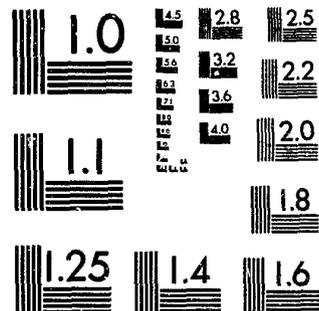


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NEW YORK STATE JOB-TASK ANALYSIS PROJECT

by  
JOSEPH A. MCGRAW

The master plan for law enforcement training in New York State, which has just been described for you by William G. McMahon, who was the moving force in initiating this training evaluation study, placed considerable reliance upon a police Job-Task Analysis Project conducted by the New York State Department of Civil Service. It is the substance of that project which constitutes the underpinning and curriculum predicate of the John Jay Study (the master plan for law enforcement training in New York State) to which we now address ourselves.

The Department of Civil Service in the State of New York provides examinations for use for appointment in police departments ranging in size from one full-time police officer to over 3,700 officers. The total police officer population in the state approximates 25,000. This figure does not include 27,000 sworn officers in New York City or some 3,000 state police officers. As with other states across the nation, litigation has been heavy in New York in recent years wherein challenge after challenge has been brought to judicial attention before both State and Federal tribunals, alleging unlawful discrimination and striking at the validity of police standards and examinations. The litigation continues today.

The job relatedness of the police examinations has been the major bone of contention, i.e., that there exists an insufficient relationship between the examination afforded and the qualities that make up the job sought. In sustaining a number of the objections, the courts have held that in the absence of a timely job analysis or validation study, the examinations cannot be deemed job-related and valid.

So it was that the Department of Civil Service in New York State embarked upon a job analysis project, hiring private contractors, Deborah Friedman, principal consultant, et. al., with the blessing, as well as the fiscal support, of L.E.A.A.

The grant application described the primary objective of the projects as the performance of job analysis for the ranks of officer, sergeant, lieutenant, and

captain, which would accurately describe the major duties and responsibilities of the positions at the various levels, their relative frequency, and their importance. Further, it was indicated in the grant proposal that beyond the job analyses themselves, the utility of the project will be best demonstrated by the ability to (1) Use the job analyses to develop valid and dependable examinations for the positions and (2) Use the methodologies developed to perform subsequent job analyses for the same or other police positions as necessary, in an economic fashion.

Work began in November, 1975. The project staff included persons with backgrounds in testing, classification and local government. No staff members possessed any law enforcement experience. Preliminary project planning included an extensive review of police literature and litigation, as well as background research concerning the Municipal Police Training Council basic mandated course curriculum and orientation visits to several police classrooms.

The other area of early background research, that occupied considerable staff time, was development of a staffing questionnaire and analysis of the results. This step was necessary to obtain comprehensive and current data on manpower levels and staffing patterns in the police departments throughout the State as well as to identify full-time departments.

The mandatory Municipal Police Training Council Police Supervisory Course was similarly reviewed during the planning phase. (A copy of New York State General Municipal Law Section 2090, which describes necessary training programs for permanent appointment of police officers, is contained in Appendix A).

#### STAFFING INFORMATION QUESTIONNAIRE

The staffing information questionnaire was required in order to find the answer to the exact number of people actually employed in each of the four ranks under study (officer, sergeant, lieutenant, and captain) by department, as well as the distribution of minorities and females. Only departments with full-time personnel were included in the study. Part time municipal police in New York State, though sworn officers with full police powers, are not hired from Civil Service lists. This questionnaire was sent to all police departments with

responses received from 363 police departments with one or more full-time officers.

In our review today, primary attention is being directed toward the analysis of the police officer job rather than the other three ranks surveyed, since it is the basic training for the recruit in New York State that is the primary focus of the John Jay Study. The time constraint bars consideration of the total job analysis review about which we now speak.

The ethnic and sex data, as well as the total number of staff at each rank, is shown in Appendix B. It should be noted that there are 17,260 sworn personnel in the ranks of officer, sergeant, lieutenant, and captain in the 363 departments that responded. This count excludes Sheriff's Departments, the New York City Police and the New York State Police.

The manpower distribution, as obtained from questionnaire responses, was broken down by department size. These results are found in Appendix C. These size breakdowns constitute one of the variables that was considered during the study. The size groups used were (a) 1-19 (size 1); (b) 20-59 (size 2); (c) 60-149 (size 3); and (d) 150 or more (size 4). The data show that 64% of the police departments have between one and 19 personnel in the ranks studied. Only 3.6% of the departments have 150 or more sworn personnel; however, those 13 departments have 59.9% of the personnel.

The staffing patterns that emerged from the questionnaire were: Officer, Sergeant, Lieutenant, Captain (S.P. 1); Officer, Sergeant, Lieutenant (S.P. 2); Officer, Sergeant, Captain (S.P. 3); Officer, Lieutenant, Captain (S.P. 4); Officer, one supervisory rank (S.P. 5); and Officer, no supervisory ranks (S.P. 6).

The distribution of manpower by staffing patterns is shown in Appendix D. The staffing patterns on this table correspond to those explained previously. One of the more interesting facts shown is that 29% of the departments have only the police officer rank full-time, while these departments include only 2.6% of the personnel at that rank.

#### POLICE ADVISORY COMMITTEE

Of key importance in the development of the New York Job Analysis Project was the function of the Police Advisory Committee. Made up of representatives of the New

York State Association of Chiefs of Police and the Police Conference of New York, the Committee met formally five times during the course of the Project and was consulted informally on numerous occasions.

In the dissemination of questionnaires to police departments throughout the State, special assistance was supplied by the Advisory Committee. As many of us know, law enforcement agencies are in receipt of countless questionnaires each year from government inquirers, sociologists, merchants, etc.

The New York Advisory Committee initially prepared a letter from the State Chiefs Association directed to each chief of police asking their cooperation in completing the Staffing Information Questionnaire. In addition, the Chiefs Association arranged for a followup in no-responses. As a result, there was a 90% response rate return on the Staffing Information Questionnaire.

When the Task Checklist Questionnaire was sent out at a later date for each of the four ranks under study, the Committee once again was of great help. A cover letter for each chief asking cooperation in completing the questionnaire was arranged for by the Chiefs Association. In addition, the Police Conference, a patrolman's association, wrote a cover letter for the Police Officer Task Checklist, urging cooperation of the officers in responding to the questionnaire and reassuring them as to the purpose of the study. Final return rate of over 50% on the task checklists was considered excellent and reflected the high degree of cooperation the Advisory Committee secured from the police population.

