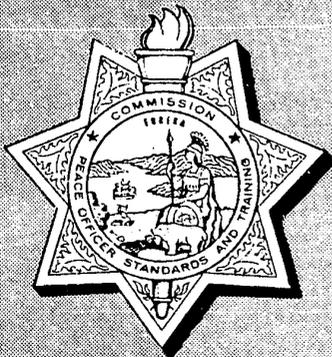


CALIFORNIA ENTRY-LEVEL LAW ENFORCEMENT OFFICER JOB ANALYSIS



STANDARDS RESEARCH PROJECT

**Technical Report
No. 1**

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California
Commission on Peace Officer
Standards and Training

CALIFORNIA
COMMISSION ON PEACE OFFICER
STANDARDS AND TRAINING

CALIFORNIA
ENTRY-LEVEL LAW ENFORCEMENT OFFICER
JOB ANALYSIS

TECHNICAL REPORT NO. 1

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ACQUISITIONS

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FOREWORD

This research project was designed to provide the California Commission on Peace Officer Standards and Training (POST) and local law enforcement agencies with a more comprehensive job-analytic data base. Such a data base is important to the development and validation of entry-level patrol officer selection standards and practices.

A project of this magnitude could not have been possible without the extensive support and cooperation of local law enforcement agencies. POST wishes to thank the over 200 participating agencies that contributed countless hours to the project. Over 2,500 law enforcement personnel from these agencies spent an average of three hours filling out lengthy surveys and providing expert input to the research staff. We are especially indebted to the following individuals for the time and assistance they provided: Lieutenant George Lotz and Sergeant Ed Doonan, Sacramento Sheriff's Department; Sergeant Mike Busch and Officer Rich Lucero, Sacramento Police Department; Sergeant Bill Lewis, Seal Beach Police Department; and Officer Lyle Gray, San Jose Police Department.

We offer this report as an explanation of our project and a guide to others who are contemplating a similar effort. Further information about our job analysis can be obtained by contacting the POST staff. The Commission also solicits your comments and suggestions concerning this project.

BRADLEY KOCH
Executive Director

EXECUTIVE SUMMARY

This report describes the methodology and preliminary findings of a job analysis of the entry-level, radio-car patrol officer job in California. The study was conducted by the staff of the California Commission on Peace Officer Standards and Training (POST).

The study was begun in 1977 and concluded in 1979. Survey data were gathered from a total of 1,720 officers and 717 supervisory/command personnel from 219 or 53% of the 416 police and sheriff departments in the POST program. The California departments sampled represent a wide variation with respect to department size, size and type of jurisdiction served, geographic location, etc.

The data were collected in two major phases. In the first phase, frequency, importance and other ratings were obtained for 387 tasks in order to define the duties performed by the radio-car patrol officer. Additional background and job-activity data also were collected in order to thoroughly examine for agency-specific job differences.

Prior to the second data collection phase, statistical and rational techniques were used to organize the tasks into 33 homogeneous and reliable task groups or clusters. Agencies were compared across the 33 task groups to search for agency similarities/differences. Results of the analyses showed few significant differences between agencies with respect to the relative importance of the task groups.

In the second phase of the study, data were collected on the extent to which 29 identified behaviors are required for successful performance as a patrol officer. Those behaviors required for successful performance of each task group were determined, and an agency-specific weighting procedure was designed for determining the relative emphasis each behavior (or measure of that behavior, such as a reading skills test) should receive in the entry-level selection process.

Software was developed to permit future computer generation of an extensive report of agency-specific, job-analysis findings for each participating agency. It is possible to include in each report: detailed agency-specific and comparison group data (data from similar size and type agencies and from the entire statewide sample) for a wide range of background and job activity variables; agency-specific and comparison group weights for the 29 behaviors; and an extensive narrative describing the uses and interpretations of the data. California agencies that did not participate in the study can receive the same report of agency-specific findings simply by completing the questionnaires developed during the study, submitting the data to POST, and paying a nominal fee to have the data key-entered and processed.

The data base generated during the study will be used by POST to develop and validate entry-level, employee selection standards. Projects are now under way at POST to develop job-related reading, writing and

physical performance tests. Work is also being started by POST on adaptation of the job-analysis methodology for use in other states. In addition, the data base will be maintained for other possible uses, including the development of a performance appraisal system and the assessment of changes in the patrol job over time.

INTRODUCTION

Job analysis is the cornerstone for many important personnel programs including employee selection, placement, training and performance appraisal. Without such an analysis, it is impossible to determine what kind of employee should be hired, what type of person should perform various types of jobs, what kind of training is appropriate for a new employee, and what constitutes acceptable performance. An employer who wishes optimum organizational effectiveness must begin with a job analysis.

Analyses of the position of California law enforcement officer were begun decades ago. One of the first and most comprehensive job analyses of police work was done by the California State Department of Education (1933). In that study, over 3,000 types of skills and knowledge were identified as being required for successful performance in various law enforcement jobs.

Based upon the above data and many other sources, Vollmer, Peper, and Boolsen (1951) analyzed the implications of the content of the patrol officer's job, as well as the physical, mental and psychological requirements of the job for the development of selection standards and practices. The impetus for this work was the desire to upgrade the training and professionalism of California law enforcement personnel. The study was done in connection with the California Peace Officers' Training Program and was a collaborative effort sponsored by the California State Department of Education and the Peace Officers' Association of the State of California.

To further raise the competence of local law enforcement officers, the California State Legislature enacted Sections 13500 through 13523 of the California Penal Code. As a result, the California Commission on Peace Officer Standards and Training was created. In conjunction with its role of setting statewide peace officer selection and training standards, POST has given its support to a number of projects which were designed to gather information about the contents of the law enforcement officer position. Notable among these studies are:

- (a) System and Training Analysis of Requirements of Criminal Justice Participants (Project STAR, 1974). Project STAR began in 1969 and was conducted by the American Justice Institute and funded for California jointly by POST and the Law Enforcement Assistance Administration. It was designed to identify the roles, tasks, and performance objectives for several criminal justice positions. The ultimate project goal was that of developing the kinds of attitudes and behavior among job incumbents that would make the criminal justice system, in general, more effective.
- (b) Basic Course Revision Project (California Commission on Peace Officer Standards and Training, 1977). This Project was built upon the basic data gathered in Project STAR,

and was designed to identify those specific areas of knowledge and skill which are required before a new recruit can assume the responsibilities of a peace officer. Based upon an analysis of tasks performed across a wide range of departments, performance objectives were defined. Acceptable performance on the objectives is necessary for successful completion of the Basic Course.

- (c) Career Ladders and Job Restructuring (California State Personnel Board, 1974). The goal of this project was to "...design and make available to local jurisdictions model career ladders, examination, training and education plans in the law enforcement area". As part of this project a list of over 800 tasks performed by deputy sheriff and police officer classifications was developed. The emphasis was on creating model jobs which included the concept of subentry classifications and the paraprofessional. It was hoped that the adoption of these new classifications would make local agency personnel practices more efficient and flexible. POST funded the study and it was conducted by the California State Personnel Board, Cooperative Personnel Services.
- (d) Physical Performance Examination for Law Enforcement Officers (Verducci, 1975). In this study, 1,058 questionnaires were filled out by California law enforcement officers. Each respondent indicated the specific physical skills used in his/her last four to five emergency situations. The objective was to use this job-analysis information as a basis for the development of an entry-level, physical performance test.
- (e) Appraisal of California Patrol Officer Performance: Capturing Rater Policies (Berner & Kohls, 1976). This project identified the criteria used by raters in California law enforcement agencies to appraise the overall performance of patrol officers. In addition, these criteria, or performance dimensions, were rank ordered as to relative importance. Using this information, it was possible to pinpoint definitions of successful patrol officer performance as defined by raters of patrol officers. Recommendations were then made for improving rating practices.
- (f) Medical Screening Manual for California Law Enforcement (Kohls, 1977). The Manual, produced by POST, is a guide to law enforcement agencies for conducting job-related medical screening for entry-level applicants. Over 300 medical conditions were individually evaluated in terms of the demands of the patrol officer position. A qualifying/disqualifying recommendation was made for each condition. Other products resulting from this project include a Medical History Statement (to be filled out by applicants),

a Medical Examination Report (to be filled out by examining physicians), and a Medical Decision-Making Handbook to aid law enforcement agencies in determining the job-relatedness of any medical condition.

- (g) Background Investigation Manual: Guidelines for the Investigator (Luke & Kohls, 1977). Recognizing the need for job-related procedures for conducting a background investigation on a law enforcement candidate, POST began research in 1975 to fill that need. The result of that project is a manual offering direction to the background investigator concerning potentially useful, job-related areas of investigation and suggestions on how that information can best be used in assessing the qualifications of the candidate. A companion Personal History Statement (to be filled out by the candidate) was also developed along with numerous forms to expedite the task of the investigator.

This tradition of basing major projects on a thorough analysis and understanding of law enforcement positions is continuing. The current job-analysis project described in this report is the most thorough study of this subject done in California to date.

As will be discussed in the report, there were many reasons why a comprehensive job-analysis project was necessary. The major reason, however, was the same as that which led to the earlier studies; i.e., the goal of establishing appropriate selection and training standards which will serve to ensure a high level of professionalism among California law enforcement personnel.

CURRENT JOB ANALYSIS PROJECT

Considering the extensive job-analytic work done in California dating back to 1933, one might reasonably question the need for any additional job analyses. The current project was initiated after due consideration of the following:

- (a) Previous job analyses served primarily as a basis for training and not employee selection. This is especially true of the most recent studies, Project STAR and the Basic Course Revision Project. Different types of job analyses serve different purposes. Job analyses for training purposes do not always provide sufficient bases for the development of employee selection devices and performance appraisal techniques. POST needed more specific, detailed job-analytic information than was available in order to proceed with the development of employee selection devices.
- (b) Invariably, the emphasis in past projects has been on the development of specific selection devices such as physical performance tests (Verducci, 1975) or cognitive ability tests (Wollack, Clancy, & Beals, 1973). Therefore, in each case, separate job analyses were done. If this practice had continued, POST might have been called upon to reanalyze the same job for each new selection technique being studied. Since the number of potential selection techniques and standards could be as high as 15 or 20, the possibility existed of a tremendous amount of duplication of effort. Therefore, one comprehensive job analysis was proposed which would serve as the basis for current and future personnel research.
- (c) In the past, POST has been more concerned about the employee selection "process" than the specific skills (e.g., reading and writing) which the process should measure. For example, POST regulations regarding selection require an interview, a background investigation, and a medical examination without stating specifically what these techniques should measure. Only recently (effective January 1, 1977) has a specific skill requirement become a part of POST's regulations (a reading skills test must be administered to all police applicants). With this specific emphasis, new demands have been placed upon the POST job-analytic data base. POST must gather the kind of data which will lead to an accurate specification of the type of level of skill required to successfully perform the entry-level patrol officer job in California.
- (d) Many of the agencies that participate in the POST program are too small to be able to finance the kind of research which is needed to develop and validate employee selection practices and procedures. Therefore, POST has begun

funding the development of model programs. To date, recommended background investigation and medical screening procedures have been developed and manuals have been distributed to participating agencies. Although sufficient job-analytic data were available to complete those two projects, additional, more comprehensive data were needed for the development and validation of other procedures such as reading and writing skills tests. Therefore, a major impetus for the current job-analysis project was the commitment on the part of the POST Commission to provide assistance to local agencies in the form of recommended, validated employee selection procedures and practices.

- (e) As a consequence of the Equal Employment Opportunity Act of 1972, public employers have been called upon with ever-increasing frequency to defend the validity of their employee selection practices. The growing body of case law in the field of fair employment indicates that a successful defense cannot be achieved without the possession of good job-analysis information. The Uniform Guidelines on Employee Selection Procedures (1978) state:

§14 Technical standards for validity studies

- a. Validity studies should be based on review of information about the job. Any validity study should be based upon a review of information about the job for which the selection procedure is to be used. The review should include a job-analysis (except as provided in §14b(3) below) with respect to criterion-related validity. Any method of job analysis may be used if it provides the information required for the specific validation strategy used.

Doing an adequate job analysis which ultimately will comply with the guidelines is expensive and requires expertise which many local agencies do not have at their disposal. Therefore, POST decided to develop a job-analysis methodology which would result in agency-specific information. The resulting data could be made available to each agency so that each would have the basic job-relevant information required should it become necessary to defend the agency's selection practices and procedures.

- (f) Not only may agencies have to defend their own local selection standards, but POST also must be prepared to defend its statewide standards. Standards can be applied statewide to the multitude of agencies in the POST program only if the job content which leads to the standard is the same in all agencies.

In order for POST to ensure the relevance of its standards for all the agencies in the POST program, job-analytic data were required to demonstrate the similarity of the "performance domain" in a representative sample of law enforcement agencies.

- (g) The content of most jobs changes due to technological advances, changes in administrative policies, societal changes and other factors. As the content of the job is altered, the relevance of standards for the job may be affected. An employer must periodically review the job-content domain to ensure that employee selection standards and practices still bear a relationship to what job incumbents do. POST needed a methodology for monitoring future job change. The goal was to: (1) develop base-line data which defined the entry-level law enforcement position as of 1977; and (2) develop a procedure for easily comparing the 1977 job to the job as it will be performed possibly five years hence.
- (h) A comparison procedure was also needed for new agencies that join the POST program. New participating agencies are subject to POST standards. To ensure that the standards are relevant, an analysis is required to document that the job domain of the new agency is the same as that of the other agencies in the POST program. It was decided that the same methodology which would be used to assess change could be used when including new agencies in the POST program.

For these reasons, it was decided that a completely new and more extensive job analysis was necessary. In October 1977, the POST Commission authorized the beginning of work on the job-analysis project.

The project, which is described in detail in the following sections of this report, was designed to substantially reduce the job-analytic gap between the information available in 1977 and that which is required for the purposes listed above. It was also hoped that the new data might be useful in conjunction with other projects and programs such as POST's basic academy training, and a proposed performance appraisal project.

Despite the ambitious goals, however, no claims have been made that this project will produce all the job-analytic data required to develop and validate virtually every potential selection procedure used to choose law enforcement candidates. For example, at the time this report is being prepared, plans are being made to gather even more information regarding specific skills such as reading and writing. Similarly, more specific information than was obtained in this project will be required to develop a defensible physical performance test.

Nevertheless, the data which has been gathered represents a substantial step forward. As a result of this study, the POST Commission and local law enforcement agencies will have the basic data which is indispensable for the development, validation, and implementation of future employee selection standards and practices which are legally defensible and which serve to select the most qualified law enforcement applicants.

GENERAL LITERATURE REVIEW

A review of the literature on job analysis indicates that job analyses have been done by means of many different techniques to serve many different purposes. For example, in one study a job analyst might, through observation, assess the physical difficulty involved in a job to determine the desired physical qualifications of incumbents. In another study, the level of job responsibility might be assessed by means of a questionnaire in order to determine the level of pay. The programs which depend on job-analysis data include employee selection, employee placement, performance appraisal, training, transfer, pay, promotion, job design, job restructuring, and work force planning. The techniques for gathering such information include questionnaires, checklists, individual and group interviews, and simple observation.

Regardless of the procedure and ultimate purpose for doing a job analysis, the goal of job analysis is to determine the basic components of work in terms of: (a) what is accomplished (the tasks performed); (b) what the workers do (the behaviors involved); and (c) the knowledge, skills and abilities needed for successful performance (the required attributes of job incumbents).

The purpose of a job analysis determines whether the emphasis is on tasks, behaviors, attributes or some combination of the three. Task data, by itself, might be satisfactory for determining job classification and appropriate level of pay. Analysis of job behaviors might be the major concern of a time-and-motion study to improve worker efficiency. A study of the attributes which reside within an employer's staff might be sufficient for work force planning purposes. An analysis of the interaction between tasks and attributes can provide clues to ways of separating jobs into component parts for job restructuring purposes.

The current study was based upon a careful consideration of: (a) existing approaches to job analysis (especially those already used to analyze the job of law enforcement officer); (b) the ultimate goals of the POST project; (c) the type of information (i.e., tasks, behaviors, attributes) which would facilitate goal achievement; (d) the methods of data collection which would be feasible in light of the complexity of the job and the number of law enforcement agencies in California; and (e) the qualifications of the individuals in law enforcement agencies who would provide the information.

Preparatory to the project design phase, an extensive review of the job-analytic literature was conducted. The resulting bibliography appears in Appendix A.

Job-Analysis Strategies

Although "analyzing the components of a job" might seem a simple enough task (e.g., observing someone at work and recording what is observed sounds easy), analyzing jobs is a difficult process for a number of

reasons. First, one rarely intends to analyze a job performed by one incumbent, but rather a job performed by many persons, e.g., the entire job classification patrol officer. Therefore, the question arises concerning which incumbents to observe. It is infeasible to observe all of them, and it is difficult to pick a representative sample. Second, for what length of time should the observation continue? Would an observer see all the important tasks in a day, or would it take a week or longer? For example, there might be job differences due to seasonal variations. Third, if one is analyzing a job which is performed by more than one organization (e.g., more than one law enforcement agency) how does one determine that the job performed in one organization is the same as that performed in the others? Fourth, how does the job analyst know that the job incumbent is doing the job properly? The job as it should be performed might be quite different from what the job analyst observes.

A number of other potential problems could be enumerated, but the point is that any large-scale job analysis is subject to a number of potential pitfalls which can seriously undermine the usefulness of the resulting data. To avoid such pitfalls, elaborate systems have been developed in recent years to gather and analyze job-analysis data. The purpose of the systems is to standardize the nature of the job information which is gathered, so as to avoid the subjectivity and hit-and-miss nature of the more traditional observation methods.

Job Analysis of the Position of Law Enforcement Officer

Job-analysis methodologies which have been used in the law enforcement setting include: the Job Element approach (Eyde, Tordy, Primoff, & Hardt, 1976); Functional Job Analysis (McGowan & Riley, 1975); Critical Incident approach (Heckman, Groner, Dunnette, & Johnson, 1972); Position Analysis Questionnaire (Lifson, Wilson, Ferguson, and Winick, Inc., 1976); systematic interview with content analysis (Wollack et al., 1973); criterion sampling approach (Shavelson & Beckum, 1974); task checklist approach (Rosenfeld & Thornton, 1975; Georgia Peace Officer Standards and Training Council, 1977; Honey, 1978); and Comprehensive Occupational Data Analysis Programs (CODAP) (Goodgame & Rao, 1975).

Based upon an analysis of the relative strengths and weaknesses of each of the above methodologies, two important decisions were made at the onset of this project. First, one goal of the project was to document the contents of the patrol officer's job in order to adequately defend the job-relatedness of subsequently developed tests and standards. The best way to determine the contents of a job is to record the tasks which are performed. Therefore, a task approach was chosen as opposed to a behavioral approach or an approach that emphasizes knowledge, skills and abilities. Second, the complexity of the patrol job requires a large number of tasks to adequately describe it (i.e., between 300 to 500 tasks). The only methodology which to date has incorporated the task approach with such a large number of tasks is the CODAP system. Nevertheless, subsequent field tests of the CODAP-type survey indicated that

California patrol officers had difficulty relating to the "Relative Time Spent" scale which is an integral part of the CODAP system and data-analysis procedures.

Therefore, the major finding from the literature review was that to achieve the goals of this project, a somewhat different methodology had to be developed than was heretofore available.

OBJECTIVES AND RELATED ISSUES

As stated previously, job analyses are conducted for a wide variety of purposes, ranging from the development of employee selection and training standards, to the restructuring of jobs and the establishment of wage levels. The appropriateness of each of the established job-analysis techniques is, in turn, dependent upon the specific objectives to be achieved. As a first step toward selecting or designing a job-analysis methodology, it is necessary to establish the objectives of the analysis.

Objectives of the POST Job-Analysis Project

The objectives of the POST project were:

- To collect those kinds of job-analytic data that are necessary for the development of valid, statewide, entry-level, employee selection standards, including the identification of the skills, abilities and other personal characteristics that are necessary for successful completion of important job duties.
- To collect the above data in a manner that would: result in very detailed job information that could be quantified; allow for the identification of important job duties and behaviors; allow for the identification of job similarities and differences as a function of agency, shift, length of service, sex of officer, etc.; allow for subsequent analyses of changes in the job; result in agency-specific job information that local agencies could use to defend their own local selection standards; and make it possible to subsequently collect job-analytic data from agencies that were not in the initial job analysis, and compare the additional data with the data already collected.
- To satisfy federal and State fair employment guideline requirements for demonstrating the job-relatedness of selection standards.

Secondary objectives were to collect the kinds of job-analytic data that could be used to: establish training priorities; develop a defensible performance appraisal instrument that could be tailored to local agency needs; and develop an accurate job description that could be used in future recruiting efforts to assist potential job applicants in making career decisions.

Issues Relating to the POST Job Analysis

With these objectives in mind, a number of issues relating to the specific approach to be taken in the job analysis were addressed by POST. The issues, which must be resolved during the planning stage of

any job analysis, are briefly described below. The approach taken by POST with regard to each issue is also described.

What Job Should Be Analyzed?

In essence, this issue was one of deciding whether or not to include in the job-analysis sample any entry-level officers having an assignment other than radio-car patrol (traffic, custody, etc.). In all of the prior job-analysis studies of the entry-level position examined by POST, officers with such specialty assignments were included in the job-analysis samples. After considerable discussion of the issue, the decision was made to exclude specialty-assignment personnel from the POST job analysis. This decision was rooted in the assumption that departments do not, and should not, hire people as entry-level patrol officers on the basis of their qualifications for specialty functions, but instead hire people on the basis of their qualifications to work the basic patrol job.

What Should Be The Unit of Analysis?

One of the objectives of the POST job analysis was to identify job differences. There were two basic approaches that were available for this purpose. The first consisted of using the individual as the basic unit of analysis and clustering individuals to identify distinct jobs. The second consisted of averaging the responses from the officers in a given agency to arrive at the "average" job for that agency, and then clustering agencies to identify agency-specific job differences.

The decision was made to use the agency as the unit of analysis for a variety of reasons. First, from a purely psychometric standpoint, averages or means of the data from several individuals are more reliable than the data from any one individual. The job clusters which emerge from clustering agency means are therefore more reliable (and more meaningful) than the job clusters which emerge from clustering individuals. Second, it was felt that POST could best address the problem of portability by using the agency as the unit of analysis. Briefly, portability is established by showing that selection standards based on the combination of job-analytic data from multiple agencies are applicable to a single agency. Portability is expressly addressed in federal and State fair employment guideline sections pertaining to multi-jurisdiction validation studies. In the case of an agency that participated in the initial validation study, portability must be addressed by showing that the job, as it exists in that agency, is not significantly different from the composite job that was defined in the study by combining the job-analytic data from multiple agencies. For an agency that did not participate in the initial validation study, portability must be addressed by providing a mechanism for comparing the job-analytic data collected in the initial validation study with the job-analytic data collected in the new agency.

