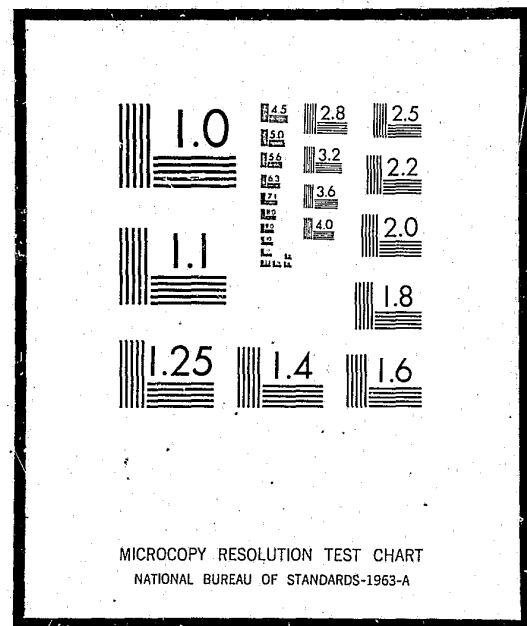


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## A JOB ANALYSIS OF THE POSITION OF UNIFORMED POLICE OFFICER

Portland Police Bureau  
Portland, Oregon  
B. R. Baker, Chief of Police

April 3, 1975

\* \* \*

Administrative Branch  
Wayne L. Sullivan, Deputy Chief

Planning and Research Division  
Lt. William E. Richardson  
Director

Training and Personnel Division  
Lt. Robert A. Schwartz  
Personnel

### Project Staff

Harvey E. McGowan, M.S.  
Operations Analyst

Glenn M. Riley, B.S.  
Graduate Staff Assistant

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A JOB ANALYSIS  
OF THE POSITION OF  
UNIFORMED POLICE OFFICER

Planning and Research Division  
Portland Police Bureau  
Portland, Oregon

March 27, 1975

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I. INTRODUCTION

In April, 1974 the Planning and Research Division, in conjunction with Personnel Division, submitted a proposal to Chief Baker through Deputy Chief Sullivan outlining a comprehensive personnel program to be conducted by the Bureau over the next few years. The program was approved in concept, and a more detailed plan was developed and subsequently approved. While planning the stages of a total personnel program, it became apparent that job description and analysis was the single most important element upon which many later programs were directly or indirectly dependent.

Due to an increasing concern with the validity of the Bureau's selection criteria in adherence with Equal Employment Opportunity Commission guidelines, it was concluded that the primary purpose of a job analysis of the basic position in the Bureau, that of police officer, was to provide the basis for job-related selection techniques. However, the results of the analysis are to be used for other in-Bureau projects, such as a revised performance evaluation system and a probationary review system, and any other projects dependent upon the availability of job information. A methodology for a job analysis of the basic police officer position was drawn up and approved in mid-September, 1974 as the first phase of the personnel program.

This study was performed with the concurrence and support of the Civil Service staff and the Bureau of Personnel. Jon Stephens, Director of Personnel, has expressed his approval of the study from its initial stages. The results are to be used in a cooperative effort by Civil Service, the Bureau of Personnel and the Bureau of Police to establish a selection procedure for police officers which is valid, fair and of practical importance.

## II. METHOD

### A. Review of Available Literature

Before a particular job analysis method was chosen for this study, a review of literature was conducted including job analysis studies performed within a number of law enforcement agencies. A list of agencies conducting job analysis studies published by the International Association of Chiefs of Police (IACP) was referred to for possible sources of information.

The following agencies were contacted either by mail or by phone:

Kansas City, Mo. Police Dept.	Fremont, Ca. Police Dept.
New Jersey State Police	Minneapolis Police Dept.
Cincinnati Police Dept.	Chicago Police Dept.
Washington, D.C. Metropolitan Police	Santa Clara County Sheriff's Office
Memphis Police Dept.	New York Police Dept.
San Diego Police Dept.	Nebraska State Patrol
Philadelphia Police Dept.	Dallas Police Dept.
Vancouver Police Dept.	Hartford, Conn. Police Dept.
Tacoma Police Dept.	San Francisco Police Dept.

In addition, a number of Civil Service commissions conducting projects funded by the Intergovernmental Personnel Act were contacted. Approximately 30 requests for information were made in total.