Continuing monitoring of the Project, orientation of staff to police duties and assignments, suggestions as to types of departments for on-site job audits, and review of analyses are additional illustrations of the types of support given by the Advisory Committee.

#### TASK INFORMATION DEVELOPMENT

To develop task information and project data, an interview plan was designed to enable the analyst to pick up in-depth detail in respect to the police job. The long range plan was that the information gathered from a limited number of interviews would be used as the basis for a questionnaire, soliciting opinions concerning job tasks from a much larger sample of incumbents.

The interview plan began with a determination concerning identity of departments to be visited. Four size groupings were made for departments to be visited with the following constraints:

1. At least three departments from each size category.
2. Some departments from each major region of the State.
3. Inclusion of departments with pending lawsuits on police exams.

Thereafter, a letter was sent to the chief of the departments selected, and a tentative interview schedule was arranged. Next, the chief was asked to designate interviewees with interviews, concentrating on those whose work involved the general patrol function. Interviews were scheduled as not to disrupt efficient functioning within the department. It was also agreed that when an analyst was riding in a patrol car, the officer would decide if the analyst should stay in the car or accompany him to observe case handling at close range.

There were three kinds of interviews:

1. Short term interviews (about 4 hours when in car and 2 hours at station).
2. Long term interviews (in one case one analyst was with the same police officer for one week).
3. Group interviews (four to six incumbents by one or two analysts).

An interview guide was developed to standardize the interviews, and the order of interviewing questions was determined by the course of the work of the police officer. Biographical data was gathered on each interviewee. *Modus operandi* of the analyst was to (a) ask open ended questions; (b) ask followup questions, if there was a misunderstanding; and (c) try to keep the interview from wandering by questions concerning specific parts of the job. Group interviews were viewed as a supplement to individual interviews. A total of 79 interviews were conducted. Some 54 of these were done by staff personnel and 25 by assigned police officers. Information obtained from interview summaries was rewritten into task statements and later refined by the Advisory Committee.

With the completion of consolidated job descriptions for each of the ranks being reviewed, there had now been obtained four job descriptions based upon detail received from a relatively small number of people. In order to confirm this job information with statewide applications, it was necessary to get opinions on these job descriptions from a very large number of incumbents. This was done by a Task Checklist Questionnaire.

POLICE OFFICER JOB TASK CHECKLIST QUESTIONNAIRE (see Appendix E)

The design of a questionnaire evolved gradually. It was agreed that the job analyses would require four kinds of information about each job task:

1. Does the incumbent do the task?
2. How often?
3. How much time does it take? and,
4. Is the task critical.

The task lists were developed in a mode which organized the tasks under several job activity areas. The concept of criticality and amount of time spent on tasks were decided upon so that each respondent would know exactly what was meant by these concepts.

Another question addressed was how questions could be asked so as to be scoreable by computer. A system for identifying questionnaire respondents was devised with nine digit numbers being used; the first three identifying the agency; the next two digits, the job level; and the last four digits, the individual in the department.

A stratified random sample was designed to be used to select persons to receive the questionnaires. Two variables, department size and staffing pattern, were thought to be related to the duties of job and were used to stratify the population. The total sample size of the police officer same was 25 percent. The sample was drawn with a table of random numbers to select departments, until the desired sample size was reached. After samples were selected, a study was done to insure that minorities and women were included. Some 3,600 Police Officer Job Task Checklist Questionnaires were sent out.

## QUESTIONNAIRE ADMINISTRATION

Packets were sent to each department that was a part of the sample. There was a letter included to the chief of the agency, asking his help and suggesting how the questionnaires might be distributed. The President of the New York State Association of Chiefs of Police, (an Advisory Committee member) enclosed a letter urging cooperation. Postpaid envelopes were included. A followup letter was also sent to a number of respondents several weeks after the original distribution. The return rate on questionnaires was in excess of 50%, which was regarded as favorable.

## KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS

This study, like other job analysis study reports, used knowledges, skills, abilities, and personal characteristics (KSAP's) as the qualities needed by an individual to perform tasks of a given job. These qualities are defined as follows:

- Knowledges - Fact of being acquainted with, or understanding something - how to do crime scene search.
- Skills - Capacity to use knowledge to perform task competently i.e., shoot gun, drive car.
- Abilities - Power to perform a function i.e., read and understand a statute.
- Personal Characteristics - A specific personality trait, physical or mental, needed to perform a task i.e., willingness to work overtime.

It was decided to use task checklist questionnaires as the basis for developing KSAP's for the four job levels being studied.

Staff held many group meetings over a 2 week period to generate KSAP's. Tasks on the checklist were considered one by one, and all KSAP's needed to perform each task were listed. Each was discussed, as needed, to ensure most appropriate wording and to arrive at a common understanding of meaning.

A police officer met with staff to go over all KSAP's for the police officer job. KSAP's were listed by activity, rather than by task, because such a list would be cumbersome.

## KSAP RATING METHOD

It was decided police personnel would be asked to rate the extent to which barely acceptable workers possess each trait. Also, to what extent the trait contributes to making a worker outstanding (adopted directly from Primoff).

It was thought necessary, also, to learn from incumbents when they were first exposed to each trait and for knowledges, the level of knowledge necessary to do a good job. (These two factors were adapted from California State Personnel Board Analysis, 1974.)

There were six police officers from Albany area departments invited to try out the KSAP plan at the police officer level and each one was asked to complete a task checklist before the KSAP meeting. At the meeting, police officers reviewed tasks in an activity, and then KSAP's for that activity, to see if they seemed to match. Participants were then given general instructions for KSAP ratings (see Appendix F).

There were 14 KSAP meetings held for the police officer rank with 76 participants; only five or six participants attended each meeting, to allow for each attendee to make a contribution. Meetings were held throughout the State to cover as wide a geographic area as possible. Participants represented a variety of assignments and length of job experience.

After all KSAP meetings, ratings for each rank were consolidated (see Appendix G). KSAP statements are presented in the summary under subheadings such as "Terminology and Jargon" or "Oral Communication" etc. These subheadings are categories selected in an attempt to group KSAP's according to subject matter. Groupings were approved by the Police Advisory Committee.

