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POLICE TECHNICAL ASSISTANCE REPORT

SUBJECT: A Study of Job Performance Requirements
for Peace Officers in the State of
Kansas

REPORT NUMBER: 77-038-147(Part I)

FOR: Kansas Association of Chiefs of Police

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FOREWORD

This report was prepared in response to a request for technical assistance from the Kansas Association of Chiefs of Police in determining job performance requirements for patrol officers of Class I, II, and III cities and Sheriff's departments and in identifying police training needs as perceived by the chief administrators of Kansas law enforcement agencies. A separate report (Part II of 77-038-147) evaluates the training of corrections officers in Kansas.

The consultant assigned was Dr. Jack Seitzinger, Director of the Greater St. Louis, Mo., Police Academy, who was assisted by James Burke and Thomas Mitchell of his staff. In addition, on-site verification of results was provided by Public Administration Service staff member George Greisinger and by Jerry Kuban, Jeff Peterson, and Rich Kessler. Others involved in processing the request included:

Requesting Agency: Mr. Myron E. Scafe
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I. INTRODUCTION

This project represents one of a series of phased efforts designed to refine the state of law enforcement training in Kansas. The scope of this particular phase was to perform systemic job analysis of the occupation of Peace Officer within various types and locations of law enforcement agencies in Kansas. This project had two specific aims: 1) to compare job performance requirements of peace officers in four different categories of Kansas police agencies (Class I, II, and III cities, as well as Sheriff's Departments) and 2) to similarly compare basic police training needs as perceived by the Chief Administrators of the above-mentioned agencies. This report serves as a base document for the evaluation and design recommendations for law enforcement and corrections training programs for the State of Kansas, which are being completed under the direction of Mr. Jeff Peterson, Manpower/Police Specialist, Kansas City Regional Office, LEAA.

Results of this project are reported in the following manner:

1. A summary report of the current strengths and weaknesses of the existing peace officers' training system as determined by written statements from and field interviews with the chief administrators of 45 law enforcement agencies in the State of Kansas.
2. A preliminary rank ordering of tasks performed by peace officers. This preliminary ranking provides a comparative review of task performance frequencies according to category of agency.
3. A final rank ordering of tasks performed by peace officers of these categories as determined by a consolidation of preliminary rankings, field observations, and interviews of beat officers and their supervisors, and views of the consultants.
4. A summary of other significant job and task variables which the consultant has deemed important factors in developing a basic police training curriculum.

II. ANALYSIS OF THE PROBLEM

The State of Kansas has eight regional and one central peace officer law enforcement training facilities. Kansas State Law mandates a minimum training requirement of 200 hours for newly appointed peace officers within 1 year of appointment. The system is governed by the University of Kansas and the Central Staff of the Kansas Law Enforcement Training Center (KLETC) at Hutchinson, Kansas. While the KLETC certifies each Regional Academy, the day-to-day operations are at the discretion of each training center. That is to say, the KLETC does not specify curriculum content or academic policy and procedure, and it does not have a financial relationship with these centers.

Background to the Research

Often projects of this type are guided by past experiences of other research involving the same phenomena under different circumstances. New research efforts, then, often build upon the research data generated by previous studies. Previous research in the area of detailed task and job analysis for law enforcement agencies of differing sizes, geographic locations, and operational philosophies are not documented in the literature. As a result, the methodology for this study is based upon an adaptation of the fundamental format for task and job analysis employed by industry and government.

Project Methodology

Research in the area of task and job analysis for law enforcement officers was not available at the time this study was conducted. As a result, the methodology developed for this project was based upon a review of existing literature and publications from industry and government, the expertise of the technical assistants to the consultant, and the constraints of finances and time.

Research Literature

The value of conducting a task and job analysis in pursuit of optimal training content is summarized by Byers as follows:

"All determination of training needs eventually focuses on dealing with specific needs of employees involved in performing specific job tasks or duties. Without such specific focus, it is probable that a great deal of over-training and non-relevant training will be conducted.... Training needs then, must be derived from known work requirements."^{1/}

^{1/} Byers, K.T. Employee Training and Development in the Public Sector, International Personnel Management Association, Chicago, Ill. 1974, p. 95

Numerous references may be cited on the actual methodology of conducting a thorough job analysis.^{2/} The format for conducting this job analysis was adapted from the aforementioned research references and consisted of the following basic steps:

1) Conduct a literature search; 2) Devise a tentative task inventory; 3) Authenticate task inventory by field questionnaires; 4) Verify task inventory by observations and interviews; 5) Analyze all data collected; and 6) Compile validated task inventory.

This general methodology was employed in performing these six steps:

Step I - Conduct a Literature Search

Significant research literature identified by these authors is mentioned above (see note 2).

Additional sources of information which influenced task listing were obtained by examining various law enforcement agency publications such as: 1) Field Training Officer Checklist; 2) Performance Review Documents; and 3) Basic Training Academy Curriculums.

Step II - Devise a Tentative Task Inventory

Based on a review of available literature and the expertise of the consultant's technical assistants, a tentative listing of tasks involved in performing the job of peace officer was devised. This tentative task inventory served as a starting point for analyzing the tasks performed by peace officers in Kansas.

Step III - Authenticate Task Inventory by Field Questionnaire

Tasks indicated on the tentative task inventory were authenticated via a questionnaire mailed to field officers in a representative sample of agencies in Kansas. These agencies were divided into Class I, II and III cities and Sheriff's Departments. A total of 245 individual questionnaires (see Appendix A) were mailed to 45 law enforcement agencies across the state of Kansas. Job incumbents were asked to complete a 250-item questionnaire regarding the tasks required of them during job performance as a peace officer. Included among item collation was percent of officers performing tasks listed, frequency of task performance on the job, and criticality (or seriousness) of task performance. The results of these questionnaires are presented in Tables 1-4.

In addition, the Chief Administrator of each of the 45 agencies was mailed an Academy Graduates' Field Performance Survey (see Appendix B). This survey was designed to assess training needs as viewed by an agency head. A summary of the results of these surveys is included under Findings and Conclusions.

Approximately 50% of both types of surveys were returned by those officers and administrators contacted.

^{2/} Mager, Epich. TRADOC, Phase I, Department of Air Force, Mager Instructional System, Tracey, p. 267, 268.

Step IV - Verify Task Inventory by Observations and Interviews

From the above steps, a tentative task list was developed for Class I and Class II cities and Sheriff's Departments (See Appendix C). Data for Class III police agencies was deemed insufficient (only one completed return) to allow collation of job incumbent data, and a tentative task list was not devised.^{3/}

Based on this tentative task list for each type of agency, seven specialists and analysts were selected to perform on-site (Field) observations and interviews. The purpose of these visits to six different agencies was to: 1) observe job incumbents during job performance; 2) interview job incumbents about high frequency and high criticality job tasks; 3) interview beat officer supervisors regarding above; and 4) interview administrators to validate agency head responses.

Step V - Analyze Data Collected

All data collected was then analyzed and arranged to furnish a validated task inventory. Variables considered during the restructuring of task ratings included: 1) frequency and 2) criticality of task performance as rated by job incumbents; 3) frequency and 4) criticality of task performance as rated by on-site interviews; 5) supervisors' comments and ratings as gathered during on-site interviews; 6) administrators' comments gathered during on-site visits.

Step VI - Compile Validated Task Inventory

Tables 2, 3, and 4, reflect a finalized task inventory for Class I and II Cities and Sheriff's Department.

^{3/} As a result, on-site interviews and observations attempted to compensate for this data shortage.

III. FINDINGS AND CONCLUSIONS

The findings presented here are the results derived from the various data collection instruments designed especially for the purposes of this study. Data was received from questionnaires completed by 22 police administrators, in-depth follow-up interviews with eight administrators, and questionnaires completed by 46 patrol officers in the state of Kansas. Also included are the results from actual field experiences of the project staff. A list of agencies contacted, agencies responding, and agencies that were visited can be found in Appendix A.

The findings are presented in three sections, as follows.

- A. Results of the Academy Graduates' Field Performance Survey
- B. A Task Inventory Summary for peace officers of Class I and II cities and Sheriff's Departments in Kansas.
- C. Peace Officer Performance Tasks in order of perceived importance for Class I, II, and III cities and Sheriff's Departments, with an analysis of the conditions and critical factors influencing the performance of these tasks for each class agency.

A. Results of the Academy Graduates' Field Performance Survey

The questionnaire entitled "Academy Graduates Field Performance Survey" was mailed to 45 administrators of police and Sheriff's Departments in the State of Kansas (see Appendix B). The 19 questionnaires returned represent a 42 per cent response rate. Additionally, verification interviews were held through on-site visits, with eight administrators representing Class I, II, and III police departments and Sheriff's Departments.

The following results were obtained, along with explanations or further information obtained by on-site observations of the research team.

1. Excluding the officer's salary, how much does it cost your Department to send an officer to a basic training program?

Results - the costs given ranged from a low of \$36 (mostly for mileage) to a high of \$1,000. The average cost was \$415. Fourteen of the respondents felt that the costs were "just about right," and one felt that the costs were "too high".

Analysis - The results obtained seemed to indicate that police and sheriff's agencies located in western Kansas experienced the highest costs. They are also the smaller departments and thus bear a heavier burden in replacing or covering a shift for the officer who is attending the Academy. A great majority of the training academies are located in the eastern part of the state, thereby necessitating more expenses for travel and lodging for departments in western Kansas.

2. Have you had the opportunity to participate in any planning, curriculum design, or problem-solving sessions with the administrators of the basic training program where your new officers are most often sent?

Results - Nine administrators (50 per cent) have had the opportunity to directly communicate with the administrator of a basic training program. Nine administrators have not had that opportunity.

Analysis - There appears to be a geographical division between those administrators involved with the training function and those not participating. In general, the administrators of departments in the eastern part of the state have more contact with the training programs than their counterparts in the west. A primary reason again centers on the fact that a majority of the academies are located in the eastern part of the state. Additionally, six of the administrators who answered "yes" had a basic training program either in their own department or at least within their respective county (Topeka, Wichita, and Johnson counties).

3. Have you had formal contact with the administration of the Kansas police training center for any of the following reasons.

Results - To register a complaint - No responses

To praise the staff for a good job done - six responses (29 per cent)

To gather more information about your officer in training - seven responses (33 per cent)

To offer some advice - eight responses (38 per cent)

Analysis - As cited in the analysis section of Question No. 2, only 50 per cent of the administrators have had formal contact with the training academies. Again, a majority of the respondents answering in the affirmative to the above question

were from departments that maintained their own training programs, and again they represented departments from the northeast region of the state. Administrators from small departments in the southern or western part of the state have the least contact with a training academy.

4. Overall, how satisfied are you with the basic police training provided by your training academy?

<u>Results</u> - Extremely Satisfied -	1 Response	(5 per cent)
Very Satisfied	9 Responses	(50 per cent)
Satisfied	6 Responses	(34 per cent)
Dissatisfied	2 Responses	(11 per cent)
Very Dissatisfied	0	
Extremely Dissatisfied	0	

18 Responses

Analysis - Five of the responses in the extremely and very satisfied categories came from departments that had close contact with their training academies. Two respondents strongly indicated that their department academies are superior to other academies in the state. Positive comments praised the staff of the Kansas Law Enforcement Training Center for a job well done and indicated that they feel the staff of the center is very dedicated. Negative comments indicated that graduates have trouble "distinguishing between the book and what to do on the street".

5. How well do you feel recent basic training graduates do in meeting department standards of performance?

Results - Excellent	2 Responses	11 per cent
Very Good	7 Responses	39 per cent
Adequate	8 Responses	44 per cent
Inadequate	1 Response	6 per cent

18 Responses

100 per cent

Analysis - Standard of performance expected of an officer is a difficult area to measure, especially in departments where supervision of new graduates is minimal and policies and procedures are not established. An assumption made by the research team is that departments that have specific standards of performance are more prone to feel their officers are "adequate" than "excellent." Naturally, training an officer to meet the standards of a department involves a great deal more than sending him or her to a four-week training academy.. Factors such as previous experience, education, and require-

ments of the job all play an important part in the evaluation of an officer's ability to meet departmental standards.

6. How many of the duties and tasks required of a police officer in your department can newly graduated officers perform acceptably?

<u>Results</u> - 100%	2 Responses	12 per cent
90%	0 Responses	0 per cent
80%	5 Responses	29 per cent
70%	3 Responses	18 per cent
60%	4 Responses	24 per cent
50%	2 Responses	12 per cent
40%	1 Response	5 per cent

17 Responses 100 per cent

Average 70 per cent

Analysis - As in the analysis above, departments that have close supervision and formal standards of performance rated their officers lower than other departments. However, achieving an average score of 70 per cent, meaning that 7 out of 10 graduates can adequately perform all the duties and skills required, is certainly a positive accomplishment for the training process.

7. Are there any duties and tasks on the job that recent graduates of basic training academies seem to perform particularly well?

Results - Mentioned most often:

1. General Patrol duties - 3 responses and investigations
2. Public relations, report writing, knowledge of law, car stops - 2 responses each
3. Accident investigation, traffic, medical emergencies - 1 response each

Analysis - It is interesting to note that no responses were generated from Class I departments. A vast majority of the positive responses were given by Class II police and Sheriff's Departments. There are many variables involved in this question, and it is difficult to present an accurate account for the pattern of results given. However, the demands placed upon an officer may vary greatly in each of the departments of differing classes and thus account for, in part, the pattern developed.

