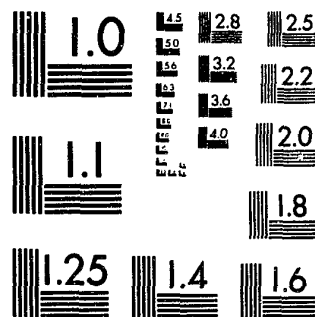


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A REVIEW OF THE WISCONSIN LAW ENFORCEMENT  
STANDARDS BOARD'S PLAN FOR CONDUCTING JOB ANALYSES

by

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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

Project	Certified Schools	Total Graduates	Total Reimbursements by the Justice Dept.
Preparatory Training	21 yearly	4,987	\$8,423,000
In-service <sup>b</sup> Training	15 yearly	4,500 yearly	\$ 454,894
Specialized <sup>b</sup> Training	30 yearly	5,900	\$ 331,934 \$9,209,828 <sup>c</sup>

<sup>a</sup> Statewide in-service training began in 1973.

<sup>b</sup> Statewide specialized training began in 1975.

<sup>c</sup> 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%
	240 hours	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 standards 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 uniform 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:

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#### 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)

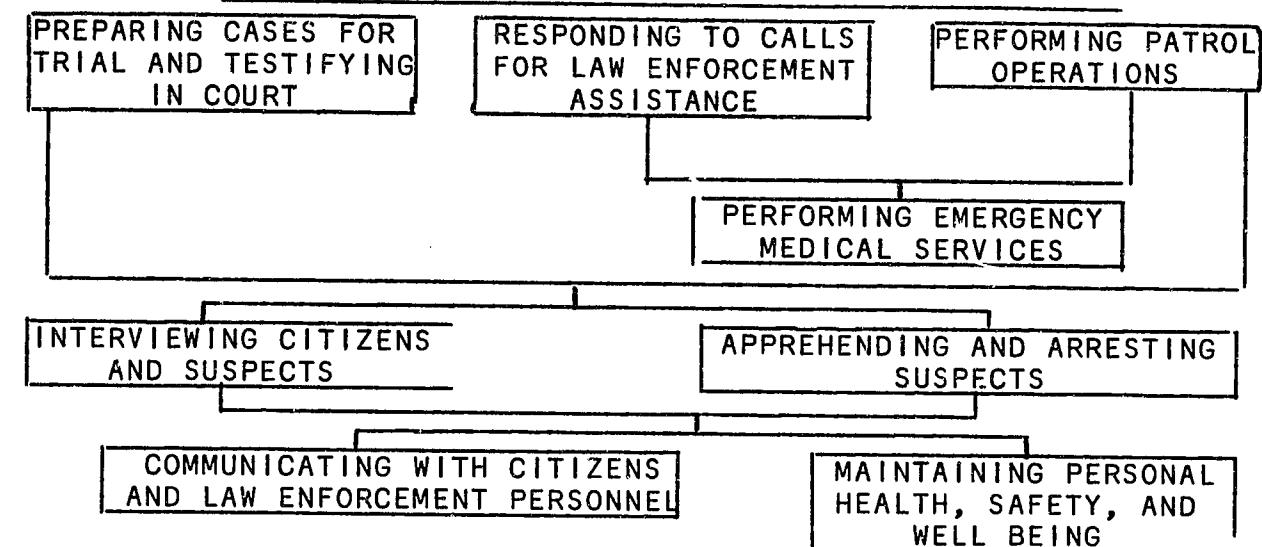
Metropolitan Police Department, Washington, D.C. (Note 9;10)

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 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 sheriffs 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.

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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 Analyses 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 Behaviors<sup>1</sup>

**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.

<sup>1</sup>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>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				
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## **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	PROBLEM SOLVING
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## **PSYCHOMOTOR**

WRITING SKILLS	VERBAL	VISUAL	AUDITORY	TOUCH	MANIPULATION
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## **AFFECTIVE**

INITIATIVE	RESPONSIBILITY	FEELING & BEHAVIOR	RESOURCEFULNESS	LEADERSHIP
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## 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.

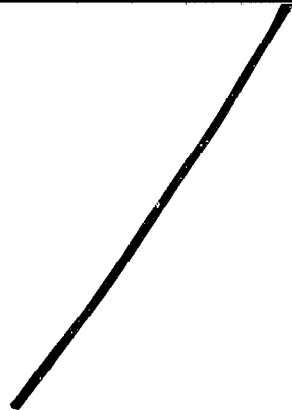
The Board approved revision of preparatory training by means of these procedures because of their direct bearing on training problems. After the steady progress of the past eight years, which has seen preparatory training jump from a fresh start to a statewide, mandatory, well-funded program, the Board 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.

## REFERENCE NOTES

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17. Mager, R. F. *Preparing instructional objectives*. Belmont, Ca.: Fearon Publishers, 1975, pp. 19-88.
18. United States Air Force. *Handbook for designers of instructional systems*, AFP 50-58. Washington, D.C., Headquarters U. S. Air Force, 11, pp. 3-7; 3-10.
19. Washington, D.C., Metropolitan Police Department. *Basic Officer training system design*. Washington, D.C., 1972, 5.
20. Thirteen counties in Wisconsin employ traffic police which are not subordinate to sheriffs departments.



**END**