X	X							3	72	.97	72	1.53	35	3	15	18			
124.	A. TO SHOUT			X															6	69	1.55	69	.69	59	1	1	5		439	
144.	A. TO ADAPT YOUR APPROACH TO PEOPLE ACCORDING TO CHANGING CIRCUMSTANCES AND/OR THE PERSON'S MOOD SWINGS			X															4	71	.92	71	1.60	29	5	11	26			
163.	A. TO TRANSLATE COMPLICATED LEGAL TERMINOLOGY INTO LAYMAN'S TERMS					X	X												6	69	.72	69	1.38	8	1	33	24			
164.	A. TO EXPLAIN THINGS CLEARLY AND TO MAKE SURE THEY'RE UNDERSTOOD				X	X	X		X		X	X				X			5	70	.98	70	1.68	45	1	9	15			
205.	A. TO ANSWER QUESTIONS DIRECTLY AND CONCISELY									X									7	68	1.00	68	1.54	37	4	11	16			
222.	A. TO COMMUNICATE OVER THE TELEPHONE											X							7	68	1.19	68	1.43	45	1	3				

TABLE 1 : OFFICER KSAP's - PLACEMENT BY ACTIVITY AND RATINGS

KSAP STATEMENTS		ACTIVITIES																	TOTAL RATINGS												
		WORK PREPARATION	PATROL	CRIMES	EMERGENCIES	FIGHTS	TRAFFIC	VARIOUS SERVICES	ARRESTS	TESTIFYING	REPORTS	TRAINING	DISPATCHING	TELETYPING	BOOKING	INFO TO NEWS MEDIA COOP. W/OTHER AGENCIES	COMMUNITY RELATIONS	ORDER IN THE COURT	NR	BA		DIFF		WHEN FIRST EXPOSED				KNOW			
																				N	\bar{X}	N	\bar{X}	4	3	2	1	N	\bar{X}		
ORAL COMMUNICATION--CONT'D.																															
234.	A. TO READ OUT LOUD												X							15	60	1.35	59	.93	57				3		
249.	A. TO SPEAK IN FRONT OF A GROUP OF PEOPLE																X		8	67	.76	67	1.39	41	1	9	15				
251.	A. TO ADAPT SPEECH SUBJECT MATTER TO THE NEEDS OF THE PEOPLE YOU ARE TALKING TO																X		9	66	.85	66	1.45	34	4	12	15				
300.	A. TO EXPLAIN REASONS FOR YOUR ACTIONS										X								7	68	1.16	68	1.58	46	3	5	13				
370.	A. TO PROPERLY IMPART THE SERIOUS- NESS OF SITUATIONS WHEN DISPATCHING PATROLS TO THE SCENE (14TH)											X							0	6	1.17	6	2.00			2	4			440	
NON-ORAL COMMUNICATION																															
7.	A. TO BRIEFLY SUMMARIZE INFORMATION IN WRITTEN FORM	X								X		X		X					0	75	.91	75	1.71	27	5	23	20				
8.	A. TO READ AND COMPREHEND WRITTEN INFORMATION	X			X				X				X						0	75	1.96	75	1.88	57	3	6	9				
180.	A. TO WRITE CLEARLY					X	X	X		X				X					7	68	1.05	68	1.51	62	1	4	1				
208.	A. TO ORGANIZE AND SUMMARIZE INFORMATION IN WRITTEN FORM									X									7	68	.86	68	1.61	31	1	19	17				

TABLE 1 : OFFICER KSAP'S - PLACEMENT BY ACTIVITY AND RATINGS

KSAP STATEMENTS	ACTIVITIES																		TOTAL RATINGS											
	WORK PREPARATION	PATROL	CRIMES	EMERGENCIES	FIGHTS	TRAFFIC	VARIOUS SERVICES	ARRESTS	TESTIFYING	REPORTS	TRAINING	DISPATCHING	TELETYPING	BOOKING	INFO TO NEWS MEDIA	COOP. W/OTHER AGENCIES	COMMUNITY RELATIONS	ORDER IN THE COURT	NR	BA		DIFF		WHEN FIRST EXPOSED				KNOW		
																				N	\bar{X}	N	\bar{X}	4	3	2	1	N	\bar{X}	
NON-ORAL COMMUNICATION--CONT'D.																														
209. K. OF PROPER ENGLISH GRAMMAR AND SPELLING										X										7	68	.97	68	1.60	60		61		59	3.17
217. S. IN SHOWING PEOPLE HOW TO DO UNFAMILIAR THINGS SO THEY CAN UNDERSTAND HOW TO DO THE THINGS THEMSELVES											X									8	67	.83	67	1.66	19	2	10	35		
269. A. TO READ AND UNDERSTAND LAWS			X	X		X			X											7	68	1.07	68	1.76	20	4	28	15		
274. S. IN DRAWING DIAGRAMS										X										10	65	.95	65	1.18	19	2	24	20		441
275. A. TO WRITE IN THE LANGUAGE OF THE PERSON WHO IS GIVING A STATEMENT										X										14	61	.86	61	1.37	16		18	23		
305. A. TO INTERPRET MAPS		X																		12	63	1.03	63	1.09	27	3	20	14		
307. A. TO COMMUNICATE WITH OTHER POLICE PERSONNEL NON-VERBALLY (2ND)			X																	4	65	1.04	65	1.44	22	1	4	39		
314. A. TO KEEP CURRENT, ACCURATE AND COMPLETE NOTES (3RD)									X	X										14	61	.88	61	1.75	16	3	19	24		
MEMORY																														
26. A. TO REMEMBER WHAT YOU HAVE SEEN		X	X	X	X	X	X	X	X	X	X	X	X							0	75	.96	75	1.83	39	4	3	29		