8. Which duties and tasks on the job do recent graduates of basic training programs generally not perform acceptably?

Results - Mentioned most often:

1. Report writing - 6 responses
2. Understanding the Law - 5 responses
3. Traffic accident investigation - 3 responses
4. Public relations - 2 responses
5. Interviewing, defensive tactics, crime scene investigation, traffic and vehicle stops - 1 response each

Analysis - All the responses except two (one each for report writing and public relations) were generated from Class I police departments and larger Sheriff's Departments. The assumption is made that officers in larger departments are required to handle police calls that require more skills and knowledge and are expected to complete each call faster than officers of Class II and III and smaller Sheriffs' Departments.

9. Are any of the above responses of a critical nature that merit more emphasis during basic training?

Results - 1. Report writing - 4 responses

2. Report writing, understanding criminal and state law - 3 responses
3. Crime scene investigation - 2 responses
4. Public relations, vehicle stops, and building checks - 1 response each

Analysis - The responses generated identify the critical weaknesses of the current police training programs in the state of Kansas. The two areas most often identified are report writing and knowledge of the law. Attempts to improve the current curriculums should be concentrated in these areas.

Also, on-site interviews identified the same two areas (report writing and law) as major weaknesses of new recruits. A third skill area identified as a major weakness was an officer's ability to interact with the public. It appears that all three weaknesses are interrelated. That is to say, if an officer does not understand the law and is not able to obtain information from the public, he will not be able to write a satisfactory report.

10. If you were in charge of the training provided your officers what would you do to improve the quality of the problem?

Results- Five administrators stated that they would extend the number of hours required by state law. Three administrators stated that they would make the basic program a "hands-on" training program rather than a series of lectures. Other comments suggest that the standards should be increased, that the quality of the instructors should be increased, and that the grading system should be "tightened."

Analysis - Most of the administrators are obviously aware of the limitations of having 160 (recently raised to 200) hours to train a police officer. They realize that four or five weeks is hardly enough time to indoctrinate and teach all the knowledge and skills necessary for a graduate to become proficient in the field.

Other comments made are interpreted to mean that the methods of instruction and grading could be improved to make better use of the available time.

We believe that the number of hours provided and the basic curriculum presented is a major study in itself and warrants additional investigation.

11. When your officer returns from a basic training program is he/she --

- Results -
1. Put in a probationary status - 4 responses
 2. Assigned to a field training officer - 2 responses
 3. Assigned with a good officer - 6 responses
 4. Given an assignment in a one-man car - 11 responses

Analysis - Few of the police departments have the resources available to offer post-academy training. Therefore, 15 of the 23 departments (65 per cent) assign their personnel directly to the field and expect them to carry a full load. Those responses support the extreme importance of the basic recruit training program, because it is unlikely that many of these same graduates will have the opportunity to attend formal police training programs after graduation from the basic academy.

12. How much prior experience do most of your new officers have before being sent to the basic training program?

Results -

0 - 2 months	4 responses
2 - 6 months	6 responses
6 months to a year	5 responses
Up to four years	1 response

Analysis - As anticipated and required by Kansas Law, a great majority (94 per cent) of the officers receive their basic training during the first year on the job.

13. If all basic training given was of the same quality, to what type of program would you most prefer to send your officers?

Results - 1. A centralized police training school	3 responses
2. A regional academy, within 75 miles of the department	9 responses
3. A local academy, possibly at a junior college	5 responses
4. A department (own academy)	1 response

Analysis - As discussed previously, most administrators desire some form of involvement in the training process. It is therefore our analysis that 15 of the 18 respondents want an academy that is accessible. That is to say, most Chiefs would like to be able to directly communicate with the staff of the academy, thus providing both positive and negative feed back to the staff of the academy.

B. Task Inventory Study

The findings reported in this section were obtained from responses to the questionnaire "Job Inventory" completed by 46 patrol officers in Kansas. The questionnaire asked for specific information on 220 police tasks that the officers may perform in their current capacity of patrol officers.

Information requested for each task designated included the following:

1) Did you (the officer) prepare an original report; 2) this assignment (task) was followed to its conclusion by me or others; 3) how often each assignment (task) was handled; 4) the time between the completion of training and the first time the specific assignment was handled; and 5) the importance or serious consequences that might arise if the assignment was not properly handled.

A summary of the "Job Inventory" results for Class I and II cities and Sheriff's Departments is included in Appendix C. (Sufficient responses were not obtained from Class III City Police Departments to warrant this type of analysis.)

Table 1 "A Task Inventory Summary for Peace Officers of Class I and II cities and Sheriff's Departments in Kansas" presents a summary of the

data found to be most important to the results of this research. Table 1 lists in rank order (cumulative total) the tasks most often performed by peace officers in the sample. Individual results for comparative purposes are also shown for Class I and II cities and Sheriff's departments. In other words, the writing a citation for moving violation is the task cumulatively most often performed by members of the sample. The individual class breakdown indicates that officers of Class I and II police departments write moving violation citations at least once a week (perfect score 4.00). However Sheriff's Deputies on the averages do not perform this task as often as their counterparts. The number presented represent average using the following criteria in regards to frequency of handling an assignment (Task):

1) never; 2) less than once per month; or 3) at least once per month; 4) at least once a week.

Table 1

A Task Inventory Summary for Peace Officers of Class I and
II Cities and Sheriff's Department in Kansas

	CUMULATIVE TOTAL	CLASS I	CLASS II	SHERIFF
1. Citation - Moving Violation	3.82	4.00	4.00	3.27
2. Citation - Moving Violation - Adult	3.80	3.96	3.83	3.36
3. Grand Theft - Vehicle	3.71	3.82	2.66	2.33
4. Elements - General Operation	3.65	3.76	3.50	3.50
5. Elements - Check possible wants on person/property	3.51	3.51	3.40	3.54
6. Elements - Identify situations in beat areas that warrant frequent check	3.46	3.65	3.33	2.85
7. Citation - Release in Field	3.42	3.39	4.00	3.20
8. Burglary Alarm, Silent	3.38	3.62	2.83	2.85
9. Suspicious Person	3.37	3.60	3.00	2.90
10. Citation - Parking violation	3.33	3.70	3.33	2.00
11. Elements - Check Vehicle ID numbers (VIN)	3.31	3.45	3.33	3.00
12. Citations - Moving Violations - Juvenile	3.30	3.34	3.50	3.09
13. Traffic Radar Use	3.30	3.26	3.83	3.00
14. Male Adult Booking	3.28	3.21	3.00	3.60
15. Stalled Auto in Street	3.25	3.46	2.66	3.00
16. Family Dispute	3.21	3.36	3.00	2.90
17. Suspicious Auto	3.19	3.30	3.00	2.90
18. Booking Search and Inventory	3.17	3.16	3.30	3.10
19. Assistance - Routine	3.17	3.35	2.66	3.00
20. Suspicious persons	3.13	3.24	2.83	3.00
21. Prowler	3.12	3.30	2.50	2.81
22. Burglary Alarm, Audible	3.11	3.34	2.50	2.80
23. Disturbance - Drunk	3.02	3.23	2.50	2.72
24. Keep the Peace Call	3.00	3.16	3.00	2.44
25. Suspicious Circumstances Calls-Open Door	2.98	2.96	2.83	3.10
26. Warrants - Traffic Warrants	2.97	3.00	2.50	3.18
27. Warrants - Bench Warrants	2.95	3.00	2.53	3.20
28. Elements - Recent Stolen Broadcast	2.92	3.05	2.83	2.60
29. Warrants - Arrest	2.91	2.82	2.33	3.45
30. Warrants - Misdemeanor	2.91	2.81	2.16	3.30
31. Suspicious Circumstances Calls	2.91	3.06	2.50	2.66
32. Elements - Interact in Family Dispute	2.90	3.15	2.50	2.50
33. Elements - Audible Alarm	2.90	3.12	2.50	2.55
34. Assaults - Simple Assault	2.87	3.00	2.66	2.63
35. Evidence - Handling in Field	2.86	2.85	2.83	2.90
36. Traffic Collisions - Public Prop. Involved	2.86	3.03	2.00	2.90
37. Grand Theft - Property	2.86	2.96	2.50	2.55
38. Drunk Driving - Arrest	2.83	2.82	2.83	2.55
39. Investigation - Handling in Station	2.80	2.88	2.83	2.54
40. First Aid - Minor Accident Type	2.80	2.68	3.00	3.00
41. Elements - Testifying as Witness	2.80	3.00	2.33	2.60

TABLE 1 (CONTINUED)

	CUMULATIVE TOTAL	CLASS I	CLASS II	SHERIFF
42. Refer Citizen to Public or Social Service Agency	2.78	3.40	2.33	2.45
43. Traffic Collisions - Hit and Run	2.78	2.93	2.83	2.36
44. Traffic Collisions - Traffic Hazards	2.77	2.78	2.66	2.80
45. Disturbance - Peace Disturbance	2.76	2.96	2.33	2.40
46. Robbery Alarm - Commercial	2.77	2.96	2.20	2.50
47. Elements - Missing Person	2.75	2.84	2.83	2.50
48. Vehicle Report - Abandoned	2.74	2.75	3.16	2.50
49. Citations - Equipment Violation	2.73	3.07	2.66	1.90
50. Booking Procedures - Juvenile Booking	2.73	2.68	2.66	2.90
51. Elements - Felony Broadcast	2.73	2.72	2.50	2.90
52. Assaults - Battery	2.72	2.80	2.66	2.54
53. Disturbance - Party	2.72	2.80	2.33	2.75
54. Burglary by Offense - Shoplifting	2.71	2.93	2.66	2.00
55. Disturbance - Bar Fight	2.69	2.82	2.33	2.27
56. Assist Injured at Scene	2.68	2.73	2.33	2.72
57. Traffic Direction and Control	2.67	2.64	3.00	2.50
58. Grand Theft from Person	2.66	2.85	1.83	2.62
59. Disturbance - Neighbor Dispute	2.66	2.82	2.50	2.30
60. Petty Theft - Shoplifting	2.64	2.90	2.66	1.77
61. Bicycles - Stolen	2.63	2.93	2.50	1.90
62. Booking Procedures - Female Adult	2.63	2.54	2.83	2.70
63. Petty Theft - Arrest	2.63	2.79	2.16	2.45
64. Elements - Conduct a Vehicle Search	2.62	2.68	2.16	2.72
65. Elements - Conduct a Building Search	2.62	2.72	2.16	2.63
66. Community Service - Animal Stray	2.60	2.64	2.16	2.72
67. Elements - Requesting Assistance	2.55	2.48	3.00	2.42
68. Burglar Arrest by Offense Residence	2.54	2.58	2.16	2.71
69. Community Service - Animal Abuse	2.53	2.75	2.00	2.50
70. Provide Safety to Individuals and Property	2.52	2.53	2.40	2.57
71. Vehicle Report - Impounded	2.51	2.60	2.66	2.18
72. Disturbance - Juvenile	2.51	2.65	2.50	2.36
73. Evidence - Handling in Court	2.51	2.69	2.16	2.22
74. Elements - Interact with other Police Agencies	2.50	2.20	2.80	3.11
75. Community Service - Animal Noisy	2.45	2.78	2.00	2.00
76. Elements - Deal with a Hostile Person	2.48	2.52	2.16	2.54
77. Assaults - Wife Beating	2.46	2.51	2.33	2.40
78. Burglary Arrest by Offense - Auto	2.44	2.48	2.16	2.50
79. Assistance Aid to Victims of Crime	2.44	2.36	2.40	2.66
80. Burglary Arrest by Offense - Business	2.43	2.36	2.33	2.75
81. Suspicious Circumstances Calls-Shots Fired	2.42	2.63	2.00	2.00
82. Burglary Arrest by Offense- Burglary Not in Progress	2.41	2.42	2.33	2.42
83. Self-Defense - Used Reasonable Force to affect an arrest	2.41	2.53	2.20	2.20
84. Elements - Running Suspect	2.40	2.56	2.16	2.11
85. Investigation - Confering about Cases	2.40	2.40	1.83	2.70
86. Landlord-Tenant Dispute	2.40	2.48	2.33	2.20
87. Booking Procedures - Jail Ward Booking	2.40	2.28	2.16	2.80
88. Bicycles - Found	2.40	2.56	2.33	1.87
89. Assaults - Battery - Unknown Suspect	2.40	2.71	1.16	2.00

TABLE 1 (CONTINUED)