By using the agency as the unit of analysis and clustering agencies, the portability problem is resolved because by definition all agencies within an agency cluster have the same "average" job (they are clustered

on the basis of job similarity). Thus, the selection and training standards established for the entry-level job for an agency cluster are appropriate for each agency within the cluster.

The portability problem as it applies to a new agency is addressed by: (a) having officers from the new agency respond to the same job-analytic inquiries that were responded to by agencies in the initial study; (b) computing the additional responses to arrive at the "average" job for the new agency; and (c) comparing that "average" job with the "average" job defined by each agency cluster. If the new agency fits into a cluster, the standards established for that cluster are applicable to the new agency. If the new agency does not fit into a cluster, standards must be individually established for the agency.

Therefore, using agency as the unit of analysis was preferred because it was more consistent with the goals of this project.

What Kind(s) of Job Data Should Be Collected?

As mentioned previously, there are a number of recognized techniques for analyzing jobs, including, but not limited to: task analysis, the Job Element approach, Functional Job Analysis, the Critical Incident technique and techniques utilizing standardized data collection instruments such as the Position Analysis Questionnaire (PAQ).

Based on past experiences in multi-jurisdiction research, as well as an extensive review of previous job-analytic studies of law enforcement, POST decided to use the task-analysis approach for collecting the majority of the desired job information. It was felt this approach would:

- Provide the best mechanism for generating the kind of fundamental data needed to serve as a basis for job-related selection standards, and;
- Offer the greatest flexibility for dealing with the portability problem.

A total of 387 task statements were developed to collect task data of sufficient specificity to achieve the stated objectives of the study. Four types of information were collected for each task.

Frequency Data. Data on the frequency with which job tasks are performed were obtained primarily for the purposes of determining: (1) what tasks are performed in a given agency; and (2) the relative frequency with which tasks are performed in a given agency. The rating scale used to collect frequency information was:

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 months	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month		
9	8	7	6	5	4	3	2	1

Importance Data. Task importance ratings were collected for the purpose of identifying those tasks of sufficient importance to serve as the basis for identifying the behaviors required for successful overall job performance. In addition, these data were considered essential for identifying agency-specific job differences that might have implications for agency-specific selection systems. The rating scale used to collect importance data was:

IMPORTANCE: When this task is done, how important is successful completion of this task to overall patrol officer/deputy job performance?

- (1) Of little importance
- (2) Of some importance
- (3) Important
- (4) Very Important
- (5) Critically Important

When Learned Data. Information concerning the perceived necessity of knowing how to perform a given task prior to actual job assignment was obtained using the following scale:

WHEN LEARNED: To what extent is it necessary that officers/deputies learn to perform this task in the academy prior to any job assignment?

- (1) Not necessary -- can best be learned on the job.
- (2) Some preparation in the academy is necessary but full competence can best be achieved on the job.
- (3) Full competence must be achieved in the academy before any job assignment.

When Learned data were obtained for the twofold purpose of identifying those tasks that have implications for selection standards (tasks that cannot be learned in training or on the job), and identifying those tasks that should be stressed in the basic academy training program.

Relation to Performance Data. Finally, in anticipation of developing a statewide performance appraisal device at a later date, ratings were obtained of the extent to which successful performance of a given task distinguishes superior from marginal officers (as opposed to tasks which are performed equally well by both superior and marginal officers).

Obviously, those tasks that distinguish superior from inferior officers are best suited for incorporation into a performance appraisal system.

The rating scale used to collect this task information was:

RELATION TO PERFORMANCE: To what extent do successful officers perform this task better than marginal or poor officers?

- (1) In general, all officers perform this task about equally well.
- (2) Some officers perform this task better than others, but they are not necessarily the better performers.
- (3) Generally, successful officers perform this task better than marginal or poor officers.

Frequency ratings were provided by patrol officers, and all other task ratings (Importance, When Learned, and Relation to Performance) were collected from persons currently having direct supervisory responsibility for patrol officers. The decision to collect the data in this manner was based on the consensus of the persons contacted by POST who have done extensive work in job analysis. These persons indicated that incumbents are best able to report the frequency with which they perform job activities, and their supervisors are best able to provide evaluative information about the job activities performed by their subordinates.

In addition to task data, several types of supplementary data were collected. A brief description of each type of data, as well as the reasons for collecting the data, follow:

Background and Organizational Data. Data were collected on four organizational variables (e.g., size of agency) and twenty respondent background variables (e.g., education). These data were collected to provide the necessary documentation of the job analysis sample and the qualifications of the survey respondents. The full list of background and organizational variables for which data were collected appears in Appendix B.

Incident Data. Frequency, Importance, When Learned and Relation to Performance data were collected for each of 110 incidents which patrol officers are typically called upon to handle (traffic hazards, false fire alarms, loitering, etc.). These data were collected to more fully describe the patrol officer job, as well as to permit closer examination for significant agency-specific job differences.

Time Spent Data. Time estimates were obtained for twelve patrol activities which involve such indefinite and sometimes lengthy periods of time that they cannot be summarized with

simple task statements ("general radio car patrol", "writing and/or dictating reports", etc.). The twelve activities appear in Appendix C.

Vehicle Operation and Equipment Data. Simple "yes/no" responses were collected concerning the use of 40 different types of equipment and the operation of twelve different types of vehicles. These data were collected on the assumption that if the majority of patrol officers use a particular piece of equipment or operate a particular vehicle on the patrol job, it is reasonable to require that job applicants possess the basic abilities required to use/operate the equipment or vehicle successfully. The equipment and vehicles for which these data were collected are listed in Appendix D.

Writing Criteria Data. Before the project began, and based upon already existing job-analytic data, POST felt that writing might emerge as one of the more important job behaviors. Therefore, an attempt was made to identify the criteria of acceptable written communication. Importance, When Learned and Relation to Performance data were collected for the following writing criteria: correct grammar, correct spelling, correct punctuation, proper use of words, proper sentence structure, proper paragraph construction and legibility. These data have important implications for the kinds of writing skills that should be evaluated in examinations used to select entry-level officers.

Behavioral Data. In order to best meet the primary objective of the study of collecting job-analytic data that could be used to develop valid entry-level selection standards, it was felt that two basic kinds of data were needed. First, data were needed that describe the important activities a patrol officer actually performs on the job. The extensive task data and other previously described data were collected for this purpose. Second, data were needed that describe what kinds of behaviors a patrol officer must exhibit in order to perform important job activities successfully. These data, which will ultimately be used to identify the qualities needed by people to be successful patrol officers (situational reasoning, oral expression, etc.), were collected in the second major phase of the study.

Specifically, 29 types of behaviors were identified as being potentially related to successful patrol officer performance. Descriptions of the behaviors appear in Appendix E. Supervisory ratings were collected regarding the extent to which each type of behavior is required for successful performance of each of 33 groups of homogeneous tasks (homogeneous in the sense that the tasks within a given task group require similar actions on the part of the officer). The rating scale used for this purpose was the following six-point scale:

To what extent is (name of behavior inserted here) required for successful performance of the tasks below?

- 0 Not Required
- 1 Seldom Required
- 2 Occasionally Required
- 3 Often Required
- 4 Usually Required
- 5 Always Required

How Should the Data Be Collected?

Among the data collection techniques frequently used in job analysis are direct observation, questionnaire response, individual and group interviews, work diaries, and the review of job-activity records (time sheets, activity reports, etc.). In large multi-jurisdiction job analyses, such as this project, virtually the only feasible technique is the questionnaire. Accordingly, POST relied almost exclusively on questionnaires for data collection.

PROJECT STEPS

As with any project of this magnitude, describing all the steps in the project in detail becomes an impossible task. The only feasible approach is to explain the major project milestones. This section contains a description of the nine most important components of the POST job-analysis project. Anyone wishing more detailed information about the project is invited to contact the POST staff.

Literature Review

A thorough review was conducted on the job-analysis literature. The major objectives of the literature review were: (1) to gain an understanding of the various job-analysis techniques and the relative strengths and weaknesses of each technique; (2) to determine what approaches to job analysis have been used in previous large scale research studies of the patrol officer job; and (3) to review federal and State fair employment guidelines and case law for the purpose of determining the legal requirements for job analysis. Literature referred to in the attached bibliography (see Appendix A) was reviewed. In addition, the authors of many of the major studies referenced in the bibliography were personally contacted by POST to solicit their comments and suggestions with regard to POST's study.

Establishment of Project Objectives

Project objectives were established to guide POST staff in the design and conduct of the study. In arriving at the project objectives, which were enumerated in the previous section of this report, the following factors were taken into account:

- The information obtained in the literature review;
- POST's needs as the State agency responsible for establishing minimum statewide selection and training standards;
- The needs of local agencies, each of which has responsibility for selecting their officers in a job-related and legally defensible manner.

Development of Project Design

A detailed project design was developed. Among the major decisions that went into the development of the project design were:

- The kind(s) of data to be collected (decision: task data and data on the behavioral requirements for successful performance of important tasks);

- The data collection procedure(s) to be used (decision: questionnaires);
- The departments to be surveyed (decisions: for task data, any police or sheriff department in the State wishing to participate in the study; for behavioral-requirement data, a representative sample of participating police and sheriff's departments);
- The respondents to be sampled [decisions: for task data from each agency, a minimum of six or 10% (whichever was greater) of the patrol officers currently working radio-car patrol, an equal number of patrol officers from each shift, a minimum of three patrol supervisors one from each shift; for behavioral requirement data, from 41 representative agencies, one patrol supervisor or other individual having at least one year of current experience directly commanding/supervising patrol officers] ;
- The principal method to be used to coordinate project field activities (decision: written communications to the person designated as the agency's project coordinator by the chief or sheriff of the participating agency);
- The principal data analysis techniques to be used (decisions: see Project Results and Products section of this report);
- The data to be reported back to participating departments (decision: see example feedback information in Appendix F).

Development of Task Surveys

The principal data collection instruments used in the study, the Incumbent Survey (Appendix G) and the Supervisory Survey (Appendix H), were developed in a five step process:

- (1) POST compiled approximately 2,000 task statements from previous job analyses of the entry-level law enforcement officer position.
- (2) With the assistance of two incumbent patrol officers, POST reviewed the approximately 2,000 tasks. Redundant tasks were deleted, ambiguous tasks were reworded, and incomplete tasks were combined to arrive at a preliminary listing of approximately 500 tasks.
- (3) Two patrol officers, two sergeants and one lieutenant from local law enforcement agencies met with POST to review the preliminary task listing. Changes were made in the tasks where appropriate, and a revised task listing was incorporated into draft versions of the Incumbent and Supervisory Surveys.

- (4) The questionnaires were field tested in 33 police and sheriff departments. Each department was visited for two days by either POST or one of the five local law enforcement officials who participated in the drafting of the questionnaires. One day was devoted to "ride-along" observation for the purpose of: (1) ascertaining that the tasks in the draft questionnaires were being performed, and (2) identifying any tasks performed on the job that were not included in the questionnaires. Group meetings were held with local personnel (usually an officer and a sergeant) on the second day to go over the questionnaires and resolve areas of confusion or concern on the part of the participants. Suggested modifications of the questionnaires were documented.
- (5) Those individuals who visited the 33 departments met to discuss their findings. A revised draft of each questionnaire was completed and again field tested. No major revisions were suggested as a result of these field tests and the questionnaires were prepared for printing.

Survey Mailout and Review

A total of 2,071 Incumbent Surveys and 766 Supervisory Surveys were mailed to 219 California police and sheriff departments. Detailed instructions for administering the surveys were mailed along with the surveys. All materials were addressed to the project coordinators from the participating agencies.

Each returned questionnaire was carefully reviewed by POST. Returned questionnaires were rejected if:

- The respondent did not meet the experience or assignment requirements specified for survey respondents;
- The respondent failed to respond to 10% or more of the questionnaire items;
- Any of the respondent's ratings exceeded the range of a rating scale (e.g., on a scale from 1-5, the respondent gave ratings of 6 or above);
- The pattern of a respondent's ratings suggested that the respondent did not take the questionnaire seriously.

In instances where there appeared to be some confusion on the part of the respondent, POST contacted the respondent to discuss the matter. Often this follow-up call resulted in the questionnaire being returned to the respondent so that he/she could go over the section of the questionnaire that caused confusion. The questionnaire was then returned to POST for inclusion in the study.

Using the above criteria and procedures, a total of 1,720 Incumbent Surveys and 675 Supervisory Surveys were retained for data processing.

Analysis of Task Data

For a more detailed description of all the major analyses performed on the Incumbent Survey and Supervisory Survey data to date, the reader is referred to the Project Results and Products section of this report. That which follows is a limited discussion of the major analyses that were performed on the basic task data.

Summary descriptive statistics (means and standard deviations) were computed for each task on each of the four rating scales (Frequency, Importance, When Learned, Relation to Performance). Statistics were computed for each agency, as well as for the entire statewide sample. Tasks given low mean Frequency and Importance ratings by the vast majority of agencies were excluded from further study.

Analysis of variance techniques were used to examine for job differences as a function of shift and officer tenure. No job differences were found to be related to tenure (1-3 years versus over 3 years of patrol experience). As expected, significant shift differences in task frequency were found for a substantial number of tasks.

A combination of statistical and rational techniques was used to group tasks. Factor analyses were conducted to identify task factors. The tasks comprising each of the task factors were then reviewed by POST subject-matter experts. Using the task-factor information, the subject-matter experts organized the tasks into groupings of tasks that imply similar action on the part of officers. Reliability estimates of the Importance and Frequency ratings for each task grouping were computed as a "validity check" on the decisions of the expert judges. The final set of 33 task groups or clusters which emerged are presented in Appendix I. The number of tasks defining the task groups ranges from two tasks for Task Group 9 (Lineup) to 32 tasks for Task Group 28 (Reading).

The mean agency Importance ratings for the final 33 task groups were analyzed using a cluster analysis procedure to check for agency-specific job differences. No job differences of practical significance were found. The task groups also were used by supervisory personnel to make inferences about the behavioral requirements of the job in the second phase of the study.

Development and Administration of Survey of Behavioral Requirements

The research literature was carefully reviewed a second time to develop an extensive list of all behavioral characteristics previously identified as being important for successful performance as an entry-level officer. A preliminary listing was developed of over 400 such behavioral requirements.

POST reviewed the list, eliminating redundant behaviors and assigning similar behaviors to the same behavioral category. Using this information, definitions of 32 behavioral categories were drafted for review by POST subject-matter experts. Following this review, the behavioral categories were revised by POST and resubmitted to the subject-matter

experts. All revisions were approved, and the final listing of 29 behavioral categories was incorporated into a draft Survey of Behavioral Requirements.

In order to obtain the kind of detailed behavioral data needed to meet the stated objectives of the project, the Survey of Behavioral Requirements was designed such that the same respondent rated the extent to which each of the 29 behaviors were required for successful performance of each of the 33 task groups (a total of 957 judgments). Several drafts of the Survey of Behavioral Requirements were tested until a format could be found that facilitated the collection of such a large number of judgments. A portion of the final version of the survey is presented in Appendix J.

The questionnaire was administered to a representative sample of 42 supervisory personnel from 34 police departments and 7 sheriff departments. The questionnaires were completed in a series of five one-day workshops held statewide.

Analysis of Behavioral Requirement Data

Simple frequency distributions were tabulated of the ratings given for each behavioral category/task group combination (957 frequency distributions). A behavioral category was not considered to be required for successful performance of a task group if fewer than 70% of the respondents indicated that the behavioral requirement was at least "often" required for the task group. Zeroes were assigned to the behavioral category/task group combinations failing to meet this criterion. Mean ratings were computed for all other behavioral category/task group combinations. Several mathematical computations were then performed on these data to arrive at the relative emphasis that should be given to the measurement of the 29 behaviors in the selection process. A unique set of weights was computed for each agency. A detailed description of the procedure used to derive the weights is given in the Project Results and Products section of this report.

Feedback of Project Findings

A computerized procedure will make statewide and agency-specific findings available to each participating agency. A prototype format for the feedback report appears in Appendix F. The data file that was created to make it possible to computerize the feedback procedure is also described in the Project Results and Products section of this report.

PROJECT RESULTS AND PRODUCTS

Over two million data characters have been gathered from patrol officers, supervisors, and command-level personnel. This data base will initially be used to develop and validate employee selection devices. The data base will also be maintained for future possible uses including: developing performance appraisal systems, establishing and validating the basic training curriculum, researching agency similarities and differences, and feeding back individualized job analysis results to each agency. Therefore, the major product of this project is the extensive data file which has been established.

With regard to results, the number of possible analyses with a data base this size is voluminous. Only a fraction of these analyses have been done to date. The results of the data collection process, the development and organization of the data file, some of the completed analyses, and a procedure to feed back data to local agencies are described in this section.

Data Collection Results

Agency Sample

Two hundred and nineteen of the 416 eligible California law enforcement agencies volunteered to participate in the project. One hundred and ninety (53%) of the 358 municipal agencies participated as did 29 (50%) of the county sheriff departments. Participating agencies represented a wide range of size categories and geographical areas. Several participating agencies have fewer than 6 sworn personnel, and four agencies have over 2,000 sworn. Every one of 15 defined intermediate size categories was also represented. Agencies from the northernmost to the southernmost boundaries of the State participated. Agencies serving mountainous areas, agricultural regions, seaside resorts, desert areas and large metropolitan communities also participated. Virtually all types of municipal and county agencies were represented in the study. Therefore, POST believes the statewide job-analysis results are based on a truly representative sample.

Respondent Sample

Based upon criteria for the selection of the respondent sample within each agency, agency representatives from the 219 agencies requested 2,071 Incumbent Surveys and 766 Supervisory Surveys. Ninety-four percent of the Incumbent Surveys and 93% of the Supervisory Surveys were returned.

The returned surveys were thoroughly scrutinized for deficiencies such as: (1) incomplete responses outside the range of the response scales; and (2) failure of the respondent to meet the sample criteria. As a result of this review, 11% of the returned Incumbent Surveys were

eliminated (the major reason for rejection was the failure of the respondent to meet the criteria for inclusion in the sample). Five percent of the returned Supervisory Surveys were rejected.

The final sample consisted of 1,720 incumbents and 675 supervisors. The 1,720 is an average of approximately 33% of the incumbent patrol officers in the 219 agencies.

Data File

As already stated, the data file is the most important project product. The organization of the file and some of the analyses of the data within each component of the file are described in this section.

Background and Organizational Variables

The major characteristics of the 1,720 officer, incumbent sample follow:

- The mean age of respondents was 30.4 years.
- 95% were males; 5% females.
- 81% were Caucasian; 19% representatives of various minorities (e.g. 5% Black and 10% Spanish surname).
- 91% had some college credits; 21% had achieved the baccalaureate degree.
- The average experience at the patrol officer rank was 53 months.
- The average length of time in their present patrol assignment was 38 months.
- 33% were working the day shift; 34% the evening shift; 28% the midnight shift, and 5% worked relief.
- The average length of time in their current shift was 11.4 months.
- 97% of the officers had worked at least one other shift during their career within the current agency.
- The average length of time at their present beat was 16.7 months.
- 72% of the officers patrolled a beat which was 10 square miles or less. 7% patrolled an area of over 100 square miles.

- 71% of the officers patrolled a beat in which the predominant type of building was the single family residence. Only 1% patrolled areas which were predominantly industrial/manufacturing.

The major characteristics of the 675 supervisor sample follow:

- The mean age of respondents was 37.8 years.
- 99% were males; 1% females.
- 91% were Caucasian and 9% minorities.
- 90% had some college credits; 26% had achieved the baccalaureate degree.
- 90% possessed the rank of sergeant; the remaining 10% had higher ranks.
- The average number of months at their current rank was 53.9 months.
- 33% were working the day shift; 31% the evening shift; 22% the midnight shift and 14% were working relief.

As can be seen, both the patrol officer sample and the supervisory sample are diverse in terms of such variables as age, sex, ethnicity, formal education, work assignment and shift. In addition, all individuals in both groups have met strict tenure and assignment criteria. Therefore, POST is confident that the resulting description of the job is as accurate as possible without gathering data from all California patrol officers.

The data base which has been established allows POST to explore possible variations in job content which are a function of, or correlated with, any of the patrol officer or supervisory variables which are stored in the Background and Organizational section of the data file. For a full list of Background and Organizational Variables, see Appendix B.

Task Variables

Of the original set of 387 task statements, 58 were eliminated from this section of the file either because they were infrequent and unimportant, or they fell more logically under other data-file sections such as "Equipment" or "Vehicle Operation". The remaining 329 tasks were analyzed to determine which subsets of tasks require similar behaviors (e.g., a number of tasks involving "Paperwork" require similar behaviors such as writing, filing, etc.; all such tasks were clustered into a 25-item task group). By means of a statistical procedure called "factor analysis" supplemented by a rational analysis, the 329 tasks were clustered into 33 task groups. The titles of the groups appear in Table 1. The items included in each task group appear in Appendix I. The task group scale reliabilities were statistically evaluated and only reliable combinations of tasks were considered for the final groups.

Table 1: Titles of task groups.

	<u>Number of Tasks Within Group</u>
PATROL AND INVESTIGATION TASKS	
1. Arrest and Detain	5
2. Chemical, Drug, Alcohol Test	4
3. Decision-Making	5
4. Fingerprinting/Identification	4
5. First Aid	5
6. Review and Recall of Information	8
7. Inspecting Vehicle, Property and Persons	18
8. Investigating	4
9. Lineup	2
10. Searching	15
11. Securing and Protecting Property	4
12. Surveillance	10
TRAFFIC TASKS	
13. Traffic Control	4
MOTOR VEHICLE TASKS	
14. Emergency Driving	9
15. Transporting People, Objects	7
16. Vehicle Stop	4
ORAL COMMUNICATION TASKS	
17. Conferring	11
18. Explaining/Advising	17
19. Giving Directions	9
20. Interviewing	11
21. Mediating	6
22. Public Relations	21
23. Using Radio/Telephone	10
24. Testifying	2
25. Training	5

Table 1: Titles of task groups (continued)

	<u>Number of Tasks Within Group</u>
WRITTEN COMMUNICATION TASKS	
26. Custody Paperwork	10
27. General Paperwork	25
28. Reading	32
29. Diagraming/Sketching	7
30. Writing	23
PHYSICAL PERFORMANCE TASKS	
31. Restraining/Subduing	7
32. Physical Performance	16
33. Weapons Handling	9
Total	329

For each task and task group, the file contains ratings on the four scales (Frequency, Importance, When Learned and Relation to Performance) for individuals, means and standard deviations for the total sample of individuals, means and standard deviations of ratings for individuals within each of the 219 agencies (219 sets of agency means), means and standard deviations for groups of agencies (size and type categories), and means and standard deviations across the 219 agencies (i.e., mean of the 219 means). For example, Table 2 presents the means of the total sample of 1,720 incumbents and 675 supervisors for the tasks within the task group "Decision Making".