Many agencies responding to our requests indicated that they either were not presently conducting job analyses or that the analysis was not yet complete. Of those who could supply information, most described their job analysis method as the gathering of job information by questionnaire and/or interview and the condensation of that information into a series of task statements. Unfortunately, only one study, that conducted by Selection Consulting Center of Sacramento, California, carried a job analysis on through the derivation of knowledge, skills and abilities needed to perform the job to the actual development of a testing device.

Job analysis literature available in professional personnel journals was reviewed and a number of methods of analysis explored, including several developed by the military. The single method most often referred to was that known as Functional Job Analysis developed by Dr. Sidney Fine, now of the Upjohn Institute for Employment Research in Washington, D.C. This particular method appeared to be most promising in terms of the detail and comprehensiveness of task statements generated. Functional Job Analysis is more fully explained in a separate section below.

Another job analysis method referred to in the literature was the Position Analysis Questionnaire (PAQ), developed by Dr. Ernest J. McCormick of Purdue University. It was decided to use the PAQ on an experimental basis to determine its usefulness in this type of study. The PAQ is essentially a structured questionnaire consisting of 194 job elements to be assessed in terms of their importance to the job in question. These elements provide for the characterization of jobs in terms of various possible sources of job information, the various mental processes required to perform jobs and the various responses or actions involved in jobs. The PAQ is computer scored and produces statistically derived "job dimension" scores that reflect the profile of any position or job. Since the PAQ was not meant as a substitute for traditional job analysis methods, its results were only treated as supportive material for any conclusions drawn from Functional Job Analysis.

### B. Functional Job Analysis

Functional Job Analysis (FJA) was chosen as the primary method of analysis, because it provided a systematic means to formulate job information needed to perform a comprehensive job analysis.

The basic element of FJA, like most methods of job analysis, is the task statements. In FJA, a task statement must be written to reflect a) who performs the action, b) what action is performed, c) to accomplish what immediate result, d) with what tools, equipment, or work aids, and e) upon what instructions. Generalities are avoided, and accuracy in describing tasks is of utmost importance.

A number of scales are provided in FJA to describe a task in its relationship to Data, People and Things, the level and orientation of a task, and the amount of Reasoning, Mathematics and language skills needed to perform a task. Although these scales appear to be of some interest and are widely used, they are only meaningful in a total personnel system based on FJA. For this reason, task scores on the different scales are not presented in this report, but are available should they prove useful in the future.

Functional Job Analysis also provides for analysis of a task in terms of "training content." The training content is the knowledge, skills and abilities required of a worker to perform a particular task successfully. Training content consists of "functional" and "specific" skills and abilities required

to perform the task. For purposes of this study,\* functional skills are those which a worker needs to have to perform the basic tasks that make up the job. Specific skills refer to the knowledge, skills and abilities unique to the specific task and work-setting and are usually learned on the job or acquired through specific vocational training. The total content of specific skills usually describes the products of an on-the-job training program.

Since E.E.O.C. guidelines, in effect, prohibit the testing of knowledge, skills and abilities which will be trained or acquired on the job, the total content of functional skills are those from which testable knowledge, skills and abilities are derived. In this respect, this type of analysis was thought to provide a valuable source of testable knowledge, skills and abilities as well as an indication of what should be the content of on-the-job training and other training programs.

#### C. Staff Training

Before the actual gathering of job information using FJA, members of the Planning and Research staff who would be involved in the study received training in the principles and applications of FJA from Mr. James Burri of the Oregon State Public Welfare Division, who was recommended by Dr. Sidney Fine, and Ms. Judy Eberhardt who had assisted Mr. Burri in a number of extensive FJA studies for the State of Oregon. Training consisted of two day sessions conducted by Mr. Burri, and a one day session with Dr. Fine. In addition, the Planning and Research staff studied a number of FJA handbooks, of which the most useful proved to be a Task Analysis Handbook published by the State of Washington Department of Personnel.

#### D. Development of Task Statements

Before task statements can be written by the FJA method, extensive information about the activities performed by workers must be obtained. FJA does not specify any particular procedure for collecting job information; rather a variety of methods are used until enough information is available to complete the task analysis format. In this particular study, information was gathered from classification questionnaires, job observation, interviews and a review of written materials

\*The definitions given for functional and specific skills may differ somewhat from those outlined in FJA handbooks. However, they do meet the purposes and intent of this study. FJA is used primarily to present accurate task statements.