TABLE 1 : OFFICER KSAP'S - PLACEMENT BY ACTIVITY AND RATINGS

KSAP STATEMENTS		ACTIVITIES															TOTAL RATINGS															
		WORK PREPARATION	PATROL	CRIMES	EMERGENCIES	FIGHTS	TRAFFIC	VARIOUS SERVICES	ARRESTS	TESTIFYING	REPORTS	TRAINING	DISPATCHING	TELETYPE	BOOKING	INFO TO NEWS MEDIA	COOP. W/OTHER AGENCIES	COMMUNITY RELATIONS	ORDER IN THE COURT	NR	BA		DIFF		WHEN FIRST EXPOSED				KNOW			
																					N	\bar{X}	N	\bar{X}	4	3	2	1	N	\bar{X}		
MEMORY--CONT'D.																																
43. A. TO REMEMBER THINGS SAID OR READ PREVIOUSLY		X	X	X	X				X	X		X									0	75	.91	75	1.60	52	4	8	11			
225. A. TO REMEMBER WHAT YOU HAVE HEARD		X	X	X	X				X	X		X									8	67	1.07	68	1.72	53	1	1	13			
MENTAL AND EMOTIONAL CHARACTERISTICS AND ATTITUDES																																
29. A. TO REMAIN ALERT		X	X	X	X	X	X	X	X	X		X		X	X				X		0	75	.91	75	1.92	39	6	4	25			
32. CURIOSITY		X	X											X						0	75	.89	75	1.61	53	4	1	16			442	
51. A. TO STAY CALM UNDER PRESSURE		X	X	X	X	X	X	X	X	X	X	X			X					0	75	.93	75	1.93	45	2	2	26				
52. A. TO EXERCISE CAUTION		X	X	X	X	X	X	X						X						0	75	1.19	75	1.75	25	7	11	31				
82. A. TO REMAIN CALM AT THE SIGHT OF BLOOD AND SEVERE PHYSICAL INJURY			X	X																1	74	1.23	74	1.32	37	2	7	27				
91. A. TO MAKE DECISIONS QUICKLY			X	X		X					X	X								1	74	.79	74	1.96	44	3	6	21				
102. A. TO PERFORM DUTIES WHILE UNDER VERBAL ABUSE			X	X	X	X	X	X				X						X		1	74	.86	74	1.74	21	6	8	39				

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TABLE 1 : OFFICER KSAP'S - PLACEMENT BY ACTIVITY AND RATINGS

KSAP STATEMENTS MENTAL AND EMOTIONAL CHARACTERISTICS AND ATTITUDES--CONT'D.	ACTIVITIES																		TOTAL RATINGS											
	WORK PREPARATION	PATROL	CRIMES	EMERGENCIES	FIGHTS	TRAFFIC	VARIOUS SERVICES	ARRESTS	TESTIFYING	REPORTS	TRAINING	DISPATCHING	TELETYPE	BOOKING	INFO TO NEWS MEDIA	COOP. W/OTHER AGENCIES	COMMUNITY RELATIONS	ORDER IN THE COURT	NR	BA		DIFF		WHEN FIRST EXPOSED				KNOW		
																				N	X	N	X	4	3	2	1	N	X	
108. THOROUGHNESS			X																	3	72	.71	72	1.81	45	4	6	16		
114. A. TO ACCT RESPONSIBILITY			X																	2	73	.71	73	1.89	58	3	2	9		
115. A. TO FOLLOW ORDERS	X		X								X									2	73	.99	73	1.88	50	6	6	11		
123. A. TO TAKE CHARGE OF A SITUATION				X																2	73	.75	73	1.78	34	1	5	33		443
125. WILLINGNESS TO WORK IN DANGEROUS SITUATIONS				X																2	73	1.02	73	1.56	52	4	2	15		
153. A. TO THINK UNDER PRESSURE					X															4	71	1.68	71	1.87	54		3	14		
157. OBJECTIVITY			X	X					X	X										6	69	.80	69	1.04	48		6	15		
158. WILLINGNESS TO MAKE SUGGESTIONS THAT MAY BE CRITICIZED OR REJECTED					X		X													4	71	.79	71	1.80	51	4	2	12		
173. A. TO ADJUST QUICKLY TO CHANGING SITUATIONS						X														4	71	.96	71	1.78	45	3	3	19		
202. WILLINGNESS TO ACCEPT SUGGESTIONS									X											7	68	.81	68	1.54	56	4	2	6		

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THE COLLECTION, ANALYSIS, AND USE OF INFORMATION
ABOUT JOBS IN THE CRIMINAL JUSTICE SYSTEM:
ESSENTIAL ELEMENTS IN A COMPREHENSIVE
HUMAN RESOURCES PROGRAM

by

RONALD A. ASH*
EDWARD L. LEVINE*
FRANK SISTRUNK*
PHILIP L. SMITH*

(These remarks were delivered in two parts. Edward L. Levine presented Part 1 and Ronald A. Ash Part 2, on behalf of all named authors.)