One analysis on these data was designed to determine whether there are differences between the job performed by patrol officers with 1-3 years versus over 3 years of job experience. For this analysis, the reported frequencies of performance of all tasks for the individuals with 1-3 years experience (48% of the sample) were compared to the frequencies for the individuals with over 3 years of experience (52% of the sample). No large differences were found, and none of any practical significance. Therefore, all respondents, regardless of tenure, were combined into one research sample of 1,720 incumbents.

Incident Variables

The Incumbent and Supervisory Surveys contain an extensive list (110 items) of incidents which patrol officers are typically called upon to handle (e.g., incidents which officers encounter during patrol or respond to reports of, such as traffic hazards, false fire alarms, loitering, etc.). The scales used to describe each incident were the same as used with tasks.

Based upon factor analysis and rational analysis, the 110 incidents were clustered in 16 groups. As with the task groups, all the incidents within each incident group require similar behaviors for proper handling. The titles of the 16 incident groups appear in Table 3. The full list of incidents appears in Appendix K. The effects of under versus over 3 years of patrol experience were also analyzed in terms of incidents. Again, no practical differences were found between the two tenure groups.

Time Spent Variables

These variables describe activities which account for a significant amount of an officer's time but which cannot be easily summarized with task statements. Respondent patrol officers were asked to "Estimate the number of hours of your time as a radio car patrol officer/deputy that you spend during a typical week...doing the following activities". Because a number of the activities overlap, it was not necessary that the total hours equal the total time worked during a typical week (i.e., usually 40 hours). The average number of hours assigned to each activity across the entire sample of 1,720 incumbents is summarized in Table 4.

No conclusions have been drawn from these results as yet. However, the fact that the average incumbent spends 10.7 hours per week writing and/or dictating reports should have important implications for an entry-level writing skills requirement.

Table 2: Example of task and task group data in the POST job analysis file.

Task Group: Decision-Making	Frequency Mean	Importance Mean	When Learned Mean	Relation to Performance Mean
Survey accident scenes to determine priority of required actions.	* 4.3	** 3.5	** 2.2	** 2.4
Analyze available information to determine what enforcement action should be taken at accident scenes.	3.8	3.0	2.0	2.2
Inquire into incidents to determine whether they are criminal or civil matters.	5.1	3.1	2.2	2.0
Evaluate crime scenes to determine investigative procedures to follow and assistance necessary.	5.3	3.6	2.3	2.5
Analyze and compare cases for similarity of modus operandi.	3.6	3.0	1.9	2.4
<u>Task Group Overall Mean</u>	4.4	3.2	2.1	2.3

*N = 1720
 **N = 675

Table 3: Title of incident groups.

INCIDENT GROUPS	<u>Number of Incidents Within Group</u>
1. Theft/Burglary	7
2. Fraud	9
3. Assault/Armed Robbery/Homicide	10
4. Kidnapped/Missing Person	4
5. Reckless/Drunk Driving	5
6. Liquor/Drug Violations	2
7. Suspicious Objects/Abandoned Property	5
8. Persons Wanted for Military Desertion, Parole Violation, Illegal Residence Status	3
9. Hazards Requiring Emergency Action	9
10. Use or Possession of Illegal Weapons	4
11. Situations Requiring Emergency Action	7
12. Nuisances/Obscene Conduct	13
13. Disturbances of the Peace	15
14. Medical Emergencies	3
15. Assistance to the Public	7
16. Licensing/Ordinance Violations	7
<u>TOTAL</u>	<u>110</u>

Table 4: Mean number of estimated hours per week spent on twelve specific activities.

ACTIVITIES	<u>Mean Hours*</u>
1. Performing general radio car patrol alone.	25.7**
2. Performing general radio car patrol with a partner.	10.5
3. Performing general foot patrol (as part of radio car patrol assignment).	3.2
4. Monitoring radio calls.	32.0
5. Patrolling trouble spots and high crime areas.	17.4
6. Performing general patrol in other areas of your beat.	16.8
7. Observing for traffic violations from a stationary patrol car position.	4.4
8. Observing for suspicious or criminal activity from a stationary patrol car position.	4.8
9. Responding to calls for assistance to citizens.	11.4
10. Responding to all other calls.	10.8
11. Writing and/or dictating reports.	10.7
12. Number of hours worked during a typical week (excluding holidays, vacation, sick days and/or overtime).	40.4

* Since some of the activities might overlap (e.g., "general radio car patrol" and "monitoring radio calls"), the total number of hours equals more than one work week.

** N = 1,720

Vehicle Operation and Equipment Variables

The type of equipment used by patrol officers and the kinds of vehicles which are operated in the course of doing the patrol job have implications for selection and training. Twelve "Vehicle Operation" variables and 40 "Equipment" variables appear in Appendix D. If 50% or more of an agency's patrol officers use a particular piece of equipment on the patrol job, it would seem reasonable to require that job applicants possess the basic abilities required to operate the equipment successfully. Also, training programs designed to teach proper equipment operation would seem justifiable.

The type of equipment and/or vehicles that are used by over 50% of the officers around the State include: flashlight (100% of the respondents), binoculars (83%), photographic equipment (82.9%), radar unit (58.1%), typewriter (73%), photocopier (90.5%), shotgun (99.1%), handgun (100%), fire extinguisher (94.6%), mobile police radio (100%), base station police radio (85.1%), public address system (95.5%), handcuffs (100%), teletype (74.3%), interior body armor (68.5%), strolometer/walker/walking stick to measure distances (54.1%), and spotlight (99.1%). Very few of the officers reported using vehicles such as an ambulance (1.8%) or paddy wagon (7.7%).

Writing Criteria Variables

Ratings from supervisors were obtained for the following writing criteria: correct grammar, correct spelling, correct punctuation, proper use of words, proper sentence structure, proper paragraph construction and legibility. The results indicate that supervisors consider these factors to be of considerable importance to successful patrol officer performance.

The majority of supervisors felt that competency in these areas ought to be achieved before any job assignment. The majority of supervisors also felt that successful officers exhibit better writing skills than do marginal or poor officers.

Behavior Variables

Based upon the law enforcement research literature, 29 types of behaviors were identified as being potentially related to successful patrol officer performance (e.g., situational reasoning, reading, and writing). As described in a previous section, a group of 42 supervisory/command-level personnel from a representative sample of the original 219 agencies rated the extent to which each of the 29 behaviors is necessary for successful completion of each of the 33 sets of tasks (task groups). If 70% of the raters rated a behavior as being required at least "often" for successful task performance, then the mean rating of the 42 ratings (on a six point scale which was described in a previous section) was accepted as the index of the relationship between a behavior and a task group. If fewer than 70% of the raters felt that the behavior was required at least "often", then it was concluded that there was insufficient rater agreement to specify the behavior/task group

relationship and it was assumed that there was no relationship. The resulting matrix of behavior/task group relationship values appears in Appendix L.

Behavioral Weights

Having determined the relevance of behaviors for successful task performance, one can, using the following steps, compute the relative overall importance of each of the 29 behaviors:

- The importance of a behavior for a particular task group for an agency is computed by multiplying the previously described behavior/task group relationship value times the agency's task-group importance value. For example, if a behavior is "usually" required for task group performance (a rating of 4), and if the task group in an agency is of "critical" importance (a rating of 5), then the overall behavior/task group value for the agency is 20 (this value will be referred to as the behavior/task group index).
- All the indices associated with a behavior (e.g., writing) are then summed across the 33 task groups. This results in an overall sum for each of the 29 behaviors.
- These 29 subtotals are summed to produce an overall total. The percentage that each of the individual 29 behavioral subtotals is of the overall total is then computed to arrive at the final behavioral weights.

Each behavioral weight is an indication of the importance of that behavior to the agency in question. For example, the behavior of situational reasoning might be given a percentage weight of 10% in contrast to the remaining 90% which would be spread over the other 28 behavioral requirements. This computed percentage weight denotes how much weight a measure of the behavior (e.g., a test of situational reasoning) should be given in the employee selection process. The data file contains the behavioral weights for each of the 219 agencies in the study. Analyses have not been done as yet to determine the extent to which agency weights differ.

Data File: Conclusion

The file described above will serve as the basis for major decisions regarding statewide and individual agency employee selection and training standards. The data base will also be maintained and periodically updated so that other important issues can be resolved such as:

- Whether or not the content of the patrol job changes in the future;
- Whether the content of the job for newly created agencies, or existing agencies that did not participate in this study, is the same as performed by officers in the existing sample;

- The extent to which the job differs from agency to agency.

The list of questions which can be addressed is almost limitless. The data base will provide a means for addressing many issues which could not be resolved in the past due to the lack of data.

Data Analyses and Conclusions to Date

POST is just beginning its work on the development of employee selection techniques which will be based upon the job-analysis data which has been gathered. The plan is to develop, during the next year, a reading skills test, a writing skills test and a physical performance test. Therefore, the job-analysis data base has yet to serve its primary role as the basis for job-related employee selection devices. However, a number of analyses have already been done on the data, and a number of conclusions reached.

Several of the findings are as follows:

- As already mentioned, statewide, the patrol job performed by officers with one to three years of tenure is essentially the same as the job performed by officers with more than three years of tenure.
- The frequencies with which many tasks are performed during the day, evening, and midnight shifts are, as expected, quite different.
- The 329 tasks found to be frequent and important can be clustered into 33 statistically reliable task groups according to the similarities of behavior required for successful task performance.
- The 110 types of incidents listed in the Incumbent and Supervisory Surveys can likewise be clustered into 16 statistically reliable incident groups.
- The tasks which are performed and the relative frequency and importance among the tasks are very similar from one agency to another. Agencies do seem to differ, however, in terms of the frequency and importance ratings generally given across all tasks. For example, if one agency indicates a lower task group frequency for one set of tasks than does another agency, the first agency will probably indicate a lower frequency for all the sets of tasks. This indicates that there are probably quantitative rather than qualitative job differences among California law enforcement agencies.
- Based upon the ratings of behavioral requirement/task group relationships, a statewide weight has been computed for each of the behaviors. Dependability, Initiative, and Recall are the three most important behaviors. Also important are

Learning, Situational Reasoning and Integrity. A complete list of the behaviors, along with the statewide behavioral weights, appear in Appendix M.

Additional findings will be published as they become available.

Feedback of Job-Analysis Findings to Agencies

The original intent of the job-analysis project was to group agencies according to similarity of job content. The feedback to an individual agency would then have been a description of the job which was performed in the agency-cluster of which the individual agency was a member. For example, if the cluster analysis had indicated that there were eight distinct patrol jobs in California, each agency would have been forwarded one of eight job-analysis results depending on its agency-cluster membership.

As already mentioned, substantial differences in job content did not emerge. Also, it became evident that the established research file would give POST the capability of feeding back individual results to each participating agency.

These two factors give POST the kind of flexibility which few, if any, statewide job analyses have enjoyed. For example, it is not necessary to show that an agency is similar to any group or statewide, composite job description, because agencies can receive their own job descriptions based solely upon their own local data. Therefore, POST has produced, in effect, one statewide job analysis and 219 local job analyses.

The information which will be made available to local agencies will consist of a computer generated job-analysis report. The report will summarize the agency results in terms of: Background and Organizational Variables; Task Variables; Task Groups, Incident Variables; Incident Groups; Time Spent Variables; Vehicle Operation and Equipment Variables; Writing Criteria Variables; and Behavioral Variables. The report will also provide comparisons of the individual agency results with: (a) the results obtained for a group of similar agencies (in terms of agency size and type); and (b) the results achieved for the entire State. This information should prove invaluable for development and defense of local employment standards and practices.

CONCLUSION

After two years of intensive study, the California Commission on Peace Officer Standards and Training now has at its disposal a job-analytic data base which is serving, and will serve, a number of purposes.

The data base will primarily be used in the development and validation of entry-level employee selection devices. Work on a reading skills test, a writing skills test and a physical performance test was begun as this report was being prepared.

The second purpose served by the data base is to conduct research into issues concerning the contents of the patrol officer job and the differences in job content around the State. The results of such research will help POST maintain reasonable and effective employee selection and training standards. It will also be possible to use this data to develop new programs, such as performance appraisal systems.

The third purpose consists of making available to interested agencies their own job analyses of the entry-level patrol officer position. Each agency may obtain job-analytic data which is far more detailed and comprehensive than the average agency could manage to collect using its own local resources and expertise. Local agencies may, upon request, obtain the data they may need to defend their local personnel practices.

The fourth purpose served by the job-analysis data is to determine periodically whether changes in the job have occurred over time. Obviously, if there are job content changes, there may be the need to change entry-level selection requirements. Job-analysis survey readministration on a periodic basis will make it possible to identify any significant job changes.

The fifth purpose for the data base is portability of selection and training standards and practices. The data base and the survey technique that have been developed in conjunction with the project will allow POST to evaluate the portability of newly developed measures to any new agency which did not participate in the original study.

All these uses of the job analytic project results will help POST achieve its goal of improving and maintaining the quality of work done by those individuals who enter the law enforcement profession as entry-level patrol officers in California.

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APPENDIX A

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APPENDIX B

Background and Organizational Variables

BACKGROUND AND ORGANIZATIONAL VARIABLES

<u>Variabl</u>	<u>Incumbent</u>	<u>Supervisor</u>
Number of Entry-Level Officers	x	x
Square Miles	x	x
Population Served	x	x
Type of Jurisdiction	x	x
Agency Name	x	x
County	x	x
Age	x	x
Sex	x	x
Ethnicity	x	x
Education	x	x
POST Certificate	x	
Current Rank	x	x
Time at Present Rank	x	x
Present Assignment	x	
Time Present Assignment	x	
Present Shift	x	x
Time Present Shift	x	
Other Shifts Worked	x	
Time Present Beat	x	
Size Present Beat	x	
Predominant Bldgs./Beat	x	
Description/Beat	x	
Terrain/Beat	x	
Economic Level/Beat	x	

APPENDIX C

Time Spent

TIME SPENT

Estimate the number of hours of your time as a radio car patrol officer/deputy that you spend during a typical week (i.e., a week with no holidays, vacation, sick days and/or overtime) doing the following activities. Since some of the activities might overlap, it is not necessary that the total hours equal the total time worked during a typical week (e.g., 40 hours).

	<u>Number of Hours Per Week</u>
1. Performing general radio car patrol alone.	_____
2. Performing general radio car patrol with a partner.	_____
3. Monitoring radio calls.	_____
4. Performing general foot patrol (as part of radio car patrol assignment).	_____
5. Patrolling trouble spots and high crime areas.	_____
6. Performing general patrol in other areas of your beat.	_____
7. Observing for traffic violations from a stationary patrol car position.	_____
8. Observing for suspicious or criminal activity from a stationary patrol car position.	_____
9. Responding to calls for assistance to citizens.	_____
10. Responding to all other calls.	_____
11. Writing and/or dictating reports.	_____
12. Number of hours worked during a typical week (excluding holidays, vacation, sick days and/or overtime).	_____

APPENDIX D

Vehicle Operations and Equipment

VEHICLE OPERATIONS

In the course of your job, do you operate these types of vehicles?

1. Boat
2. Bus
3. Patrol car
4. Horse
5. Truck (1-ton or larger)
6. Paddy wagon
7. Ambulance

Do you operate a patrol car several to many times a year:

8. . . . in the rain?
9. . . . in snow and ice?
10. . . . in fog?
11. . . . in high winds?
12. . . . in sand or dust storms?

EQUIPMENT

In the course of your job, do you use these types of equipment?

1. Flashlight
2. Binoculars
3. Photographic equipment
4. Movie camera
5. Surveillance gear (e.g., infra-red scope, radio transmitter)
6. Tape recorder
7. Radar unit
8. Radio car computer terminal
9. Stationary computer terminal
10. Typewriter
11. Adding machine
12. Photocopier
13. Cash register
14. Metal detector
15. Geiger counter
16. Audio-visual equipment
17. Shotgun
18. Handgun
19. Rifle
20. Drug and narcotic identification field kit
21. Scrambler
22. Extinguisher

APPENDIX E
Behavioral Categories

BEHAVIORAL CATEGORIES

COGNITIVE ABILITY

- INFORMATION PROCESSING:** Identify the similarities and/or differences in information gathered from different sources (e.g., inconsistencies in witnesses' statements); identify significant details from among a body of information (i.e., distinguish significant from insignificant information); recognize conditions or circumstances that indicate something might be wrong, or at least out of the ordinary.
- SITUATIONAL REASONING:** Make prompt and effective decisions quickly in both routine and nonroutine (e.g., life and death) situations; evaluate alternative courses of action and select the most acceptable alternative; make sound decisions in a timely manner; size up a situation quickly and take appropriate action; conceive of new and innovative solutions to problems.
- LEARNING:** Comprehend new information quickly and apply that which has been learned on the job.
- RECALL:** Remember various types of information, such as factual information (laws, written or oral instructions or descriptions, etc.), visual information (photographs, physical characteristics of a patrol area, etc.), and specific details of past events (arrests, investigations, etc.); recall information pertinent to one's duties and responsibilities.

COMMUNICATION ABILITY

- READING:** Read and abstract the meaning from a wide variety of written materials (training materials, reports, laws, internal communications, etc.).
- WRITING:** Express oneself clearly and concisely in writing; use acceptable grammar, punctuation, and spelling; writing reports that are complete and provide an accurate account of that which was observed personally or related by another person or persons; transcribe the important elements of oral communication in abbreviated written form (take notes).
- ORAL EXPRESSION:** Communicate various types of information orally (accounts of past events, directions, explanations, ideas, etc.) in a clear, understandable manner; talk effectively with persons of greatly divergent cultural and educational backgrounds; speak with good pronunciation; project one's voice clearly; adapt one's tone of voice as necessary to communicate over police radios and other electronic transmission equipment.
- ORAL COMPREHENSION:** Understand spoken communications and identify the important elements of spoken communications.

SPECIAL SKILLS

HANDWRITING: Have legible handwriting.

ARITHMETIC COMPUTATION: Add, subtract, multiply, and divide numbers.

UNDERSTANDING ILLUSTRATED MATERIAL: Understand and use properly illustrated materials such as maps and/or diagrams.

ACCURACY WITH NAMES AND NUMBERS: Identify the proper location of a name or number within an alphabetical or numerical sequence; identify similarities and differences when comparing names or numbers; copy names and numbers accurately.

DIAGRAMING/SKETCHING: Portray accurately an object, event, or setting in a drawing or in schematic form (e.g., accident scene).

INTERPERSONAL RELATIONS

INTERPERSONAL BEHAVIOR: Be sensitive to the feelings of others and resolve problems in ways that do not arouse antagonism; interact and deal effectively with people from varying social and cultural backgrounds in a wide range of interpersonal situations; be courteous and respectful; calm emotional people and resolve interpersonal conflicts through persuasion rather than force; anticipate peoples' reactions; influence people and inspire their confidence and respect.

TEAMWORK: Establish and maintain effective working relationships with coworkers, supervisors and other law enforcement officials (by sharing information and working cooperatively with others, complying with departmental rules and regulations, following orders, accepting advice and constructive criticism, etc.).

INTEREST IN PEOPLE: Exhibit an active interest in understanding and working with people; demonstrate concern for the safety and welfare of others and a desire to serve the public.

PERSONALITY CHARACTERISTICS

ASSERTIVENESS: Assert oneself when necessary to exert control over others; confront and challenge people who are behaving in a suspicious manner.

EMOTIONAL SELF-CONTROL: Maintain one's composure and perform effectively in stressful situations (crisis situations, situations which one finds personally repugnant, etc.); refrain from over-reacting when subjected to physical or verbal abuse; exercise restraint and use the minimum amount of force necessary to handle a given situation.

FLEXIBILITY/ADAPTABILITY: Adapt to changes in working conditions (changes in patrol assignment, shift changes, different types of incidents that must be handled one right after the other, etc.); remain alert during periods of routine, monotonous activity.

CONFRONTATION OF POTENTIALLY PHYSICALLY HAZARDOUS SITUATIONS.

WORKER CHARACTERISTICS

INITIATIVE: Proceed on assignments without waiting to be told what to do; improve one's skills and keep informed of new developments in the field; work diligently and exert the extra effort needed to make sure the job is done correctly, rather than merely "putting in time".

DEPENDABILITY: Be conscientious, reliable, thorough, punctual, accurate; assume responsibility for one's share of the workload.

APPEARANCE: Present a neat, clean, well-groomed appearance.

INTEGRITY: Be honest and impartial; refrain from accepting bribes or "favors" or using one's position for personal gain.

PHYSICAL CHARACTERISTICS

COORDINATION: Integrate the actions of one's arms and legs to produce coordinated movement (such as in running, jumping, etc.).

AGILITY: Perform physical actions or movements quickly and nimbly.

BALANCE: Maintain one's balance in unusual contexts (such as when climbing, crawling, crossing narrow ledges, etc.).

ENDURANCE: Maintain physical activity over prolonged periods of time.

STRENGTH: Exert muscular force (such as in lifting, pulling, pushing or dragging hard to move objects; physically restraining others, etc.).

APPENDIX F

POST ENTRY-LEVEL LAW ENFORCEMENT OFFICER JOB ANALYSIS
(Draft of Feedback Manual)

State of California



P. O. S. T.

**ENTRY-LEVEL LAW ENFORCEMENT OFFICER
JOB ANALYSIS**

Results for: Hometown Police Department*

** The data contained herein are for example purposes only and do not necessarily represent the final results of POST's job analysis.*

Commission on Peace Officer Standards and Training

NOTE: These are the first few example pages of a
planned, lengthy document.

INTRODUCTION

This report contains the statewide results and the results for your agency of POST's entry-level law enforcement officer job analysis. The results which are reported are based on survey data collected from your department and 221 other California police and sheriff's departments during the period September 1977 to October 1978.

The report is divided into four sections. The information reported in Sections I-III was collected with two separate surveys which were administered to a sample of patrol officers and supervisors from each of the 222 participating departments. In major part, both surveys consisted of the same exhaustive list of patrol officer task statements. The survey administered to patrol officers (Incumbent Survey) required that the officers indicate the frequency with which they perform each task. The Supervisory Survey, administered to patrol supervisors, required that the respondents indicate the importance of successfully performing each task. The rating scales used by the officers and supervisors to indicate their responses appear at the beginning of Section II.