	CUMULATIVE TOTAL	CLASS I	CLASS II	SHERIFF
90. Man with Gun or Knife Call	2.39	2.46	2.50	2.11
91. Warrants - Felony Warrants	2.39	2.10	2.16	3.16
92. Assistance - to other agencies	2.38	2.11	2.60	3.00
93. Drunk Driving - Breathalyzer Test	2.34	2.26	2.50	2.44
94. Vehicle Report - Stolen	2.31	2.30	2.50	2.27
95. Grand Theft - Arrest Reasonable Cause	2.31	2.34	2.00	2.44
96. Community Service - Animal Bites	2.29	2.50	1.83	1.88
97. Assistance - Police officer in need of aid	2.29	2.37	2.66	3.00
98. Bicycles - Recovered	2.27	2.40	2.16	1.88
99. Investigation - Contacting Families of Suspects	2.25	2.28	1.83	2.40
100. Handling Mentally Retarded Persons	2.24	2.27	2.00	2.27
101. Elements - Participate in In-Service Training Programs	2.23	2.44	2.00	1.90
102. Juvenile - Missing	2.22	2.82	2.50	2.27
103. Develop Sources Information or Informers as a means of collecting evidence	2.21	2.30	2.00	2.30
104. Drunk Driving - Test Refusal Forms	2.21	2.22	2.16	2.20
105. Conduct a Field Search	2.20	2.28	2.00	2.11
106. Robbery from Person	2.19	2.22	2.00	2.25
107. Illegal - Shooting Firearms	2.18	2.13	2.16	2.37
108. Suspicious Circumstances Calls - Woman Screaming	2.18	2.27	2.16	1.88
109. Work with or have contact with probation and parole offices	2.18	2.07	2.16	2.85
110. Disturbance - Loitering	2.16	2.24	2.00	2.00
111. Driving - Driving in Pursuit	2.16	2.16	1.80	2.33
112. Community Service - Animal Injured	2.15	2.27	1.83	2.00
113. Other Drug Arrests	2.15	2.13	2.00	2.30
114. Drunk Driving - Blood Alcohol Test	2.15	1.95	2.00	3.00
115. Narcotics Arrest	2.13	2.10	2.00	2.27
116. Liquor Law Violations	2.11	2.10	1.83	2.37
117. Evidence - Missing Adult	2.10	2.13	2.00	2.00
118. Robbery - Recovered Article	2.09	2.07	2.00	2.33
119. Burglary Arrest by Offense-Burglary in Progress	2.07	2.03	2.50	1.87
120. Assaults - with deadly Weapon	2.02	2.10	1.83	1.90
121. Investigation - Embezzlement - Auto	2.02	2.12	1.50	2.16
122. Participate in Community Relations and Educational Programs	2.02	2.10	2.16	1.66
123. Assaults - On a Police Officer	2.00	1.75	1.83	2.00
124. Robbery - Arrest	2.00	1.96	2.00	2.11
125. Community Service - Animal Carcass	2.00	2.07	1.33	2.22
126. Counsel Individuals on Crime Prevention Techniques	2.00	2.12	1.83	1.77
127. Participate in Specialized Courses (Out-of-Town)	1.98	2.12	1.50	1.90

TABLE 1 (CONTINUED)

	CUMULATIVE TOTAL	CLASS I	CLASS II	SHERIFF
128. Attempted Suicide	1.98	2.06	1.66	1.90
129. Booking Proceedings - Medical Attention Required	1.97	1.95	1.25	2.33
130. Suspicious Circumstance Calls - Possible Dead Body	1.96	1.96	1.83	2.00
131. Assaults - Intent to Murder, Rob, Rape	1.95	2.07	1.66	1.75
132. Citations - Refusal to Sign Citation	1.93	1.81	2.00	2.20
133. Illegal Dumping	1.93	1.78	1.83	2.44
134. Participate in Controlling Crowds	1.92	2.00	1.66	1.87
135. Handling Seriously Emotionally Unstable Person	1.91	1.86	2.00	2.00
136. Juvenile - Truancy	1.85	1.82	2.00	2.00
137. Carrying Concealed Weapon Violations-Knife	1.88	1.96	1.66	1.80
138. Carrying Concealed Weapon Violations-Other	1.87	1.96	1.33	2.00
139. Illegal Burning	1.86	1.79	1.83	2.12
140. Rape - Reported Rape	1.85	1.85	1.80	1.87
141. Carry Concealed Weapon Violations-Hand Gun	1.84	1.92	1.50	1.77
142. Community Service - Animal Vicious	1.84	1.87	1.80	1.87
143. Assistance - Beating or Abuse Children	1.84	1.85	1.83	1.80
144. Prisoner Transportation - Instate	1.84	1.54	1.83	2.50
145. Vehicle Report - Stored	1.83	1.73	2.50	1.70
146. First Aid - Shock	1.82	1.87	2.00	1.60
147. Assaults - On a Police Officer	1.80	1.75	1.83	2.00
148. Child Offenses - Neglect	1.79	1.88	1.40	1.71
149. Embezzlement - Other Property	1.78	1.88	1.50	2.14
150. Contributing to Delinquency	1.78	1.74	1.50	2.11
151. Community Service Poisoned Animal	1.77	1.73	2.16	1.57
152. Rape - Attempted Rape	1.75	1.77	1.66	1.71
153. Traffic Collisions - Fatality	1.73	1.53	1.66	2.27
154. Private Persons Arrest - By Security Officer	1.73	1.96	1.33	1.25
155. Child Offenses - Molesting	1.73	1.87	1.50	1.66
156. Person Dead - Report	1.72	1.63	1.83	2.00
157. First Aid - Massive Bleeding	1.70	1.72	1.60	1.70
158. Citations - Bicycle Violation	1.68	2.43	1.33	1.30
159. Disturbance - Gang Fight	1.67	1.79	1.33	1.50
160. Homicide	1.66	1.85	1.16	1.37
161. Disturbance - Party Crashers	1.66	1.77	1.66	1.16
162. Burglary Arrest by Offense - Business Safe	1.63	1.53	1.33	2.28
163. Rape - Arrest	1.63	1.69	1.50	1.50
164. Contacting Families of Clients	1.61	1.50	1.66	1.87
165. Child Offenses - Abandoned	1.60	1.66	1.33	1.57
166. Firearms Used-Firearms Nighttime	1.59	1.58	1.50	1.66
167. Strikes - Trouble Call	1.57	1.55	1.40	1.75
168. Hot Wires	1.56	1.53	1.66	1.55
169. Firearms - Used Firearms Daytime	1.54	1.58	1.33	1.55
170. Search a Burning Building for Victims	1.54	1.55	1.50	1.57
171. Train Blocking Street	1.51	1.48	1.50	1.60
172. Evictions	1.50	1.40	1.40	1.57
173. First Aid - Head injuries	1.92	1.91	2.00	1.90
174. Solicitors (Door to Door)	1.80	1.75	2.00	1.87

TABLE 1 (CONTINUED)

	CUMULATIVE TOTAL	CLASS I	CLASS II	SHERIFF
175. Demonstrate Mechanical Crime Prevention Devices - Assistance	1.49	1.45	1.66	1.44
176. First Aid - Respiratory Arrest	1.48	1.58	1.20	1.40
177. First Aid - External Heart Massage	1.45	1.56	1.16	1.44
178. First Aid - Mouth to Mouth Res.	1.43	1.54	1.16	1.33
179. Kidnapping	1.42	1.42	1.33	1.50
180. Suspicious Circumstances Calls - Person pulled from phone	1.40	1.42	1.33	1.32
181. First Aid - Airway Obstruction	1.40	1.45	1.60	1.30
182. Death Notification - Assistance	1.40	1.26	1.83	1.55
183. Urine Test - Drunk Driving	1.40	1.44	1.33	1.33
184. Unlawful Intercourse Report	1.37	1.40	1.16	1.50
185. Assaults - Citizens Arrest	1.37	1.42	1.16	1.33
186. Private Persons Arrest - By Citizen	1.35	1.34	1.16	1.50
187. Self-Defense - Use of Police Baton	1.31	1.26	1.20	1.50
188. Extinguish Chemical Fire	1.26	1.28	1.33	1.14
189. Prisoner Transportation Out of State	1.25	1.04	1.83	1.75
190. Person Dead - On City Property	1.25	1.18	1.00	1.83
191. Investigation - Abductions	1.21	1.03	1.33	1.83
192. Strikes - General Policy	1.21	1.20	1.20	1.25
193. Prostitution	1.17	1.22	1.00	1.12
194. Firebomb	1.16	1.20	1.00	1.16
195. Overweight Vehicle Violation	1.10	1.09	1.00	1.09

C. Peace Officer Performance Tasks

This section presents a listing of peace officer performance tasks in order of their importance, for police departments of Class I, II, and III cities and Sheriff's departments. The 225 tasks listed in Table 1 were consolidated into 45 task statements. Similar tasks were joined and tasks never performed were eliminated from the lists. Therefore, the final order of tasks represents a refined list incorporating all previous data collected in the form of questionnaire completed, personal interviews, on-site observations, and the opinions and experiences of the research team.

The tasks are ranked in order of perceived importance for Class I, II, and III police departments and also Sheriff's departments. Also indicated is the frequency and criticality (seriousness of performing each task correctly) factor for each task listed.

Included are statements of conditions which may affect the performance of each task in the representative police departments. The conditions cited were derived from actual on-site observations by the research team. The conditions should also provide invaluable information to the curriculum designers for the various training academies. (See Appendix D for the work sheet used by the on-site field team.)

Table 2

Peace Officers' Performance Tasks in Order
of Perceived Importance for Class I Cities

	<u>Frequency</u>	<u>Criticality</u>
1. Operate a police vehicle under both normal and unusual situational demands	4.0	3.4
2. Employ correct procedures to handle crimes in progress, especially <ul style="list-style-type: none"> a. Burglary b. Robbery c. Grand Theft d. Suicide e. Assaults 	3.4	4.0
3. Conduct a motor vehicle, personal, or vicinity search, subsequent to arrest.	3.6	3.6
4. Conduct a field interview to gather information from <ul style="list-style-type: none"> a. Suspicious persons b. Witnesses c. Complainants d. Victims e. Potential witnesses 	4.0	3.0
5. Identify situations in the beat area that warrant special police attention.	4.0	3.0
6. Communicate over police vehicle radio to obtain and/or offer information.	4.0	2.9
7. Conduct interpersonal transactions with <ul style="list-style-type: none"> a. Hostile person b. Incoherent person c. Mentally retarded person d. Emotionally disturbed person. 	3.9	3.0
8. Intervene in an interpersonal citizen disturbance or conflict situation <ul style="list-style-type: none"> a. Family dispute b. Neighbor argument c. Bar fight d. Landlord-Tenant disturbance e. Loud party 	3.8	3.1
9. Respond to a burglar alarm (silent or audible) and conduct a building inspection or search.	3.7	3.2

TABLE 2 (CONTINUED)

	<u>Frequency</u>	<u>Criticality</u>
10. Handle suspicious circumstances calls	3.7	2.7
a. Prowler		
b. Suspicious person		
c. Open door		
e. Person loitering		
f. Possible dead body		
g. Shots fired		
11. Write a satisfactory police report for	3.5	2.8
a. Larceny		
b. Burglary		
c. Assaults		
d. Petty theft		
e. Liquor law violations		
f. Grand Theft (Auto)		
g. Missing person		
h. Embezzlement		
i. Stolen bicycle		
j. Robbery		
k. Rape		
12. Effect an arrest based upon radio receipt of information regarding outstanding warrant(s).	3.1	3.2
13. Conduct an initial investigation of a larceny	3.5	2.5
a. Over \$50 (excluding auto)		
b. Under \$50		
c. Grand Theft - Auto		
14. Conduct an initial investigation of a burglary from	3.4	2.4
a. Residence		
b. Business		
15. Issue Traffic Violation Citations for adults and/or Juveniles	3.8	2.0
a. Speeding laws		
b. Failure to stop/yield laws		
c. Illegal turns		
d. Careless Driving		
e. DWI		
16. Investigate and write traffic reports for accidents involving:	3.3	2.5
a. Public property		
b. Traffic hazards		
c. Accident fatalities		
d. Hit and Run		

TABLE 2 (CONTINUED)

	<u>Frequency</u>	<u>Criticality</u>
17. Book, search and inventory the property of an arrested offender a. Adult b. Juvenile c. Female	3.0	2.8
18. Handle evidence collected in the field a. Recognize b. Package c. Label d. Store	3.1	2.7
19. Safely and securely hand-cuff an individual for the purposes of a. Restraint b. Arrest c. Immobilization	2.8	3.0
20. Provide assistance and/or information to citizens a. Refer to public or social service agency. b. Give crime prevention tips and/or techniques c. Give directions to locations within and related to jurisdiction.	3.6	2.0
21. Apply self-defense tactics to neutralize offenders or defend self or others.	2.0	3.5
22. Conduct an initial investigation of an assault especially a. A simple assault b. Battery c. Wife beating d. On a police officer e. With a deadly weapon	2.5	2.8
23. Effect the arrest of a Juvenile	2.9	2.2
24. Administer emergency first aid to injured persons a. Minor injuries b. CPR c. Mouth-to-mouth d. Control external bleeding e. Treat for shock	1.3	3.8
25. Intervene in, report and effect an arrest concerning the carrying of a concealed weapon (CCW)	1.7	3.4

TABLE 2 (CONTINUED)

	<u>Frequency</u>	<u>Criticality</u>
26. Testify in Court as a a. Witness b. Complainant	2.8	2.2
27. Utilize police weapons to neutralize suspect or offender a. Baton b. Sidearms c. Shotgun	1.3	3.7
28. Conduct a drunk driver field test a. Effect a drunk driver arrest b. Write a drunk driver report on situation	2.8	2.1
29. Direct and control vehicular traffic by hand signal methods	2.9	1.9
30. Provide information to or act upon information received from other Criminal Justice related agencies (local law enforcement agencies, FBI, Kansas Highway Patrol, Utility Companies, Public Health Department)	2.2	2.3
31. Respond to and preserve the scene of a homicide.	1.1	3.2
32. Effect a curfew law violation report, arrest, or detention.	2.3	1.9
33. Apply for and/or serve warrants, including a. Traffic warrants b. Bench warrants c. Arrest warrants d. Misdemeanor warrants	1.9	2.2
34. Verbal and written communications with detectives, prosecutors, special units, etc., about special cases handled.	1.3	1.7
35. Employ procedures for sex offense cases a. Conduct a preliminary investigation b. Effect an arrest of a sex offender	1.2	2.8
36. Transport prisoners to other agencies (In-State)	1.1	2.6
37. Advise a citizen of a "Death Notification"	1.1	2.5
38. Effect a controlled substance violation arrest. a. Marijuana b. Narcotics c. Other	2.1	1.5

TABLE 2 (CONTINUED)

	<u>Frequency</u>	<u>Criticality</u>
39. Convey a public intoxicated offender to a DeTox Center or Hospital as required by law.	2.3	1.2
40. Operate a traffic radar unit	2.0	1.5
41. Interface with Juvenile Courts and Social Agencies - and be able to apply procedure applicable to juveniles.	1.2	1.8
42. Participate in In-Service Training Programs	1.1	1.5

Conditions Affecting the Development of a Training Curriculum
For Class I Cities

Environmental Factors

Each city within the State of Kansas inherently possess a unique set of environmental variables which influence the day-to-day operations of its law enforcement agency. It is important that training curriculum designers and trainers consider these environmental factors throughout the course of their activity. For example, Wichita has a population and size nearly ten times that of Goodland, Kansas, and nearly 15 times that of Shawnee City, yet all are Class I cities. Similarly, department manpower strength varies among these cities, thus influencing law enforcement, at least by the sheer availability of police, the intimacy of knowledge by individual officers of both neighborhood features and its citizens, and the intangible element of community involvement in the peacekeeping effort.