During the planning stages of this project, consideration was given to the use of questionnaires distributed to as many job incumbents as possible as the primary means of collecting job information. However, there were many indications at that time that police officers, in general, had become extremely weary of questionnaires and surveys due to a number of outside studies and projects. It was decided that alternate methods of obtaining job information should be explored before the design and distribution of job questionnaires.

Extensive job information had already been gathered by Position Classification Questionnaires distributed to all employees by the U.S. Civil Service Commission as part of a classification study performed for the City of Portland. Copies of questionnaires completed by police officers were obtained and the job descriptions written by incumbents used as a primary source of information.

Since the study was concerned with the basic position in the Bureau, that of uniformed police officer, only questionnaires from the three precincts, East, North and Central and Traffic Division were collected. A total of 249 questionnaires were available for review; 97 from East, 76 from North, 76 from Central and 58 from Traffic, reflecting a response rate of 75-80%.

All questionnaires were reviewed and an overall summary written of the tasks mentioned. A strong degree of uniformity was noted in the description of roles which officers were expected to play (e.g., doctor/medic, counselor, law enforcer, etc.). The number of situations in which officers were expected to perform these roles were almost too varied to list (over 40 situations were mentioned). Some tasks were found to be common to many situations (e.g., talking to victims, witnesses) while other tasks occurred only when dealing with one particular type of problem (e.g. resolution of family quarrels). For this reason, it was decided to concentrate on writing task statements which described activities (e.g., writing reports) which could be applied to a number of situations instead of attempting to describe every possible situation. Task statements also were to be written for tasks of a unique nature.

The review of U.S. Civil Service questionnaires yielded 38 task statements which basically described the job of police officer. However, enough detailed information had not been gathered to write task statements according to the FJA format. To obtain first-hand information, the civilian analysts and staff assistant working on the project accompanied police offi-

cers during patrol for approximately 100 hours total. During this "ride along" time, many of the tasks described in the questionnaires and the processes and procedures associated with those tasks were actually observed. It became much easier then to describe police officer activities with FJA, since many of the "blank spots" could be recounted from actual experience.

Members of the Planning and Research staff then drafted the first set of task statements following the FJA format and drawing upon the Civil Service Position Analysis Questionnaires, job observation and those studies forwarded to us which contained extensive information about police officer activities in other municipalities. Seventy-eight task statements were written in rough form. These task statements were then reviewed by sworn personnel in Planning and Research, one lieutenant, one sergeant and one police officer (Lt. Richardson, Sgt. Rohrbach, Officer Neville) all with extensive experience in precinct police work. Several changes were made following this review; a number of statements were edited, others were deleted and additional statements were written. At this time also, a second training session was held with Mr. Burri and Ms. Eberhardt which consisted of a critique of those statements already written with suggestions for changes which would improve the accuracy of the statements.

At the end of the phase described above, 80 statements in total had been written. These statements were then sent to Dr. Sidney Fine, who had earlier expressed considerable interest in the project and had decided to come to Portland to lend what assistance he could while on a West Coast trip. Dr. Fine presented his criticisms and made several suggestions to improve the accuracy and clarity of the statements.

Many task statements were then rewritten with changes made in wording more so than in content. After this third rewriting, one additional step was considered necessary; review of the task statements by a group of precinct officers. Five officers were chosen from the three precincts to attend a one day session conducted by members of the Planning and Research staff. Lists of task statements with a brief explanation of the project and the purpose of the session were sent to the officers a week before the session was scheduled. Unfortunately, two officers were unable to attend because of sickness and conflicting court time. Those attending were Officers Roy Walters of Central Precinct, Chuck Karl and Daniel Tuke of East Precinct. All three of these officers had had at least four years experience as precinct officers had had, of course, performed nearly all the tasks described at one point in their careers.

The task review session with police officers proved to be quite useful primarily because of the interest demonstrated by the participating officers. For each individual task statement, officers were asked to comment on the statement's accuracy, importance and whether the task described could be learned in a brief orientation to the job. Officers were also asked to mention any additional tasks which they thought should be included. As a result of this session, several task statements were eliminated because of their relative unimportance, and a number of new tasks added. Almost half the statements were rewritten either in part or in whole according to the officers' suggestions. On nearly all occasions all three officers agreed on a particular change or addition.

The changes mentioned above marked the fourth revision of the original list of task statements. It was apparent at this point that few benefits were to be gained from further review and revision before the statements were presented in a draft report. The next step, therefore, was to organize the task statements into logical categories, covering general areas of police officer activities. The task statements are presented in these categories in the results section.