Information obtained with these two surveys was analyzed by POST staff to determine those important job tasks that are performed by patrol officers/deputies statewide. These tasks were then organized into groups of tasks which require similar action on the part of the officer/deputy (e.g., tasks involving physical exertion). These task groupings were incorporated into a third survey which was administered to supervisory and command level personnel from a representative sample of the participating departments. Respondents to this survey were asked to indicate the behavioral requirements for successful performance of the tasks in each task grouping. A more detailed explanation of this survey, along with the results of the survey are reported in Section IV.

Throughout this report the results for your agency are presented along with the results of the total statewide sample. This is done to allow you to compare your agency with the statewide "average".

Should you have any questions about the survey results, please contact the project staff at (916) 322-3492.

SECTION I

Background and Organizational Information

Results reported in this section describe the biographical composition of the officers/deputies and supervisors who responded to the Incumbent Survey and the Supervisory Survey. The first column of results for each survey describes the background characteristics of the survey respondents from your agency. The second column describes the characteristics of the entire statewide sample.

BACKGROUND AND ORGANIZATIONAL INFORMATION

Agency: Hometown, California Police Department

Incumbent Survey

Supervisory Survey

Respondents

Patrol Officers

Statewide

Patrol Supervisors

Statewide

	Patrol Officers	Statewide	Patrol Supervisors	Statewide
Number	7	1,733	3	675
Age (average)	26.2 years	29.2 years	36.9 years	37.8 years
Sex	Male 6 Female 1	Male 94% Female 5%	Male 3 Female 0	Male 99% Female 1%
Percentage of total patrol officers in agency	15.2%	11%		
Ethnicity	American Indian 0 Black 1 Caucasian(white) 4 Oriental/Asian 0 Spanish Surname 2 Filipino 0 Other 0	American Indian 1.0% Black 5.0% Caucasian(white) 80.0% Oriental/Asian 0.9% Spanish Surname 9.8% Filipino 0.5% Other 1.0%	American Indian 0 Black 1 Caucasian(white) 2 Oriental/Asian 0 Spanish Surname 0 Filipino 0 Other 0	American Indian 1.5% Black .8% Caucasian(white) 90.9% Oriental/Asian .3% Spanish Surname 6.1% Filipino 0.0% Other .3%
Educational level (average)	1.5 years college	2.1 years college	3.0 years college	3.1 years college
Time in rank at current agency (average)	50.1 months	61.5 months	49.8 months	53.9 months
Time in current patrol assignment (average)	30.6 months	32.2 months		
Shifts worked	Day 2 Evening(swing) 2 Night(graveyard) 2 Relief 1	Day 33% Evening(swing) 33% Night(graveyard) 28% Relief 4%	Day 1 Evening(swing) 1 Night(graveyard) 1 Relief 0	Day 33% Evening(swing) 31% Night(graveyard) 22% Relief 14%

BACKGROUND AND ORGANIZATIONAL INFORMATION

Agency: Hometown, California Police Department

	Incumbent Survey		Supervisory Survey	
Respondents	Patrol Officers	Statewide	Patrol Supervisors	Statewide

Time in current shift (average)	6.2 months	10.4 months		
Time in current beat (average)	8.3 months	16.0 months		
Size of beat (average)	7.5square mile	30.2 square mile		

SECTION II

Task Frequency and Importance Information

This section summarizes the results of the task frequency and task importance ratings obtained from officers/deputies (Incumbent Survey) and supervisors (Supervisory Survey). The tasks are organized into groups of tasks that require similar action on the part of a patrol officer/deputy. There are 33 such task groupings, beginning with "Paperwork" and ending with "Traffic Control".

The rating scales used for the purpose of collecting ratings of the frequency and importance of each task are presented below:

FREQUENCY:

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month		
9	8	7	6	5	4	3	2	1

IMPORTANCE: When this task is done, how important is successful completion of this task to overall patrol officer/deputy job performance?

- (1) Of little importance
- (2) Of some importance
- (3) Important
- (4) Very Important
- (5) Critically Important

The numbers which appear after each task statement represent, from left to right: (1) the mean frequency rating provided by officers/deputies in your agency, (2) the mean frequency rating for the total statewide sample, (3) the mean importance rating provided by supervisors in your agency, and (4) the mean importance rating for the total statewide sample.

The figures which appear to the right of "Overall mean for task group" were arrived at by summing and computing the simple arithmetic average of the numbers in each column. They represent estimates of the average frequency or importance of all the tasks within the task group.

The figures which appear to the right of "Estimated monthly occurrence for task group" were computed using the conversion table which appears below. The left hand column of the table lists the anchor points for the 9-point frequency scale used to rate task frequency. The right column of the table

lists the corresponding approximate number of times per month each anchor point represents. For example, a frequency rating of 8 in the rating scale ("Daily") is represented in the right hand column by "Approximately 20 times per month". As indicated at the bottom of the table, all conversions are based on the assumption that the average officer/deputy works 220 days per year.

TABLE FOR CONVERTING FREQUENCY RATINGS TO ESTIMATES OF APPROXIMATE FREQUENCY PER MONTH

Frequency Scale	Approximate Frequency per Month*
9 More than once per day	Approximately 40 times per month
8 Daily	Approximately 20 times per month
7 Several times a week	Approximately 15 times per month
6 Weekly	Approximately 5 times per month
5 Several times a month	Approximately 2.5 times per month
4 Monthly	Approximately 1 time per month
3 Less than once a month	Approximately 1 time every other month
2 Have done but not in last 4 months	Approximately 1 time every 6 months
1 Never in this agency	Never

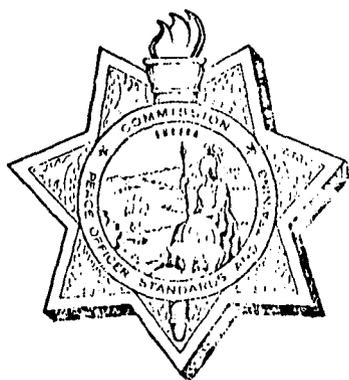
*Assumes average officer/deputy works 220 days per year

The figures reported for "Estimated monthly occurrence for task group" were arrived at by using the table to convert each "average frequency" figure in a column to its corresponding "frequency per month" estimate. These estimates were then summed for each column to arrive at the figures reported.

The last figure reported on each page of results ("Overall mean for task group") represents the percentage of agencies in the statewide sample that had a lower "Overall mean for task group" frequency than your agency.

APPENDIX G

ENTRY-LEVEL LAW ENFORCEMENT OFFICER TASK ANALYSIS SURVEY
INCUMBENT



**ENTRY-LEVEL LAW ENFORCEMENT OFFICER
TASK ANALYSIS SURVEY**

Incumbent

CALIFORNIA COMMISSION
ON
PEACE OFFICER STANDARDS AND TRAINING

ENTRY-LEVEL LAW ENFORCEMENT OFFICER
TASK ANALYSIS SURVEY

Incumbent

INTRODUCTION

This survey has been developed by the California Commission on Peace Officer Standards and Training to generate the kind of job information needed by the Commission to fulfill its legislatively mandated responsibilities. By filling out the survey, you will provide POST with invaluable information which will be used in the future to establish job-related candidate selection standards and relevant training standards. Therefore, we thank you for your cooperation and for expending the energy required to fill out what is, admittedly, a lengthy survey.

The booklet is divided into two sections. In Section I, you are asked to provide background and organizational data. Section II contains a large number of tasks which can be performed by a patrol officer/deputy. Please complete Section I before going on to Section II.

This job inventory or survey is not an exam or any type of position evaluation instrument. The information you provide is for research purposes only. We do request that you provide your name, but only for possible contact by the research staff in the unlikely occurrence of an unforeseen data processing problem.

When you have completed the questionnaire, please return it to the person responsible for collecting the questionnaires in your agency.

SECTION I

BACKGROUND AND ORGANIZATIONAL INFORMATION

DO NOT ANSWER
QUESTIONS
1 - 4

- 1. Number of entry-level officers assigned to the general patrol function.
- 2. Square miles served
- 3. Population served
- 4. Type of jurisdiction
 - Urban = 1
 - Suburban = 2
 - Rural = 3
 - Urban/Suburban = 4
 - Suburban/Rural = 5
 - Urban/Rural = 6
 - Urban/Suburban/Rural = 7

PLEASE PRINT

- 5. Date _____
- 6. Name of Agency _____
- 7. County in which Agency is located _____
- 8. Your Name _____

Please respond to the following questions by indicating your answers in the boxes to the right.

- 9. Age:
- 10. Sex: Male = 1 Female = 2
- 11. Ethnicity:
 - American Indian = 1
 - Black = 2
 - Caucasian (white) = 3
 - Oriental/Asian = 4
 - Spanish Surname = 5
 - Filipino = 6
 - Other _____ = 7
- 12. Education (indicate highest level completed):
 - High School or G.E.D. = 1
 - College Freshman = 2
 - College Sophomore = 3
 - College Junior = 4
 - College Senior = 5
 - Bachelor's Degree = 6
 - Master's Degree = 7
 - Doctorate Degree = 8
- 13. California POST certificate (indicate highest held):
 - Basic = 1
 - Intermediate = 2
 - Advanced = 3

CONTINUED

1 OF 3

14. Present Rank:

- Officer/Deputy = 1
- Corporal = 2
- Other _____ = 3

15. How long have you been at your present rank with your present agency?
(Please indicate months)

16. Present assignment (Choose one):

- Patrol (radio car) = 1
- Traffic Officer = 2
- Other _____ = 3

If you chose "2" or "3", see your survey coordinator before filling out this inventory.

17. How long have you had your present patrol assignment?
(Please indicate months)

18. Present shift:

- Day = 1
- Evening (swing) = 2
- Night (graveyard) = 3
- Relief = 4

19. How long have you worked on your present shift?
(Please indicate months)

20. Please check other shifts you have worked more than 1 month in your current agency.

- Day
- Evening (swing)
- Night (graveyard)
- Relief
- None

21. How long have you been assigned to your present beat?
(Please indicate months)

22. Estimated size of present beat (in square miles):

23. Predominant type of buildings in present beat:

- Single family dwellings = 1
- Multiple family dwellings (apartments, duplexes, etc.) = 2
- Commercial/retail = 3
- Industrial/manufacturing = 4

24. Description of present beat:

Urban = inner city - high population density; suburban = residential - moderate population density; rural = agricultural/forest/desert - low population density.

- Urban = 1
- Suburban = 2
- Rural = 3
- Urban/Suburban = 4
- Suburban/Rural = 5
- Urban/Rural = 6
- Urban/Suburban/Rural = 7

25. Predominant terrain of present beat:

Mountainous = 1 None of the above = 4
Seaside = 2
Desert = 3

26. Estimated predominant economic level of present beat (average family income):

Under \$10,000 = 1
\$10,000 - \$20,000 = 2
\$20,000 - \$35,000 = 3
Over \$35,000 = 4

SECTION II

INSTRUCTIONS FOR RATING TASKS

The following pages contain tasks that are performed by patrol officers/deputies assigned to radio car patrol. The tasks have been sorted into nineteen major job content areas:

Patrol Function Patrol Inspection Patrol Contact Patrol Response Traffic Supervision Criminal Investigation/ Accident Investigation Evidence and Property Procedures Auxiliary Function Civil Procedures	Custody Procedures Training Community Relations Reading Reporting Weapons Physical Activity and Physical Force Time Spent Vehicle Operations Equipment
---	--

Please rate each task on the following pages in terms of the frequency with which you have performed it in the last four months. Describe the job as you have performed it on your present beat and shift. For example, using the Frequency Scale below, if you "Transport prisoners/inmates" on the average of more than once per day, you would assign a Frequency Rating of 9. On the other hand, if you have never "Fired a handgun at a person," you would assign that task a Frequency Rating of 1. If you have performed a task in your agency, but not in the last four months, assign the task a Frequency Rating of 2. If you have performed a task only as part of training, you would assign a Frequency Rating of 1 indicating "I have never done this task in this agency."

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month	2	1
9	8	7	6	5	4	3		

If a task occurs with a frequency somewhere in between two scale positions (e.g., between Several times a week and Weekly), choose the scale value which is the closer approximation to the actual frequency.

Remember to describe only your own experience. Tasks which you have not performed, but which are generally performed in your agency, will be identified by other officers/deputies in the sample. Therefore, do not be concerned that an important task will be omitted from further consideration if you indicate "I have never done this task in this agency."

Do not skip any items. Make sure you rate each task listed in the survey.

FREQUENCY SCALE

In the last 4 months, I have generally done this task:								
More than once per day 9	Daily 8	Several times a week 7	Weekly 6	Several times a month 5	Monthly 4	Less than once per month 3	I have done this task in this agency but not in the last 4 mos. 2	I have never done this task in this agency 1
PATROL FUNCTION								Fre- quency Rating
1.	Review statistics and other compiled information (e.g., to determine areas in need of selective enforcement).							
2.	Transmit messages over police radio (e.g., patrol car radio, handpack, or base station radio).							
3.	Arrange for removal of abandoned, disabled, or impounded vehicles.							
4.	Secure vehicles by removing keys, locking doors, etc.							
5.	Secure house or property.							
6.	Initiate contact with appropriate public agencies (e.g., telephone company, etc.) to report damage to equipment.							
7.	Deliver emergency supplies and equipment.							
8.	Escort money or valuables.							
9.	Engage in high speed pursuit driving on open road.							
10.	Engage in high speed pursuit driving in congested area.							
11.	Engage in high speed response to call on open road.							
12.	Engage in high speed response to call in congested area.							
13.	Push disabled vehicles with patrol car.							
14.	Participate in large scale area search parties for persons or evidence.							
15.	Operate assigned observation post to apprehend criminal suspect (e.g., stakeout).							
16.	Review information to maintain a current knowledge of known criminals and criminal activity in area.							
17.	Respond as back-up unit on crimes in progress (either own or other department).							
18.	Record and communicate descriptions of persons (e.g., suspects, missing persons).							
19.	Respond as back-up on traffic stops (either own or other department).							
20.	Request verification of out-of-county and out-of-state warrants before service.							
21.	Deliver agency and inter-agency papers.							
22.	Examine injured/wounded persons.							

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency	
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month	2	1	
9	8	7	6	5	4	3			
PATROL FUNCTION (Cont.)								Fre- quency Rating	
23.	Administer cardio-pulmonary resuscitation.								
24.	Administer mouth-to-mouth resuscitation.								
25.	Operate resuscitator.								
26.	Control bleeding (e.g., apply direct pressure).								
27.	Administer other first aid techniques.								
28.	Protect accident or crime scene.								
29.	Give directions to assisting officer(s) (e.g., at crime or accident scene or during parade).								
30.	Give directions to other public service personnel (e.g., at crime or accident scene or during parade).								
31.	Coordinate tactical operation (e.g., set up a perimeter, set up a command post, develop a search plan).								
32.	Request back-up assistance in potentially hazardous or emergency situations.								
33.	Transport animals.								
34.	Transport prisoners/inmates.								
35.	Transport persons taken into custody to afford an opportunity to post bond in lieu of incarceration.								
36.	Transport injured persons.								
37.	Transport mental patients.								
38.	Handcuff suspects or prisoners.								
39.	Use restraining devices other than handcuffs (e.g., leg irons, straps).								
40.	Capture dangerous/injured animals.								
41.	Corral loose livestock.								
42.	Flag down trains (e.g., to prevent accidents).								
43.	Pat search suspects.								
44.	Search prisoner clothing.								

FREQUENCY SCALE

In the last 4 months, I have generally done this task:								I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day 9	Daily 8	Several times a week 7	Weekly 6	Several times a month 5	Monthly 4	Less than once per month 3			
PATROL FUNCTION (Cont.)								Fre- quency Rating	
45.	Participate in pre-planned raids.								
46.	Request records checks.								
47.	Restock emergency supplies in patrol vehicle (e.g., flares, first aid supplies, etc.).								
48.	Use emergency tools to extricate trapped persons.								
49.	Extinguish vehicle fires.								
50.	Identify from memory wanted vehicles or persons.								
51.	Evacuate buildings and/or areas to remove persons from danger.								
PATROL INSPECTION									
1.	Follow suspicious vehicles (e.g., suspect, suspicious person, operator under the influence).								
2.	Physically examine and test doors and windows of dwellings and businesses.								
3.	Patrol locations on beat which are potentially physically hazardous to citizens (e.g., construction site, attractive nuisance).								
4.	Examine suspicious or potentially dangerous objects (e.g., suspicious package, downed high tension wires).								
5.	Physically examine abandoned vehicles.								
6.	Physically search vehicles for contraband or evidence.								
7.	Search unlocked businesses and dwellings for signs of illegal entry.								
8.	Make bar checks.								
9.	Check individuals/businesses for compliance with licensing requirements and/or Business and Professions Code (e.g., liquor stores, taverns, solicitors, retail businesses).								
10.	Search for missing, lost, or wanted persons.								
11.	Personally search buildings, properties, and vehicles to locate bombs and/or explosives.								
12.	Search home, business, or other structure for contraband, criminal activity, or wanted subject (with or without warrant).								

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month	2	1
9	8	7	6	5	4	3		
PATROL INSPECTION (Cont.)								Fre- quency Rating
13.	Search fire debris or burned buildings to uncover bodies and evidence relating to the cause of the fire and/or explosion.							
14.	Recognize sounds that should be investigated and their approximate origin (e.g., breaking glass, angry or fearful voices, etc.).							
15.	Recognize smells that should be investigated and their approximate origin (e.g., smoke, controlled substance, alcohol, etc.).							
PATROL CONTACT								
1.	Make vehicle stops to effect felony arrests.							
2.	Effect suspected or suspicious person vehicle stops.							
3.	Confront hostile groups (e.g., demonstrators, rioters, or bar patrons).							
4.	Notify private citizens of damage to their property as a result of accident, natural disaster, etc.							
5.	Personally deliver death messages.							
6.	Personally deliver miscellaneous emergency messages to citizens.							
7.	Communicate through foreign language interpreter.							
8.	Counsel juveniles and children both formally and informally.							
9.	Conduct parent-juvenile conferences.							
10.	Mediate family disputes.							
11.	Mediate civil disputes.							
12.	Keep peace in organized labor disputes.							
13.	Provide emergency assistance to the public by driving persons from one location to another.							
14.	Approach and interview pedestrians.							
15.	Accept warrant bail on the street.							

FREQUENCY SCALE

In the last 4 months, I have generally done this task:								I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day 9	Daily 8	Several times a week 7	Weekly 6	Several times a month 5	Monthly 4	Less than once per month 3			
PATROL CONTACT (Cont.)								Fre- quency Rating	
16.	Issue citations for non-traffic offenses.								
17.	Serve subpoenas.								
18.	Serve arrest warrants.								
19.	Control non-violent crowds, groups of spectators, etc.								
20.	Talk with leaders of demonstrations.								
21.	Arrest persons without warrant.								
22.	Take into custody person arrested by citizen.								
23.	Advise persons of rights (per Miranda or 13353 CVC).								
24.	Explain to onlookers the reason for taking arrest action.								
25.	Call on bystanders to assist in apprehension.								
26.	Reprimand offenders in lieu of arrest or citation.								
27.	Interview suspicious persons.								
28.	Explain alternative courses of action to suspects, complainants, victims, etc.								
29.	Explain nature of complaints to offenders.								
30.	Advise victims of the criminal process.								
31.	Refer persons to other service agencies.								
32.	Provide street directions.								
33.	Advise property owners or agents of potentially hazardous conditions (e.g., damaged fences, broken water pipes).								
34.	Pick up children to place in custody (with or without court order).								
35.	Instruct persons of proper methods to eliminate fire hazards or explosives.								
36.	Communicate in a foreign language(s). Please specify which language(s) _____.								

In the Patrol Response section you are asked to make the same kind of Frequency Ratings. In addition, for some items you are asked to indicate whether you have "responsibility for follow-up investigation." For purposes of responding to these items, "responsibility for follow-up investigation" means routine responsibility for:

CONTINUING INVESTIGATION OVER A PERIOD OF DAYS AND MONTHS IF CALLED FOR, AND SUBMITTAL OF PROGRESS REPORTS AS REQUIRED, AND PREPARATION OF THE CASE FOR PRESENTATION TO THE PROSECUTOR, AND FIXED PERSONAL RESPONSIBILITY FOR CLEARANCE AND CLOSURE OF THE CASE.

For example, if you handle incidents involving bomb threats "less than once per month" and when such an incident occurs, you do have "responsibility for follow-up investigation," you would enter the following responses:

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day	Daily	Several times a week	Weekly	Several times a month	Monthly	Less than once per month		
9	8	7	6	5	4	3	2	1
Handle These Types of Incidents:								Fre- quency Rating
Bomb threat. Responsibility for follow-up investigation? Yes = 1 No = 2 <input checked="" type="checkbox"/>								3

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day 9	Daily 8	Several times a week 7	Weekly 6	Several times a month 5	Monthly 4	Less than once per month 3		
PATROL RESPONSE								Pre- quency Rating
Handle These Types of Incidents:								
1.	Abandoned vehicle.							
2.	Abandoned house or building.							
3.	Activated alarm.							
4.	Animal control violation.							
5.	Assault (felonious).							
6.	Assault and battery. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
7.	Assault with intent to commit rape or other felony. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
8.	Attempted murder. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
9.	Attempted suicide.							
10.	Bad check. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
11.	Begging.							
12.	Bicycle theft.							
13.	Bomb threat. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
14.	Brandishing weapon. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
15.	Building code violation.							
16.	Burglary. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
17.	Business or peddler license violation.							
18.	Child stealing. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>							
19.	Citizen locked out of building or vehicle.							
20.	Complaint regarding city or county service.							
21.	Concealed or loaded weapon.							
22.	Concerned party request for check on welfare of citizen.							

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9	8	7	6	5	4	3	2	1	
PATROL RESPONSE (Cont.)								Fre- quency Rating	
Handle these Types of Incidents:									
23.	Conspiracy.								
24.	Contributing to delinquency of a minor. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
25.	Credit card theft or misuse. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
26.	Cruelty to animals. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
27.	Dangerous animal.								
28.	Dead body (excluding homicide).								
29.	Defrauding an innkeeper. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
30.	Desertion or AWOL from military.								
31.	Discharge of a firearm. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
32.	Disturbing the peace - customer.								
33.	Disturbing the peace - family.								
34.	Disturbing the peace - fight.								
35.	Disturbing the peace - juveniles.								
36.	Disturbing the peace - landlord/tenant.								
37.	Disturbing the peace - neighbor.								
38.	Disturbing the peace - noise (e.g., music, barking dog).								
39.	Disturbing the peace - party.								
40.	Disturbing the peace - other (e.g., harassment, challenging to fight).								
41.	Repossession dispute.								
42.	Labor/management dispute.								
43.	Keep the peace.								
44.	Downed wires.								