At the same time, each Class I city has a personal identity in the form of socioeconomic status (SES) and demographical sub-divisions. While Goodland may have a more homogenous distribution of inhabitants, Wichita has subcommunities distinguishable by SES and ethnic origin. These subcommunities occur not only between districts but within individual officer beat areas as well. Thus, identifying appropriate beat priorities and carrying out peace officer duties is greatly influenced by such factors. Such environmental factors may influence the training needs of various departments.

Departmental Factors

Departmental factors represent the largest of the critical factors overall; the organizational structure and span of authority, while similar, varies in each agency. Departmental procedures, (i.e., report forms, booking procedures, etc.), accepted approaches, (i.e., drunk in public management), and standards of performance (i.e., response to suspicious circumstances call) vary according to administrative guidelines.

Additionally, local ordinances, special equipment used, specialized units or bureaus, and external assistance available, all influence the knowledge and skills required of peace officers in differing cities.

Finally, peace officer responsibilities can vary from department to department. If Wichita switches to the "Team Policing" approach to law enforcement, peace officer duties will differ even more from those in Garden City than at present.

Job-Inherent Factors

Certain job factors influence training needs such as the physical demands of the peace officer function and the psychological stresses of the occupation. Methods and techniques of adapting to and maintaining adequate physical and mental competence are another critical factor in developing training curriculums.

Table 3

Peace Officers' Performance Tasks in Order
of Perceived Importance for Class II
Cities

	<u>Frequency</u>	<u>Criticality</u>
1. Operate a police vehicle under both normal and unusual situational demands	4.00	3.20
2. Effect an arrest based upon radio receipt of information regarding outstanding warrant(s)	3.18	3.00
3. Issue traffic violation citations for adults and/or juveniles	4.00	2.16
a. Speeding laws		
b. Failure to stop/yield laws		
c. Illegal turns		
d. Careless driving		
e. DWI		
4. Conduct an initial investigation of an assault especially	2.66	3.30
a. A simple assault		
b. Battery		
c. Wife beating		
d. On a police officer		
e. With a deadly weapon		
5. Conduct interpersonal transactions with	3.00	2.83
a. Hostile person		
b. Incoherent person		
c. Mentally retarded person		
d. Emotionally disturbed person		
6. Safely and securely handcuff an individual for the purposes of	3.00	2.80
a. Restraint		
b. Arrest		
c. Immobilization		
7. Intervene in an interpersonal citizen disturbance or conflict situation	3.00	2.60
a. Family dispute		
b. Neighbor argument		
c. Bar fight		
d. Landlord-Tenant disturbance		
e. Loud party		
8. Employ correct procedures to handle crimes in progress, especially	2.50	3.16
a. Burglary		
b. Robbery		
c. Grand theft		
d. Suicide		
e. Assaults		

TABLE 3 (CONTINUED)

	<u>Frequency</u>	<u>Criticality</u>
9. Book, search and inventory the property of an arrested offender	3.33	2.20
a. Adult		
b. Juvenile		
c. Female		
10. Conduct a motor vehicle, personal or vicinity search, subsequent to arrest.	3.30	2.20
11. Communicate over police vehicle radio to obtain and/or offer information	3.50	2.00
12. Respond to a burglar alarm (silent or audible) and conduct a building inspection or search.	2.83	2.66
13. Identify situations in beat area that warrant special police attention	3.33	2.16
14. Apply for and/or serve warrants, including	2.33	2.00
a. Traffic warrants		
b. Bench warrants		
c. Arrest warrants		
d. Misdemeanor warrants		
15. Write a satisfactory police report for	2.90	2.50
a. Larceny		
b. Burglary		
c. Assaults		
d. Petty theft		
e. Liquor law violations		
f. Grand theft (Auto)		
g. Missing person		
h. Embezzlement		
i. Stolen bicycle		
j. Robbery		
k. Rape		
16. Handle evidence collected in the field	2.83	2.40
a. Recognize		
b. Package		
c. Label		
d. Store		
17. Testify in Court as a	2.33	2.00
a. Witness		
b. Complainant		
18. Intervene in and effect an arrest concerning the carrying of a concealed weapon (CCW)	1.66	3.55

TABLE 3 (CONTINUED)

	<u>Frequency</u>	<u>Criticality</u>
19. Operate a traffic radar unit	3.83	1.33
20. Conduct a drunk driver field test	2.93	2.33
a. Effect a drunk driver arrest		
b. Write a drunk driver report on situation		
21. Administer emergency first aid to injured persons	2.00	3.00
a. Minor injuries		
b. CPR		
c. Mouth-to-mouth		
d. Control external bleeding		
e. Treat for shock		
22. Conduct an initial investigation of a larceny	2.66	2.40
a. Theft over \$50 (excluding auto)		
b. Theft under \$50		
c. Grand theft - Auto		
23. Effect an arrest of a juvenile	2.50	2.50
24. Direct and control vehicular traffic by hand signal methods	3.00	1.96
25. Handle suspicious circumstances calls	2.80	2.00
a. Prowler		
b. Suspicious person		
c. Open door		
e. Person loitering		
f. Possible dead body		
g. Shots fired		
26. Conduct a field interview to gather information from	1.75	3.00
a. Suspicious persons		
b. Witnesses		
c. Complainants		
d. Victims		
e. Potential witnesses		
27. Investigate and write traffic reports for accidents involving	2.66	2.00
a. Public property		
b. Traffic hazards		
c. Accident fatalities		
d. Hit and Run		

TABLE 3 (CONTINUED)

	<u>Frequency</u>	<u>Criticality</u>
28. Verify Vehicle Identification Numbers (VIN)	3.33	1.33
29. Conduct an initial investigation of a burglary from	2.50	2.13
a. Residence		
b. Business		
30. Employ procedures for sex offense	1.80	2.80
a. Conduct a preliminary investigation		
b. Effect an arrest of a sex offender		
31. Respond to and preserve the scene of a homicide.	1.16	3.40
32. Advise a citizen of a "Death Notification:	1.83	2.75
33. Provide information to or act upon information received from other criminal justice related agencies.	2.80	1.60
(a. Local law enforcement agencies, FBI, Kansas Highway Patrol, Utility Companies, Public Health Department)		
34. Transport prisoners to other agencies (In-state)	1.83	2.60
35. Issue non-moving violations for	3.31	1.16
a. Parking		
b. Equipment violation		
c. Abandoned vehicles, etc.		
36. Apply self-defense tactics to neutralize offenders or defend self or others	1.33	2.83
37. Utilize police weapons to neutralize suspect or offender	1.33	2.80
a. Baton		
b. Sidearms		
c. Shotgun		
38. Interface with Juvenile Courts and Social Agencies - and be able to apply procedure applicable to juveniles	2.50	1.50
39. Provide assistance and/or information to citizens	2.66	1.33
a. Refer to public or social service agency		
b. Give crime prevention tips and/or techniques		
c. Give directions to locations within and related to jurisdiction		

TABLE 3 (CONTINUED)

	<u>Frequency</u>	<u>Criticality</u>
40. Effect a controlled substance violation arrest. a. Marijuana b. Narcotics c. Other	2.00	1.83
41. Handle and/or investigate calls concerning bicycles a. Bicycle theft b. Recovered bicycles	2.50	1.00
42. Effect a curfew law violation report, arrest or detention	2.00	1.50
43. Verbal and written communications with detectives, prosecutors, special units, etc., about special cases handled.	1.86	1.60
44. Handle calls concerning animals a. Injured b. Carcass c. Noisy d. Other		

Conditions Affecting the Development of a Training Curriculum for Class II Cities

The following statement of conditions which could affect the development of a training curriculum were obtained from both on-site observations and/or direct statements made by representatives of police agencies of Class II cities.

1. Class II cities studied were essentially rural, farming communities. Although direct observations of the attitudes of the citizens toward law enforcement and law offenders were not possible in Class II cities, the researchers have assumed that similar citizen attitudes may be present as those reported for Class III cities.
2. Officers of Class II cities generally know almost everyone in the community they serve. This may be an aid and also at times a hindrance to the officer enforcing the law. As in Class III cities, officers of Class II cities need special skills in dealing with persons who, in many cases, are personal friends or neighbors.
3. The occurrence of major crimes in Class II cities is low. The primary police function centers on routine patrol and working traffic, including traffic radar use. If major crimes do occur, assistance may be obtained from the KBI and the local Sheriff's Department.
4. Officers of Class II cities are usually required, because of the lack of special units within the department, to respond to an initial assignment and to carry the assignment to its conclusion. Therefore a Class II officer must learn investigative skills either formally or on the job.

Specific Factors to be Considered

1. A major concern of officers interviewed (including chiefs and supervisors) was their lack of training in how to effectively deal with people, especially those who are known to the officer and who have committed a criminal offense or a local ordinance violation. Those officers interviewed found it particularly difficult to develop informants and gain information about criminal acts from persons in the community.
2. Confusion appears to surround the laws and procedures related to juveniles. Officers were not confident that they fully understood how to charge a juvenile, how to file a petition,

and under what conditions a juvenile may be confined. It appears that neither the department observed nor the local juvenile court has established specific procedures and policies to guide the officers.

3. Officers interviewed felt that they were not sufficiently knowledgeable of the laws that they enforce. Particular areas of concern centered on laws of arrest, laws on search and seizure, and traffic laws. Supervisors interviewed expressed concern over a new officer's knowledge of city ordinances realizing, however, that it would virtually be impossible for a regional academy to teach city ordinances to a class composed of representatives of numerous cities having different ordinances.
4. First aid was identified as another potential problem area for the development of a statewide curriculum. Some Class II Cities' police departments are responsible for also manning the local ambulance service, thereby requiring different first aid skills on the part of the officer. In the Class II city observed, a private ambulance service was available; however, the officers stated that the service was so poor that they often had to initiate extensive first aid treatment prior to the arrival of the ambulance.

Conditions Affecting the Development of a Training
Curriculum for Class III Cities

The following statements of conditions which could affect the development of a training curriculum were obtained from both on-site observations and from direct statements made by representatives of police agencies of Class III cities.

General Observations

1. Class III cities studied were essentially rural, farming communities, attitudes of the populace were generally conservative, and a strong indication of support for peace officers was present. Also, a "hard line" against outsiders or strangers to the community who came in contact with the police was noticeable.
2. Officers of Class III cities generally know almost everyone in the community on a first-name basis. This condition certainly helps an officer identify strangers in the community or citizens who are prone to getting in trouble with the law; however, special skills are required of the officer to effectively carry out the mission of the law involving persons who are life-long acquaintances and/or neighbors.
3. The occurrence of major crimes in Class III cities is low. The primary police function centers upon routine patrol and traffic radar use. If assistance is required to investigate major crimes that do occur, the help of the KBI and the Sheriff's Department may be obtained.
4. Small police agencies generally do not have special units to assist and/or conduct follow-up investigations. That is to say, an officer who receives an assignment will also be the same officer who concludes that assignment. Naturally, major offenses will be turned over to the KBI or the Sheriff's Department. It should be noted, however, that very little police-related information is shared between one police agency and an adjacent one. Therefore, officers of Class III cities are required to know not only how to effectively respond to report a crime but also how to fully investigate a majority of the crimes reported without any "outside" assistance.