## CONCLUSION

The John Jay Report consultants, in the course of their evaluation study, have closely scrutinized the results of the Municipal Police Job Analysis Project, and it is expected will draw heavily upon job task data highlighted in the project survey. Project questionnaires, as well as John Jay questionnaires and responses, are being carefully correlated so that a proper foundation for a basic police training curriculum is established.

It is the opinion of the New York State Bureau for Municipal Police that the Job Analysis Project has been based on sound research and that the task force involved sincerely tried to do a thorough job on their assignment.

Today's summary is exactly that; a summary of a two volume report of sizable dimension. Much of the data therein is raw data, and considerable analysis remains to be done.

Project findings that are relevant to police training programs are illustrated by the following: "The questionnaire responses, statewide, show that 14 tasks are done by 90% or more of the officers and 83 tasks by 70% or more. There are only 20 tasks which fewer than 60% of the respondents perform."

The figures strongly indicate that the pattern of skills and abilities required of the patrol officer is fairly uniform around the State. The finding suggests that a discrete body of knowledge, essential to the competence of the officer, can be identified, and the data generated as to the nature and types of the officer's common tasks can be used as a sound and solid basis for curriculum development.

We feel that the contribution to municipal police training in New York State, made by the Job Analysis Project, will prove to be a significant one.

§ 209-q GENERAL MUNICIPAL LAW Art. 10

§ 209-q. Permanent appointment of police officers; completion of training program

1. Notwithstanding the provisions of any general, special or local law or charter to the contrary, no person shall, after July first, nineteen hundred sixty, receive an original appointment on a permanent basis as a police officer of any county, city, town, village or police district unless such person has previously been awarded a certificate by the executive director of the municipal police training council created under article nineteen-f of the executive law, attesting to his satisfactory completion of an approved municipal police basic training program; and every person who is appointed on a temporary basis or for a probationary term or on other than a permanent basis as a police officer of any county, city, town, village or police district shall forfeit his position as such unless he previously has satisfactorily completed, or within the time prescribed by regulations promulgated by the governor pursuant to section four hundred eighty-four of the executive law, satisfactorily completes a municipal police basic training program for temporary or probationary police officers and is awarded a certificate by such director attesting thereto.

1-a. Notwithstanding the provisions of any general, special or local law or charter, the promotion of any police officer to a first-line supervisory position on or after July first, nineteen hundred sixty-seven, shall not become permanent unless such police officer has previously been awarded a certificate by the executive director of the municipal police training council created under article nineteen-f of the executive law, attesting to his satisfactory completion of an approved course in police supervision as prescribed by the municipal police training council. Any police officer who is promoted on any basis to a first-line supervisory position on or after July first, nineteen hundred sixty-seven shall forfeit such promotion unless he previously has satisfactorily completed, or within the time prescribed by regulations promulgated by the governor pursuant to section four hundred eighty-four of the executive law satisfactorily completes, the prescribed course in police supervision and is awarded a certificate by such director attesting thereto.

1. a. The term "police officer", as used in this section, shall mean: a member of a police force or other organization of a municipality who is responsible for the prevention or detection of crime; and the enforcement of the general criminal laws of the state; but shall not include any person serving as such solely by virtue of his occupying any other office or position, nor shall

Art. 10 FIREMEN AND POLICEMEN § 209-q

such term include a sheriff, under-sheriff, commissioner of police, deputy or assistant commissioner of police, chief of police, deputy or assistant chief of police or any person having an equivalent title who is appointed or employed by a county, city, town, village or police district to exercise equivalent supervisory authority.

b. The term "first-line supervisory position", as used in this section, shall mean the position or rank of a police officer next above the beginning rank of patrolman or the rank equivalent to patrolman, which requires performance of supervisory duties.

3. The provisions of subdivisions one and one-a of this section shall not apply to a city having a population of one million or more to the extent that such city has, by regulation promulgated by the governor pursuant to section four hundred eighty-four of the executive law, been exempted from the provisions of article nineteen-f of the executive law.

4. Nothing in this section shall be construed to except any police officer, or other officer or employee from the provisions of the civil service law.

Added L.1969, c. 446, § 3; amended L.1967, c. 671, §§ 1, 2.

1 Repealed. See Executive Law § 209 et seq.

Table 1 : Staffing Information Questionnaire Data\*

	POLICE OFFICER		TOTAL
	MALE	FEMALE	
White	13,745	99	13,853
Black	282	10	292
Hispanic	77	1	78
Asian	2	0	0
American Indian	4	0	4
Other	3	0	3
<b>TOTAL</b>	<b>14,122</b>	<b>110</b>	<b>14,232</b>

	POLICE SERGEANT		TOTAL
	MALE	FEMALE	
White	1,774	7	1,781
Black	21	1	22
Hispanic	6	0	6
Asian	1	0	1
American Indian	0	0	0
Other	0	0	0
<b>TOTAL</b>	<b>1,802</b>	<b>8</b>	<b>1,810</b>

	POLICE LIEUTENANT		TOTAL
	MALE	FEMALE	
White	895	2	897
Black	8	2	10
Hispanic	0	0	0
Asian	0	0	0
American Indian	0	0	0
Other	0	0	0
<b>TOTAL</b>	<b>903</b>	<b>4</b>	<b>907</b>

	POLICE CAPTAIN		TOTAL
	MALE	FEMALE	
White	304	0	304
Black	6	0	6
Hispanic	1	0	1
Asian	0	0	0
American Indian	0	0	0
Other	0	0	0
<b>TOTAL</b>	<b>311</b>	<b>0</b>	<b>311</b>

\*Total number of departments responded = 363

Table 2 : Distribution of Manpower by Department Size

OFFICER

Dept. Size	# of Depts	# of Personnel	% of Statewide Personnel
1	232	1,345	9.5
2	92	2,411	16.9
3	24	1,711	12.0
4	13	8,755	61.5
<b>TOTALS</b>	<b>361</b>	<b>14,232</b>	

SERGEANT

Dept Size	# of Depts	# of Personnel	% of Statewide Personnel
1	122	227	12.5
2	83	431	23.8
3	21	223	12.3
4	10	926	51.2
<b>TOTALS</b>	<b>236</b>	<b>1,810</b>	

LIEUTENANT

Dept. Size	# of Depts	# of Personnel	% of Statewide Personnel
1	33	48	5.3
2	79	216	23.8
3	22	144	15.9
4	13	499	55.0
<b>TOTALS</b>	<b>147</b>	<b>907</b>	