#### E. Derivation of Knowledge, Skills and Abilities

Once task statements had been finalized, the knowledge, skills and abilities (KSA's) needed to perform the tasks described were determined. This involved a close examination of each task in and by itself, particularly the processes involved in completing the task, and the personal attributes necessary for those processes.

Task statements were reviewed individually by staff members associated with the study and KSA's derived for both functional and specific skills. Notes on possible KSA's taken during the task review session with police officers were referred to during this process. No KSA was assigned which was not necessary to complete the task successfully, but KSA's were not eliminated from consideration if they appeared to be "untestable." Psychological jargon was avoided as much as possible to render the results as easily interpretable as possible.

As previously noted, KSA's were placed in one of two categories; functional or specific. A KSA was placed in the functional category if it was needed by the worker to perform the basic task, could be expected to be possessed by the worker prior to being hired and would not be acquired by the worker during training or a brief orientation to the job. KSA's placed in the specific category included those which were needed to perform the task, were unique to the job or work setting, and which could be acquired through training or on-the-job experience.



Of course, the KSA's of primary interest were those included in the functional category. These were the KSA's which would be the basis for any revised selection procedure; those which could justifiably be expected of any police applicant. A master list was compiled of all functional KSA's. These KSA's were in turn classified according to eight general categories:

- I. Interpersonal Relations
- II. Communications
- III. Physical Abilities and Attributes
- IV. Reasoning Abilities
- V. Oral Comprehension
- VI. Memory
- VII. Judgment
- VIII. Reading Comprehension

As might be expected, many functional KSA's were common to more than one task. In order to more clearly demonstrate the relationship of KSA's to tasks, a matrix was developed and is presented in the results section.

#### F. Importance of KSA's

Although the number of tasks with which a knowledge, skill or ability is associated could be regarded as a rough measure of how often that particular KSA is utilized on the job, this cannot by itself be considered an indication of the importance of a KSA. To estimate the relative importance of each KSA, and hence, what factors should be emphasized in a selection process, a questionnaire was developed by Planning and Research and distributed to all sworn personnel under the rationale that they all had been or were presently uniformed police officers.

Those receiving the questionnaires were asked to judge the importance of each KSA in its contribution to successful performance of police officer duties using a Likert-type scale and assigning a value of from one to seven with one representing little or no importance and seven extreme importance. The results of the questionnaire are also presented in the results section.

In addition to the development of task statements, KSA's and importance ratings for KSA's, a readability analysis was performed on materials which a police officer was expected to read and comprehend either during training or on the job. A separate section is devoted to this analysis and follows the job analysis results section.

### III. RESULTS

On the following pages are presented:

- A) the list of task statements by category with a brief description of each category;
- B) a matrix illustrating the relationship between KSA's and tasks, and;
- C) the results of the Job Factor Questionnaire.

Ninety-one task statements appear in total, with each numbered by category. The descending order of statements does not reflect a descending order of importance. An attempt was made to arrange statements in logical sequence when possible. Although many task statements seem repetitious, there are differences either in the purpose of the task, the manner in which it is performed, or the processes involved in its performance.

It should be remembered that these task statements describe the job of uniformed officers. They should not be considered descriptive of any "specialist" officer, although many of the tasks may be common to these positions.

## A. List of Task Statements

I. PATROL AND RESPONSE TO CALLS

Tasks in this classification involve patrolling by car or foot an assigned patrol district, becoming familiar with the characteristics of the assigned district through constant observation and responding to calls for service within that district or nearby districts. Response to calls involves interaction with persons requesting service in order to determine the problem and the appropriate course of action to be taken. An officer may seek out and question witnesses in order to gain more pertinent information about suspects and circumstances. Officers may also interrupt crimes in progress, respond to requests for cover by fellow officers or provide cover by their own initiative. Officers also investigate suspicious circumstances which may come to their attention (abandoned autos, screams, running persons, etc.).

**Task Description:**

Drives police car/walks during clear time within assigned patrol area, emphasizing known trouble spots/areas with a high possibility of crime (store closings, etc.) and when appropriate, avoiding a discernible routine in order to present a visible reassuring image to the public and interrupt crimes in progress.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to walk for extended periods of time.  
Visual acuity (long range, short range).  
Ability to maintain alertness during extended periods of time lacking stimulation.