PART 1

Perhaps these brief remarks may be best introduced by relating an old Will Rogers story. During World War I, Will Rogers had a suggestion for getting rid of the German submarine menace: *All we have to do is to heat the Atlantic up to 212° Fahrenheit. Then the subs will have to surface, and we can pick them off one by one. Now somebody's going to want to know how to warm up that ocean. Well, said Rogers, I am not going to worry about that. It is a matter of detail, and I am a policy maker.*

At the University of South Florida, we are currently engaged in an Law Enforcement Assistance Administration (LEAA) funded grant project that deals with the kind of details and techniques necessary to make policy become reality. Our research is centered around techniques for the collection, analysis, and use of information about jobs in the Criminal Justice System. We are concerned with a variety of job analysis techniques and a number of procedures by which job information may be put to work within individual agencies and organizations of the Criminal Justice System.

The University of South Florida's presentation here today is offered in two parts. First, I, on behalf of the USF project management staff, will provide information on the background of our research and how we

*University of South Florida.

arrived at our central focus. Then, in Part 2, Ron Ash will cover a number of substantive issues and preliminary findings that have arisen in the course of our research to date.

With this audience it need not be stated that the effectiveness of the Criminal Justice System, or for that matter any organizational entity, depends on the effectiveness of the people in the system. Planning, development, and utilization strategies designed for the system's people, of course, assume a key role in the enhancement of organizational and system effectiveness.

Our project identified the need to pinpoint human resources planning, development, utilization techniques, and procedures that could be adapted to the special needs of the Criminal Justice System. Or, if such techniques were found to be unavailable, there was the need to develop new techniques to fill any gaps that might exist.

It was recognized that a number of projects already had been conducted, such as the STAR Project and the National Manpower Survey, that had contributed a great deal to our knowledge and understanding of human resource processes. It was felt that we could build on this foundation, especially in dealing with human resource planning, development, and utilization techniques at the level of the individual organization, as opposed to the level of the Criminal Justice System *in toto*.

At this point, it would appear that the University of South Florida's efforts should be focused on human resource planning, development, and utilization techniques. How, then, did we move from that set of issues to our current concern, namely the collection, analysis, and use of information about jobs? This came about through a lengthy consideration of the various functions involved in human resource planning, development, and utilization. It became clear to us that the human resource function in an organization can only be accomplished effectively when techniques are operational for gathering, analyzing, and using information about four separate areas, each of critical importance. These are the people in an organization, the jobs being carried out within an organization, the organizational context itself, and the general environment within which the organization finds itself. Functions and their associated techniques were elucidated for each of these four areas through the development of

a preliminary taxonomy, which we have called a taxonomy of functional processes in human resources planning, development, and utilization. It was our considered decision to focus our research on job centered functions and their associated techniques.

The area of jobs was chosen after close consultation with the Office of Criminal Justice Education and Training, because job description and analysis is generally viewed as a prerequisite for virtually every type of human resources program an organization might adopt. To cite one important illustration of this point, the Uniform Guidelines on Employee Selection Procedure, recently adopted by the Department of Justice and other Federal EEO Enforcement Agencies, mandate job analysis for practically all personnel selection programs.

To be even more specific, we will be concentrating our research on techniques for accomplishing the functions listed in Exhibit I.

Exhibit I

Five Job-Centered Functional Techniques

1. Role/task definition
2. Job design/construction/alteration
3. Job/role/task description
4. Job classification/sequencing
5. Job evaluation

Role and task definition refers to those activities in which roles and tasks are identified for jobs not yet in existence as plans unfold to operationalize an organization's objectives and missions.

Job design, construction, and alteration covers activities associated with the division of labor. As such, it involves the study of job dimensions, job

boundaries and job composition, as well as those data which suggest means for *packaging* activities into optimum modules of work.

Job, role, and task description refers to activities associated with the collection of information about existing work activities being performed within the system.

Job classification and sequencing involves activities by which job characteristics are cast into standard language and then clustered into job families, job ladders, and job lattices (vertical and horizontal job sequences).

Job evaluation includes activities by which jobs are assessed for contribution and worth to the organization in order to develop adequate and equitable compensation rates for jobs.

We intend to thoroughly study techniques and procedures in each of the job-centered areas selected, and at the end of this first phase of our project to make suitable plans for the field testing of those techniques and procedures which are seen as most feasible, important, and practical for use by agencies and organizations within the Criminal Justice System. This, of course, assumes that we will deem it feasible and meaningful to conduct followup work.