CAPTAIN

Dept. Size	# of Depts	# of Personnel	% of Statewide Personnel
1	6	6	1.9
2	35	67	21.5
3	17	71	22.8
4	13	167	53.7
<b>TOTALS</b>	<b>71</b>	<b>311</b>	

APPENDIX C

OFFICER

Staffing Pattern	# of Depts	# of Personnel	1% of Statewide Personnel
1	48	9,250	65.0
2	78	1,790	12.6
3	9	253	1.8
4	13	1,629	11.4
5	108	930	6.5
6	105	370	2.6
<b>TOTALS</b>	<b>361</b>	<b>14,232</b>	

SERGEANT

Staffing Pattern	# of Depts	# of Personnel	1% of Statewide Personnel
1	48	1,202	66.4
2	78	364	20.1
3	9	54	3.0
4	X	X	X
5	101	187	10.3
6	X	X	X
<b>TOTALS</b>	<b>236</b>	<b>1,810</b>	

LIEUTENANT

Staffing Pattern	# of Depts	# of Personnel	1% of Statewide Personnel
1	48	494	54.5
2	78	172	19.0
3	X	X	X
4	13	223	24.6
5	8	18	2.0
6	X	X	X
<b>TOTALS</b>	<b>147</b>	<b>907</b>	

CAPTAIN

Staffing Pattern	# of Depts	# of Personnel	1% of Statewide Personnel
1	48	183	58.8
2	X	X	X
3	9	25	8.0
4	13	102	32.8
5	1	1	.3
6	X	X	X
<b>TOTALS</b>	<b>71</b>	<b>311</b>	

# *New York State Department of Civil Service*

THE STATE OFFICE BUILDING CAMPUS • ALBANY, NEW YORK 12239

I.D. Number \_\_\_\_\_

## POLICE OFFICER JOB TASK CHECKLIST

Don't worry - this looks like a lot of paper, but should only take you about 45 minutes to complete

The New York State Department of Civil Service, with funding from a Division of Criminal Justice Services LEAA Grant, is conducting a study of the job duties of Police Officers. The job information gathered during this study will be used as a basis for the Civil Service examinations for Police Officers.

We have already interviewed and observed about 50 Police Officers from different parts of the State to find out what their job duties are. We have organized this information into a list of Police Officer job tasks. Now we need to know which job tasks are done by most Police Officers in the State, and we need your help to find out. Your answers to this questionnaire will eventually have an effect on the Civil Service examinations for Police Officers and, therefore, on the quality of the people you will be working with in the future.

- PLEASE HELP BY FILLING OUT THIS QUESTIONNAIRE -

THIS IS NOT A TEST OR PERFORMANCE EVALUATION

This questionnaire is being sent to about 3,600 Police Officers in various departments across the State. Other people in your department may also be doing this questionnaire for us. We ask you not to compare responses with anyone until after you have finished completing your own questionnaire.

COMPLETED QUESTIONNAIRES WILL BE SENT BACK TO THE NEW YORK STATE  
DEPARTMENT OF CIVIL SERVICE AND WILL NOT BE USED  
BY YOUR DEPARTMENT

- TURN TO THE NEXT PAGE FOR INSTRUCTIONS -

INSTRUCTIONS FOR FILLING IN THE ANSWER SHEETS

**PULL** out the blue bio-data questionnaire and the pink computer answer sheet which are behind this page.

**FILL** in the information requested on the blue bio-data questionnaire. We are asking for this information so that we can get an idea of the characteristics of the people who fill out the questionnaire. This information will never be connected with you personally.

**LOOK** at the pink computer answer sheet. Notice that the agency identification number from the blue sheet has been copied in the candidate identification number box in the upper left corner of the pink sheet. For each digit in this number, completely fill in the space to the right of the digit which corresponds to the digit. Use a No. 2 pencil.

**WRITE** in the information requested in the box at the upper right corner of the pink answer sheet.

**COPY** the agency identification number from the blue sheet into the space provided on the headsheet of this booklet.

\* \* \* \* \*

Now you are ready to look at the job tasks. They are listed on the following pages.

For each task, we need to know:

Do YOU perform the task in the job you currently hold?

If YOU personally do perform the task in your job, then we need to know:

Is the task critical or not critical?

Use these definitions to decide whether a task is critical or not critical:

Critical - if you did this task poorly or incorrectly, you might jeopardize life or property

Not Critical - if you did this task poorly or incorrectly, you probably would not jeopardize life or property

And finally, we need to know:

Do YOU spend much time or not much time performing the task?

When deciding how much time you spend doing a task, take into consideration how often you do it and how long it takes you to do it. We are interested in the amount of time you actually spend doing each task, not in the ideal amount of time you might like to spend.

Use the following guidelines:

Much Time - means you do the task frequently and it takes quite a bit of time to do it, OR you do the task every once in a while and it takes a lot of time to do it

Not Much Time - means you do it quite often but it takes hardly any time to do it OR you seldom do it at all

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- 1 = critical and much time spent
- 2 = critical and not much time spent
- 3 = not critical and much time spent
- 4 = not critical and not much time spent
- 5 = do not do

**REMEMBER** - Answer according to what YOU do in your job and not what others in your Department might be assigned to do.

POLICE OFFICER TASKS

Preparing for Work

1. Dress neatly and in proper uniform
2. Listen to information read out by the supervisor at shift briefing
3. Take notes on information read out by supervisor at shift briefing
4. Read written information such as teletype messages and complaint reports
5. Discuss with officers coming off previous shift important occurrences during their shift
6. Gather together necessary equipment such as shotgun, flashlight, and papers such as warrants and report blanks
7. Check out vehicle and equipment such as patrol car siren, radio, etc. by looking at and/or trying it out to make sure everything is in proper working order

Patrol

8. Drive or walk throughout assigned area looking for anything unusual or out of place, and for crimes, emergencies or violations in progress
9. Look for particular people and/or cars when asked to do so at roll call or later during patrol
10. Check vacant or closed businesses and houses by trying doors, walking around buildings, etc.
11. Investigate buildings when suspicious of forced entries by entering building and searching for possible burglar and/or evidence of objects moved or removed
12. Develop and maintain relationships with area residents by occasionally talking briefly with the people and/or helping them with their problems
13. Stop suspicious people and ask them to show identification and explain what they are doing
14. Check licensed premises, especially those about which complaints have been made, by looking around, interviewing owner and patrons
15. Question community residents and informants about recent crimes

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INSTRUCTIONS FOR FILLING IN THE ANSWER SHEET--cont'd.