**Specific:**

Ability to drive safely according to state and local traffic laws.  
Knowledge of patrol techniques.  
Knowledge of assigned patrol area and surrounding vicinity.



**Task Description:**

Looks at/scans visually, the physical characteristics of assigned patrol area (streets, intersections, businesses, buildings, etc.) while driving/walking within the area in order to familiarize himself/herself with the normal conditions of the area.

**Knowledge, Skills, and Abilities:****Functional:**

Visual acuity (long range, short range).  
Ability to remember visual details.

**Specific:**

Knowledge of patrol techniques.

**Task Description:**

Looks at/scans visually the physical characteristics/persons, listens to sounds within patrol area using own familiarity with normal conditions/patterns of behavior in order to discover irregularities (screams, running persons, suspicious autos, etc.) or any other circumstances (sick or injured persons, persons in danger, etc.) which may require police attention.

**Knowledge, Skills, and Abilities:****Functional:**

Visual acuity (long range, short range).  
Auditory acuity.  
Ability to discern irregularities from normal conditions.  
Ability to remember visual details.  
Ability to recall details about past events and circumstances.  
Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.

**Specific:**

Knowledge of police responsibilities and limitations.  
Knowledge of patrol techniques.

**Task Description:**

Drives/walks around buildings and through residential/business areas (occasionally shining spotlight on doorways, windows, and unlighted areas) looking for signs of forceable entry, suspicious persons, etc. in order to discourage/interrupt illegal activities, protect property and present visible reassurance to the public.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to walk for extended periods of time.  
 Visual acuity (long range, short range).  
 Ability to discern irregularities from normal conditions.  
 Ability to maintain alertness during extended periods of time lacking stimulation.

**Specific:**

Knowledge of patrol techniques.  
 Knowledge of criminal "m.o.'s".  
 Knowledge of use of equipment.

**Task Description:**

Examines/searches empty/abandoned premises (houses, buildings, lots, etc.) in patrol area noting closely any signs of damage, vandalism/illegal activities and possible hazards (to children, etc.) in order to determine the need for further action (notify owner, governmental agencies, etc.)

**Knowledge, Skills, and Abilities:****Functional:**

Visual acuity (long range, short range).  
 Ability to recognize variations from established rules and principles.  
 Ability to apply general principles (e.g. law) to a specific situation.  
 Ability to decide on an appropriate course of action where no set guidelines exist.  
 Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of laws and local ordinances dealing with public hazards.  
 Knowledge of functions of various governmental agencies.

**Task Description:**

Looks at/examines automobiles which appear to be abandoned, noting closely and assessing any signs of damage, illegal entry, hot wiring, etc. in order to determine the possibility of the automobile having been stolen, or used in the commission of a crime (hit/run, etc.).

**Knowledge, Skills, and Abilities:**

**Functional:**

Visual acuity (long range, short range).  
Ability to discern irregularities from normal conditions.  
Ability to obtain quickly the given facts of a situation.

**Specific:**

Knowledge of auto theft "m.o.'s".  
Knowledge of the types of damage associated with hit and runs.

**Task Description:**

Looks at/examines closely items (TV sets, stereos, etc.) encountered in suspicious circumstances using knowledge of law (especially "probable cause") in order to discover distinguishing marks of identification (serial numbers, engraved ODL numbers, etc.).

**Knowledge, Skills, and Abilities:**

**Functional:**

Visual acuity (long range, short range).  
Ability to discern irregularities from normal conditions.  
Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of law (probable cause).

**Task Description:**

Takes items determined to be stolen/lost into possession using knowledge of bureau procedures and law in order to register such items as evidence and/or return to rightful owners.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to lift and transport objects varying in size and shape.  
 Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.  
 Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of law.  
 Knowledge of Bureau procedures concerning transfer of evidence and/or return of property to owners.

**Task Description:**

Listens to/writes down/remembers information received from dispatcher directed to his/her unit concerning a call for service including location and nature of the call in order to respond to the location of the call and to prepare himself/herself for what may follow. (What laws, ordinances are involved, what routes to take, etc.)

**Knowledge, Skills, and Abilities:****Functional:**

Auditory acuity.  
 Ability to obtain quickly the given facts of a situation.  
 Ability to maintain reasoning ability under stress.  
 Ability to convert information given orally to written form.  
 Ability to comprehend information given orally.  
 Short term memory (auditory and visual).  
 Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of patrol area and surrounding vicinity.  
 Knowledge of radio communication procedures.  
 Knowledge of the types of actions typically required by certain calls.