At this point, I will yeild the podium to Ron Ash who will present additional information flowing from the University of South Florida's grant project. However, before Ron starts, I would like to introduce the principal investigators of this project, who were responsible for the development of the grant proposal, and who currently direct the grant's efforts. They are Frank Sistrunk and Phil Smith. Also involved in the initial design and the current research effort is Bob Teare of the University of Alabama. Bob, of course, is your discussant for this conference. I would also like to recognize Dr. John Hudzik of Michigan State University and Dr. Vic Strecher of Sam Houston State University and their staffs who are currently engaged in related research efforts in the critical area of human resources. Now Ron Ash, Research Associate on the University of South Florida grant, will speak.

PART 2

In focusing on some preliminary findings relating to the job analysis aspect of the USF project, I would like to begin by quoting a statement about job analysis made by Kershner in 1955: *As is patently evident, job analysis has been a sort of handmaiden serving in various ways a variety of needs and all the while floundering in a morass of semantic confusion.* Today I hope to acquaint you, albeit briefly, with the various ways and the variety of needs. But first, permit me to point out a few examples of the semantic confusion.

Marsh, in 1964, reviewed the job analysis literature and presented brief descriptions of some *major job analysis methods*. These included: questionnaire, check list, individual interview, observation interview, group interview, technical conference, daily diary, work participation, etc. In 1977, Levine, Bennett, and Ash reported the results of an exploratory study of *four job analysis methods*. These included: The Critical Incidents Method, the Job Elements Method, the Position Analysis Questionnaire (PAQ), and Task Analysis.

I submit that there is difference in meaning in the phrase job analysis method as applied to these two sets of methods. There is a definite lack of parallelism. The latter set reflects major differences in the type and analysis of job-related information collected. For example, the Position Analysis Questionnaire (PAQ) methodology and the Critical Incidents Method yield distinctly different types of job-related information, but both the interview method and the questionnaire method, as well as the combination of interview and questionnaire methods, can be used to collect both PAQ and Critical Incident data.

In order to minimize semantic confusion, I think it is appropriate to refer to reflections of differences in type of information as job analysis methods or job analysis methodologies. Differences in the manner in which job-related information is collected might well be referred to as job analysis data collection methods, or simply data collection methods. However it's made, there is a conceptual need for some such distinction.

Now let's consider the title of this symposium, *Job-Task Analysis*. The term job analysis is not synonymous with the term task analysis. The former is considerably broader than the latter. Consider two of the many definitions of job analysis.

1. Christal (1974) defines job analysis as the collection, analyses, and reporting of information defining work performed by personnel.
2. Tiffin and McCormick (1965) define job analysis as the collection and analysis of any type of job-related information, by any method for any purpose.

Task Analysis can be considered a generic term denoting a subset of job analysis methods based on task information. Consider the following definitions of the term task:

1. Fine and Wiley (1971) define task as an action or actions sequence grouped through time designed to contribute a specified end result to accomplishment of an objective and for which functional levels of orientation can be reliably assigned.
2. Levine et al. (1977) define task as any group of actions or processes used by a worker to produce an identifiable output.
3. According to the U.S. Department of Labor (1972), a task is one or more elements and is one of the distinct activities that constitute logical and necessary steps in the performance of work by the worker.

These differences may be subtle, but they reflect differences in task analysis methodologies or adaptations thereof.

Note the use of term element in this last definition. This term has been assigned several quite divergent definitions:

1. As defined by the Department of Labor (1972), an element is the smallest step into which it is practicable to subdivide any work activity without analysing separate motions, movements, and mental processes involved.
2. In the Position analysis Questionnaire (PAQ) methodology, McCormick et. al. (1972) define job element as a generalized class of behavior related job activities including the behavioral adjustment required to features of the work context. In this schema, the job element

might be considered parallel to a task but relates to generalized human behavior involved in work rather than characterizing specific technologically related work activities.

3. Primoff (1975), in his Job Element methodology, defines job elements as all worker characteristics in the domain of the characteristics of superior workers. A job element may be a knowledge, skill, ability, willingness, interest, or personal characteristic.

These divergent definitions of the same term reflect differences in the focus of information to be collected.

These examples of semantic confusion merely represent the proverbial tip of the iceberg and have been promulgated by experts who publish in this field. Imagine the confusion of managers or policy-makers when they consider the desirability of job analysis in general, or when they try to choose a job analysis method for use in an organization. Unfortunately, the current state of the art in the area of job analysis offers no resolution to this semantic dilemma. Let's move on, now, to the issue of various methods of job analysis that an investigator might use.

In the contemporary context, the *various ways* referred to by Kershner can be thought of as the different job analysis methodologies. Let's consider several listed in Exhibit 2.

Exhibit 2

Major Methods of Job Analysis

Task analysis

Job inventory

Position Analysis Questionnaire (PAQ)

Job elements method

Critical incidents method

A number of adaptations of Task Analysis have been presented at this symposium and there are many more. Depending on the adaptation, Task Analysis can be a worker-oriented and/or job-oriented (task-oriented) job analysis method which first breaks down jobs or positions into individual tasks. These are analyzed and assigned ratings on a number of scales which reflect the relationship of the worker to the task. The number and type of scales vary from adaptation to adaptation and may include difficulty, importance, consequence of error, frequency, time spent, general educational development, specific vocational preparation, prescription and discretion, etc. Tasks may be grouped into similar functions and composite ratings drawn from individual tasks to provide overall estimates of worker requirements for general functions or for the job as a whole. Task information may be used to compile job descriptions or duty statements and for a variety of other purposes as well.