INDICATE on the pink answer sheet what you decide about each task. Here is how to do it:

The answer sheet has five spaces (numbered 1, 2, 3, 4, and 5) provided for each numbered task.

Read each task.

Fill in space 1 if YOU perform the task, it is critical and you spend much time doing it

Fill in space 2 if YOU perform the task, it is critical but you do not spend much time doing it

Fill in space 3 if YOU perform the task, it is not critical and you spend much time doing it

Fill in space 4 if YOU perform the task, it is not critical and you do not spend much time doing it

Fill in space 5 if you do not do it

\* \* \* \* \*

At the top of each page, the directions for making your choices are summarized to help you keep them clearly in mind.

Use only a No. 2 pencil. Never use ink. Be sure each mark completely fills the space. Erase completely any mark you wish to change and re-enter the correct information

If you perform other tasks which are not listed here, please describe them on the page following the task list. Also, indicate criticalness and time spent on these tasks.

- 1 = critical and much time spent
- 2 = critical and not much time spent
- 3 = not critical and much time spent
- 4 = not critical and not much time spent
- 5 = do not do

Maintaining Traffic Safety

53. When you discover road hazards, radio the dispatcher to call the highway department, explain location and nature of hazard, and request that the problem be repaired
54. Direct traffic
55. Write tickets on illegally parked cars
56. Call for tow truck to tow away illegally parked cars
57. When you observe moving violation, stop the vehicle
58. Using radar apparatus, detect speeders and stop them
59. Write traffic summons for moving violations
60. Warn people against repeating violations
61. Radio for vehicle, license and outstanding warrant checks on persons stopped for traffic violations
62. Upon cause, stop and check cars for proper tires, lights, etc. and for proper identification including license, registration and insurance card
63. Stop persons suspected of DWI
64. Look for signs of intoxication in order to determine whether there is reasonable cause to believe that person is intoxicated
65. If there is reasonable cause, arrest person for DWI
66. Ask person to submit to test for intoxication and warn of consequence of refusal
67. Transport person to location where test will be administered and turn person over to appropriate personnel for testing
68. Administer breathalyzer test
69. Witness breathalyzer test

Responding to Requests for Various Kinds of Service. This May Include Such Things as Handling Noise Complaints, Escorts, Giving Directions, etc.

70. Ask person to explain the problem and listen to person's explanation
71. Evaluate problem and suggest how best to solve the problem

- 1 = critical and much time spent
- 2 = critical and not much time spent
- 3 = not critical and much time spent
- 4 = not critical and not much time spent
- 5 = do not do

- 72. Perform service requested
- 73. Explain where person can get needed service

Making Arrests

- 74. Tell person he/she is under arrest
- 75. Frisk for weapons
- 76. Handcuff person, if necessary
- 77. Transport to detention facility or headquarters for booking
- 78. If person is to be questioned, read Miranda Rights and ask person if he/she understands them
- 79. Fill in arrest information forms
- 80. Search person thoroughly for possible weapons, identification, etc.

Preparing for and Testifying in Court

- 81. When informed that must testify, look up and study own and department records on the particular case upcoming
- 82. Talk with D.A. to go over questions that will probably be asked and, in general, how to answer those questions
- 83. Testify on the stand by answering attorneys' and judge's questions

Preparing Written Reports

- 84. Write notes on information gathered during questioning of witnesses
- 85. Fill in forms describing each call handled, own actions on call, and its disposition
- 86. Organize and summarize in written form, the details (who did what, when, where, etc.) of the incident
- 87. Write entries in activity and equipment log books briefly describing each activity and/or equipment checked out, traffic tickets written, etc.
- 88. Write notes for own information on unusual people or things noticed during routine patrol
- 89. Prepare informations by writing or typing on appropriate form the statement given by the accusing person

- 1 = critical and much time spent
- 2 = critical and not much time spent
- 3 = not critical and much time spent
- 4 = not critical and not much time spent
- 5 = do not do

Responding to the scene of crimes or possible crimes when discovered in progress during patrol or when dispatched to the scene

- 16. If anyone is injured, radio for emergency help
- 17. Give first aid, if necessary
- 18. Transport injured to hospital in patrol car, if necessary
- 19. Chase suspects in car and/or on foot
- 20. Secure scene by closing off the area and standing guard
- 21. Ask available witnesses to identify themselves (ask names, addresses and phone numbers) and to explain what happened and what they saw
- 22. Look thoroughly around scene for details such as method of entry or extent of damage
- 23. Radio to request vehicle check on suspect vehicles
- 24. Try to find possible additional witnesses by asking people in nearby area if they saw or heard anything unusual around the time the incident probably occurred
- 25. Turn case over to investigators by explaining what is known so far and suggesting possible leads to follow
- 26. Stay on scene to do as investigators ask, such as help look for more evidence or maintain guard over evidence
- 27. Help investigating officers perform lawful searches
- 28. Explain to victim what steps to take if he/she learns anything else about the incident

Responding to scene of natural and man-made emergencies and unusual occurrences

- 29. Look over scene to quickly evaluate what help is needed
- 30. Radio for appropriate agencies such as fire department, utility company, etc. to send their emergency equipment
- 31. Keep scene clear for emergency and rescue equipment by directing or re-routing traffic around immediate area and/or by telling onlookers to keep away
- 32. Help trapped people to get out of danger by physically guiding them out and/or by shouting directions
- 33. Ask witnesses and those involved for their names, addresses, phone numbers; ask them to explain what they saw or did

- 1 = critical and much time spent
- 2 = critical and not much time spent
- 3 = not critical and much time spent
- 4 = not critical and not much time spent
- 5 = do not do

- 1 = critical and much time spent
- 2 = critical and not much time spent
- 3 = not critical and much time spent
- 4 = not critical and not much time spent
- 5 = do not do

- 34. Go to hospital to question injured persons about what happened
- 35. At traffic accidents, collect physical evidence by measuring tire tracks and skid marks, collecting broken glass, taking photographs, etc.
- 36. At traffic accidents, gather information required by accident report forms, such as road conditions, damage to cars and passengers, etc., by observing the scene
- 37. Check participants' licenses, registrations and insurance cards
- 38. At traffic accidents, arrange for clearing of scene by calling for tow trucks
- 39. In cases of bomb scares or "suspicious packages", search or help search for bomb by accompanying a person who knows the buildings in a systematic search looking for anything which may be a bomb
- 40. In cases of potential suicides, try to calm person and change his mind
- 41. In cases where a person is publicly intoxicated, arrange for person to get home (if he has one) by calling friends or relatives
- 42. Transport publicly intoxicated person to a detoxification center or to hospital