**Task Description:**

Advises/instructs crime victims/potential crime victims (especially burglary, theft) in crime preventive measures (better locks, marking items for I.D., etc.) using knowledge of criminal "M.O."s in order to encourage citizen protection against criminal acts.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to demonstrate concern for the problems of others.  
 Ability to relate on a friendly basis with the public.  
 Ability to communicate orally with persons of diverse backgrounds.  
 Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.

**Specific:**

Knowledge of crime preventive techniques.  
 Knowledge of criminal "m.o.'s" (esp. burglary).

**Task Description:**

Listens to/monitors radio calls to cars in adjacent patrol areas, in order to keep informed of activities in adjacent areas and to be able to rapidly proceed to assist/cover fellow officer(s) at any time.

**Knowledge, Skills, and Abilities:****Functional:**

Auditory acuity.  
 Ability to comprehend and organize various auditory inputs.  
 Ability to comprehend information given orally.  
 Short term memory (auditory and visual).  
 Ability to decide on an appropriate course of action where no set guidelines exist.

**Specific:**

Knowledge of patrol techniques.  
 Knowledge of adjacent patrol areas.

**Task Description:**

Responds to requests for cover, noting the location/nature of the call (as given over police radio) using knowledge of Bureau procedures in order to assist primary officer at scene of the call as directed.

**Knowledge, Skills, and Abilities:****Functional:**

Auditory acuity.  
 Ability to comprehend information given orally.  
 Short term memory (auditory and visual).  
 Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.

**Specific:**

Knowledge of procedures in covering calls.

**Task Description:**

Evaluates/assesses the nature and urgency of a problem upon arrival at the scene, noting the circumstances and persons involved in relation to the type of call in order to determine an appropriate course of action (call for cover, pursue fleeing suspects, follow routine procedures, etc.)

**Knowledge, Skills, and Abilities:****Functional:**

Ability to obtain quickly the given facts of a situation.  
 Ability to maintain reasoning ability under stress.  
 Ability to maintain alertness during extended periods of time lacking stimulation.  
 Ability to apply good judgment in choosing from several available alternatives.  
 Ability to decide on an appropriate course of action where no set guidelines exist.  
 Ability to apply good common sense in pressure situations.

**Specific:**

Knowledge of laws.  
 Knowledge of Bureau procedures.  
 Knowledge of police responsibilities and limitations.

**Task Description:**

Questions/talks with witnesses/victims with regard to incidents investigated (burglary, accident, etc.) concerning facts of events asking precise questions in order to obtain accurate factual information/descriptions of circumstances necessary for continuation of investigation.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to demonstrate concern for the problems of others.  
 Ability to relate on a friendly basis with the public.  
 Ability to communicate orally with persons of diverse backgrounds.  
 Ability to communicate with defensive individuals.  
 Ability to conduct an information gathering interview.  
 Ability to communicate with distressed or upset individuals.  
 Ability to discern irregularities from normal conditions.  
 Ability to obtain quickly the given facts of a situation.  
 Ability to draw conclusions from a variety of given facts.  
 Ability to convert information given orally to written form.  
 Ability to comprehend information given orally.

**Specific:**

Knowledge of law.  
 Knowledge of interviewing techniques.  
 Ability to put people at ease and gain their confidence.

**Task Description:**

Questions/talks with suspects with regard to incident(s) investigated (burglary, assault, vandalism, etc.) concerning circumstances, suspect's whereabouts and sequence of events, comparing suspect's answers with information received from victim/witnesses in order to determine what discrepancies, if any, exist in suspect's statements.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to communicate orally with persons of diverse backgrounds.  
 Ability to convey instructions in a firm, but calm manner.  
 Ability to communicate with defensive individuals.  
 Ability to conduct an information gathering interview.  
 Ability to obtain quickly the given facts of a situation.  
 Ability to maintain reasoning ability under stress.  
 Ability to comprehend information given orally.  
 Ability to recall details about past events and circumstances.

**Specific:**

Knowledge of law.  
 Knowledge of interviewing techniques.  
 Knowledge of "typical" suspect responses.