Specific Factors to be Considered

1. Some Class III police agencies also share the responsibility for operating the city ambulance service. Consequently, additional first aid training is required, beyond the traditional Red Cross first aid course. The Class III department where an on-site visit was conducted required that every officer graduate from an emergency medical technician (EMT) training course in order to be qualified to serve as an ambulance crew member.
2. Officers interviewed felt that their major weakness was in handling juveniles and further interpreting the laws and procedures dealing with juveniles.
3. Most officers interviewed lack any formal training in traffic accident investigation. Current knowledge of how to investigate a traffic accident come from on-the-job "Hit and Miss" training. Since a great deal of time is spend on the traffic function, a close look at the training required in this area is warranted.
4. Officers interviewed feel that they have a lack of training in how to effectively deal with people. They feel many potentially dangerous situations can be peacefully handled by "knowing the right things to say" and the "right ways of saying them." As previously noted, officers enforcing laws in small communities face an additional problem when interacting with a citizen; that is, in most cases, they will know the offender. This problem is viewed as a major concern to the officers interviewed.
5. Officers interviewed felt a lack of knowledge concerning the whole area of law. The areas of search and seizure and probable cause were specifically identified. Evidence supporting this may be drawn from the disposition of many of the controlled substances cases, which are dismissed on technicalities, usually because of improper search and seizure techniques employed by the arresting officer.

Table 4

Peace Officers' Performance Tasks in Order of Perceived
Importance for Sheriff's Departments

	<u>Frequency</u>	<u>Criticality</u>
1. Operate a police vehicle under both normal and unusual situational demands	4.00	3.22
2. Effect an arrest based upon radio receipt of information regarding outstanding warrant(s)	3.18	3.00
3. Respond to a burglar alarm (silent or audible) and conduct a building inspection or search.	2.85	3.20
4. Conduct a field interview to gather information from <ul style="list-style-type: none"> a. Suspicious persons b. Witnesses c. Complainants d. Victims e. Potential witnesses 	2.90	3.00
5. Safely and securely handcuff an individual for the purposes of <ul style="list-style-type: none"> a. Restraint b. Arrest c. Immobilization 	3.00	2.80
6. Conduct an initial investigation of an assault especially <ul style="list-style-type: none"> a. A simple assault b. Battery c. Wife beating d. On a police officer e. With a deadly weapon 	2.63	3.20
7. Administer emergency first aid to injured persons <ul style="list-style-type: none"> a. Minor injuries b. CPR c. Mouth-to-mouth d. Control external bleeding e. Treat for shock 	2.00	3.87
8. Book, search and inventory the property of an arrested offender <ul style="list-style-type: none"> a. Adult b. Juvenile c. Female 	3.60	2.00

TABLE 4 (CONTINUED)

	<u>Frequency</u>	<u>Criticality</u>
9. Intervene in an interpersonal citizen disturbance or conflict situation	2.90	2.70
a. Family dispute		
b. Neighbor argument		
c. Bar fight		
d. Landlord-Tenant disturbance		
e. Loud party		
10. Conduct interpersonal transactions with	2.54	3.08
a. Hostile person		
b. Incoherent person		
c. Mentally retarded person		
d. Emotionally disturbed person		
11. Handle suspicious circumstances calls	3.00	2.55
a. Prowler		
b. Suspicious person		
c. Open door		
e. Person loitering		
f. Possible dead body		
g. Shots fired		
12. Investigate and write traffic reports for accidents involving	2.90	2.60
a. Public property		
b. Traffic hazards		
c. Accident fatalities		
d. Hit and run		
13. Intervene in and effect an arrest concerning the carrying of a concealed weapon (CCW)	2.00	3.55
14. Write a satisfactory police report for	2.90	2.50
a. Larceny		
b. Burglary		
c. Assaults		
d. Petty theft		
e. Liquor law violations		
f. Grand theft (Auto)		
g. Missing person		
h. Embezzlement		
i. Stolen bicycle		
j. Robbery		
k. Rape		
15. Apply for and/or serve warrants, including	3.45	2.00
a. Traffic warrants		
b. Bench warrants		
c. Arrest warrants		
d. Misdemeanor warrants		
16. Communicate over police vehicle radio to obtain and/or offer information	3.54	1.60

TABLE 4. (CONTINUED)

	<u>Frequency</u>	<u>Criticality</u>
17. Conduct a motor vehicle, personal or vicinity search, subsequent to arrest	3.10	2.20
18. Handle evidence collected in the field	2.90	2.40
a. Recognize		
b. Package		
c. Label		
d. Store		
19. Issue traffic violation citations for adults and/or juveniles	3.36	2.00
a. Speeding laws		
b. Failure to stop/yield laws		
c. Illegal turns		
d. Careless Driving		
e. DWI		
20. Employ correct procedures to handle crimes in progress, especially	2.75	2.50
a. Burglary		
b. Robbery		
c. Grand theft		
d. Suicide		
e. Assaults		
21. Effect a controlled substance violation arrest	2.30	2.90
a. Marijuana		
b. Narcotics		
c. Other		
22. Utilize police weapons to neutralize suspect or offender	1.66	3.55
a. Baton		
b. Sidearms		
c. Shotgun		
23. Apply self-defense tactics to neutralize offenders or defend self or others	2.20	2.80
24. Conduct an initial investigation of a burglary from	2.70	2.33
a. Residence		
b. Business		
25. Conduct a drunk driver field test	2.55	2.45
a. Effect a drunk driver arrest		
b. Write a drunk driver report on situation		

TABLE 4 (CONTINUED)

	<u>Frequency</u>	<u>Criticality</u>
26. Employ procedures for sex offense a. Conduct a preliminary investigation b. Effect an arrest of a sex offender	1.71	3.33
27. Identify situations in beat area that warrant special police attention	2.85	2.16
28. Conduct an initial investigation of a larceny a. Theft over \$50 (excluding auto) b. Theft under \$50 c. Grand theft - Auto	2.62	2.30
29. Provide information to or act upon information received from other criminal justice related agencies (a. Local law enforcement agencies, FBI Kansas Highway Patrol, utility companies, Public Health Department)	3.11	1.70
30. Verify Vehicle Identification Numbers (VIN)	3.00	1.81
31. Effect an arrest of a Juvenile	2.36	2.50
32. Operate a traffic radar unit	3.00	1.71
33. Testify in Court as a a. Witness b. Complainant	2.60	2.10
34. Interface with Juvenile Courts and Social Agencies - and be able to apply procedure applicable to Juveniles	2.27	2.50
35. Respond to and preserve the scene of a homicide	1.37	3.42
36. Provide assistance and/or information to citizens a. Refer to public or social service agencies b. Give crime prevention tips and/or techniques c. Give directions to locations within and related to jurisdiction	3.00	1.63
37. Verbal and written communications with detectives, prosecutors, special units, etc., about special cases handled	2.85	1.80

TABLE 4 (CONTINUED)

	<u>Frequency</u>	<u>Criticality</u>
38. Transport prisoners to other agencies (In-State)	2.50	2.60
39. Handle a petty theft call and exercise discretion to and conclude assignment with arrest or release in the field	2.45	2.00
40. Advise a citizen of a "Death Notification."	1.55	2.75
41. Direct and control vehicular traffic by hand-signal methods	2.50	1.55
42. Issue non-moving violations for a. Parking b. Equipment violation c. Abandoned vehicles, etc.	2.00	1.70
43. Handle and/or investigate calls concerning bicycles a. Bicycle theft b. Recovered bicycles	1.90	1.50
44. Effect a curfew law violation report, arrest or detention	1.50	1.50
45. Handle calls concerning animals a. Injured b. Carcass c. Noisy d. Other	2.16	1.00

Conditions Affecting the Development of a Training Curriculum for Sheriff's Departments

The following statements of conditions which could affect the development of a training curriculum for Sheriff's Department were obtained from both on-site observations and/or direct statements made by representatives of deputies of Kansas Sheriffs' Departments.

General Observations

1. Of all the police agencies studied, the Sheriff's Departments are the most diverse, especially in regard to agency size, socioeconomic status of the population served, and the types of police services provided to the community. That is to say, some Sheriff's Departments in Kansas are centered in large urban cities but also in sparsely populated farming communities. Department strength may reach 100 deputies in one agency and two in another. Some departments man large prisons, others have one or two lock-up cells used for temporary custody. The point being that establishing a specific training program for Sheriffs' Departments would indeed be a difficult task. The police skills required of a deputy are as different from those skills required of an officer from a Class I city as the latter's are from those of an officer from a Class III city.
2. One common thread among many of the Sheriff's Departments studied is their responsibility to the local court systems. By definition, the Sheriff is the officer of the court and must maintain order in the court, serve warrants, and provide custody for violators of the law. Assuming that this is common in most Sheriff's Departments, it still poses a problem for the training curriculum because in larger agencies specialized units serve warrants, provide prisoner transportation, man the intake centers and local jails, while the deputy of a smaller agency must handle all of the Sheriff's duties.
3. Since the Sheriff is responsible for policing in a particular county, compared to a municipality within that county, he is often called upon to provide assistance to local municipal police departments. This assistance may come in the form of aiding an officer in trouble, helping work a major crime scene, providing investigative assistance, or providing the only police service to municipalities who have only a part-time police department.

Specific Factors to be Considered

1. Sheriff's Departments enforce state laws and are not responsible for enforcing city ordinances. Therefore deputies who attend training academies must be thoroughly indoctrinated in all aspects of state statutes.
2. Since Sheriff's Departments are responsible for executing the business of the court, special attention should be given to the civil court process, the criminal court process, the serving of warrants, the executing of search warrants, and custody of prisoners (transportation and booking procedures).
3. Deputies often are acquainted with the residents of the county they serve. This condition, as in Class II and III cities, often helps the deputy perform his duty but also may become a burden especially where he is required to interact in an official capacity with life-long acquaintances. Again, special human relations skills are required, as previously recognized for officers of Class II and III cities.

Conclusions

It should be recalled that the general objectives of this study were to provide: 1) a comparison of job performance requirements of peace officers in four different categories of police agencies (Class I, II and III cities, as well as Sheriff's Departments) across the State of Kansas; and 2) to similarly compare basic police training needs as perceived by the chief administrator of the above-mentioned agencies. In the interest of time, space, and efficiency, the conclusions of the study that pertain to the particular objectives are stated immediately below the objective in question.

Objective I - to provide a comparison of job performance requirements of peace officers in four different categories of police agencies across the state of Kansas.

Conclusions

An analysis of the findings presented in Tables 2, 3, and 4 (Peace Officer Performance Tasks in order of perceived importance for Class I and II cities and Sheriff's Departments) and the accompanying discussions shows that task performance requirements of officers in each category are very similar. That is, every officer in our sample performed a great majority of the tasks identified. It may therefore be concluded that there is little or no difference in the task performance requirements of officers in each of the categories identified.

However, it must be noted that although the task performance requirements are similar, the frequency that these tasks are performed, as well as the conditions in which the tasks are performed, vary dramatically. The following example illustrates this important factor:

The performance task "intervene in an interpersonal citizen disturbance or conflict situation (i.e., family disturbance, neighborhood argument, etc.)" is performed with the following frequency by officers of:

Class I Departments	3.8 (at least once a week)
Class II Departments	3.0 (at least once a month)
Sheriff's Departments	2.9 (less than once a month).

The point is that officers of each class department perform this task although at different frequencies. Also, this particular task is performed under different conditions, depending not on class category but on the "environmental conditions" that are characteristic of the

population served by a particular police department. A community may be classified as rural or urban, industrial or farming; the population may be "ethnically pure" or consist of a variety of races and/or socioeconomic levels. In all cases, the officer has to carry out the mission of the law under extremely different circumstances, necessitating a variety of different skills. Other conditions found to be important are: 1) the time available to complete an assignment; 2) the availability of back-up help; 3) whether an officer knows the person he comes in official contact with (usually in rural or small towns) or whether the officer is a total stranger, not only to the community but also to its inhabitants.^{4/}

It was also observed, primarily during the research team's on-site visits, that Class I, II and III and Sheriff's Departments located in the larger, more heavily populated regions of the state (primarily the northeast) share similar conditions, and that departments in the southern and western regions of the state again are more similar with regard to the conditions cited above.

In summary, this research effort did not find a distinct difference in the task performance requirements of officers serving Class I, II, III Police or Sheriff's Departments. However, a dramatic difference was observed in the conditions under which an officer must perform his duties.

Objective II - To compare basic police training needs as perceived by the Chief Administrator of the various categories of police departments in Kansas.

Conclusions

Analysis of the findings reported above identifies the following strengths and weaknesses of the current training system, as perceived by the chief administrators.

^{4/} A more detailed discussion of the conditions affecting the particular performances of police tasks may be found in the discussion sections after Tables 2, 3, and 4.

Strengths

1. Eighty-nine percent of the respondents are at least satisfied with the current police training system.
2. Ninety-four per cent felt that graduates were at least adequate in meeting their departments standards of performance.
3. Newly trained officers could perform on the average 70 per cent of the duties and tasks required by the department.

Weaknesses

1. Costs for sending an officer to a training program are viewed as being too high for departments located in the southern and western regions of the state.
2. Only fifty per cent of the chief administrators have had formal involvement with the staff of the various academies. It should be noted that a majority of the administrators that had not communicated with an academy are located in the southern and western regions of Kansas.
3. Police departments that operate their own academy or have access to a "local" academy were more satisfied with the caliber of training.
4. Administrators felt that the following curriculum deficiencies exist in the current training program.
 - a) Human relations, especially situations dealing with potentially dangerous persons and, most important to rural departments, handling situations where the law violators are life-long friends of the officer.
 - b) Law - municipal officers enforce primarily municipal laws, and Sheriff's deputies enforce state laws. A majority of graduates of police academies felt inadequate in their understanding of the law, whether municipal or state. Often a Sheriff's deputy may receive training only in municipal law, although he must enforce state laws when he returns to his department.
 - c) Report writing - the inability to acquire skill writing a satisfactory report is identified as a major weakness

of the current training process. However, it should be noted that a four-week training process may not be able to correct an individual officer's weakness in writing, since a person's report-writing abilities are usually formed prior to his entry into law enforcement and can hardly be remedied in a short report-writing course.