#### Intervening in Fights and Family Disputes

- 43. Separate fighters
- 44. Try to calm fighters by talking quietly about what is bothering them
- 45. Try to find cause of fight by asking the people to explain in how the dispute started
- 46. Discuss possible solutions to problem(s) causing the dispute
- 47. Reach at least short-term resolution to the dispute such as suggesting that one of the people leave for a while
- 48. Arrest fighters who have seriously assaulted others in your presence
- 49. Explain what court procedure to follow if a person wants to press charges against another
- 50. In cases of family disputes, suggest that the people follow up later by going to family court and/or an appropriate service agency to get more permanent solution to their problems
- 51. Contact child protective service if child abuse is suspected
- 52. In cases of family disputes, enforces orders of protection

#### Training New Officers

- 90. Explain how to do the various job tasks
- 91. Demonstrate the various job tasks
- 92. Observe recruit doing the tasks
- 93. Correct recruit while he/she is in the process of doing a job task, if he/she is making a serious error
- 94. Critique recruit's performance by praising correct actions or by explaining how a situation might have been better handled
- 95. Tell supervising officer how recruit is doing

#### Dispatching

- 96. When someone phones or walks in with a complaint, ask person to state own name, address, phone number and nature and location of problem
- 97. Decide what action to take--either to dispatch car(s) to investigate or refer caller to another agency for help
- 98. Radio available car(s), explain problem and location, and ask officers to investigate
- 99. Radio for back-up units on own initiative or at request of personnel on the scene
- 100. Keep log of radio and phone calls made and received
- 101. Monitor various phone, alarm, and radio systems such as business alarm system, by keeping track of alarms that are tripped, noting their location, and dispatching officers to the scene

#### Operating Tele-type Machine

- 102. When police personnel request information, type in information requests
- 103. When answers come back, read information out to person who requested it
- 104. Type new information, such as a car just reported stolen, into tele-type computer

#### Booking and Checking on Prisoners

- 105. Fingerprint person
- 106. Photograph person

- 1 = critical and much time spent
- 2 = critical and not much time spent
- 3 = not critical and much time spent
- 4 = not critical and not much time spent
- 5 = do not do

- 107. Ask person information on booking form and record this information by filling in proper spaces on the form
- 108. Accept bail money and write receipt for it
- 109. When someone is to be detained in the lock-up, write down description of person's personal effects and store the items
- 110. When someone is being held in police lock-up, check periodically (usually every half hour) to see what person is doing and write person's condition on check sheet

Giving Information to News Media

- 111. Answer phone and walk-in requests from newspeople for information about recent incidents

Helping Other Police Agencies

- 112. Cooperate with personnel from other police agencies by doing certain tasks requested by that agency to help on cases of mutual concern
- 113. Discuss problems of mutual concern with personnel from other police agencies

Community Relations

- 114. Talk to organized groups of people (PTA's etc.) about specific areas of police work as requested by the group

Maintaining Order in the Court Room

- 115. Serve as court officer by standing in court room to ensure there are no disturbances and by escorting persons to and from court room

Did this task list adequately describe your job? (yes or no) \_\_\_\_\_

Which one of the following types of assignments best describes your main work?

Please check one box

- |   |  |
|---|--|
| <input type="checkbox"/> 1. Patrol      | <input type="checkbox"/> 5. Juvenile/Youth Aide          |
| <input type="checkbox"/> 2. Dispatching | <input type="checkbox"/> 6. Records                      |
| <input type="checkbox"/> 3. Desk        | <input type="checkbox"/> 7. Administration               |
| <input type="checkbox"/> 4. Detective   | <input type="checkbox"/> 8. Other (please specify) _____ |

- PLEASE TURN TO NEXT PAGE -

You have just gone through the list of job tasks. Notice that the job tasks were grouped together into various activities. For each of the activities which are listed below, we need to know:

**How often have YOU performed the activity during the last year?**

Answer on the pink computer answer sheet beginning with No. 116. Use these choices to answer how often YOU do each activity:

- Fill in space 1 if you do the activity at least once a tour of duty
- Fill in space 2 if you do the activity at least once a week
- Fill in space 3 if you do the activity at least once a month
- Fill in space 4 if you do the activity at least four or five times a year
- Fill in space 5 if you do the activity rarely, if ever

LIST OF ACTIVITIES

- 116. Preparing for work
- 117. Patrol
- 118. Responding to the scene of crimes or possible crimes when discovered in progress during patrol or when dispatched to the scene
- 119. Responding to scene of natural and man-made emergencies and unusual occurrences
- 120. Intervening in fights and family disputes
- 121. Maintaining traffic safety
- 122. Responding to requests for various kinds of service. This may include such things as handling noise complaints, escorts, giving directions, etc.
- 123. Making arrests
- 124. Preparing for and testifying in court
- 125. Preparing written reports
- 126. Training new officers
- 127. Dispatching
- 128. Operating tele-type machine
- 129. Booking and checking on prisoners
- 130. Giving information to news media
- 131. Helping other police agencies
- 132. Community relations
- 133. Maintaining order in the court room

\* \* \* \* \*

YOU ARE NOW FINISHED WITH THIS QUESTIONNAIRE

PUT THE PINK AND BLUE SHEETS INSIDE THE BOOKLET AND HAND IT TO THE PERSON WHO IS COLLECTING THE COMPLETED QUESTIONNAIRE.

\* THANK YOU VERY MUCH FOR YOUR HELP \*

In the spaces provided below, and on the back of this sheet, if necessary, please describe any additional tasks which you do and indicate the level of criticalness and time spent doing each.






NOW we would like you to answer a few questions about HOW OFTEN you do the various parts of your job.

- PLEASE TURN TO NEXT PAGE -

New York State Department of Civil Service

LEAA Police Project

Bio-Data Questionnaire\*

In order to properly analyze the information supplied by you and others about Police Officer positions, it is essential that we learn something of the background of those included in the study and who have filled out these questionnaires. This information will be held confidential and will never be connected with you personally as your name or other identification is not required.

Office Use Only

Staffing Pattern

Size

1

2

3	4	5

Agency Information

Agency Identification No.