The Task Inventory can be viewed as an adaptation of Task Analysis. It lists all significant tasks performed by workers in a given occupational area by means of parsimonious and carefully worded task statements, thus permitting economic, standardized, self-reporting by direct survey of all, or a large sample of, workers. The surveys normally include measures of relative time spent, frequency, or importance. Task inventory-based data systems are readily adaptable to electronic data processing technology through software packages such as CODAP, (Comprehensive Occupational Data Analysis Program), (Moore, 1976).

The Position Analysis Questionnaire (PAQ) (McCormick, Jeanneret, & Mecham, 1972) is a structured job analysis instrument consisting of 187 elements of items which provide for the description of any job in terms of the importance of these elements to that job. The job elements are phrased in terms of basic human behaviors such as *reading visual displays, estimating speed of moving objects, operating key-board devices* etc. This allows for both measurement and comparison across jobs of various technological natures. In analyzing a job with the PAQ, usually a job analyst interviews an experienced job incumbent sequentially asking about each of the job elements and rating the job on each element, using an appropriate rating scale. The job element ratings are computer-scored and used to derive standardized job dimension scores for positions or jobs undergoing analysis. The dimension scores can be used for the prediction of aptitude requirements for job, job evaluation and setting compensation rates, job classification, and job grouping (McCormick,

Mecham & Jeanneret, 1977).

There are also many adaptations or variations of Primoff's (1975) Job Elements method. This method is based on quantifying the opinions of raters who, through supervision or through experience as experts workers, know the requirements of a job. The primary focus of the method is on the development of selection procedures.

Recall Primoff's definition of job elements--all worker characteristics in the domain of characteristics of superior workers-- and that a job element may be a knowledge, skill, ability, willingness, interest, or personal characteristic. In general, then, the Job Elements method involves the following:

1. A group of job knowledge experts generated a hopefully exhaustive list of job elements required to perform the job under analysis.
2. Then, the job knowledge experts independently assign ratings to each element to reflect whether or not it can be expected to (a) distinguish the barely acceptable worker, (b) distinguish the superior worker, (c) cause trouble if not considered in recruiting, and (d) be practical to demand in recruiting applicants and filling jobs.
3. The ratings are then scored and calculations are made to produce several values which indicate (a) whether an item is a subelement, (b) the importance of an element, and (c) whether an element or subelement might be a valuable subject for an on-the-job training program.
4. Job knowledge experts are then asked to group subelements under the appropriate elements.

This essentially completes the brief description of the strictly job analysis portion of the Job Elements method, as additional steps specify procedures for developing components of examination plans.

As with the other methods, there are many variations of the Critical Incidents method of job analysis. Originally, the critical incident technique was considered a very flexible outline of procedures for collecting direct or recalled observations of human behavior in such a way as to facilitate their potential usefulness in solving

practical problems and developing broad psychological principles (Flanagan, 1954). An incident was defined as any observable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act. To be a critical incident, the incident must occur in a situation where the purpose, or intent of the act, seems fairly clear to the observer and where its consequences are sufficiently definite to leave little doubt concerning its effects. Incidents were collected by means of individual interviews, group interviews, questionnaires, and record forms or diaries, and obtained from supervisors, incumbents, job analysts, or others having opportunities to observe work performance.

More recently, the critical incident technique has been used in the development of job performance criterion measures in the form of behaviorally anchored rating scales (Smith & Kendall, 1963). In general, job knowledge experts distinguish important worker-related dimensions of the job. For each dimension, the experts describe incidents of job behavior that are illustrative of poor, average, and exceptional performance on that dimension.

There are a number of other techniques which may represent attempts to combine the various approaches I have described, or which attempt to decrease the gap between job or task and worker attributes. An example of this is Fleishman's (1972) taxonomy of human abilities.

In terms of *various needs* of job analysis, the literature contains numerous and varied lists of uses of proposed uses for job analysis information. We have considered these lists and tempered them with a measure of practical experience. The resultant list of possible uses of job analysis information, we feel, is comprehensive; but these various uses were not intended to be mutually exclusive or independent of each other by any means. The list includes the following:

1. Job Description: A complete job description should contain job identification information, a job summary, the job duties, accountabilities, and job specifications or employment standards information (Henderson, 1975).
2. Job Classification: Job classification is the arrangement of jobs into classes or groups according to some systematic division.

an organization ensures that it has the right number and kinds of people at the right places, at the right time, doing things which maximize both the service objectives or profit of the organization and the self-actualization and growth needs of its people (cf. Patten, 1971).

- II. Legal/Quasi-Legal Requirements: Legal and quasi-legal requirements refer to obligations and regulations imposed by legislative bodies, courts, and government agencies (EEOC, OFCC, OSHA, etc.), as well as contractual agreements like union contracts.