Summary

A great majority (89 per cent) of the administrators are reasonably satisfied with the current police training system and 94 per cent felt graduates meet their department's standards of performance. The major weaknesses identified are the cost for sending an officer to a training academy from the western region of the state, the lack of communication between administrators and the staff of the academies, and the following curriculum deficiencies: Human relations, law, and report writing.

IV. RECOMMENDATIONS

The available literature impressed the consultant with the importance of communication between the task analysis team members and the training curriculum developers. As stated by TRADOC authors, "There must be considerable interaction between training resource managers and task selection managers to prevent selection of more tasks for training than resources will permit"^{5/} It is in the interest of facilitating these interactions that the following brief recommendations are offered:

1. Use and expansion of the "conditions affecting the development of training curriculum..." sections.

Because of time and scope restrictions, it was not intended that these "conditions..." sections be all encompassing, comprehensive digests. Indeed, each agency and jurisdiction possesses its own unique set of factors which influence training needs. It is felt, however, that special consideration should be given to these and other intangible and varying features, which may or may not influence training curriculum content.

2. The task statements that are offered in this report are just that — task statements. In no way has there been an attempt to delineate the multiple subtasks or component elements which comprise these larger statements. The job data worksheet chart in Appendix F illustrates the relationship of tasks to elements and further indicates where conditions and standards enter the picture.

It is recommended that those involved in the task selection and training curriculum design phases of this overall project determine the specific elements required to complete each task included in this report. In other words, each individual task listed in this report is composed of from 5 to 50 specific elements (or steps) which must be performed in order to complete that task.

An example of a completed job data worksheet is offered in Appendix G. Additional examples are offered in TRADOC 350-30, Phase I - Analysis, 75-85.

^{5/} See TRADOC, Executive Summary, p. 24

APPENDIX A

AGENCIES SELECTED FOR JOB ANALYSIS

SHERIFF'S DEPARTMENTS

- * BARBER COUNTY
- BUTLER COUNTY
- * CLOUD COUNTY
- CRAWFORD COUNTY
- EDWARDS COUNTY
- ELLIS COUNTY
- * FINNEY COUNTY
- GRAHAM COUNTY
- GRAY COUNTY
- GREELEY COUNTY
- GREENWOOD COUNTY
- * JOHNSON COUNTY
- MARSHALL COUNTY
- * NEOSHO COUNTY
- PHILLIPS COUNTY
- SCOTT COUNTY
- SEDGWICK COUNTY
- ** SHAWNEE COUNTY
- * SHERMAN COUNTY
- STEVENS COUNTY
- * THOMAS COUNTY

POLICE - CLASS I CITIES

- * EMPORIA
- * JUNCTION CITY
- KANSAS CITY
- * LEAVENWORTH
- PITTSBURGH
- * SALINA
- ** SHAWNEE
- TOPEKA
- ** GARDEN CITY
- ** WICHITA

*Agencies that responded to mailed questionnaire

**Agencies that were visited in the field survey as well as responding to mailed questionnaire.

APPENDIX A (CONTINUED)

POLICE - CLASS II CITIES

AUGUSTA
* DODGE CITY
** GOODLAND
GREAT BEND
HAYS
SCOTT CITY
COLBY

POLICE - CLASS III CITIES

HILL CITY
* NESS CITY
** FREDONIA
ULYSSES

STATE AGENCIES

* RILEY COUNTY POLICE DEPARTMENT
MANHATTAN, KANSAS

* KANSAS BUREAU OF INVESTIGATION
TOPEKA, KANSAS

* KANSAS HIGHWAY PATROL
TOPEKA, KANSAS

*Agencies that responded to mailed questionnaire

** Agencies that were visited in the field survey as well as responding to mailed questionnaire.

ACADEMY GRADUATES FIELD PERFORMANCE SURVEY

(To be completed by Agency Head)

Agency Head

Sq. Mi. Population of Jurisdiction

Agency

Basic Training Facility Location
(Most often used)

Agency Strength

No. Officers graduated since 1974

1. Excluding the officers salary, about how much does it cost your Department to send an officer to a basic training program?

\$ _____

a. Do you feel these costs are (circle one)

1. Too High

2. Just about right

2. Have you had the opportunity to participate in any planning, curriculum design, or problem solving sessions with the administrators of the basic training program where your new officers are most often sent?

_____ Yes _____ No

3. Have you had formal contact with the administration of the Kansas Police Training Center for any of the following reasons (circle appropriate answer)

1. To register a Complaint

2. To praise the staff for a good job done

3. To gather more information about your officer in training.

4. To offer some advice

How Often

5. Overall, how satisfied are you with the basic police training provided by your training academy?

<u>Extremely</u> <u>Satisfied</u>	<u>Very</u> <u>Satisfied</u>	<u>Satisfied</u>	<u>Dissatisfied</u>	<u>Very</u> <u>Dissatisfied</u>	<u>Extremely</u> <u>Dissatisfied</u>
10	9 8	7 6	5 4	3 2	1

COMMENTS:

6. How well do you feel recent basic training graduates do in meeting Departmental standards of performance?

<u>Excellent</u>	<u>Very Good</u>	<u>Adequate</u>	<u>Inadequate</u>	<u>Poor</u>
10 9	8 7	6 5	4 3	2 1

7. How many of the duties and tasks required of a police officer in your Department can newly graduated officers perform acceptably? (circle appropriate %)

<u>All Duties Required</u>								<u>Almost None</u>	
100%	90%	80%	70%	60%	50%	40%	30%	20%	10%

8. Are there any duties and tasks on-the-job that recent graduates of basic training seem to perform particularly well?

9. Which duties and tasks on-the-job do recent graduates generally not perform acceptably?

10. Are any of these of a critical nature that merit more emphasis during basic training? (please list)

11. Can you specify any problems which can be reduced by improved basic training?

12. If you were in charge of the training provided your officers, what would you do to improve the quality of the program?

13. When your officer returns from a basic training program is he/she
(circle appropriate answer (s))
- a. put in a probationary status
 - b. assigned to a field training officer
 - c. assigned with a good officer for a period of time
 - d. because of current circumstances, new officers are usually put on the streets by themselves, but under close supervision.
14. How much prior police experience do most of your new officers have before being sent to basic training?
- a. 0 - 2 months
 - b. 2 - 6 months
 - c. 6 months to a year
 - d. One to four years
 - e. Four years or more
15. If all basic training given was of the same quality to what type of program would you most prefer to send your officers -
- a. A centralized police training school
 - b. A Regional Academy - within 75 miles of Department
 - c. A local Academy, possibly at a Junior College

JOB INVENTORY

CLASS I CITIES

TYPE OF ASSIGNMENT	Did you prepare an Original Report		Assignment was followed to conclusion by -		How often was Assignment Handled	Time Between Completion of Training and First Assignment Handled	If Assignment was improperly handled, how serious might the outcome be?
	Yes	No	Myself	Others	1-Never 2-Less than once/month 3-At least once/month 4-At least once/week	1-Never Performed 2-Performed after 90 days 3-Performed within 90 days	1-Not Serious 2-Serious 3-Very Serious 4-Life or Death
Vicious	21	6	15	14	15 (25) (1.57)	16 (26) (2.53)	16 (26) (2.13)
RESISTANCE							
Routine (Citizen) Police Officer in need of Aid	22	6	26	1	4 (6) (3.35)	33 (29) (2.96)	41 (28) (1.46)
To Other Agencies	18	10	22	9	10 (27) (2.37)	22 (22) (2.57)	39 (58) (3.17)
Child Offenses							
Abandoned	14	12	18	15	5 (22) (2.11)	63 (27) (2.33)	52 (26) (2.19)
Child Offenses							
Abandoned	15	12	6	17	25 (7) (1.66)	56 (27) (1.55)	41 (23) (2.65)
Beating or Abuse	18	10	6	21	33 (28) (1.85)	64 (22) (2.00)	46 (24) (2.75)
Molesting	17	10	7	20	4 (27) (1.81)	33 (28) (1.96)	35 (24) (2.71)
Neglect	19	11	7	21	51 (27) (1.88)	54 (27) (2.00)	47 (25) (1.88)
Death Notification	14	12	13	10	33 (22) (1.26)	53 (28) (1.89)	42 (24) (1.75)
Evictions	7	19	10	9	33 (27) (1.40)	34 (26) (1.30)	35 (22) (1.59)
Aid Victims of Crime					57 (25) (2.36)	57 (25) (2.28)	52 (24) (2.16)
Participate in Community Relations & Educational Programs					59 (28) (2.10)	48 (24) (2.00)	34 (23) (1.47)
Demonstrate mechanical Crime Prevention Devices					5 (2) (1.45)	42 (26) (1.61)	31 (22) (1.40)
Counsel individuals on Crime Prev. Techniques					2 (35) (2.12)	51 (24) (2.12)	37 (23) (1.60)
Add other assignments you do that are not listed:							

JOB INVENTORY

CLASS II CITIES

JOB INVENTORY

CLASS II
CITATIONS

TYPE OF ASSIGNMENT	A		B		C		D		E	
	Yes	No	Myself	Others	How often was Assignment Handled	Time Between Completion of Training and First Assignment Handled	If Assignment was improperly handled, how serious might the outcome be?			
CITATIONS	X	X	X	X	X	X	X	X	X	X
Bicycle Violation	2	4	2		(1) (4) 1,33	(1) (6) 2,33	(2) (6) 1,00			
Release in Citation- Field	4	2	4		(2) (4) 4,00	(1) (6) 3,20	(9) (6) 1,50			
Equipment Violation	4		4		(1) (6) 2,16	(1) (6) 2,83	(8) (6) 1,50			
Vehicle Overweight Violation		6		2	(4) (5) 1,00	(1) (5) 1,00	(5) (5) 1,00			
Parking Violation	5	1	5		(2) (6) 3,33	(1) (6) 3,16	(7) (6) 1,16			
Moving Violation	5	1	5		(1) (6) 1,00	(1) (6) 3,00	(13) (6) 2,16			
Adult	5	1	5		(2) (3) 3,53	(1) (6) 2,83	(12) (6) 2,16			
Juvenile	5	1	5	1	(2) (5) 2,50	(1) (6) 3,00	(10) (6) 1,83			
Refusal to Sign Citation	4	2	4		(1) (6) 3,00	(1) (6) 2,66	(13) (6) 2,16			
DUNK DRIVING	X	X	X	X	X	X	X			
Arrest	5	1	4	1	(1) (6) 2,33	(1) (6) 2,66	(17) (6) 3,16			
Breathalyzer Test	5	1	4	1	(1) (6) 2,50	(1) (6) 2,50	(14) (6) 2,33			
Blood Alcohol Test	6		5	2	(1) (6) 2,33	(1) (6) 3,00	(13) (6) 2,16			
Urine Test	1	5	1		(1) (6) 1,33	(1) (6) 1,66	(6) (4) 1,50			
Test Refusal Forms	5	1	4		(1) (6) 2,16	(1) (6) 2,66	(10) (6) 1,66			
TRAFFIC COLLISIONS	X	X	X	X	X	X	X			
Fatality	4	2	4	1	(1) (6) 1,66	(1) (6) 2,33	(14) (6) 2,33			
Hit and Run	6		6		(1) (6) 1,50	(1) (6) 2,00	(13) (6) 2,16			
Other assignments you do that are not listed:										
Driver's License Conf			1		(1) (1) 1,00	(3) (1) 3,00	(2) (1) 2,00			

JOB INVENTORY

TYPE OF ASSIGNMENT	Did you prepare an original report		Assignment was followed to conclusion		How often was Assignment Handled	Time Between Completion of Training and First Assignment Handled	If Assignment was improperly handled, how serious might the outcome be?
	Yes	No	Yes	Other			
Handling below by probationally Unstable Person	3	0	4		(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)
Messing Adult	5	1	2	4	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)
Prowler	3	0	4		(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)
Narcotics Arrest	5	1	3	2	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)
Other Drug Arrests	5	1	4	1	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)
Person Dead	X	X	X	X	X	X	X
Report	5	1	2	3	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)
On City Property	1	5		1	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)
Provide Safety to Individuals and Property	X	X	X	X	X	X	X
Property Theft	X	X	X	X	X	X	X
Arrest	5	1	5		(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)
Shoplifting	6		6		(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)
Private Persons Arrest	X	X	X	X	X	X	X
By Citizen	1	5	1		(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)
By Security Officer	3	4	1	1	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)
Prostitution	1	5		1	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)
Solicitors (door to door)	2	4	3		(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)	(1) (6) (10) (15) (20) (25) (30) (35) (40) (45) (50) (55) (60) (65) (70) (75) (80) (85) (90) (95) (100)
Other assignments you do that are not listed:							