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PATROL RESPONSE (Cont.)									Fre- quency Rating
Handle These Types of Incidents:									
45.	Ruptured water or gas line.								
46.	Traffic hazard.								
47.	Malfunctioning traffic control device.								
48.	Other public safety and/or health hazard.								
49.	Drug overdose.								
50.	Other medical emergencies.								
51.	Drunk driver.								
52.	Drunk in public.								
53.	Embezzlement. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
54.	Extortion. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
55.	False fire alarm. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
56.	Fire. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
57.	Fireworks violation.								
58.	Fishing and hunting violations.								
59.	Found property.								
60.	Forgery. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
61.	Fugitive reported to be at a location.								
62.	Gambling. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
63.	Grand theft (excluding auto). Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
64.	Hit and run. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
65.	Homicide. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
66.	Illegal alien.								

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9	8	7	6	5	4	3	2	1	
PATROL RESPONSE (Cont.)								Fre- quency Rating	
Handle These Types of Incidents:									
67.	Illegal burning.								
68.	Illegal weapons (e.g., brass knuckles, switchblade knives).								
69.	Impersonating an officer or other official. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
70.	Incorrigible juvenile. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
71.	Indecent exposure. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
72.	Invalid or elderly person needing assistance.								
73.	Jail/prison break. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
74.	Joy riding. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
75.	Kidnapping. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
76.	Liquor law violations (ABC violations).								
77.	Littering.								
78.	Loitering.								
79.	Lost child.								
80.	Malicious mischief. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
81.	Mental illness.								
82.	Missing person. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
83.	Motor vehicle theft. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
84.	Narcotic or drug offense. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
85.	Neglected or abused children. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
86.	Obscene or threatening phone calls. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
87.	Officer request for assistance.								
88.	Other public agencies needing assistance (e.g., health department, probation department).								

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PATROL RESPONSE (Cont.)									Fre- quency Rating
Handle These Types of Incidents:									
89.	Parking violation.								
90.	Parole or probation violation.								
91.	Pass or attempt to pass counterfeit money. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
92.	Petty theft. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
93.	Postal law violation. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
94.	Prostitution. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
95.	Prowling.								
96.	Public nuisance.								
97.	Rape. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
98.	Racing/speeding motor vehicle.								
99.	Reckless driving.								
100.	Receiving stolen property. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
101.	Riot.								
102.	Robbery - armed. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
103.	Robbery - strong arm. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
104.	Sex crime (other than rape, prostitution, or indecent exposure). Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
105.	Situation requiring traffic control.								
106.	Stranded motorist (start stalled vehicles, change tires, obtain gasoline, gain entrance to locked vehicles, etc.).								
107.	Suspicious person/vehicle.								
108.	Suspicious object.								
109.	Throwing or launching objects at moving vehicles. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
110.	Traffic accident. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								

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PATROL RESPONSE (Cont.)									Fre- quency Rating
Handle These Types of Incidents:									
111.	Trespassing.								
112.	Unlawful possession or use of explosives. Responsibility for follow-up investigation? Yes = 1 No = 2 <input type="checkbox"/>								
TRAFFIC SUPERVISION									
1.	Remove hazards from roadway.								
2.	Advise appropriate agency of traffic engineering needs.								
3.	Monitor driver observance of traffic control devices from stationary position.								
4.	Monitor pedestrian observance of traffic control devices from stationary position.								
5.	Notify owners of towed vehicles of location and procedure to follow to reclaim vehicles.								
6.	Clock speed of vehicles using speedometer.								
7.	Visually estimate speed of vehicles.								
8.	Operate radar equipment for speed enforcement.								
9.	Estimate driver's capability to operate vehicle due to old age, emotional state, physical stature, handicap or substance abuse (preparatory to chemical or roadside sobriety test).								
10.	Inspect operator's license.								
11.	Inspect vehicle registration.								
12.	Inspect VIN.								
13.	Request that DMV re-administer driver's test to persons currently licensed.								
14.	Administer physical roadside sobriety test (drug and/or alcohol).								
15.	Arrest and book traffic law violators.								

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TRAFFIC SUPERVISION (Cont.)								Fre- quency Rating	
16.	Administer "breathalyzer" test.								
17.	Arrange for obtaining blood or urine samples for sobriety tests.								
18.	Explain state vehicle laws and procedures to citizens.								
19.	Inform vehicle owners of legal obligations regarding removal of abandoned vehicles (within specific period of time).								
20.	Inspect vehicles for conformance with Vehicle Code.								
21.	Make traffic stops for Vehicle Code violations.								
22.	Issue Vehicle Code citations.								
23.	Issue warning tickets (for equipment, moving, or parking violations).								
24.	Explain legal obligations to operators stopped for traffic law violations.								
25.	Issue parking citations.								
26.	Escort funerals.								
27.	Escort parades and other processions.								
28.	Escort oversized truck-trailer loads.								
29.	Escort emergency vehicles.								
30.	Escort dignitaries.								
31.	Direct traffic using hand or flashlight signals or illuminated baton.								
32.	Direct traffic using flare or traffic cone patterns.								
33.	Direct traffic using barriers (including positioning of patrol cars).								
34.	Control traffic signals manually.								
35.	Direct citizens to assist in traffic control in an emergency.								
36.	Sign off equipment violations.								

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CRIMINAL INVESTIGATION/ACCIDENT INVESTIGATION (INCLUDING TRAFFIC)								Fre- quency Rating
1.	Survey accident scenes to determine priority of required actions.							
2.	Coordinate activities at scenes of accident investigations.							
3.	Inspect and/or operate equipment (lights, brakes, steering, tires, etc.) of accident vehicles to determine operating condition.							
4.	Take coordinate measurements of accident scenes.							
5.	Sketch accident scenes.							
6.	Diagram accident scenes to scale.							
7.	Interview tow truck operators, mechanics, etc., to obtain specific information concerning vehicle damages.							
8.	Inspect and measure skid marks and other marks on roadway as part of accident investigation.							
9.	Estimate vehicle speed using physical evidence and mathematical formulas or graphs.							
10.	Review accidents with accident investigators.							
11.	Advise persons involved in an accident of information to get from one another.							
12.	Analyze available information to determine what enforcement action should be taken at accident scenes.							
13.	Inform motorists of procedures for reporting accident to proper authorities.							
14.	Inquire into incidents to determine whether they are criminal or civil matters.							
15.	Evaluate crime scenes to determine investigative procedures to follow and assistance necessary.							
16.	Attempt to locate witnesses to crimes or accidents (e.g., talk to bystanders, knock on doors).							
17.	Request investigative assistance (e.g., detectives, crime lab, other officers, tracking dogs, scuba divers, etc.).							
18.	Interview complainants, witnesses, etc.							
19.	Summarize in writing statements of witnesses, complainants, etc.							
20.	Request witnesses to submit written statements.							
21.	Interrogate suspects.							
22.	Record formal confessions in writing.							

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9	8	7	6	5	4	3	2	1	
CRIMINAL INVESTIGATION/ACCIDENT INVESTIGATION (INCLUDING TRAFFIC) (Cont.)								Frequency Rating	
23.	Talk to informants to obtain information.								
24.	Fingerprint prisoners and other persons.								
25.	Take mug shots.								
26.	Organize and conduct photo line-ups.								
27.	Organize and conduct line-ups.								
28.	Present suspects to victims or witnesses for purposes of identification.								
29.	Personally review records and pictures to identify suspects.								
30.	Contact various sources (e.g., employers, utility companies, schools), over the telephone or by mail, to locate persons.								
31.	Organize or participate in formal or informal surveillance of individuals or locations.								
32.	Photograph crime or accident scenes.								
33.	Sketch crime scenes.								
34.	Diagram layouts of interior designs of buildings.								
35.	Study rap sheets and M.O.'s of suspects.								
36.	Analyze and compare cases for similarity of modus operandi.								
37.	Coordinate investigations with other law enforcement agencies.								
38.	Talk with families of juvenile suspects or defendants (advise, inform, notify, counsel).								
39.	Talk with families of adult suspects or defendants (advise, inform, notify, counsel).								
40.	Personally present facts of cases to juvenile probation officers.								
41.	Inspect damage to vehicles or property.								
42.	Interview doctors, ambulance personnel, etc., to obtain specific information concerning injuries and illnesses.								
43.	Review reports and notes to prepare for testimony at hearings or trials.								
44.	Talk to other officers, supervisors, prosecutors, judges, witnesses, or victims to review facts of cases to insure proper pre-trial preparation.								

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CRIMINAL INVESTIGATION/ACCIDENT INVESTIGATION (INCLUDING TRAFFIC) (Cont.)								Fre- quency Rating	
45.	Appear to testify in legal proceedings.								
46.	Testify in legal proceedings.								
47.	Discuss cases with prosecutors following legal proceedings.								
48.	Obtain search warrants.								
49.	Serve or assist in serving search warrants.								
50.	Examine dead bodies for wounds and injuries to determine nature and cause of death.								
51.	Search property of deceased for personal papers or valuables.								
52.	Make preliminary identification of deceased persons.								
53.	Examine bodies of deceased (for personal property, signs of post-mortem lividity, etc.).								
54.	Witness post-mortem examinations.								
55.	Do preliminary (initial, at the scene) investigations.								
56.	Do follow-up investigations to completion.								
57.	Use "Identi-kit" with victims/witnesses to produce facial likenesses of suspects.								
EVIDENCE AND PROPERTY PROCEDURES									
1.	Dust and lift latent fingerprints.								
2.	Make fingerprint comparisons.								
3.	Photograph latent fingerprints.								
4.	Use chemical test kit (e.g., Valtox, Narco-Ban) to test for controlled substances.								
5.	Search accident or crime scenes for physical evidence.								

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EVIDENCE AND PROPERTY PROCEDURES (Cont.)								Fre- quency Rating
6.	Collect and examine evidence and personal property from crime or accident scenes.							
7.	Preserve evidence and personal property.							
8.	Transport property and/or evidence.							
9.	Book evidence and personal property.							
10.	Review crime lab reports.							
11.	Destroy or auction unclaimed property.							
AUXILIARY FUNCTION								
1.	Participate in meetings with other officers (e.g., briefings, departmental staff meetings).							
2.	Communicate with supervisor(s) during shift (e.g., to receive direction, seek advice, etc.).							
3.	Attend in-service and outside conferences and seminars.							
4.	Fill out surveys.							
5.	Prepare information for federal, state, and local law enforcement officials and agencies.							
6.	Communicate information on an informal basis to other law enforcement officials.							
7.	Develop work schedules for other officers (including special assignments).							
8.	Issue equipment.							
9.	Maintain spot/pin maps.							
10.	Fingerprint persons for non-criminal reasons (e.g., professional licensing).							
11.	Personally conduct background investigations on applicants for positions.							
12.	Conduct background investigations on applicants for licenses.							

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AUXILIARY FUNCTION (Cont.)								Fre- quency Rating
13.	Issue bicycle licenses/registrations.							
14.	Receive in-coming calls from the public.							
15.	Dispatch officers to calls.							
16.	Operate telephone console or switchboard.							
17.	Arrange for appearance of witnesses (excluding subpoena service).							
18.	Take citizens' formal complaints against officers and/or department (either in person or by telephone).							
19.	Investigate formal citizens' complaints against officers.							
20.	Serve as bodyguard to threatened persons (e.g., material witnesses).							
21.	Control access to accident or other records.							
22.	Order supplies and equipment.							
23.	Perform simple mathematical calculations (add, subtract, multiply, divide).							
	CIVIL PROCEDURES							
1.	Post probate notices, warnings, sale of property notices, etc.							
2.	Collect money for sales of levied property.							
3.	Seize property in civil claims.							
4.	Mail jury duty notices.							
5.	Summon jurors for daily court duty.							
6.	Serve as bailiff officer in court.							
7.	Collect fines.							

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CIVIL PROCEDURES (Cont.)								Fre- quency Rating
8.	Collect bail.							
9.	Sequester jurors.							
CUSTODY PROCEDURES								
1.	Guard prisoners/inmates detained at facility other than jail (e.g., hospital).							
2.	Interview prisoners/inmates to obtain personal information for booking purposes.							
3.	Collect and inventory prisoners'/inmates' personal property.							
4.	Log prisoners'/inmates' phone calls on formal custody log.							
5.	Question and examine prisoners/inmates concerning injuries.							
6.	Log prisoners'/inmates' injuries on formal custody log.							
7.	Review documents of arrest before accepting subjects into detention center.							
8.	Brief prisoners/inmates as to detention facility rules of conduct.							
9.	Distribute prescribed medication to prisoners/inmates.							
10.	Distribute patent medication to prisoners/inmates (e.g., aspirin, antacid, etc.).							
11.	Confer with physicians regarding medical condition of prisoners/inmates.							
12.	Prepare or obtain meals for prisoners/inmates.							
13.	Distribute cleaning implements and personal hygiene supplies to prisoners/inmates.							
14.	Conduct periodic searches of prisoners/inmates and their quarters.							
15.	Discipline prisoners/inmates.							
16.	Arrange for professional assistance for prisoners/inmates regarding personal problems.							
17.	Coordinate prisoners'/inmates' contact with legal counsel, bondsmen and other visitors.							

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CUSTODY PROCEDURES (Cont.)								Fre- quency Rating	
18.	Process prisoners/inmates for release from custody.								
TRAINING									
1.	Evaluate other officers (e.g., probationary officers, trainees or new officers).								
2.	Write classroom evaluations of students.								
3.	Write evaluations of training received.								
4.	Construct tests.								
5.	Administer and grade tests.								
6.	Provide classroom instruction to other officers, recruits, reserves, cadets and/or civilians.								
7.	Provide on-the-job training to other officers.								
8.	Provide on-the-job training to recruits or reserves.								
9.	Provide on-the-job training to cadets and/or civilians.								
10.	Prepare lesson plans.								
COMMUNITY RELATIONS									
1.	Talk with people on the beat to obtain general information.								
2.	Talk with people on the beat to establish rapport.								
3.	Talk with people on the beat to provide information about the law enforcement agency.								
4.	Meet with and make presentations to community groups.								
5.	Provide information to news media for dissemination.								

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COMMUNITY RELATIONS (Cont.)								Fre- quency Rating	
6.	Instruct members of the community on crime prevention.								
7.	Explain recruitment policies to interested individuals and community groups.								
8.	Request help from news media in crime prevention or solving.								
9.	Instruct members of the community on self-defense.								
10.	At request of owners, inspect businesses and dwellings for adequate security devices.								
11.	Help citizens form neighborhood watch groups.								
12.	Arrange for professional assistance for offenders not in custody regarding personal problems.								
READING									
1.	Read in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).								
2.	Read reports consisting of several short descriptive phrases, sentence fragments, or very short sentences (e.g., incident reports).								
3.	Read reports consisting primarily of check-off boxes or fill-in blanks (e.g., vehicle impound reports).								
4.	Read street maps.								
5.	Read incoming correspondence.								
6.	Read interoffice memos.								
7.	Review wanted vehicles bulletins.								
8.	Read departmental manuals.								
9.	Read weather forecasts and bulletins.								
10.	Read case law.								
11.	Read legal interpretations (e.g., California Attorney General's opinions, city attorney opinions).								
12.	Read legal transcripts.								

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READING (Cont.)								Fre- quency Rating
Read sections from the following (except in preparation for academy or promotional examinations):								
22.	Alcoholic Beverage Control Act							
23.	Business and Professions Code							
24.	Administrative Code							
25.	Evidence Code							
26.	Vehicle Code							
27.	Civil Code							
28.	Code of Civil Procedures							
29.	Government Code							
30.	Health and Safety Code							
31.	Penal Code							
32.	U.S. Code (e.g., regarding illegal aliens)							
33.	U.S. Constitution							
34.	Welfare and Institutions Code							
35.	Municipal Code							
36.	County Ordinances							
37.	Fish and Game Code							
38.	Harbor and Navigation Code							
39.	Military and Veterans Code							
40.	Professional law enforcement publications (e.g., <u>Police Chief</u> , <u>FBI Law Enforcement Bulletin</u>)							

FREQUENCY SCALE

In the last 4 months, I have generally done this task:								I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day 9	Daily 8	Several times a week 7	Weekly 6	Several times a month 5	Monthly 4	Less than once per month 3			
REPORTING								Fre-	quency
								Rating	
1.	Personally file documents in records systems (e.g., fingerprint cards, correspondence, criminal reports, vehicle reports).								
2.	Personally retrieve documents from records systems.								
3.	Prepare documents for filing (i.e., label, alphabetize, place in chronological order, etc.).								
4.	Maintain inventory lists (e.g., departmental equipment and property).								
5.	Maintain inventory logs (e.g., evidence, recovered property).								
6.	Purge reports from records systems.								
7.	Maintain department records of warrants served.								
8.	Maintain roster of current prisoners/inmates.								
9.	Prepare accident statistical data for DMV, CHP, internal records.								
10.	Develop or revise agency forms.								
11.	Sort and distribute mail.								
12.	Compile crime data from a number of sources on a periodic basis (e.g., for entry onto summary sheets).								
13.	Gather and maintain information on bonding agencies.								
14.	Prepare advertisements and notices of the sale of property.								
15.	Record disposition of civil papers.								
16.	Prepare list of known criminals and/or wanted persons for own or departmental use.								
17.	Record bond raises, forfeitures and reductions.								
18.	Prepare paperwork for process service.								
19.	Dictate in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).								
20.	Write in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).								
21.	Write reports consisting of several short descriptive phrases, sentence fragments or very short sentences (e.g., incident reports).								
22.	Complete reports consisting primarily of check-off boxes or fill-in blanks (e.g., vehicle impound reports).								

FREQUENCY SCALE

In the last 4 months, I have generally done this task:							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day 9	Daily 8	Several times a week 7	Weekly 6	Several times a month 5	Monthly 4	Less than once per month 3		
REPORTING (Cont.)								Fre- quency Rating
23.	Take notes.							
24.	Write news releases.							
25.	Write interoffice memos.							
26.	Write letters or other correspondence as part of the job.							
27.	Draft material for departmental manuals.							
28.	Write speeches.							
29.	Make entries in activity log, patrol log, daily report or departmental records.							
30.	Prepare data for microfilming.							
31.	Prepare misdemeanor court complaint forms.							
32.	Prepare felony court complaint forms.							
33.	Complete travel expense vouchers.							
WEAPONS								
1.	Draw firearm.							
2.	Fire warning shots with handgun or rifle.							
3.	Fire signal shots (for search and rescue).							
4.	Fire handgun at person.							
5.	Fire rifle at person.							
6.	Fire shotgun at person.							
7.	Discharge firearm at badly injured, dangerous or rabid animals.							
8.	Clean and service weapons.							

FREQUENCY SCALE

In the last 4 months, I have generally done this task.							I have done this task in this agency but not in the last 4 mos.	I have never done this task in this agency
More than once per day 9	Daily 8	Several times a week 7	Weekly 6	Several times a month 5	Monthly 4	Less than once per month 3	2	1
WEAPONS (Cont.)								Fre- quency Rating
9.	Qualify and/or engage in required practice of operation of firearms and other weapons.							
10.	Use chemical mace (excluding training).							
11.	Use tear gas (excluding training).							
12.	Fire automatic weapon such as machine gun or machine pistol (excluding training).							
	PHYSICAL ACTIVITY AND PHYSICAL FORCE							
1.	Using baton, subdue resisting persons.							
2.	Using baton, subdue attacking persons.							
3.	Carry full pack equipment (e.g., in rescue searches).							
4.	Pursue on foot fleeing suspects.							
5.	Subdue resisting persons using locks, grips, or holds (do not include mechanical devices).							
6.	Subdue attacking persons using locks, grips, or holds (do not include mechanical devices).							
7.	Resort to use of hands or feet in self-defense.							
8.	Lift heavy objects (e.g., disabled person or equipment).							
9.	Carry heavy objects (e.g., disabled person or equipment).							
10.	Drag heavy objects (e.g., disabled person or equipment).							
11.	Push hard-to-move objects by hand (e.g., disabled or abandoned vehicle).							
12.	Engage in strenuous swimming (to rescue drowning persons, apprehend suspects, etc.).							
13.	Swim or tread water to retrieve bodies, evidence, save one's life, etc.							
14.	Participate in required physical exercise program to maintain physical strength, agility, and health.							

TIME SPENT

Estimate the number of hours of your time as a radio car patrol officer/deputy that you spend during a typical week (i.e., a week with no holidays, vacation, sick days and/or overtime) doing the following activities. Since some of the activities might overlap, it is not necessary that the total hours equal the total time worked during a typical week (e.g., 40 hours).

	<u>Number of Hours Per Week</u>
1. Performing general radio car patrol alone.	_____
2. Performing general radio car patrol with a partner.	_____
3. Monitoring radio calls.	_____
4. Performing general foot patrol (as part of radio car patrol assignment).	_____
5. Patrolling trouble spots and high crime areas.	_____
6. Performing general patrol in other areas of your beat.	_____
7. Observing for traffic violations from a stationary patrol car position.	_____
8. Observing for suspicious or criminal activity from a stationary patrol car position.	_____
9. Responding to calls for assistance to citizens.	_____
10. Responding to all other calls.	_____
11. Writing and/or dictating reports.	_____
12. Number of hours worked during a typical week (excluding holidays, vacation, sick days and/or overtime).	_____

EQUIPMENT

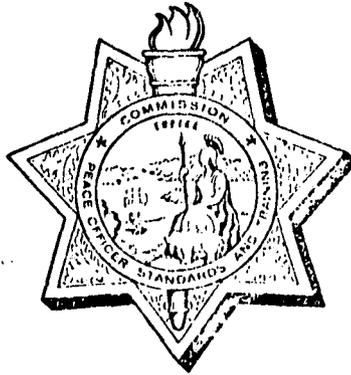
In the course of your job, do you use these types of equipment?		Yes	No
1.	Flashlight		
2.	Binoculars		
3.	Photographic equipment		
4.	Movie camera		
5.	Surveillance gear (e.g., infra-red scope, radio transmitter)		
6.	Tape recorder		
7.	Radar unit		
8.	Radio car computer terminal		
	Stationary computer terminal		
10.	Typewriter		
11.	Adding machine		
12.	Photocopier		
13.	Cash register		
14.	Metal detector		
15.	Geiger counter		
16.	Audio-visual equipment		
17.	Shotgun		
18.	Handgun		
19.	Rifle		
20.	Drug and narcotic identification field kit		
21.	Scrambler		
22.	Extinguisher		

**EQUIPMENT
(Cont.)**

In the course of your job, do you use these types of equipment?		Yes	No
23.	Mobile police radio		
24.	Base station police radio		
25.	Public address system (mobile or stationary)		
26.	Handcuffs		
27.	Teletype		
28.	Microfilm machine		
29.	Call box		
30.	Ladder		
31.	Gas mask		
32.	"Jaws of Life" (to extricate trapped person)		
33.	Body armor, exterior		
34.	Body armor, interior		
35.	Strolometer/walker/walking stick (to measure distances)		
36.	Spotlight		
37.	Automatic traffic volume counter		
INSTRUCTIONS			
If you perform any tasks not listed			
anywhere in this survey, please write			
them on the next page.			