6	7	8

9	10

11	12	13	14

0	1	1	2
15	16	17	18

Please check (✓) the appropriate boxes or fill in the correct number

Sex

Male

Female

19

20

Ethnic Origin

White

Black

Hispanic

Asian

American Indian

Other (please specify)

21

22

23

24

25

26

(other)

Total Years of Police Service

27	28

Years in Present Rank

29	30

\* §296 of the Executive Law provides that it is not an unlawful discriminatory practice for the Department of Civil Service to solicit information concerning age, race, creed, color, national origin, sex, disability or marital status for the purpose of conducting studies in connection with the recruitment and testing of applicants for positions with the State or its political subdivisions.

KEY TO READING KSAP SUMMARY CHARTS

The KSAP Rating Summaries for each rank are given on the following charts. A discussion of the meaning of the summaries is given in the narrative of this Report in Volume I, Chapter 6. The data in this volume will be useful to staff that will make decisions as to the form and content of selection plans for Police Officer, Sergeant, Lieutenant and Captain. In addition, this data has application for Training Officers who are developing curriculum for recruit training and in-service training. The data represented here are not interpreted in this report. Conclusions are for the users of these job analyses to make.

To facilitate reading these charts, a brief summary of the heading, etc. follows:

Under the heading, "KSAP STATEMENTS", the subheadings such as "TERMINOLOGY AND JARGON" and "ORAL COMMUNICATION" refer to the categories selected by the Project staff to help the user group the KSAP's by subject matter. "(2nd)" or "(3rd)", etc. after the statement refer to the meeting at which the particular KSAP was added to the list.

The "ACTIVITIES" refer to the activities on the task checklists which were used for grouping tasks.

Under "TOTAL RATINGS", NR refers to No Response. This number includes only people who had an opportunity to rate the KSAP but did not--either because the KSAP did not apply to their own jobs or because it was accidentally omitted. It

does not include participants who did not have an opportunity to rate a KSAP because the KSAP was added at a later meeting.

"BA" is "Barely Acceptable Worker who have the trait". N is the number of raters and  $\bar{X}$  is the average rating. The choices were:

- 2 - All
- 1 - Some
- 0 - Almost None

"DIFF" is "To Differentiate Outstanding Workers from Just Average". Again, N is the number of raters and  $\bar{X}$  is the average rating. The choices were:

- 2 - Very Important
- 1 - Useful
- 0 - Does Not Differentiate

"WHEN FIRST EXPOSED" refers to when the worker is first exposed to the trait at the rank being rated. The number in each column is the total number of raters who indicated that choice. The choices were:

- 4 - Have it when hired
- 3 - Orientation after being hired
- 2 - Formal classroom training
- 1 - On-the-job-training

"KNOW" is Knowledge required to do a good job". Again, N is the number of raters and  $\bar{X}$  is the average rating. The choices were:

- 4 - Extensive Knowledge--immediate recall
- 3 - Working Knowledge--may check some details
- 2 - Knowledge of Existence--may have to look up
- 1 - No Knowledge Required

TABLE 1 : OFFICER KSAP'S - PLACEMENT BY ACTIVITY AND RATINGS

APPENDIX G

KSAP STATEMENTS	ACTIVITIES													TOTAL RATINGS															
	WORK PREPARATION	PATROL	CRIMES	EMERGENCIES	FIGHTS	TRAFFIC	VARIOUS SERVICES	ARRESTS	TESTIFYING	REPORTS	TRAINING	DISPATCHING	TELETYPING	BOOKING	INFO TO NEWS MEDIA COOP. W/OTHER AGENCIES	COMMUNITY RELATIONS	ORDER IN THE COURT	NR	BA		DIFF		WHEN FIRST EXPOSED				KNOW		
																			N	$\bar{X}$	N	$\bar{X}$	4	3	2	1	N	$\bar{X}$	
<b>TERMINOLOGY AND JARGON</b>																													
4. K. OF POLICE TERMINOLOGY AND JARGON	X	X			X			X	X		X	X	X		X		1	74	1.29	74	1.15			22	12	41	75	2.96	
5. K. OF DEPARTMENT TERMINOLOGY AND JARGON	X	X							X		X						1	74	1.51	74	1.42			28	12	35	75	2.88	
9. K. OF TELETYPE TERMINOLOGY AND CODES	X												X				16	59	.54	59	1.10			9	19	31	54	2.85	
54. K. OF STREET LANGUAGE		X		X		X								X			1	74	1.24	74	1.08	9	5	2	58	72	8.04		
208. K. OF LEGAL TERMINOLOGY									X	X						X	7	68	.88	68	1.48	2	6	49	11	65	2.86		
<b>ORAL COMMUNICATION</b>																												438	
8. A. TO LISTEN AND COMPREHEND	X	X	X	X	X	X	X					X					0	75	.97	75	1.98	60	4	5	6				
10. A. TO COMMUNICATE ORALLY ON AN INFORMAL BASIS IN A ONE-TO-ONE OR SMALL GROUP SETTING	X	X			X		X				X						0	75	1.08	75	1.60	42	5	8	20				
11. A. TO ASK QUESTIONS IN SUCH A WAY AS TO ENCOURAGE COMPLETE ANSWERS	X	X	X	X	X	X	X					X		X			0	75	.84	75	1.60	17	11	15	32				
55. A. TO ADAPT WAY OF COMMUNICATING WITH PEOPLE TO THE PARTICULAR PEOPLE YOU ARE DEALING WITH		X	X	X	X		X										1	74	.84	74	1.65	20	4	6	44				

