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SYNOPSIS OF BASIC TRAINING DEVELOPMENT

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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,

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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.

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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 Process. 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 officer 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 Municipal 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 posttest. 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 has 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.

¹ See 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).