APPENDIX H

ENTRY-LEVEL LAW ENFORCEMENT OFFICER TASK ANALYSIS SURVEY
SUPERVISORY



**ENTRY-LEVEL LAW ENFORCEMENT OFFICER
TASK ANALYSIS SURVEY**

Supervisory

INTRODUCTION

This survey has been developed by the California Commission on Peace Officer Standards and Training to generate the kind of job information needed by the Commission to fulfill its legislatively mandated responsibilities. By filling out the survey, you will provide POST with invaluable information which will be used in the future to establish job-related candidate selection standards and relevant training standards. Therefore, we thank you for your cooperation and for expending the energy required to fill out what is, admittedly, a lengthy survey.

The booklet is divided into two sections. In Section I, you are asked to provide background data. Section II contains a large number of tasks which can be performed by a patrol officer/deputy. Please complete Section I before going on to Section II.

This job inventory or survey is not an exam or any type of position evaluation instrument. The information you provide is for research purposes only. We do request that you provide your name, but only for possible contact by the research staff in the unlikely occurrence of an unforeseen data processing problem.

It is doubtful that you will be able to finish this survey in one sitting without becoming overly fatigued. Therefore, we encourage you to take periodic rest breaks. When you have completed the questionnaire, please return it to the person responsible for collecting the questionnaires in your agency.

SECTION I

BACKGROUND INFORMATION

DO NOT ANSWER
QUESTIONS
1 - 4

- 1. Number of entry-level officers assigned to the general patrol function.
- 2. Square miles served
- 3. Population served
- 4. Type of jurisdiction
 - Urban = 1
 - Suburban = 2
 - Rural = 3
 - Urban/Suburban = 4
 - Suburban/Rural = 5
 - Urban/Rural = 6
 - Urban/Suburban/Rural = 7

PLEASE PRINT

- 5. Date _____
- 6. Name of Agency _____
- 7. County in which Agency is located _____
- 8. Your Name _____
- 9. Your Current Assignment _____
- 10. Office Telephone Number () _____

Please respond to the following questions by indicating your answers in the boxes to the right.

- 11. Age:
- 12. Sex: Male = 1 Female = 2
- 13. Ethnicity:

American Indian = 1	Oriental/Asian = 4
Black = 2	Spanish Surname = 5
Caucasian (white) = 3	Filipino = 6
	Other = 7

- 14. Education (indicate highest level completed):

High School or G.E.D. = 1	Bachelor's Degree = 6
College Freshman = 2	Master's Degree = 7
College Sophomore = 3	Doctorate Degree = 8
College Junior = 4	
College Senior = 5	

15. Present Rank:

Sergeant = 1
Lieutenant = 2
Captain = 3

Chief/Sheriff = 4
Other _____ = 5

16. How long have you been at your present rank with your present agency?
(Please indicate months)

17. Present shift:

Day = 1
Evening (swing) = 2

Night (graveyard) = 3
Relief = 4

SECTION II
INSTRUCTIONS FOR
RATING TASKS

The following pages contain tasks that are performed by patrol officers/deputies assigned to radio car patrol.* The tasks have been sorted into seventeen major job content areas:

Patrol Function	Custody Procedures
Patrol Inspection	Training
Patrol Contact	Community Relations
Patrol Response	Reading
Traffic Supervision	Reporting
Criminal Investigation/ Accident Investigation	Weapons
Evidence and Property Procedures	Physical Activity and Physical Force
Auxiliary Function	Writing
Civil Procedures	

Read each task carefully. If a task is never performed by officers/deputies assigned to radio car patrol* in your agency, place a check (✓) in the column labeled "Never Performed" and go on to the next task. For those tasks that are performed by officers/deputies in your agency you are asked to indicate three things:

- (1) the importance of the task to the radio car patrol job,
- (2) the extent to which it is necessary that a new officer/deputy be able to perform the task prior to radio car patrol assignment, and
- (3) the extent to which performance of the task distinguishes superior from marginal or poor officers/deputies.

The rating scales on the next page are to be used for rating the tasks on these dimensions. An example which illustrates the rating procedure is also included.

It is important that you complete the survey by going through the entire questionnaire three times -- that is, rate all tasks for IMPORTANCE before returning to the beginning of the survey and rating the tasks on the WHEN LEARNED scale. Finally, go through the survey a third time using the RELATION TO PERFORMANCE scale. It is highly recommended that you take rest breaks after rating all the items using one scale.

*This does not include officers/deputies assigned to special assignments such as traffic officer.

DETACH THIS PAGE FROM THE QUESTIONNAIRE TO USE WHEN MAKING YOUR RATINGS.

RATING SCALES

IMPORTANCE: When this task is done, how important is successful completion of this task to overall patrol officer/deputy job performance?

- (1) Of little importance
- (2) Of some importance
- (3) Important
- (4) Very Important
- (5) Critically Important

WHEN LEARNED: To what extent is it necessary that officers/deputies learn to perform this task in the academy and prior to any job assignment?

- (1) Not necessary--can best be learned on the job.
- (2) Some preparation in the academy is necessary but full competence can best be achieved on the job.
- (3) Full competence must be achieved in the academy before any job assignment.

RELATION TO PERFORMANCE: To what extent do successful officers perform this task better than marginal or poor officers?

- (1) In general, all officers perform this task about equally well.
- (2) Some officers perform this task better than others, but they are not necessarily the better performers.
- (3) Generally, successful officers perform this task better than marginal or poor officers.

EXAMPLE:

If "transporting prisoners/inmates" is a very important task, if full task competence must be achieved in the academy before any job assignment, and if all officers generally perform this task equally well, your ratings would be:

	Never Performed	Importance	When Learned	Relation to Performance
Transport prisoner/inmate		4	3	1

If the task is never performed in your agency, you would simply put a ✓ in the column labeled "NEVER PERFORMED" and go on to the next item. Do not skip any item. Make sure you provide the ratings of "IMPORTANCE", "WHEN LEARNED", and "RELATION TO PERFORMANCE" for each task performed in your agency.

Remember to go through the entire questionnaire three times--that is, rate all tasks for IMPORTANCE before using the WHEN LEARNED or RELATION TO PERFORMANCE scales.

PATROL FUNCTION

Never Performed
 Importance
 When Learned
 Relation to Performance

1.	Review statistics and other compiled information (e.g., to determine areas in need of selective enforcement).				
2.	Transmit messages over police radio (e.g., patrol car radio, handpack, or base station radio).				
3.	Arrange for removal of abandoned, disabled, or impounded vehicles.				
4.	Secure vehicles by removing keys, locking doors, etc.				
5.	Secure house or property.				
6.	Initiate contact with appropriate public agencies (e.g., telephone company, etc.) to report damage to equipment.				
7.	Deliver emergency supplies and equipment.				
8.	Escort money or valuables.				
9.	Engage in high speed pursuit driving on open road.				
10.	Engage in high speed pursuit driving in congested area.				
11.	Engage in high speed response to call on open road.				
12.	Engage in high speed response to call in congested area.				
13.	Push disabled vehicles with patrol car.				
14.	Participate in large scale area search parties for persons or evidence.				
15.	Operate assigned observation post to apprehend criminal suspect (e.g., stakeout).				
16.	Review information to maintain a current knowledge of known criminals and criminal activity in area.				
17.	Respond as back-up unit on crimes in progress (either own or other department).				
18.	Record and communicate descriptions of persons (e.g., suspects, missing persons).				
19.	Respond as back-up on traffic stops (either own or other department).				
20.	Request verification of out-of-county and out-of-state warrants before service.				
21.	Deliver agency and inter-agency papers.				
22.	Examine injured/wounded persons.				

PATROL FUNCTION
(Cont.)

Never Performed
In Performance
When Trained
Refusal to Perform

23.	Administer cardio-pulmonary resuscitation.				
24.	Administer mouth-to-mouth resuscitation.				
25.	Operate resuscitator.				
26.	Control bleeding (e.g., apply direct pressure).				
27.	Administer other first aid techniques.				
28.	Protect accident or crime scene.				
29.	Give directions to assisting officer(s) (e.g., at crime or accident scene or during parade).				
30.	Give directions to other public service personnel (e.g., at crime or accident scene or during parade).				
31.	Coordinate tactical operation (e.g., set up a perimeter, set up a command post, develop a search plan).				
32.	Request back-up assistance in potentially hazardous or emergency situations.				
33.	Transport animals.				
34.	Transport prisoners/inmates.				
35.	Transport persons taken into custody to afford an opportunity to post bond in lieu of incarceration.				
36.	Transport injured persons.				
37.	Transport mental patients.				
38.	Handcuff suspects or prisoners.				
39.	Use restraining devices other than handcuffs (e.g., leg irons, straps).				
40.	Capture dangerous/injured animals.				
41.	Corral loose livestock.				
42.	Flag down trains (e.g., to prevent accidents).				
43.	Pat search suspects.				
44.	Search prisoner clothing.				

PATROL FUNCTION
(Cont.)

		Never Performed	Importance	When Learned	Relation to Perform-
45.	Participate in pre-planned raids.				
46.	Request records checks.				
47.	Restock emergency supplies in patrol vehicle (e.g., flares, first aid supplies, etc.).				
48.	Use emergency tools to extricate trapped persons.				
49.	Extinguish vehicle fires.				
50.	Identify from memory wanted vehicle or person.				
51.	Evacuate buildings and/or areas to remove persons from danger.				
	PATROL INSPECTION				
1.	Follow suspicious vehicle (e.g., suspect, suspicious person, operator under the influence).				
2.	Physically examine and test doors and windows of dwellings and businesses.				
3.	Patrol locations on beat which are potentially physically hazardous to citizens (e.g., construction site, attractive nuisance).				
4.	Examine suspicious or potentially dangerous objects (e.g., suspicious package, downed high tension wires).				
5.	Physically examine abandoned vehicles.				
6.	Physically search vehicles for contraband or evidence.				
7.	Search unlocked businesses and dwellings for signs of illegal entry.				
8.	Make bar checks.				
9.	Check individuals/businesses for compliance with licensing requirements and/or Business and Professions Code (e.g., liquor stores, taverns, solicitors, retail businesses).				
10.	Search for missing, lost, or wanted person.				
11.	Personally search buildings, properties, and vehicles to locate bombs and/or explosives.				
	Search home, business, or other structure for contraband, criminal activity, or wanted subject (with or without warrant).				

PATROL INSPECTION
(Cont.)

Never Performed
 In Attendance
 When Learning
 Recursion to

13.	Search fire debris or burned buildings to uncover bodies and evidence relating to the cause of the fire and/or explosion.			
14.	Recognize sounds that should be investigated and their approximate origin (e.g., breaking glass, angry or fearful voices, etc.).			
15.	Recognize smells that should be investigated and their approximate origin (e.g., smoke, controlled substance, alcohol, etc.).			
	PATROL CONTACT			
1.	Make vehicle stops to effect felony arrests.			
2.	Effect suspected or suspicious person vehicle stops.			
3.	Confront hostile groups (e.g., demonstrators, rioters, or bar patrons).			
4.	Notify private citizens of damage to their property as a result of accident, natural disaster, etc.			
5.	Personally deliver death messages.			
6.	Personally deliver miscellaneous emergency messages to citizens.			
7.	Communicate through foreign language interpreter.			
8.	Counsel juveniles and children both formally and informally.			
9.	Conduct parent-juvenile conferences.			
10.	Mediate family disputes.			
11.	Mediate civil disputes.			
12.	Keep peace in organized labor disputes.			
13.	Provide emergency assistance to the public by driving persons from one location to another.			
14.	Approach and interview pedestrians.			
15.	Accept warrant bail on the street.			

PATROL CONTACT
(Cont.)

Never Performed
Importance
When Learned
Relation to Performance

6.	Issue citations for non-traffic offenses.				
7.	Serve subpoenas.				
8.	Serve arrest warrants.				
9.	Control non-violent crowds, groups of spectators, etc.				
10.	Talk with leaders of demonstrations.				
11.	Arrest persons without warrant.				
22.	Take into custody person arrested by citizen.				
23.	Advise persons of rights (per Miranda or 13353 CVC).				
24.	Explain to onlookers the reason for taking arrest action.				
	Call on bystanders to assist in apprehension.				
26.	Reprimand offenders in lieu of arrest or citation.				
27.	Interview suspicious persons.				
28.	Explain alternative courses of action to suspects, complainants, victims, etc.				
29.	Explain nature of complaints to offenders.				
30.	Advise victims of the criminal process.				
31.	Refer persons to other service agencies.				
32.	Provide street directions.				
33.	Advise property owners or agents of potentially hazardous conditions (e.g., damaged fences, broken water pipes).				
34.	Pick up children to place in custody (with or without court order).				
35.	Instruct persons of proper methods to eliminate fire hazards or explosives.				
36.	Communicate in a foreign language(s). Please specify which language(s) _____.				

PATROL RESPONSE

Never Performed
 Importance
 When Learned
 Relation to

Handle These Types of Incidents:

1.	Abandoned vehicle.				
2.	Abandoned house or building.				
3.	Activated alarm.				
4.	Animal control violation.				
5.	Assault (felonious).				
6.	Assault and battery.				
7.	Assault with intent to commit rape or other felony.				
8.	Attempted murder.				
9.	Attempted suicide.				
10.	Bad check.				
11.	Begging.				
12.	Bicycle theft.				
13.	Bomb threat.				
14.	Brandishing weapon.				
15.	Building code violation.				
16.	Burglary.				
17.	Business or peddler license violation.				
18.	Child stealing.				
19.	Citizen locked out of building or vehicle.				
20.	Complaint regarding city or county service.				
21.	Concealed or loaded weapon.				
22.	Concerned party request for check on welfare of citizen.				

PATROL RESPONSE
(Cont.)

Never Performed
Importance
When Learned
Relation to Performance

Handle These Types of Incidents:

23.	Conspiracy.				
24.	Contributing to delinquency of a minor.				
25.	Credit card theft or misuse.				
26.	Cruelty to animals.				
27.	Dangerous animal.				
28.	Dead body (excluding homicide).				
29.	Defrauding an innkeeper.				
30.	Desertion or AWOL from military.				
31.	Discharge of a firearm.				
	Disturbing the peace - customer.				
33.	Disturbing the peace - family.				
34.	Disturbing the peace - fight.				
35.	Disturbing the peace - juveniles.				
36.	Disturbing the peace - landlord/tenant.				
37.	Disturbing the peace - neighbor.				
38.	Disturbing the peace - noise (e.g., music, barking dog).				
39.	Disturbing the peace - party.				
40.	Disturbing the peace - other (e.g., harassment, challenging to fight).				
41.	Repossession dispute.				
42.	Labor/management dispute.				
43.	Keep the peace.				
	Downed wires.				

PATROL RESPONSE
(Cont.)

Never Performed
Improvement
When Learned
Relation to

Handle These Types of Incidents:

45.	Ruptured water or gas line.				
46.	Traffic hazard.				
47.	Malfunctioning traffic control device.				
48.	Other public safety and/or health hazard.				
49.	Drug overdose.				
50.	Other medical emergencies.				
51.	Drunk driver.				
52.	Drunk in public.				
53.	Embezzlement.				
54.	Extortion.				
55.	False fire alarm.				
56.	Fire.				
57.	Fireworks violation.				
58.	Fishing and hunting violations.				
59.	Found property.				
60.	Forgery.				
61.	Fugitive reported to be at a location.				
62.	Gambling.				
63.	Grand theft (excluding auto).				
64.	Hit and run.				
65.	Homicide.				
66.	Illegal alien.				

**PATROL RESPONSE
(Cont.)**

Never Performed
Importance
When Learned
Relation to Perform

Handle These Types of Incidents:

67.	Illegal burning.			
68.	Illegal weapons (e.g., brass knuckles, switchblade knives).			
69.	Impersonating an officer or other official.			
70.	Incorrigible juvenile.			
71.	Indecent exposure.			
72.	Invalid or elderly person needing assistance.			
73.	Jail/prison break.			
74.	Joy riding.			
75.	Kidnapping.			
76.	Liquor law violations (ABC violations).			
77.	Littering.			
78.	Loitering.			
79.	Lost child.			
80.	Malicious mischief.			
81.	Mental illness.			
82.	Missing person.			
83.	Motor vehicle theft.			
84.	Narcotic or drug offense.			
85.	Neglected or abused children.			
86.	Obscene or threatening phone calls.			
87.	Officer request for assistance.			
	Other public agencies needing assistance (e.g., health department, probation department).			

PATROL RESPONSE
(Cont.)

Never Performed
Importance
When Learned
Relation to Performance

Handle These Types of Incidents:

89.	Parking violation.				
90.	Parole or probation violation.				
91.	Pass or attempt to pass counterfeit money.				
92.	Petty theft.				
93.	Postal law violation.				
94.	Prostitution.				
95.	Prowling.				
96.	Public nuisance.				
97.	Rape.				
98.	Racing/speeding motor vehicle.				
99.	Reckless driving.				
00.	Receiving stolen property.				
01.	Riot.				
02.	Robbery - armed.				
03.	Robbery - strong arm.				
04.	Sex crime (other than rape, prostitution, or indecent exposure).				
05.	Situation requiring traffic control.				
06.	Stranded motorist (start stalled vehicles, change tires, obtain gasoline, gain entrance to locked vehicles, etc.).				
07.	Suspicious person/vehicle.				
08.	Suspicious object.				
09.	Throwing or launching objects at moving vehicles.				
10.	Traffic accident.				

TRAFFIC SUPERVISION
(Cont.)

		Never Performed	Importance	When Learned	Relation to Force
16.	Administer "breathalyzer" test.				
17.	Arrange for obtaining blood or urine samples for sobriety tests.				
18.	Explain state vehicle laws and procedures to citizens.				
19.	Inform vehicle owners of legal obligations regarding removal of abandoned vehicles (within specific period of time).				
20.	Inspect vehicles for conformance with Vehicle Code.				
21.	Make traffic stops for Vehicle Code violations.				
22.	Issue Vehicle Code citations.				
23.	Issue warning tickets (for equipment, moving, or parking violations).				
24.	Explain legal obligations to operators stopped for traffic law violations.				
25.	Issue parking citations.				
26.	Escort funerals.				
27.	Escort parades and other processions.				
28.	Escort oversized truck-trailer loads.				
29.	Escort emergency vehicles.				
30.	Escort dignitaries.				
31.	Direct traffic using hand or flashlight signals or illuminated baton.				
32.	Direct traffic using flare or traffic cone patterns.				
33.	Direct traffic using barriers (including positioning of patrol cars).				
34.	Control traffic signals manually.				
35.	Direct citizens to assist in traffic control in an emergency.				
36.	Sign off equipment violations.				

CRIMINAL INVESTIGATION/ACCIDENT INVESTIGATION
(INCLUDING TRAFFIC)

		Never Performed	Importance	When Learned	Relation to Perform.
1.	Survey accident scenes to determine priority of required actions.				
2.	Coordinate activities at scenes of accident investigations.				
3.	Inspect and/or operate equipment (lights, brakes, steering, tires, etc.) of accident vehicles to determine operating condition.				
4.	Take coordinate measurements of accident scenes.				
5.	Sketch accident scenes.				
6.	Diagram accident scenes to scale.				
7.	Interview tow truck operators, mechanics, etc., to obtain specific information concerning vehicle damages.				
8.	Inspect and measure skid marks and other marks on roadway as part of accident investigation.				
9.	Estimate vehicle speed using physical evidence and mathematical formulas or graphs.				
10.	Review accidents with accident investigators.				
11.	Advise persons involved in an accident of information to get from one another.				
12.	Analyze available information to determine what enforcement action should be taken at accident scenes.				
13.	Inform motorists of procedures for reporting accident to proper authorities.				
14.	Inquire into incidents to determine whether they are criminal or civil matters.				
15.	Evaluate crime scenes to determine investigative procedures to follow and assistance necessary.				
16.	Attempt to locate witnesses to crimes or accidents (e.g., talk to bystanders, knock on doors).				
17.	Request investigative assistance (e.g., detectives, crime lab, other officers, tracking dogs, scuba divers, etc.).				
18.	Interview complainants, witnesses, etc.				
19.	Summarize in writing statements of witnesses, complainants, etc.				
20.	Request witnesses to submit written statements.				
21.	Interrogate suspects.				
22.	Record formal confessions in writing.				

CRIMINAL INVESTIGATION/ACCIDENT INVESTIGATION
(INCLUDING TRAFFIC) (Cont.)

		Never Performed	Importance	When Learned	Relation to Case
23.	Talk to informants to obtain information.				
24.	Fingerprint prisoners and other persons.				
25.	Take mug shots.				
26.	Organize and conduct photo line-ups.				
27.	Organize and conduct line-ups.				
28.	Present suspects to victims or witnesses for purposes of identification.				
29.	Personally review records and pictures to identify suspects.				
30.	Contact various sources (e.g., employers, utility companies, schools), over the telephone or by mail, to locate persons.				
31.	Organize or participate in formal or informal surveillance of individuals or locations.				
32.	Photograph crime or accident scenes.				
33.	Sketch crime scenes.				
34.	Diagram layouts of interior designs of buildings.				
35.	Study rap sheets and M.O.'s of suspects.				
36.	Analyze and compare cases for similarity of modus operandi.				
37.	Coordinate investigations with other law enforcement agencies.				
38.	Talk with families of juvenile suspects or defendants (advise, inform, notify, counsel).				
39.	Talk with families of adult suspects or defendants (advise, inform, notify, counsel).				
40.	Personally present facts of cases to juvenile probation officers.				
41.	Inspect damage to vehicles or property.				
	Interview doctors, ambulance personnel, etc., to obtain specific information concerning injuries and illnesses.				
43.	Review reports and notes to prepare for testimony at hearings or trials.				
44.	Talk to other officers, supervisors, prosecutors, judges, witnesses, or victims to review facts of cases to insure proper pre-trial preparation.				