The fact that there are various methods of job analysis, various adaptations of the various methods, and various purposes of job analysis is not an accident. Wilson (1974) states that the purposes for which a job analysis is conducted largely determine the types of information gathered and the arrangement of that information. Prien and Ronan (1971) point out that the degree of specificity of the analysis depends to a degree on the purpose of the analysis. This suggests some sort of systematic link between methods or their adaptations and purposes of job analysis.

However, in their extensive literature review of the job analysis area published in 1971, Prien and Ronan conclude that the objectives of the vast amount of job analysis research have been narrowly purposeful in nature and have provided little insight regarding basic questions about work and jobs. More specific to my point, there has been very little research comparing the utility of different job analysis methods for various purposes. Hopefully, the USF project will help to fill this gap in our knowledge. A few investigators have already--or should I say at long last--begun to make progress along these lines.

Lewin (1976) recommends that job analysis systems for test planning pay attention to both the knowledges, skills, abilities, (KSA's) and tasks present in jobs, not attempting to emphasize one at the expense of the other. He reasons that the meaning of KSA is greatly enhanced if it is referenced to tasks or duties to which it is related. A KSA might be important in the performance of several major tasks, but unimportant for testing purposes if a high percentage of the applicant population possesses a sufficient amount of it. On the other hand, several tasks which fall short of being considered major may require the same KSA, making it important to the total job. Or a KSA might not be important at the entry-level job, but critical at the next level job.

3. Job Evaluation: The basic objective of job evaluation is the *correct* slotting of jobs in the relative worth hierarchy, both within an organization and within the relative labor market.
4. Job Design and Restructuring: Job design and restructuring deals with the allocation and arrangement or review and re-allocation of organizational work activities and tasks into sets. A singular set constitutes a *job* and is performed by the job incumbent.
5. Personnel Requirements and Specifications (for acquisition and deployment, including recruitment, selection, and placement): Personnel requirements and specifications for a particular job should set forth the personal knowledges, skills, aptitudes, attributes, traits, etc. that are related to successful performance of that job.
6. Performance Appraisal: Performance appraisal is (or should be) a systematic evaluation of personnel by their supervisors or others who are familiar with their performance. Its principal purpose is describing performance strengths and weaknesses within and between workers, and it should provide the individual worker with knowledge about his/her job related strengths and weaknesses.
7. Worker Training: Training is a systematic intentional process of influencing, in a more or less permanent manner, the behavior of organizational members such that their resultant behavior contributes to organizational effectiveness. Training involves learning, which may be defined as a process by which an individual's pattern of behavior, cognition, or feeling is changed by the catalytic experience of exposure to the training activity.
8. Worker Mobility (career development, career lattices): Worker mobility is the movement of individuals into and out of positions, jobs, and occupations.
9. Efficiency and Safety: Effecting efficiency and safety in jobs involves the development of work processes with particular reference to the work activities of people, including work procedures, work layout, and work standards.
10. Manpower and Workforce Planning (projection, skillsbanking, and worker profiles by job/task): Manpower/workforce planning includes anticipatory and reactive activities by which

Prien (1977) stated that the development of 'content valid' selection tests encompassing the full range of job-specific knowledges and their underlying aptitudes and/or abilities will require the use of task-oriented job analysis and some form of worker-oriented analysis. Worker-oriented data contains items without parallel in the task-oriented data and vice versa.

Brumback's (1976) experience-based assessment agrees with those of Lewin and Prien--one method of job analysis is not enough. His prescription, at the moment, for a minimally comprehensive selection oriented job analysis methodology included: a task checklist to identify important tasks; the Critical Incident Technique (analysis) to generate critical behaviors just for the important tasks and to infer knowledges, skills, abilities, and other personal characteristics (KSAO's) and their levels; ... and a checklist of these KSAO's to use with a panel of subject matter experts following a modified Job Element Method procedure.

Earlier, I mentioned an exploratory comparative study of four job analysis methods by Levine, Bennett, and Ash (1977). The methods--DOL's Task Analysis, Primoff's Job Elements Method, Flannagan's Critical Incident Method, and McCormick's PAQ--were empirically compared to determine which had the greatest utility for personnel selection.

Given the fact that the job analysis methods used are quite different in procedure and orientation, the results were somewhat startling. No substantial effects were observed on exam plan contents, exam plan quality ratings, or costs encountered in developing exam plans from completed job analysis reports. The PAQ method was cheapest to use in the job analysis phase, but perhaps should only be used without modification for jobs where the incumbents have substantial verbal facility. The few differences that occurred on exam plan quality ratings appeared to give an advantage, but a tentative advantage at best, to the Critical Incidents Methods.

The study findings do suggest that prior familiarity with, and preferences for, methods on the part of exam plan developers have a potent effect on the respective utilities of the methods. Beyond utility for personnel selection, the PAQ was assessed as being most versatile since it was rated somewhat higher than the others for the most purposes. However, none of the methods emerged as a clear favorite for the several purposes which a job analysis method might serve.