TABLE 1 OFFICER KSAP'S - PLACEMENT BY ACTIVITY AND RATINGS

KSAP STATEMENTS	ACTIVITIES													TOTAL RATINGS																
	WORK PREPARATION	PATROL	CRIMES	EMERGENCIES	FIGHTS	TRAFFIC	VARIOUS SERVICES	ARRESTS	TESTIFYING	REPORTS	TRAINING	DISPATCHING	TELETYPEING	BOOKING	INFO TO NEWS MEDIA	COOP. W/OTHER AGENCIES	COMMUNITY RELATIONS	ORDER IN THE COURT	N	DA		DIFF		WHEN FIRST EXPOSED				KNOW		
																				N	N	$\bar{X}$	N	$\bar{X}$	4	3	2	1	N	$\bar{X}$
ORAL COMMUNICATION--CONT'D.																														
60. WILLINGNESS TO INITIATE CONVERSATION		X	X	X															1	74	.91	74	1.94	53	2	7	12			
61. A. TO COMMUNICATE ORALLY ON A FORMAL BASIS IN A ONE-TO-ONE OR SMALL GROUP SETTING		X	X	X	X	X	X	X	X	X	X				X	X			1	74	.86	74	1.49	44	3	8	19			
77. A. TO SPEAK CLEARLY		X	X			X													8	72	1.18	72	1.53	62	2	4	4			
112. A. TO SUMMARIZE INFORMATION ORALLY		X				X				X	X								3	72	.97	72	1.53	35	3	15	18			
124. A. TO SHOUT				X															6	69	1.55	69	.69	59	1	1	5			4.39
144. A. TO ADAPT YOUR APPROACH TO PEOPLE ACCORDING TO CHANGING CIRCUMSTANCES AND/OR THE PERSON'S MOOD SWINGS			X																4	71	.92	71	1.60	29	5	11	26			
163. A. TO TRANSLATE COMPLICATED LEGAL TERMINOLOGY INTO LAYMAN'S TERMS				X	X														6	69	.72	69	1.38	8	1	93	24			
164. A. TO EXPLAIN THINGS CLEARLY AND TO MAKE SURE THEY'RE UNDERSTOOD				X	X	X		X	X	X					X				5	70	.98	70	1.68	45	1	9	15			
205. A. TO ANSWER QUESTIONS DIRECTLY AND CONCISELY								X											7	68	1.00	68	1.54	37	4	11	16			
222. A. TO COMMUNICATE OVER THE TELEPHONE											X								7	68	1.19	68	1.43	45	1	3				



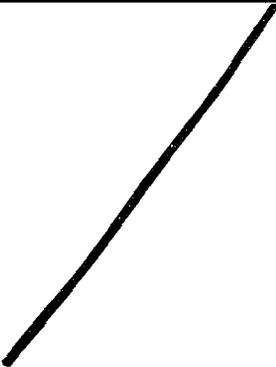


TABLE 1 : OFFICER KSAP's - PLACEMENT BY ACTIVITY AND RATINGS

KSAP STATEMENTS	ACTIVITIES													TOTAL RATINGS															
	WORK PREPARATION	TRAFIC CONTROL	CRIMES	EMERGENCIES	FIGHTS	TRAFFIC	VARIOUS SERVICES	ARRESTS	TESTIFYING	REPORTS	TRAINING	DISPATCHING	TELETypING	BOOKING	LINKED TO NEWS MEDIA	COOP. W/OTHER AGENCIES	COMMUNITY RELATIONS	ORDER IN THE COURT	NR	BA		DIFF		WHEN FIRST EXPOSED				KNOW	
																				N	$\bar{X}$	N	$\bar{X}$	4	3	2	1	N	$\bar{X}$
MEMORY--CONT'D.																													
49. A. TO REMEMBER THINGS SAID OR READ PREVIOUSLY	X	X	X	X				X	X		X								0	75	.91	75	1.60	52	4	8	11		
225. A. TO REMEMBER WHAT YOU HAVE HEARD	X	X	X	X				X	X		X								8	67	1.07	68	1.72	59	1	1	19		
MENTAL AND EMOTIONAL CHARACTERISTICS AND ATTITUDES																													
29. A. TO REMAIN ALERT	X	X	X	X	X	X	X	X	X	X	X		X	X		X			0	75	.91	75	1.92	39	6	4	25		
32. CURIOSITY	X	X											X						0	75	.89	75	1.61	58	4	1	16		442
51. A. TO STAY CALM UNDER PRESSURE	X	X	X	X	X	X	X	X	X	X	X			X					0	75	.98	75	1.93	45	2	2	26		
52. A. TO EXERCISE CAUTION	X	X	X	X	X	X	X						X						0	75	1.19	75	1.75	25	7	11	31		
82. A. TO REMAIN CALM AT THE SIGHT OF BLOOD AND SEVERE PHYSICAL INJURY		X	X																1	74	1.23	74	1.82	37	2	7	27		
91. A. TO MAKE DECISIONS QUICKLY		X	X	X						X	X								1	74	.79	74	1.96	44	3	6	21		
102. A. TO PERFORM DUTIES WHILE UNDER VERBAL ABUSE		X	X	X	X	X	X	X			X					X			1	74	.86	74	1.74	21	6	8	39		

TABLE 1: OFFICER KSAP'S - PLACEMENT BY ACTIVITY AND RATINGS

KSAP STATEMENTS  MENTAL AND EMOTIONAL CHARACTERISTICS AND ATTITUDES--CONT'D.	ACTIVITIES													TOTAL RATINGS															
	WORK PREPARATION	PATROL	CRIMES	EMERGENCIES	FIGHTS	TRAFFIC	VARIOUS SERVICES	ARRESTS	TESTIFYING	REPORTS	TRAINING	DISPATCHING	TELETypING	BOOKING	INFO TO NEWS MEDIA	COOP. W/OTHER AGENCIES	COMMUNITY RELATIONS	ORDER IN THE COURT	NR	RA		DIFF		WHEN FIRST EXPOSED				KNOW	
																				N	$\bar{X}$	N	$\bar{X}$	4	3	2	1	N	$\bar{X}$
108. THOROUGHNESS			X																3	72	.71	72	1.81	45	4	6	16		
114. A. TO ACCEPT RESPONSIBILITY			X																2	73	.71	73	1.89	58	3	2	9		
115. A. TO FOLLOW ORDERS	X		X								X								2	73	.99	73	1.88	50	6	6	11		
129. A. TO TAKE CHARGE OF A SITUATION				X															2	73	.75	73	1.78	34	1	5	33		443
125. WILLINGNESS TO WORK IN DANGEROUS SITUATIONS				X															2	78	1.02	78	1.56	52	4	2	15		
153. A. TO THINK UNDER PRESSURE					X														4	71	1.68	71	1.87	54		3	14		
157. OBJECTIVITY			X	X				X	X										6	69	.80	69	1.04	48		6	15		
158. WILLINGNESS TO MAKE SUGGESTIONS THAT MAY BE CRITICIZED OR REJECTED					X	X													4	71	.79	71	1.80	51	4	2	12		
173. A. TO ADJUST QUICKLY TO CHANGING SITUATIONS						X													4	71	.96	71	1.78	45	3	3	19		
202. WILLINGNESS TO ACCEPT SUGGESTIONS									X										7	68	.81	68	1.54	56	4	2	6		



**END**