EVIDENCE AND PROPERTY PROCEDURES
(Cont.)

		Never Performed	In Progress	When Learned	Religion to do
6.	Collect and examine evidence and personal property from crime or accident scenes.				
7.	Preserve evidence and personal property.				
8.	Transport property and/or evidence.				
9.	Book evidence and personal property.				
10.	Review crime lab reports.				
11.	Destroy or auction unclaimed property.				
	AUXILIARY FUNCTION				
1.	Participate in meetings with other officers (e.g., briefings, departmental staff meetings).				
2.	Communicate with supervisor(s) during shift (e.g., to receive direction, seek advice, etc.).				
3.	Attend in-service and outside conferences and seminars.				
4.	Fill out surveys.				
5.	Prepare information for federal, state, and local law enforcement officials and agencies.				
6.	Communicate information on an informal basis to other law enforcement officials.				
7.	Develop work schedules for other officers (including special assignments).				
8.	Issue equipment.				
9.	Maintain spot/pin maps.				
10.	Fingerprint persons for non-criminal reasons (e.g., professional licensing).				
11.	Personally conduct background investigations on applicants for positions.				
12.	Conduct background investigations on applicants for licenses.				

CIVIL PROCEDURES
(Cont.)

Never Performed
In Progress
Being Learned
Recalled on Job

8.	Collect bail.				
9.	Sequester jurors.				
	CUSTODY PROCEDURES				
1.	Guard prisoners/inmates detained at facility other than jail (e.g. hospital).				
2.	Interview prisoners/inmates to obtain personal information for booking purposes.				
3.	Collect and inventory prisoners'/inmates' personal property.				
4.	Log prisoners'/inmates' phone calls on formal custody log.				
5.	Question and examine prisoners/inmates concerning injuries.				
6.	Log prisoners'/inmates' injuries on formal custody log.				
7.	Review documents of arrest before accepting subjects into detention center.				
8.	Brief prisoners/inmates as to detention facility rules of conduct.				
9.	Distribute prescribed medication to prisoners/inmates.				
10.	Distribute patent medication to prisoners/inmates (e.g., aspirin, antacid, etc.).				
11.	Confer with physicians regarding medical condition of prisoners/inmates.				
12.	Prepare or obtain meals for prisoners/inmates.				
13.	Distribute cleaning implements and personal hygiene supplies to prisoners/inmates.				
14.	Conduct periodic searches of prisoners/inmates and their quarters.				
	Discipline prisoners/inmates.				
16.	Arrange for professional assistance for prisoners/inmates regarding personal problems.				
17.	Coordinate prisoners'/inmates' contact with legal counsel, bondsmen and other visitors.				

CUSTODY PROCEDURES
(Cont.)

		Never Performed	Importance	Why Learned	Relation to Performance
18.	Process prisoners/inmates for release from custody.				
	TRAINING				
1.	Evaluate other officers (e.g., probationary officers, trainees or new officers).				
2.	Write classroom evaluations of students.				
3.	Write evaluations of training received.				
4.	Construct tests.				
5.	Administer and grade tests.				
6.	Provide classroom instruction to other officers, recruits, reserves, cadets and/or civilians.				
7.	Provide on-the-job training to other officers.				
8.	Provide on-the-job training to recruits or reserves.				
9.	Provide on-the-job training to cadets and/or civilians.				
10.	Prepare lesson plans.				
	COMMUNITY RELATIONS				
1.	Talk with people on the beat to obtain general information.				
2.	Talk with people on the beat to establish rapport.				
3.	Talk with people on the beat to provide information about the law enforcement agency.				
4.	Meet with and make presentations to community groups.				
	Provide information to news media for dissemination.				

COMMUNITY RELATIONS
(Cont.)

Never Performed
Not Done
Not Evaluated
Reluctant to Perform

6.	Instruct members of the community on crime prevention.				
7.	Explain recruitment policies to interested individuals and community groups.				
8.	Request help from news media in crime prevention or solving.				
9.	Instruct members of the community on self-defense.				
10.	At request of owners, inspect businesses and dwellings for adequate security devices.				
11.	Help citizens form neighborhood watch groups.				
12.	Arrange for professional assistance for offenders not in custody regarding personal problems.				

READING

1.	Read in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).				
2.	Read reports consisting of several short descriptive phrases, sentence fragments, or very short sentences (e.g., incident reports).				
3.	Read reports consisting primarily of check-off boxes or fill-in blanks (e.g., vehicle impound reports).				
4.	Read street maps.				
5.	Read incoming correspondence.				
6.	Read inter-office memos.				
7.	Review wanted vehicles bulletins.				
8.	Read departmental manuals.				
9.	Read weather forecasts and bulletins.				
10.	Read case law.				
11.	Read legal interpretations (e.g., California Attorney General's opinions, city attorney opinions).				
12.	Read legal transcripts.				

READING
(Cont.)

Never Performed
Importance
When Learned
Relation to

Read sections from the following (except in preparation for academy or promotional examinations):

	Never Performed	Importance	When Learned	Relation to
22. Alcoholic Beverage Control Act				
23. Business and Professions Code				
24. Administrative Code				
25. Evidence Code				
26. Vehicle Code				
27. Civil Code				
28. Code of Civil Procedures				
29. Government Code				
30. Health and Safety Code				
31. Penal Code				
32. U.S. Code (e.g., regarding illegal aliens)				
33. U.S. Constitution				
34. Welfare and Institutions Code				
35. Municipal Code				
36. County Ordinances				
37. Fish and Game Code				
38. Harbor and Navigation Code				
39. Military and Veterans Code				
40. Professional law enforcement publications (e.g., <u>Police Chief</u> , <u>FBI Law Enforcement Bulletin</u>)				

REPORTING

		Never Performed	Importance	When Learned	Relation to Perform
1.	Personally file documents in records systems (e.g., fingerprint cards, correspondence, criminal reports, vehicle reports).				
2.	Personally retrieve documents from records systems.				
3.	Prepare documents for filing (i.e., label, alphabetize, place in chronological order, etc.).				
4.	Maintain inventory lists (e.g., departmental equipment and property).				
5.	Maintain inventory logs (e.g., evidence, recovered property).				
6.	Purge reports from records systems.				
7.	Maintain department records of warrants served.				
8.	Maintain roster of current prisoners/inmates.				
9.	Prepare accident statistical data for DMV, CHP, internal records.				
10.	Develop or revise agency forms.				
11.	Sort and distribute mail.				
12.	Compile crime data from a number of sources on a periodic basis (e.g., for entry onto summary sheets).				
13.	Gather and maintain information on bonding agencies.				
14.	Prepare advertisements and notices of the sale of property.				
15.	Record disposition of civil papers.				
16.	Prepare list of known criminals and/or wanted persons for own or departmental use.				
17.	Record bond raises, forfeitures and reductions.				
18.	Prepare paperwork for process service.				
19.	Dictate in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).				
20.	Write in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).				
21.	Write reports consisting of several short descriptive phrases, sentence fragments or very short sentences (e.g., incident reports).				
22.	Complete reports consisting primarily of check-off boxes or fill-in blanks (e.g., vehicle impound reports).				

WRITING

Using the rating scales below, please provide the following information concerning written and/or dictated material which is composed by officers/deputies assigned to radio car patrol in your agency:

- (a) How important is it that written and/or dictated material be grammatical, be spelled and punctuated correctly, consist of proper word use, sentence structure and paragraph construction, and be legible?
- (b) To what extent must incumbents possess these writing skills before any job assignment, and
- (c) To what extent do these skills distinguish superior officers/deputies from marginal or poor performers.

IMPORTANCE: How important is it that officers/deputies have each of the writing skills listed on the next page?

- (1) Of little importance
- (2) Of some importance
- (3) Important
- (4) Very Important
- (5) Critically Important

WHEN LEARNED: To what extent is it necessary that a new officer/deputy possess the writing skills listed on the next page before any job assignment?

- (1) Not necessary--can best be learned on the job.
- (2) Some preparation in the academy is necessary, but full competence can best be achieved on the job.
- (3) Full competence must be achieved in the academy before any job assignment.

RELATION TO PERFORMANCE: To what extent do the writing skills listed on the next page distinguish superior from marginal or poor officers/deputies?

- (1) In general, all officers possess this skill about equally.
- (2) Some officers possess more of this skill than others, but they are not necessarily the better performers.
- (3) Generally, successful officers possess more of this skill than marginal or poor officers.

In addition, please write "1" or "2" in the box to the right of each item to indicate whether someone in your agency routinely edits the materials composed by officers/deputies in your agency to correct deficiencies in each area.

APPENDIX I
ATTRIBUTE ORIENTED TASK GROUPS

ATTRIBUTE ORIENTED TASK GROUPS

(A) PATROL AND INVESTIGATION TASKS

Arrest and Detain

Serve arrest warrants.
Arrest persons without warrant.
Take into custody person arrested by citizen.
Arrest and book traffic law violators.
Guard prisoners/inmates detained at facility other than jail
(e.g., hospital).

Chemical, Drug, Alcohol Test

Administer physical roadside sobriety test (drug and/or alcohol).
Administer "breathalyzer" test.
Arrange for obtaining blood or urine samples for sobriety tests.
Use chemical test kit (e.g., Valtox, Narco-Ban) to test for controlled substances.

Decision-Making

Survey accident scenes to determine priority of required actions.
Analyze available information to determine what enforcement action should be taken at accident scenes.
Inquire into incidents to determine whether they are criminal or civil matters.
Evaluate crime scenes to determine investigative procedures to follow and assistance necessary.
Analyze and compare cases for similarity of modus operandi.

Fingerprinting/Identification

Fingerprint prisoners and other persons.
Dust and lift latent fingerprints.
Make fingerprint comparisons.
Fingerprint persons for non-criminal reasons (e.g., professional licensing).

First Aid

Administer cardio-pulmonary resuscitation.
Administer mouth-to-mouth resuscitation.

First Aid - (continued)

Operate resuscitator.
Control bleeding (e.g., apply direct pressure).
Administer other first aid techniques.

Review and Recall of Information

Review information to maintain a current knowledge of known criminals and criminal activity in area.
Identify from memory wanted vehicles or persons.
Personally review records and pictures to identify suspects.
Study rap sheets and M. O.'s of suspects.
Review reports and notes to prepare for testimony at hearings or trials.
Review statistics and other compiled information (e.g., to determine areas in need of selective enforcement).
Review wanted vehicle bulletins.
Review accident statistics for selective enforcement purposes.

Inspecting Vehicle, Property and Persons

Examine injured/wounded persons.
Physically examine and test doors and windows of dwellings and businesses.
Examine suspicious or potentially dangerous objects (e.g., suspicious package, downed high tension wires).
Physically examine abandoned vehicles.
Search unlocked businesses and dwellings for signs of illegal entry.
Make bar checks.
Check individuals/businesses for compliance with licensing requirements and/or Business and Professions Code (e.g., liquor stores, taverns, solicitors, retail businesses).
Inspect operator's license.
Inspect vehicle registration.
Inspect VIN.
Inspect vehicles for conformance with Vehicle Code.
Sign off equipment violations.
Inspect and/or operate equipment (lights, brakes, steering, tires, etc.) of accident vehicles to determine operating condition.
Inspect and measure skid marks and other marks on roadway as part of accident investigation.
Inspect damage to vehicles or property.
Examine dead bodies for wounds and injuries to determine nature and cause of death.
Examine bodies of deceased (for personal property, signs of post-mortem lividity, etc.).
At request of owners, inspect businesses and dwellings for adequate security devices.

Investigating

Do preliminary (initial, at the scene) investigations.
Do follow-up investigations to completion.
Personally conduct background investigations on applicants for positions.
Investigate formal citizens' complaints against officers.

Lineup

Organize and conduct photo line-ups.
Organize and conduct line-ups.

Searching

Participate in large scale area search parties for persons or evidence.
Pat search suspects.
Search prisoner clothing.
Physically search vehicles for contraband or evidence.
Search for missing, lost, or wanted persons.
Personally search buildings, properties, and vehicles to locate bombs and/or explosives.
Search home, business, or other structure for contraband, criminal activity, or wanted subject (with or without warrant).
Search fire debris or burned buildings to uncover bodies and evidence relating to the cause of the fire and/or explosion.
Attempt to locate witnesses to crimes or accidents (e.g., talk to bystanders, knock on doors).
Search property of deceased for personal papers or valuables.
Make preliminary identification of deceased persons.
Search accident or crime scenes for physical evidence.
Collect and examine evidence and personal property from crime or accident scenes.
Conduct periodic searches of prisoners/inmates and their quarters.
Serve or assist in serving search warrants.

Securing and Protecting Property

Protect accident or crime scene.
Preserve evidence and personal property.
Secure vehicles by removing keys, locking doors, etc.
Secure house or property.

Surveillance

Operate assigned observation post to apprehend criminal suspect (e.g., stakeout).
Follow suspicious vehicles (e.g., suspect, suspicious person, operator under the influence).

Surveillance- (continued)

Patrol locations on beat which are potentially physically hazardous to citizens (e.g., construction site, attractive nuisance).
Monitor driver observance of traffic control devices from stationary position.
Monitor pedestrian observance of traffic control devices from stationary position.
Clock speed of vehicles using speedometer.
Visually estimate speed of vehicles.
Estimate driver's capability to operate vehicle due to old age, emotional state, physical stature, handicap or substance abuse (preparatory to chemical or roadside sobriety test).
Organize or participate in formal or informal surveillance of individuals or locations.
Serve as bodyguard to threatened persons (e.g., material witnesses).

(B) TRAFFIC TASKS

Traffic Control

Direct traffic using hand or flashlight signals or illuminated baton.
Direct traffic using flare or traffic cone patterns.
Direct traffic using barriers (including positioning of patrol cars).
Control traffic signals manually.

(C) MOTOR VEHICLE TASKS

Emergency Driving

Deliver emergency supplies and equipment.
Engage in high speed pursuit driving on open road.
Engage in high speed response to call on open road.
Engage in high speed response to call in congested area.
Respond as back-up unit on crimes in progress (either own or other department).
Transport injured persons.
Provide emergency assistance to the public by driving persons from one location to another.
Escort emergency vehicles.

Transporting People, Objects

Transport prisoners/inmates.
Transport persons taken into custody to afford an opportunity to post bond in lieu of incarceration.
Deliver agency and inter-agency papers.

Transporting People, Objects - (continued)

Transport property and/or evidence.
Pick up children to place in custody (with or without court order).
Escort money or valuables.
Transport mental patients.

Vehicle Stops

Respond as back-up on traffic stops (either own or other department).
Make vehicle stops to effect felony arrests.
Effect suspected or suspicious person vehicle stops.
Make traffic stops for vehicle code violations.

(D) ORAL COMMUNICATION TASKS

Conferring

Attend in-service and outside conferences and seminars.
Request investigative assistance (e.g., detectives, crime lab, other officers, tracking dogs, scuba divers, etc.).
Present suspects to victims or witnesses for purposes of identification.
Personally present facts of cases to juvenile probation officers.
Talk to other officers, supervisors, prosecutors, judges, witnesses or victims to review facts of cases to insure proper pre-trial preparation.
Discuss cases with prosecutors following legal proceedings.
Participate in meetings with other officers (e.g., briefings, departmental staff meetings).
Communicate with supervisor(s) during shift (e.g., to receive direction, seek advice, etc.).
Communicate information on an informal basis to other law enforcement officials.
Confer with physicians regarding medical condition of prisoners/inmates.
Review accidents with accident investigators.

Explaining/Advising

Counsel juveniles and children both formally and informally.
Conduct parent-juvenile conferences.
Advise persons of rights (per Miranda or 13353 CVC).
Explain to onlookers the reason for taking arrest action.
Reprimand offenders in lieu of arrest or citation.
Explain alternative courses of action to suspects, complainants, victims, etc.

Explaining/Advising - (continued)

Explain nature of complaints to offenders.
Advise victims of the criminal process.
Advise appropriate agency of traffic engineering needs.
Explain state vehicle laws and procedures to citizens.
Explain legal obligations to operators stopped for traffic law violations.
Advise persons involved in an accident of information to get from one another.
Talk with families of juvenile suspects or defendants (advise, inform, notify, counsel).
Talk with families of adult suspects or defendants (advise, inform, notify, counsel).
Brief prisoners/inmates as to detention facility rules of conduct.
Discipline prisoners/inmates.
Explain recruitment policies to interested individuals and community groups.

Giving Directions

Give directions to assisting officer(s) (e.g., at crime or accident scene or during parade).
Give directions to other public service personnel (e.g., at crime or accident scene or during parade).
Coordinate tactical operation (e.g., set up a perimeter, set up a command post, develop a search plan).
Participate in pre-planned raids.
Call on bystanders to assist in apprehension.
Direct citizens to assist in traffic control in an emergency.
Coordinate activities at scenes of accident investigations.
Coordinate investigations with other law enforcement agencies.
Evacuate buildings and/or areas to remove persons from danger.

Interviewing

Approach and interview pedestrians.
Interview suspicious persons.
Interview tow truck operators, mechanics, etc., to obtain specific information concerning vehicle damages.
Interview complainants, witnesses, etc.
Request witnesses to submit written statements.
Interrogate suspects.
Talk to informants to obtain information.
Interview doctors, ambulance personnel, etc., to obtain specific information concerning injuries and illnesses.
Interview prisoners/inmates to obtain personal information for booking purposes.
Question and examine prisoners/inmates concerning injuries.
Take citizens' formal complaints against officers and/or department (either in person or by telephone).

Mediating

Talk with leaders of demonstrations.
Confront hostile groups (e.g., demonstrators, rioters, or bar patrons).
Mediate family disputes.
Mediate civil disputes.
Keep peace in organized labor disputes.
Control non-violent crowds, groups of spectators, etc.

Public Relations

~~Initiate contact with appropriate public agencies (e.g., telephone company, etc.) to report damage to equipment.~~
Notify private citizens of damage to their property as a result of accident, natural disaster, etc.
Personally deliver death messages.
Personally deliver miscellaneous emergency messages to citizens.
Refer persons to other service agencies.
Provide street directions.
Advise property owners or agents of potentially hazardous conditions (e.g., damaged fences, broken water pipes).
Notify owners of towed vehicles of location and procedure to follow to reclaim vehicles.
Inform vehicle owners of legal obligations regarding removal of abandoned vehicles (within specific period of time).
Inform motorists of procedures for reporting accident to proper authorities.
Talk with people on the beat to obtain general information.
Talk with people on the beat to establish rapport.
Talk with people on the beat to provide information about the law enforcement agency.
Meet with and make presentations to community groups.
Provide information to news media for dissemination.
Request help from news media in crime prevention or solving.
Help citizens form neighborhood watch groups.
Arrange for professional assistance for offenders not in custody regarding personal problems.
Instruct members of the community on self-defense.
Instruct persons of proper methods to eliminate fire hazards or explosives.
Instruct members of the community on crime prevention.

Using Radio/Telephone

Transmit messages over police radio (e.g., patrol car radio, handpack, or base station radio).
Arrange for removal of abandoned, disabled, or impounded vehicles.
Request verification of out-of-county and out-of-state warrants before service.

Using Radio/Telephone - (continued)

Request back-up assistance in potentially hazardous or emergency situations.
Request records checks.
Contact various sources (e.g., employers, utility companies, schools) over the telephone or by mail, to locate persons.
Receive in-coming calls from the public.
Dispatch officers to calls.
Operate telephone console or switchboard.
Dictate in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).

Testifying

Appear to testify in legal proceedings.
Testify in legal proceedings.

Training

Provide on-the-job training to other officers.
Provide on-the-job training to recruits or reserves.
Provide on-the-job training to cadets and/or civilians.
Provide classroom instruction to other officers, recruits, reserves, cadets and/or civilians.
Evaluate other officers (e.g., probationary officers, trainees or new officers).

Custody Paperwork

Collect and inventory prisoners'/inmates' personal property.
Log prisoners'/inmates' phone calls on formal custody log.
Log prisoners'/inmates' injuries on formal custody log.
Prepare or obtain meals for prisoners/inmates.
Distribute cleaning implements and personal hygiene supplies to prisoners/inmates.
Process prisoners/inmates for release from custody.
Maintain roster of current prisoners/inmates.
Coordinate prisoners'/inmates' contact with legal counsel, bondsmen and other visitors.
Distribute prescribed medication to prisoners/inmates.
Review documents of arrest before accepting subjects into detention center.

General Paperwork

Book evidence and personal property.
Prepare information for federal, state, and local law enforcement officials and agencies.

General Paperwork - (continued)

Develop work schedules for other officers (including special assignments).
Issue equipment.
Control access to accident or other records.
Order supplies and equipment.
Personally file documents in records systems (e.g., fingerprint cards, correspondence, criminal reports, vehicle reports).
Personally retrieve documents from records systems.
Prepare documents for filing (i.e., label, alphabetize, place in chronological order, etc.).
Maintain inventory lists (e.g., departmental equipment and property).
Maintain inventory logs (e.g., evidence, recovered property).
Purge reports from records systems.
Maintain department records of warrants served.
Prepare accident statistical data for DMV, CHP, internal records.
Prepare list of known criminals and/or wanted persons for own or departmental use.
Restock emergency supplies in patrol vehicle (e.g., flares, first aid supplies, etc.).
Review writs and bail bonds.
Review warrants for completeness and accuracy.
Review return of civil process papers for completeness.
Review extensive lists (e.g., to locate names, serial numbers, phone numbers).
Arrange for appearance of witnesses (excluding subpoena service).
Accept warrant bail on the street.
Collect fines.
Collect bail.
Serve subpoenas.

Reading

Review crime lab reports.
Read in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).
Read reports consisting of several short descriptive phrases, sentence fragments, or very short sentences (e.g., incident reports).
Read reports consisting primarily of check-off boxes or fill-in blanks (e.g., vehicle impound reports).
Read street maps.
Read incoming correspondence.
Read interoffice memos.
Read departmental manuals.
Read weather forecasts and bulletins.
Read case law.

Reading - (continued)

Read legal interpretations (e.g., California Attorney General's opinions, city attorney opinions).
Read legal transcripts.
Read teletype messages.
Read training bulletins.
Read and interpret coded material (e.g., NCIC printout, DMV drivers' records).
Read state, federal and local statutes.
Read Alcoholic Beverage Control Act.
Read professional law enforcement publications (e.g., Police Chief, FBI Law Enforcement Bulletin).
Read Business and Professions Code, Administrative Code, Evidence Code, Vehicle Code, Civil Code, Government Code, Health and Safety Code, Penal Code, U. S. Code (e.g., regarding illegal aliens), U. S. Constitution, Welfare and Institutions Code, Municipal Code, County Ordinances, and Fish and Game Code.