At this stage of our grant research, the state of the art of job analysis suggests the need for substantial progress on many fronts. Whenever possible, current thinking suggests that more than one job analysis method should be used because each method appears to offer certain non-over-lapping advantages and disadvantages. In selecting a method, or combination of methods, for installation as a job analysis system, organizations should consider the variety of purposes for which job analysis information is potentially useful, rather than focusing solely on the crisis of the moment. More empirical research is needed to determine the utility of different job analysis methods for various purposes.

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FINAL REPORT
OCJET JOB/TASK ANALYSIS SYMPOSIUM

by

ROBERT J. TEARE*

As the attached Agenda indicates, the bulk of the two days was taken up with presentations made by individual states. Each state described work (completed or in progress) which related to the application of job or task analysis methods to one or more aspects of personnel administration. Exceptions to this pattern were the presentations of Project STAR and the National Manpower Study on Monday (11/13) morning and of the University of South Florida Project on Tuesday (11/14) afternoon. These three projects had a broader scope in terms of geography and technological focus. ✓

Perhaps the best way to deal with such a diverse array of presentations is to summarize them in terms of their similarities and differences. First, a look at the similarities. In making these summary statements, it should be said that they will be true of most, if not all, of the projects that were presented. The projects were similar in that they typically:

1. Focused on the peace officer (i.e., police officer, patrolman) and included few tasks gathered from other law enforcement personnel;
2. Concentrated on the entry process or movement into the system (as contrasted to mobility or movement through the system);
3. Concentrated on collecting information in the form of tasks;
4. Made use of agency personnel (or people internal to the organization) as sources of data and as judges for task attributes;
5. Emphasized job description (as contrasted to job and performance evaluation);

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6. Reflected existing activities as currently "packaged" (as contrasted to examining both job purposes and job boundaries with possible reformulations in mind);
7. Concentrated on state-level data and issues (with the exception of STAR, NMS, and the USF Project);
8. Utilized EDP capabilities for storing and analyzing data;
9. Collected task data from scratch as if little or no work had been done elsewhere.

With regard to differences, the projects:

1. Varied greatly in the methods and data collection techniques which were used (e.g., the Critical Incident Techniques, Functional Job Analysis, various types of task analyses, logs, diaries, field observations, participant observations, interviews (structured and unstructured), time sampling, and Job Elements);
2. Displayed a wide range of sophistication in terms of conceptualization and in sampling, data acquisition, and data analysis techniques;
3. Placed different emphases on the use of outside consultants or *experts*, especially when competitive bidding was involved;
4. Varied widely in terms of the applications to which the data would be put (e.g., selection, on-the-job training, academy curriculum development, court challenges);
5. Were quite diverse, despite their common focus on tasks, in the precision with which the task statements were defined and written (e.g., content, length, complexity);
6. Differed greatly in the amount of data collected in addition to the task information (e.g., frequency, duration, time spent, difficulty, hazard potential, performance standard(s), etc.).

I am immensely impressed by the effort and imagination that obviously went into many of the state projects. Having carried out a good number of soft-money, policy-oriented projects, I can appreciate the constraints and

pitfalls inherent in such efforts. Many of the criticisms implied by my previous comments are due, I am sure, to constraints and proscriptions of funding as well as to political pressures and legal imperatives within the states. Some characteristics, however, seem to be a reflection of implicit assumptions inherent in both job analysis (as a technology) and law enforcement (as an industry). I would like to dwell a bit on the implications of these unspoken assumptions.

First of all, I sense a note of concern and urgency running through the proceedings of the two days. Much of this seems to relate to a belief in the increased likelihood of ending up in court dealing with law suits related to personnel actions. This concern is realistic, to be sure, but be careful of overreactions which can result in the creation of a *seige mentality*. This can permeate an industry and make it distrustful of *outsiders* and frightened of change. The result is an environment in which information exchange and technical assistance (state-to-state or Federal-to-state) becomes more difficult. The inefficiencies and duplication which inevitably follow are extremely wasteful of both time and money.

Next, I'd like to point out an inherent limitation to job analysis methods and procedures. Job analysis is like a camera in that it takes a *picture* of a job. The details visible in the picture may vary depending on the method used, but these are simply technical differences. As with cameras, some methods are better than others. Fundamentally, however, all job analysis techniques are limited to depicting jobs as they are. They cannot describe jobs as they ought to be or jobs that do not presently exist. As a tool, therefore, job analysis takes as a given that the activities contained in the jobs under study reflect the mission of an agency and that the mission of that agency is relevant to the needs of the group(s) it serves. If there is a change in needs or a shift in priorities, job analysis techniques will not be of much help in identifying new jobs and tasks. Furthermore, if jobs need to be restructured (e.g., to open up opportunities for hitherto excluded applicants) traditional job analysis will be of little value. The data presented over the two days suggest that some alteration in the traditional image of the peace officer may well be in order. The high-speed chase, the use of weapons in shoot-outs, and hand-to-hand combat seem to be statistical rarities. The implications of these data for mission analysis, for job redefinition, and for selection and training, are, in my opinion, of enormous

import and constitute one of the major findings of the symposium.

Finally, I do not sense the presence of any overall manpower policy for the criminal justice system at the national level. Each state seems to be pretty much on its own, with respect to methods and policies, in dealing with issues and problems in the manpower area. For a labor-intensive industry, such a policy void can be disastrous.