JOB INVENTORY

TYPE OF ASSIGNMENT	Did you prepare an Original Report		Assignment was followed to conclusion		C	D	E
	Yes	No	Yes	No	How often was Assignment Handled	Time Between Completion of Training and First Assignment Handled	If Assignment was improperly handled, how serious might the outcome be
Strikes	1	1	1	2	1-4	1-3	1-4
General Policy	1	1	1	2	6 5 120	7 5 140	7 4 175
Trouble Call	2	3	3		7 5 170	7 5 140	8 4 200
Suspicious Circumstances Calls	1	1	1	2	1-4	1-3	1-4
Open Door	4		5	1	17 6 583	13 6 266	10 4 166
Person Pulled from Phone		1	3		6 6 123	9 7 150	13 5 260
Possible Dead Body	5	1	4	1	11 6 183	15 6 250	13 5 240
Call for Police (Circumstances Unknown)	4	2	6		15 6 250	17 6 283	13 6 216
Suspicious Person	4	2	6		18 6 300	10 6 266	13 4 210
Suspicious Auto	4	2	6		18 6 300	12 6 266	11 6 183
Women Screening	3	3	5		13 6 216	14 6 233	14 4 233
Shots Fired	4	2	4		12 6 240	17 6 333	14 6 233
Report	1	1	1	2	1-4	1-3	1-4
Attempted Rape	3	3	1	2	13 6 216	10 6 166	14 5 230
Reported Rape	3	3	1	2	13 6 216	15 6 266	11 5 230
Arrest	3	3	2	1	14 6 250	12 6 183	12 5 210
Unlawful Intercourse Report	2	4		2	7 6 116	7 6 116	10 5 200
Add other assignments you that are not listed:							

TYPE OF ASSIGNMENT	A		B		C	D	E
	Yes	No	Myself	Others	How often was Assignment Handled 1-Never 2-Less than once/month 3-At least once/month 4-At least once/week	Time Between Completion of Training and First Assignment Handled 1-Never Performed 2-Performed after 90 days 3-Performed within 90 days	If Assignment was improperly handled, how serious might the outcome be? 1-Not Serious 2-Serious 3-Very Serious 4-Life or Death
Carrying Concealed Weapon Violations	X	X	X	X	X	X	X
Hand Gun	3	3	2	1	(5) (4) (2.5)	(10) (6) (2.16)	(13) (5) (2.5)
Knife	4	2	3	1	(10) (6) (2.16)	(10) (6) (2.16)	(15) (6) (2.5)
Other	2	4	1	1	(5) (4) (1.5)	(10) (7) (1.33)	(13) (5) (3.0)
Contributing to Delinquency	3	3	2	1	(7) (6) (4.5)	(10) (6) (1.33)	(11) (5) (2.2)
Participate in Controlling Crowds	X	X	X	X	X	X	X
Conduct a Field Search	X	X	X	X	X	X	X
Disturbance	X	X	X	X	X	X	X
Bar Fight	5	1	4		(14) (6) (2.33)	(14) (6) (2.33)	(16) (6) (2.16)
Drunk	6		6		(15) (4) (2.5)	(15) (6) (2.5)	(11) (6) (1.83)
Family Dispute	5	1	5		(18) (4) (3.0)	(16) (6) (2.16)	(14) (6) (2.16)
Gang Fight	2	4	2		(8) (3) (1.33)	(10) (6) (1.5)	(13) (5) (2.16)
Juvenile	6		5	2	(15) (4) (2.5)	(10) (6) (2.16)	(11) (6) (1.83)
Loitering	3	3	4	1	(12) (4) (2.5)	(8) (4) (2.16)	(9) (6) (1.33)
Neighbor Dispute	5	1	6		(15) (4) (2.5)	(10) (6) (2.16)	(13) (6) (2.16)
Party	3	3	4		(10) (6) (2.33)	(14) (6) (2.33)	(9) (5) (1.6)
Party Crashers	2	4	2		(10) (4) (1.66)	(10) (6) (1.66)	(9) (5) (1.6)
Peace Disturbance	4	2	4		(14) (6) (2.33)	(13) (6) (2.16)	(8) (5) (1.6)
Other assignments you do that are not listed:							

JOB INVENTORY

SHERIFF'S DEPARTMENT

TYPE OF ASSIGNMENT	Did you prepare an Original Report		Assignment was followed to conclusion		How often was Assignment Handled	Time Between Completion of Training and First Assignment Handled	If Assignment was improperly handled, how serious might the outcome be
	Yes	No	Yes	Other	1-Never 2-Less than once/month 3-At least once/month 4-At least once/year	1-Never Performed 2-Performed after 90 days 3-Performed within 90 days	1-Not Serious 2-Serious 3-Very Serious 4-Life or Death
ASSAULTS (Misdemeanor)							
Simple Assault	11	1	10		2 (11/21)	27 (10/17)	23 (11/17)
Battery	11	1	11		2 (11/17)	27 (10/17)	23 (11/17)
Unknown Suspect	10	2	9	2	2 (6/17)	27 (12/10)	22 (11/17)
On a Police Officer	6	3	6	2	2 (12/17)	31 (12/17)	22 (12/17)
Citizen's Arrest	2	7	2	3	2 (1/17)	12 (12/10)	12 (12/10)
Attempted Suicide	9	2	5	1	17 (12/10)	24 (10/17)	31 (10/17)
Cycles							
Found	7	3	6	2	15 (8/17)	20 (12/10)	9 (9/10)
Recovered	7	3	6	2	17 (9/17)	19 (12/17)	9 (9/10)
Stolen	9	2	5	2	21 (11/10)	12 (9/22)	14 (11/17)
Booking Procedures							
Booking, Search and Inventory					3 (10/17)	24 (10/17)	23 (10/17)
Female Adult Booking					27 (10/17)	26 (10/17)	20 (10/17)
Jail Ward Booking					29 (10/17)	27 (10/17)	18 (10/17)
Juvenile Booking					27 (11/10)	29 (10/10)	20 (10/10)
Male Adult Booking					25 (10/10)	30 (10/10)	22 (10/10)
Medical Attention Required		2	1	2	6 (12/17)	23 (9/17)	17 (12/17)
And other assignments you did not list:							

JOB INVENTORY

TYPE OF ASSIGNMENT	A		B		C	D	E
	Yes	No	Yes	Others	How often was Assignment Handled	Time Between Completion of Training and First Assignment Handled	If Assignment was improperly handled, how serious might the outcome be?
(In-state) Prisoner Transportation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1-Never 2-Less than once/month 3-At least once/month 4-At least once/week	1-Never 2-Performed after 90 days 3-Performed within 90 days	1-Not Serious 2-Serious 3-Very Serious 4-Life or Death
(Extra-jurisdiction) Prisoner Transportation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	15 (1) 2.50	21 (1) 1.11	16 (1) 2.17
Burglary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Alarm, Audible	7	2	7	2	23 (10) 2.25	17 (10) 2.00	23 (11) 2.00
Alarm, Silent	5	3	5		20 (7) 2.85	21 (8) 2.62	21 (9) 2.33
Burglary Arrest by Offense	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Auto	8	2	4	4	22 (8) 2.50	22 (8) 2.50	22 (12) 2.22
Business	10	2	7	4	20 (8) 2.50	22 (8) 2.66	23 (9) 2.44
Business, Safe	6	4	3	5	16 (7) 2.28	20 (8) 2.50	21 (9) 2.33
Residence	9	2	7	1	21 (7) 2.71	22 (8) 2.75	23 (10) 2.30
Shoplifting Type	7	4	5	2	22 (8) 2.75	20 (9) 2.22	19 (9) 2.11
Burglary in Progress	5	5	4	5	15 (3) 1.87	20 (7) 2.85	26 (8) 3.25
Burglary Not in Progress	6	3	5	3	17 (7) 2.42	19 (8) 2.37	17 (8) 2.11
Dynamite Bomb		9	1	5	7 (3) 1.16	10 (8) 1.25	21 (7) 3.00
Extinguish a Chemical Fire	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	8 (1) 1.11	10 (3) 1.25	25 (7) 3.57
Search a Burning Building for Victims	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	11 (2) 1.57	13 (8) 1.62	29 (8) 3.62
Hand Theft	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Arrest, Reasonable Cause	7	2	11	1	15 (9) 2.00	15 (10) 2.50	24 (11) 2.18
If there are assignments you do that are not listed:							

CONTINUED

1 OF 2

JOB INVENTORY

TYPE OF ASSIGNMENT	A		B		C	D	E
	Yes	No	1	2	How often was Assignment Handled	Time Between Completion of Training and First Assignment Handled	If Assignment was improperly handled, how serious might the outcome be
Work with or have contact with Probation and/or Parole Officers	6	1	6	1	1-Never 2-Less than once/month 3-At least once/month 4-At least once/year	1-Never Performed 2-Performed after 90 days 3-Performed within 90 days	1-Not Serious 2-Serious 3-Very Serious 4-Life or Death
Testifying as Witness	X	X	X	X	X	X	X
Check for Vehicle Id. Numbers (VIN)	X	X	X	X	X	X	X
Interact in Family Dispute Problems	7	1	7	1	1-Never 2-Less than once/month 3-At least once/month 4-At least once/year	1-Never Performed 2-Performed after 90 days 3-Performed within 90 days	1-Not Serious 2-Serious 3-Very Serious 4-Life or Death
Identify situations in seat Areas that warrant frequent checks	4	1	4	2	1-Never 2-Less than once/month 3-At least once/month 4-At least once/year	1-Never Performed 2-Performed after 90 days 3-Performed within 90 days	1-Not Serious 2-Serious 3-Very Serious 4-Life or Death
Interact with other Police Agencies	X	X	X	X	X	X	X
Radio Procedure	X	X	X	X	X	X	X
General Operation	X	X	X	X	X	X	X
Felony Broadcast	X	X	X	X	X	X	X
Missing Persons	X	X	X	X	X	X	X
Recent Stolen Broadcast	X	X	X	X	X	X	X
Audible Alarm	X	X	X	X	X	X	X
Running Suspect	X	X	X	X	X	X	X
Requesting Assistance	X	X	X	X	X	X	X
Check for possible violation on person/property	8	2	5	2	1-Never 2-Less than once/month 3-At least once/month 4-At least once/year	1-Never Performed 2-Performed after 90 days 3-Performed within 90 days	1-Not Serious 2-Serious 3-Very Serious 4-Life or Death
Other assignments you do not list:							

Did you prepare an original report

Assignment was collected to conclusion

JOB INVENTORY

	A	B	C	D	E	
	Did you prepare or oversee report		Did the report lead to conclusion	How often was Assignment Handled 1-Never 2-Less than once/month 3-At least once/month 4-At least once/week	Time Between Completion of Training and First Assign- ment Handled 1-Never Performed 2-Performed after 90 days 3-Performed within 90 days	If Assignment was improperly handled, how serious might the outcome be 1-Not Serious 2-Serious 3-Very Serious 4-Life or Death
NAME OF ASSIGNMENT	Yes	No	Where			
Participated in...	X	X	X	(1) (1.73)	(24) (1) (2.73)	(19) (1) (1.73)
Participated in...	X	X	X	(2) (1.73)	(27) (1) (2.57)	(15) (2) (1.50)
Conduct a...	X	X	X	(3) (1.73)	(22) (1) (2.63)	(23) (10) (2.25)
Conduct a...	X	X	X	(4) (1.73)	(22) (1) (2.54)	(25) (16) (2.50)
Conduct a...	X	X	X	(3) (1.73)	(21) (1) (2.87)	(20) (11) (3.10)
Conduct a...	X	X	X	(2) (1.73)	(21) (1) (2.72)	(20) (11) (1.81)
Conduct a...	X	X	X			
Conduct a...	X	X	X			
Conduct a...	X	X	X			
Conduct a...	X	X	X			
Conduct a...	X	X	X			
Conduct a...	X	X	X			
Conduct a...	X	X	X			
Conduct a...	X	X	X			
Conduct a...	X	X	X			
Conduct a...	X	X	X			
Conduct a...	X	X	X			

and other assignments you do that are not listed:

EVALUATIVE WORKSHEET

EVALUATIVE WORKSHEET

TASKS	FORMAL	O.J.T.	CONDITIONS	NOTES
1. Citation - Moving Violations				
2. Citation - Moving Violation- Adult				
3. Grand Theft- Vehicle				
4. Elements - General Operation (R.C. 45)				
5. Elements - Check person's wants on person/ property (R.C. 45)				
6. Elements - Identify situations in field that may require check				
7. Citation - Release in Field				
8. Burglary - Alarm Silent				
9. Suspicious Person				
10. Citation - Parking Violation				
11. Elements - Check Vehicle ID Numbers				
12. Citations - Moving Violations - Juvenile				
13. Traffic Radar Use				

TASKS	FORMAL TRAINING	O. J. T.	CONDITIONS	NOTES
14. Male Adult Booking				
15. Stalled Auto in Street				
16. Family Dispute				
17. Suspicious Calls				
18. Building Search and Inventory				
19. Assistance - Routine				
20. Suspicious Person				
21. Prowler				
22. Burglary - Alarm Audible				
23. Disturbance - Drunk				
24. Keep the Peace Call				
25. Suspicious Circumstances Calls - Open Door				
26. Warrants - Traffic				
27. Warrants - Bench				

TASKS	FORMAL TRAINING	O.J.T.	CONDITIONS	NOTES
28. Elements - Recent Stolen Broadcast				
29. Warrants - Arrest				
30. Warrants - Holdover				
31. Suspicious Circumstances - Gun				
32. Arrests - 30				
33. Evidence - Handling in Field				
34. Traffic Collisions - Public Prop. Involved				
35. Grand Theft - Property				
36. Drunk Driving Arrest				
37. Investigation - Handling Evidence in Station				
38. First Aid - Minor Accident Type				
39. Elements - Testifying as Witness				

TASKS	FORMAL TRAINING	O.J.T.	CONDITIONS	NOTES
40. Refer Citizen to Public or Social Service Agency				
41. Traffic Collisions - Hit and Run				
42. Traffic Collisions - Involvement				
43. Vehicle - ...				
44. ...				
45. Vehicle - ...				
46. Citations - ...				
47. Booking - ...				
48. Elements - ...				
49. Assaults - Battery				
50. Disturbance of Public				
51. Burglary - ...				