Diagraming/Sketching

Sketch accident scenes.
Diagram accident scenes to scale.
Sketch crime scenes.
Diagram layouts of interior designs of buildings.
Take coordinate measurements of accident scenes.
Estimate vehicle speed using physical evidence and mathematical formulas or graphs.
Perform simple mathematical calculations (add, subtract, multiply, divide).

Writing

Issue citations for non-traffic offenses.
Request that DMV re-administer driver's test to persons currently licensed.
Issue vehicle code citations.
Issue warning tickets (for equipment, moving, or parking violations).
Issue parking citations.
Summarize in writing statements of witnesses, complainants, etc.
Record formal confessions in writing.
Fill out surveys.
Write evaluations of training received.
Prepare lesson plans.
Write in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports).
Write reports consisting of several short descriptive phrases, sentence fragments or very short sentences (e.g., incident reports).

Writing - (continued)

Complete reports consisting primarily of check-off boxes or fill-in blanks (e.g., vehicle impound reports).
Take notes.
Write news releases.
Write interoffice memos.
Write letters or other correspondence as part of the job.
Prepare misdemeanor court complaint forms.
Prepare felony court complaint forms.
Prepare paperwork for process service.
Make entries in activity log, patrol log, daily report or departmental records.
Record and communicate descriptions of persons (e.g., suspects, missing persons).
Obtain search warrants.

Restraining/Subduing

Handcuff suspects or prisoners.
Use restraining devices other than handcuffs (e.g., leg irons, straps).
Using baton, subdue resisting persons.
Using baton, subdue attacking persons.
Subdue resisting persons using locks, grips, or holds (do not include mechanical devices).
Subdue attacking persons using locks, grips, or holds (do not include mechanical devices).
Resort to use of hands or feet in self-defense.

Physical Performance

Pursue on foot fleeing suspects.
Lift heavy objects (e.g., disabled person or equipment).
Carry heavy objects (e.g., disabled person or equipment).
Drag heavy objects (e.g., disabled person or equipment).
Push hard-to-move objects by hand (e.g., disabled or abandoned vehicle).
Swim or tread water to retrieve bodies, evidence, save one's life, etc.
Climb through openings (e.g., windows).
Climb over obstacles (e.g., walls).
Jump over obstacles.
Crawl in confined areas (e.g., attics).
Balance oneself on uneven or narrow surfaces.
Jump down from elevated surfaces.
Pull oneself up over obstacles.
Use body force to gain entrance through barriers (e.g., locked doors).
Jump across ditches, streams, etc.
Climb up to elevated surfaces (e.g., roof).

Weapons Handling

Draw firearm.

Fire warning shots with handgun or rifle.

Fire handgun at person.

Fire rifle at person.

Fire shotgun at person.

Discharge firearm at badly injured, dangerous or rabid animals.

Qualify and/or engage in required practice of operation of
firearms and other weapons.

Clean and service weapons.

Fire automatic weapon such as machine gun or machine pistol
(excluding training).

APPENDIX J

ENTRY-LEVEL LAW ENFORCEMENT OFFICER JOB ANALYSIS:
SURVEY OF BEHAVIORAL REQUIREMENTS FOR SUCCESSFUL
JOB PERFORMANCE



**ENTRY-LEVEL LAW ENFORCEMENT
OFFICER JOB ANALYSIS:
SURVEY OF BEHAVIORAL
REQUIREMENTS FOR
SUCCESSFUL JOB PERFORMANCE**

Commission on Peace Officer Standards and Training

INTRODUCTION

Some time ago the California Commission on Peace Officer Standards and Training authorized a research study to analyze the entry-level patrol officer/deputy job. The purpose of this research was twofold: (1) To provide POST with the kind of job information needed to fulfill its legislatively mandated responsibilities for establishing minimum statewide selection and training standards, and (2) To provide participating departments with agency specific job analytic information that they can use to establish job-related selection and training standards at the local level.

The first phase of the study consisted in major part of the collection of frequency and importance ratings for over 500 patrol officer/deputy tasks from officers and supervisory/command level personnel representing 222 departments. This information has been analyzed by POST staff to pinpoint those important job tasks that are performed by patrol officers/deputies in the State.

Phase II consisted of organizing the identified tasks into groups of tasks which require similar behavior (e. g., tasks involving physical exertion). This phase was accomplished with a combination of statistical and rational techniques.

The third and final phase of the study is designed to provide additional information about these task groupings. This information is needed to establish the final basis for developing job-related selection and training standards. The purpose of this survey is to complete Phase III. Specifically, respondents to the survey are asked to provide information concerning the behaviors required of patrol officers/deputies in order to satisfactorily perform the tasks within each task category.

The survey is divided into three sections. In Section I, you are asked to provide certain background data. In Sections II and III, you are asked to rate the behavioral requirements for successful performance as a patrol officer/deputy. Separate instructions appear at the beginning of these sections. Please complete the sections in chronological order. If you have any questions about any of the sections, raise your hand and the POST representative will assist you.

The survey is not an exam or any type of position evaluation instrument. The information you provide will be combined with the information provided by other supervisory/command level personnel, and will be used for research purposes only. Your name is requested to make it possible to contact you in the unlikely event that an unforeseen data processing problem occurs.

When you have completed the survey, please return it to the POST representative. If you are unable to finish the survey in the time allotted, please complete the survey and return it in the self-addressed envelope that will be provided you. The deadline for receiving completed surveys is Friday, November 10, 1978.

Thank you for your cooperation.

12. How long have you been at your present rank with your present agency? (Please indicate months)

13. Present shift:

Day	= 1	Night (graveyard)	= 3
Evening (swing)	= 2	Relief	= 4

SECTION II

INSTRUCTIONS

The purpose of this Section of the survey is to obtain ratings of the extent to which specific behaviors are required for successful performance of specific patrol officer/deputy tasks. To achieve this purpose, this section of the survey is divided into two separate series of pages.

The bottom series of pages contain listings of patrol officer/deputy tasks which have been organized into 33 task groupings that require similar actions on the part of the officer/deputy. Please review the bottom series of pages at this time. If you have any questions about the task groupings, seek the assistance of the POST representative before continuing.

Each page in the upper series of pages contains the description of a different worker behavior. Please review the upper series of pages at this time. There are 29 such pages, beginning with the page which contains the description of the worker behavior "Recall", and ending with the page which contains the description of the worker behavior "Strength". Directly underneath each description is a 6-point rating scale which is to be used to describe the extent to which the behavior is required for successful task performance. Underneath each rating scale is a series of boxes labeled "A" through "G". These labels refer to the task groupings on the bottom series of pages. If you have any questions concerning the behavior descriptions or the rating scale, please seek the assistance of the POST representative before proceeding.

After you have completed your review of the two series of pages, return both series of pages to Page "1". Carefully reread the definition of "Recall" that appears on Page "1" of the top series. Keeping this definition in mind, read the tasks in the first task grouping (Task Group A). Using the 6-point rating scale which appears below the behavior definition, rate the extent to which "Recall" is required for successful performance of the tasks in this grouping. Place your rating in the box labeled "A" below the rating scale. Next, read the tasks in the second task grouping (Task Group B). Then rate the degree to which "Recall" is required for successful performance of these tasks in the box labeled "B" below the rating scale. Continue in this manner until you have rated the extent to which "Recall" is required for successful performance of each of the 33 task groupings in the bottom series of pages.

When you are finished, return the bottom series of pages to Page "1" and turn to Page "2" of the top series of pages. Following the same procedure as for "Recall", rate the extent to which "Handwriting" is required for successful performance of each of the 33 task groupings. Indicate your ratings in the boxes labeled "A" thru "G" below the rating scale for

"Handwriting". Continue this process until you have rated the extent to which each of the 29 behaviors is required for successful performance of each of the 33 task groupings.

NOTE:

When this Survey of Behavioral Requirements was administered, all 29 behaviors (see Appendix E) were included as were all 33 task groups (see Appendix I). The behavior "Recall" and the Task Group A (General Paperwork) are included for illustrative purposes.

RECALL: Remember various types of information, such as factual information (laws, written or oral instructions or descriptions, etc.), visual information (photographs, physical characteristics of a patrol area, etc.), and specific details of past events (arrests, investigations, etc.); recall information pertinent to one's duties and responsibilities.

To what extent is "Recall" required for successful performance of the tasks below?

- 0 Not Required
- 1 Seldom Required
- 2 Occasionally Required
- 3 Often Required
- 4 Usually Required
- 5 Always Required

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	
Q	R	S	T	U	V	W	X	Y	Z	A'	B'	C'	D'	E'	F'	G'

On the original Survey, this page was cut here.

TASK GROUP A

- Book evidence and personal property.
- Prepare information for federal, state, and local law enforcement officials and agencies.
- Develop work schedules for other officers (including special assignments).
- Issue equipment.
- Control access to accident or other records.
- Order supplies and equipment.
- Personally file documents in records systems (e.g., fingerprint cards, correspondence, criminal reports, vehicle reports).
- Personally retrieve documents from records systems.
- Prepare documents for filing (i.e., label, alphabetize, place in chronological order, etc.).
- Maintain inventory lists (e.g., departmental equipment and property).
- Maintain inventory logs (e.g., evidence, recovered property).
- Purge reports from records systems.
- Maintain department records of warrants served.
- Prepare accident statistical data for DMV, CHP, internal records.
- Prepare list of known criminals and/or wanted persons for own or departmental use.
- Restock emergency supplies in patrol vehicle (e.g., flares, first aid supplies, etc.).
- Review writs and bail bonds.
- Review warrants for completeness and accuracy.
- Review return of civil process papers for completeness.
- Review extensive lists (e.g., to locate names, serial numbers, phone numbers).
- Arrange for appearance of witnesses (excluding subpoena service).
- Accept warrant bail on the street.
- Collect fines.
- Collect bail.
- Serve subpoenas.

SECTION III
INSTRUCTIONS

In this Section of the survey you are asked to provide two additional pieces of information about each of the personal behaviors that appeared in the previous section of the survey.

Necessity at Entry

On pages 1 - 4 you are asked to indicate the extent to which it is necessary that a prospective patrol officer/deputy be capable of performing each behavior prior to academy training and/or job assignment (as opposed to acquiring the capability in training and/or on the job). The rating scale to be used for this purpose appears below. Please review the scale carefully. If you have any questions concerning the scale, seek the assistance of the POST representative before proceeding. When you are satisfied that you understand the scale fully, rate each of the personal behaviors on pages 1 - 4. Place your ratings in the boxes to the right of the behavior descriptions. Note that the rating scale appears at the top of each page.

Necessity at Entry: To what extent is it necessary that a patrol officer/deputy be able to exhibit this behavior prior to academy training and/or job assignment?

1. Not necessary - capability to perform this behavior can be easily acquired through training and/or on the job experience with a minimum of risk to the public.
2. Necessary - not possible to acquire the capability to perform this behavior satisfactorily through training and/or on the job experience.

Relation To Superior Job Performance

On pages 5 - 8 you are asked to indicate to what extent a patrol officer's/deputy's general job performance improves as the officer/deputy improves his/her performance of a given behavior. The rating scale to be used for this purpose appears below. Please review this scale carefully and inform the POST representative of any questions you have concerning the scale. Then use the scale to rate each of the personal behaviors on pages 5 - 8. Indicate your ratings in the boxes to the right of the behavior definitions. As before, the rating scale appears at the top of each page.

CONTINUED

2 OF 3

Relation to Superior Job Performance: To what extent does improvement in the performance of this behavior result in improved overall patrol officer/deputy job performance?

1. Not at all - no improvement in overall job performance results from improved performance of this behavior above a minimally acceptable level.
2. All other things being equal, improvement in the performance of this behavior above a minimally acceptable level generally results in some improvement in overall job performance.
3. All other things being equal, improvement in the performance of this behavior above a minimally acceptable level almost always results in significant improvements in overall job performance.

NOTE:

When this Survey of Behavioral Requirements was administered, all 29 behaviors (see Appendix E) were rated as to: (1) necessity at entry, and (2) relation to superior job performance. The following pages are included for illustrative purposes.

NECESSITY AT ENTRY

Necessity at Entry: To what extent is it necessary that a patrol officer/ deputy be able to exhibit this behavior prior to academy training and/or job assignment?

1. Not necessary - capability to perform this behavior can be easily acquired through training and/or on the job experience with a minimum of risk to the public.
2. Necessary - not possible to acquire the capability to perform this behavior satisfactorily through training and/or on the job experience.

RECALL: Remember various types of information, such as factual information (laws, written or oral instructions or descriptions, etc.), visual information (photographs, physical characteristics of a patrol area, etc.), and specific details of past events (arrests, investigations, etc.); recall information pertinent to one's duties and responsibilities.

HANDWRITING: Have legible handwriting.

INITIATIVE: Proceed on assignments without waiting to be told what to do; improve one's skills and keep informed of new developments in the field; work diligently and exert the extra effort needed to make sure the job is done correctly, rather than merely "putting in time".

COORDINATION: Integrate the actions of one's arms and legs to produce coordinated movement (such as in running, jumping, etc.).

INTEGRITY: Be honest and impartial; refrain from accepting bribes or "favors" or using one's position for personal gain.

AGILITY: Perform physical actions or movements quickly and nimbly.

ARITHMETIC COMPUTATION: Add, subtract, multiply, and divide numbers.

INFORMATION PROCESSING: Identify the similarities and/or differences in information gathered from different sources (e. g., inconsistencies in witnesses' statements); identify significant details from a body of information (i. e., distinguish significant from insignificant information); recognize conditions or circumstances that indicate something might be wrong, or at least out of the ordinary.

BALANCE: Maintain one's balance in unusual contexts (such as when climbing, crawling, crossing narrow ledges, etc.).

RELATION TO SUPERIOR JOB PERFORMANCE

Relation to Superior Job Performance: To what extent does improvement in the performance of this behavior result in improved overall patrol officer/deputy job performance?

1. Not at all - no improvement in overall job performance results from improved performance of this behavior above a minimally acceptable level.
2. All other things being equal, improvement in the performance of this behavior above a minimally acceptable level generally results in some improvement in overall job performance.
3. All other things being equal, improvement in the performance of this behavior above a minimally acceptable level almost always results in significant improvements in overall job performance.

RECALL: Remember various types of information, such as factual information (laws, written or oral instructions or descriptions, etc.), visual information (photographs, physical characteristics of a patrol area, etc.), and specific details of past events (arrests, investigations, etc.); recall information pertinent to one's duties and responsibilities.

HANDWRITING: Have legible handwriting.

INITIATIVE: Proceed on assignments without waiting to be told what to do; improve one's skills and keep informed of new developments in the field; work diligently and exert the extra effort needed to make sure the job is done correctly, rather than merely "putting in time".

COORDINATION: Integrate the actions of one's arms and legs to produce coordinated movement (such as in running, jumping, etc.).

INTEGRITY: Be honest and impartial; refrain from accepting bribes or "favors" or using one's position for personal gain.

AGILITY: Perform physical actions or movements quickly and nimbly.

ARITHMETIC COMPUTATION: Add, subtract, multiply, and divide numbers.

INFORMATION PROCESSING: Identify the similarities and/or differences in information gathered from different sources (e.g., inconsistencies in witnesses' statements); identify significant details from a body of information (i.e., distinguish significant from insignificant information); recognize conditions or circumstances that indicate something might be wrong, or at least out of the ordinary.

BALANCE: Maintain one's balance in unusual contexts (such as when climbing, crawling, crossing narrow ledges, etc.).

APPENDIX K
INCIDENT GROUPINGS

INCIDENT GROUPINGS

Theft/Burglary

Bicycle theft.
Burglary.
Grand theft (excluding auto).
Motor vehicle theft.
Petty theft.
Receiving stolen property.
Joy riding.

Fraud

Bad check.
Conspiracy.
Credit card theft or misuse.
Defrauding an innkeeper.
Embezzlement.
Extortion.
Forgery.
Impersonating an officer or other official.
Pass or attempt to pass counterfeit money.

Assault/Armed Robbery/Homicide

Assault.
Assault and battery.
Assault with intent to commit rape or other felony.
Attempted murder.
Homicide.
Rape.
Sex crime (other than rape, prostitution, or indecent exposure).
Neglected or abused children.
Robbery - armed.
Robbery - strong arm.

Kidnapped/Missing Person

Child stealing.
Kidnapping.
Lost child.
Missing person.

Reckless/Drunk Driving

Hit and run.
Reckless driving.
Traffic accident.
Racing/speeding motor vehicle.
Drunk driver.

Liquor/Drug Violations

Liquor law violations (ABC violations).
Narcotic or drug offense.

Suspicious Objects/Abandoned Property

Abandoned vehicle.
Abandoned house or building.
Suspicious person/vehicle.
Suspicious object.
Dead body (excluding homicide).

Persons Wanted for Military Desertion, Parole Violation, Illegal Residence Status

Desertion or AWOL from military.
Illegal alien.
Parole or probation violation.

Hazards Requiring Emergency Action

Dangerous animal.
Downed wires.
Ruptured water or gas line.
Traffic hazard.
Malfunctioning traffic control device.
Other public safety and/or health hazard.
Situation requiring traffic control.
Fire.
Capture dangerous/injured animals.

Use or Possession of Illegal Weapons

Brandishing weapon.
Concealed or loaded weapon.
Discharge of a firearm.
Illegal weapons (e.g., brass knuckles, switchblade knives).

Situations Requiring Emergency Action

Bomb threat.
Fugitive reported to be at a location.
Jail/prison break.
Riot.
Unlawful possession or use of explosives.
Officer request for assistance.
Activated alarm.

Nuisances/Obscene Conduct

Begging.
Contributing to delinquency of a minor.
Cruelty to animals.
Indecent exposure.
Littering.
Loitering.
Malicious mischief.
Obscene or threatening phone calls.
Public nuisance.
Throwing or launching objects at moving vehicles.
Trespassing.
Prostitution.
Prowling.

Disturbances of the Peace

Disturbing the peace - customer.
Disturbing the peace - family.
Disturbing the peace - fight.
Disturbing the peace - juveniles.
Disturbing the peace - landlord/tenant.
Disturbing the peace - neighbor.
Disturbing the peace - noise (e.g., music, barking dog).
Disturbing the peace - party.
Disturbing the peace - other (e.g., harassment, challenging to fight).
Repossession dispute.
Labor/management dispute.
Keep the peace.
Drunk in public.
Incorrigible juvenile.
Mental illness.

Medical Emergencies

Attempted suicide.
Drug overdose.
Other medical emergencies.

Assistance to the Public

Citizen locked out of building or vehicle.
Complaint regarding city or county service.
Concerned party request for check on welfare of citizen.
Invalid or elderly person needing assistance.
Other public agencies needing assistance (e.g., health department,
probation department).
Stranded motorist (start stalled vehicles, change tires, obtain
gasoline, gain entrance to locked vehicles, etc.).
Found property.

Licensing/Ordinance Violations

Animal control violation.
Business or peddler license violation.
False fire alarm.
Fireworks violation.
Parking violation.
Postal law violation.
Gambling.

APPENDIX L

Matrix of Behavior/Task Group Relationship Values

APPENDIX L (continued)

BEHAVIORS	(E) WRITTEN COMMUNICATION TASKS	26. Custody Paperwork	27. General Paperwork	28. Reading	29. Diagraming/Sketching	30. Writing	(F) PHYSICAL PERFORMANCE TASKS	31. Restraining	32. Physical Performance	33. Weapons Handling						
	COGNITIVE ABILITY															
Information Processing		3.5	4.2		4.1											
Situational Reasoning					3.3			4.3	4.1	4.8						
Learning		3.3	3.8		3.8											
Recall				3.5	4.1			3.4		3.9						
COMMUNICATION SKILL																
Reading		3.4	4.3	5.0	4.0											
Writing		4.1			4.8											
Oral Expression																
Oral Comprehension					3.2											
SPECIAL SKILLS																
Handwriting		3.8	4.3		4.4	5.0										
Arithmetic Computation		3.5	3.9		4.4											
Understanding Illustrated Material				3.6	4.3											
Accuracy with Names and Numbers		3.7	4.6		3.8	4.3										
Diagraming/Sketching					4.8											
INTERPERSONAL RELATIONS																
Interpersonal Skill					3.9											
Teamwork		3.1														
Interest in People					3.3					3.6						
PERSONALITY CHARACTERISTICS																
Assertiveness					3.3			4.6		4.5						
Emotional Self-Control								4.7	3.8	4.8						
Flexibility/Adaptability					3.3			3.5		3.6						
Confront Hazards								4.6	4.2	4.7						
WORKER CHARACTERISTICS																
Initiative		3.5	4.1	3.1	4.3			3.5								
Dependability		4.0	4.2	4.0	4.2			4.0		4.0						
Appearance					3.4											
Integrity		4.2	4.6		4.5											
PHYSICAL CHARACTERISTICS																
Coordination								4.8	5.0	4.5						
Agility								4.8	4.9	4.6						
Balance								4.1	4.7	4.0						
Endurance								4.2	4.4							
Strength								4.4	4.7							

APPENDIX M

Statewide Weights for Behaviors

STATEWIDE WEIGHTS FOR BEHAVIORS

<u>Cognitive Ability</u>		21.7%*
Information Processing	4.8	
Situational Reasoning	5.2	
Learning	5.3	
Recall	6.4	
<u>Communication Skill</u>		12.8%
Reading	2.9	
Writing	1.5	
Oral Expression	4.2	
Oral Comprehension	4.2	
<u>Special Skills</u>		8.2%
Handwriting	2.1	
Arithmetic Computation	.9	
Understanding Illustrated Material	1.3	
Accuracy with Names and Numbers	3.1	
Diagraming/Sketching	.8	
<u>Interpersonal Relations</u>		11.1%
Interpersonal Skill	4.1	
Teamwork	3.5	
Interest in People	3.5	
<u>Personality Characteristics</u>		13.1%
Assertiveness	3.4	
Emotional Self-Control	3.5	
Flexibility/Adaptability	4.1	
Confronts Hazards	2.1	
<u>Worker Characteristics</u>		24.3%
Initiative	7.0	
Dependability	8.8	
Appearance	3.3	
Integrity	5.2	

Physical Characteristics

8.8%

Coordination	3.2
Agility	2.7
Balance	.9
Endurance	1.1
Strength	.9

100.00%

* These behavioral weights do not take into account the relative importance of the task groups.

END