With these general observations as context, I would like to make a series of recommendations. It goes without saying that some of these will be easier to implement than others. Political, economic, and legislative constraints will be a factor in all of them. The common thread in these recommendations, however, is a belief in the need for a rational approach to the use of people throughout the criminal justice system across the country.

SPECIFIC RECOMMENDATIONS

1. A policy formulation task force should be assembled to develop the broad outlines for the criminal justice system. This policy should cover as many aspects of manpower (e.g., planning, utilization, career mobility, performance appraisal) as possible. Initial policy statements can be developed, on an ad-hoc basis, from an analysis of the court decisions, executive orders, Federal law, and state statutes to which the various sectors of the criminal justice system are already subject. The planning process, however, should move far beyond this ad-hoc committee.
2. The states should be encouraged, through the use of various financial incentives and sanctions, to develop manpower plans for state criminal justice agencies. All relevant groups, including the general public, should have an opportunity to contribute to the process. The activity could be coordinated by appropriate state planning bodies. Such plans might be developed on an annual basis with milestone achievements established at periodic intervals. Such a mechanism could not be implemented, however, under the traditional pattern of disjointed and

unpredictable Federal spending. The various offices of LEAA would have to *get their act together* and come to terms with priorities and objectives if they expect the states to do the same.

3. For the moment, priority should be given to those efforts which are exploring the feasibility of technology transfer in the manpower field. Let me inject a note of caution at this point. Unless equal priority is given to policy development, feasibility studies of technology application will continue to take place in a policy vacuum. Without guidelines, there is a tendency to follow the path of least resistance and apply what we know how to do. In technology, this results in the imperative of the *can do* instead of the *should do*.
4. Careful study and synthesis should be made of the data already collected by the states in the job analysis area. Such efforts should include data from both STAR and the National Manpower Study. (It would seem that the Police Foundation project, funded by NILE, is a step in this direction.) In the future, no state should be starting *de novo*. The existing data can and should be used as a base from which expansions and situational detailing can be done.
5. States should be encouraged, at the same time they are developing manpower plans, to expand job analysis efforts beyond the entry-level positions (e.g., to include supervisory and management positions.) Efforts should also be expanded to other criminal justice sectors, such as corrections and courts. This increased data base would facilitate planning for career mobility both within and between various elements in the system.
6. A clearinghouse should be set up within an appropriate office of LEAA in order to identify resources which can provide technical assistance to the states. These resources would be reputable individuals, firms, or university centers with manpower experience in the criminal justice field. Their areas of expertise would be clearly set forth.

7. The states should be encouraged to continue to do research on the techniques they have developed thus far. This would include such things as carrying out:
 - (a) Test-retest reliability checks on task information especially those identified as infrequent but *critical*.
 - (b) concurrent validation studies of any selection devices or training assessments.
 - (c) evaluation of inter-judge agreement (reliability) of all subjective scales derived from the task data.
8. LEAA should convene a group of experts on EEOC and OFCC guidelines, procedures, and case law. If feasible, the group should contain persons familiar with various *model* state civil rights statutes. As quickly as possible, a set of guidelines for compliance should be developed and sent to the states. These guidelines, written for non-lawyers, could aid states in further technical efforts in job analysis, performance appraisal, and in the development of selection and promotion criteria. As I read the mood of the group during the symposium, such structures would be warmly welcomed.
9. Some consensus should be reached in terms of what is meant by a *critical* task. When this label is attached to a task, the worker attributes inferred from that task invariably becomes selection requirements. Thus, it is basically an assertion of validity. Unfortunately, data presented during the symposium indicate that the states have varied greatly in the way(s) in which they've used the term. *Criticality* has been variously defined in terms of *frequency, duration, consequences if done incorrectly, generality, essential to high minimum acceptable performance*. All of these can't be acceptable to the courts. Clear definitions need to be generated and their acceptability under current case law needs to be checked out.

10. Clear standards for task content and length need to be spelled out. Several researchers during the two days underscored the importance of proper training for writing task statements. If one is going to make inferences (e.g., worker attributes, performance standards) from task statements, the statements need to be precise, detailed, and unambiguous. The poorer the quality of the task, the more questionable the inference(s) drawn from it.

CONCLUSION

The observations and recommendations presented above have covered a wide range of issues and activities. A number of them may seem idealistic or even naive to some readers. They are idealistic only in the sense that to implement them will require some ingredients which have all too often been missing from the Federal-state relationship:

- (a) Coherent planning by both parties;
- (b) Reasonable amounts of mutual trust with regard to competence and intentions;
- (c) Some assurance of long-term continuity to policy and financial support;
- (d) Faster mechanisms for communication, especially with technical and scientific information.

In my judgment, this symposium has resulted in progress in several of these areas.

Finally, the reader should not assume that I believe the application of manpower methods and techniques to the criminal justice field to be a *cure-all*. I simply feel that, in this time of accountability and public scrutiny, it is hard for an industry which relies so heavily on people to explain the absence of a clearly visible policy structure in the manpower area.