TASKS	FORMAL TRAINING	O.J.T.	CONDITIONS	NOTES
52. Disturbance - Bar Flight				
53. Arrest Injured at Scene				
54. Traffic Directed and Controlled				
55. Officer Traffic Stop				
56. Arrest - Traffic Stop Dispute				
57. Arrest - Traffic Stop				
58. Bicycle - Arrest				
59. Booking Procedures - Female Adult				
60. Petty Theft - Arrest				
61. Elements - Conduct a Vehicle Search				
62. Elements - Conduct a Building Search				

TASKS	FORMAL TRAINING	O. I. T.	COMMITTEES	NOTES
63. Community Service - Animal Stray				
64. Requests - Requesting Assistance				
65. Burglary Arrest by Officers - Residence				
66. Community Service - Animal Stray				
67. Provide Safety to Individuals and Property				
68. Vehicle Report - Impounded				
69. Disturbance - Juvenile				
70. Evidence - Handling in Court				
71. Requests - Interact with Other Police Agencies				
72. Community Service - Animal Stray				

TASKS	FORMAL TRAINING	O.J.T.	CONDITIONS	NOTES
73. Elements - Deal with a Hostile Person				
74. Assault - Wife Beating				
75. Assault - Victim of Offense - Victim				
76. Assault - Victim of Offense - Victim				
77. Assault - Victim of Offense - Victim				
78. Assault - Victim of Offense - Victim				
79. Burglary - Victim of Offense - Burglary Not in Progress				
80. Self Defense - Hard Reasonable Force to Effect an Arrest				
81. Assault - Hunting Subject				
82. Intimidation - Confession about money				

TASKS	FORMAL TRAINING	O.J.T.	CONDITIONS	NOTES
83. Landlord-Tenant Dispute				
84. Booking Procedures - Jail Ward Booking				
85. Bicycles - Found				
86. Escapes - Battery - Unlawful Suspect				
87. Men with Gun or Knife Call				
88. Warrants - Felony				
89. Assistance to other Agencies				
90. Drunk Driving - Breathalyzer Test				
91. Vehicle Report - Stolen				
92. Grand Theft - Arrest Reasonable Cause				
93. Community Service - Animal Bites				

TASKS	FORMAL TRAINING	O.J.T.	CONDITIONS	NOTES
94. Assistance - Police Officer in need of aid				
95. Bicycles - Recovered				
96. Investigation - Contacting Families of Suspects				
97. Handling Mentally Retarded Persons				
98. Elements - Participate in In-Service Training Programs				
99. Juvenile - Missing				
100. Develop Sources Information or Informers				
101. Drunk Driving - Test Refusal Forms				
102. Conduct a Field Search				
103. Robbery from Person				

TASKS	FORMAL TRAINING	O.J.T.	CONDITIONS	NOTES
104. Illegal - Shooting Firearms				
105. Suspicious Circumstance Calls - Woman Screaming				
106. Work with or have contact with Probation and Parole Office				
107. Disturbance - Loitering				
108. Driving -- Driving in Pursuit				
109. Community Service - Animal Injured				
110. Other Drug Arrests				
111. Drunk Driving - Blood Alcohol Test				
112. Narcotics Arrest				
113. Liquor Law Violations				
114. Evidence - Missing Adult				

TASKS	FORMAL TRAINING	O.J.T.	CONDITIONS	NOTES
115. Robbery - Recovered Article				
116. Burglary Arrest by Offense - Burglary in Progress				
117. Assaults - with deadly weapon				
118. Investigation - Embezzlement - Auto				
119. Participate in Community Relations and Educational Programs				
120. Assaults - on a police officer				
121. Robbery - Arrest				
122. Community Service - Animal Carcass				
123. Counsel Individuals on Crime Prevention Techniques				
124. Participate in Specialized Courses - Out of Town				

TASKS	FORMAL TRAINING	O.J.T.	CONDITIONS	NOTES
125. Attempted Suicide				
126. Booking Proceedings - Medical Attention Required				
127. Suspicious Circumstance Calls - Possible Dead Body				
128. Assaults - Intent to Murder, Rob, Rape				
129. Citations - Refusal to Sign Citation				
130. Illegal Dumping				
131. Participate in Controlling Crowds				
132. Handling Seriously Emotionally Unstable Person				
133. Juvenile - Truancy				
134. Carrying Concealed Weapon Violations - Knife				
135. Carrying Concealed weapon Violations - Other				

TASKS	FORMAL TRAINING	O.J.T.	CONDITIONS	NOTES
136. Illegal Burning				
137. Rape - Reported Rape				
138. Carrying Concealed Weapon Violations Hand Gun				
139. Community Service - Animal Vicious				
140. Assistance - Beating or Abuse Children				
141. Prisoner Transportaton Instate				
142. Vehicle Report - Stored				
143. First Aid - Shock				
144. Assaults - on a police officer				
145. Child Offenses - Neglect				
146. Embezzlement - Other Property				
147. Contributing to Delinquency				

TASKS	FORMAL TRAINING	O.J.T.	CONDITIONS	NOTES
148. Community Service - Poisoned Animal				
149. Rape - Attempted Rape				
150. Traffic Collisions - Fatality				
151. Private Persons Arrest - By Security Officer				
152. Child Offenses - Molesting				
153. Person Dead - Report				
154. First Aid - Massive Bleeding				
155. Citations - Bicycle Violation				
156. Disturbance - Gang Fight				
157. Homicide				
158. Disturbance - Party Crashers				
159. Burglary Arrest by Offense - Business Sale				

TASKS	FORMAL TRAINING	O.J.T.	CONDITIONS	NOTES
160. Rape - Arrest				
161. Contacting Families of Clients				
162. Child Offenses - Abandoned				
163. Firearms Used - Nighttime				
164. Strikes - Trouble Call				
165. Hot Wires				
166. Firearms Used - Daytime				
167. Search & Looting Building for Victims				
168. Train Blocking Street				
169. Evictions				
170. Demonstrate Mechanical Crime Prevention Devices				
171. First Aid - Respiratory Arrest				

TASKS	FORMAL TRAINING	O.J.T.	CONDITIONS	NOTES
172. First Aid - External Heart Massage				
173. First Aid- Mouth/Mouth Res.				
174. Kidnapping				
175. Suspicious Circumstances Call - Person pulled from phone				
176. First Aid - Airway Obstruction				
177. Death Notification				
178. Urine Test - Drunk Driving				
179. Unlawful Intercourse Report				
180. Assaults - Citizens Arrest				
181. Private Persons Arrest - By Citizen				
182. Extinguish Chemical Fire				

TASKS	FORMAL TRAINING	O.J.T.	CONDITIONS	NOTES
183. Prisoner Transportation				
184. Person Dead - on City Property				
185. Investigation - Abductions				
186. Strikes - General Policy				
187. Prostitution				
188. Firebomb				
189. Overweight Vehicle Violation				

APPENDIX E

SERGEANT'S INTERVIEW FORMAT

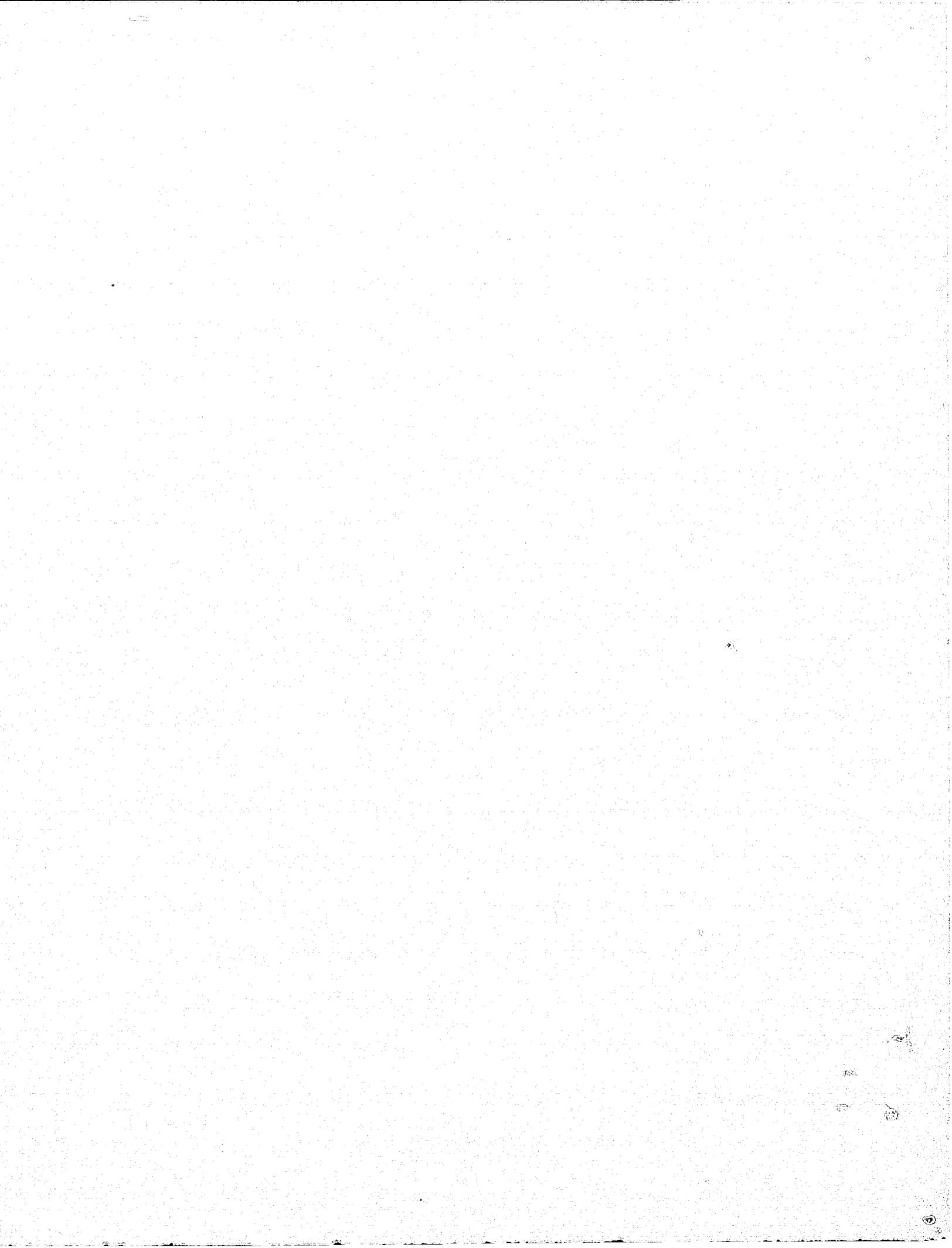
5. Are there any duties and tasks on-the-job that recent graduates of basic training seem to perform particularly well?
6. Which duties and tasks on-the-job do recent graduates generally not perform acceptably?
7. Are any of these of a critical nature that merit more emphasis during basic training? (please list)
8. Can you specify any problems which can be reduced by improved basic training?
9. If you were in charge of the training provided your officers, what would you do to improve the quality of the program?
10. When your officer returns from a basic training program, is he/she (circle appropriate answer(s))
 - a. put in a probationary status
 - b. assigned to a field training officer
 - c. assigned with a good officer for a period of time
 - d. because of current circumstances, new officers are usually put on the streets by themselves, but under close supervision

JOB DATA WORKSHEET

JOB TITLE Medical Corpsman (91A10) DOS _____ PAGE NO. 1DUTY/CODE Applying first aid (A) LEVEL _____ DATE 5/2/75

ITEM CODE	TASK, ELEMENTS, J.P.M.	CONDITIONS	INITIATING CUES	STANDARDS	NOTES
A-001	JPM: Perform mouth-to-mouth resuscitation.	Dummy used as casualty. Casualty (dummy) will be lying on the ground.	Test administrator states: "At this station, the casualty next to you is unconscious. You find a weak pulse. He has stopped breathing. Complete your estimate and then take immediate action."	The trainee must successfully complete each step in sequence.	
Step 1:	POSITION CASUALTY. Carefully place the casualty on his back.				
Step 2:	DETERMINE IF THERE IS A PULSE. Check pulse in appropriate place.				
Step 3:	CLEAR AIRWAY. Turn the casualty's head to one side and run your fingers behind the lower teeth and over the back of the tongue in order to remove any vomitus, mucus, or debris from the mouth of the casualty.				
Step 4:	TILT HEAD. A. --Turn casualty's head to face-up position. B. --Tilt the head back so that the front of the neck is stretched with the chin in a "jutting-out" position.				
Step 5:	LIFT JAW. Place your thumb into the casualty's mouth and lift his jaw forward.				
Step 6:	PINCH NOSE SHUT. Pinch shut the nose, in order to prevent air leakage.				

FIGURE I.20: Example of JPM Documentation



END