**Task Description:**

Asks questions of citizens in area/neighborhood surrounding the scene of a recently committed crime as soon as possible after arrival at the scene, taking down information from possible witnesses using interviewing techniques and personal notebook in order to gather information about the crime/possible suspects while such information is still "fresh" and available.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to relate on a friendly basis with the public.  
 Ability to communicate orally with persons of diverse backgrounds.  
 Ability to conduct an information gathering interview.  
 Ability to maintain reasoning ability under stress.  
 Ability to convert information given orally to written form.  
 Ability to comprehend information given orally.

**Specific:**

Knowledge of law.  
 Knowledge of interviewing techniques.

**Task Description:**

Calls dispatcher/radios information to other cars in area about suspects (description, crime committed, whether armed, etc.) taking care to assure information is transmitted correctly and concisely using appropriate radio codes and speech in the clear in order to alert other cars who may have a better chance for apprehension.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.  
 Ability to apply good common sense in pressure situations.

**Specific:**

Knowledge of communication codes and procedures.

**Task Description:**

Drives police car in emergency situations (i.e. in pursuit of speeding car, responding to calls of an immediate and serious nature, etc.) sometimes with lights and/or sirens (according to Bureau procedures when observed offense or type of call warrants) and using knowledge of own driving ability, state and local traffic laws, Bureau procedures, weather and traffic density as criteria for deciding how fast to drive in order to complete emergency service or apprehend offender.

**Knowledge, Skills, and Abilities:****Functional:**

Visual acuity (long range, short range).  
 Auditory acuity.  
 Ability to apply good common sense in pressure situations.  
 Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.  
 Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of traffic laws.  
 Knowledge of Bureau procedures.

**Task Description:**

Observes/looks at vehicles/residences and other locations maintaining an out of view position, occasionally for hours at a time, noting any suspicious activities/circumstances in order to obtain information on suspects/illegal activities and/or apprehend suspect(s).

**Knowledge, Skills, and Abilities:****Functional:**

Visual acuity (long range, short range).  
 Ability to maintain alertness during extended periods of time lacking stimulation.  
 Ability to remember visual details.

**Specific:**

Knowledge of surveillance techniques.

**Task Description:**

Speaks to dispatcher over police radio using communication codes/speech in the clear and following Bureau procedures in order to relay information (status, arrival time, 10-8, need for additional units, location of stolen vehicle, etc.) and to make record/stolen checks.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.  
Short term memory (auditory and visual).  
Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.

**Specific:**

Knowledge of communication codes and procedures.

**Task Description:**

Inspects/services/maintains personal police equipment (uniform, firearms, leather equipment, etc.) and assigned auto-equipment using knowledge of Bureau standards (appearance, serviceability, safety) in order to assure efficient/effective operating condition of equipment.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to recognize variations from established rules and principles.

**Specific:**

Knowledge of Bureau standards concerning equipment.

II. TRAFFIC

These tasks involve such activities as issuing traffic citations, assessing the degree of intoxication of drivers, investigating accidents and operating equipment such as Breathalyzers, video tape machines and radar units. Several of the tasks described are performed primarily by traffic officers (so indicated) although they may be performed by precinct officers who have had specialized training. Precinct officers' role in accident investigation is minor and usually involves little more than determining whether a traffic unit should be called, or, when necessary, providing emergency services. When no traffic units are available, however, the precinct officer must take on full responsibility for investigating any accident he or she encounters or to which he or she is dispatched.

Task Description:

Observes/scans visually traffic and the actions of individual vehicles using knowledge of traffic laws, experience with traffic laws, experience with traffic courts and discretion as to circumstances (weather conditions, traffic flow, accident incidence at location, etc.) in order to determine which vehicles, if any, should be stopped.

Knowledge, Skills, and Abilities:Functional:

Visual acuity (long range, short range).  
 Auditory acuity.  
 Ability to recognize variations from established rules and principles.  
 Ability to apply general principles (e.g. law) to a specific situation.  
 Ability to apply good judgment in choosing from several available alternatives.  
 Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.  
 Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

Specific:

Knowledge of traffic laws.  
 Knowledge of traffic court actions.  
 Knowledge of high accident areas.

**Task Description:**

Observes/notes the circumstances (location, weather, traffic, etc.) of an observed traffic violation, using knowledge of traffic laws and experience with traffic court actions as criteria in order to decide whether to give motorist verbal/written warning or citation.

**Knowledge, Skills, and Abilities:****Functional:**

Visual acuity (long range, short range).  
 Ability to apply general principles (e.g. law) to a specific situation.  
 Ability to draw conclusions from a variety of given facts.  
 Ability to apply good judgment in choosing from several available alternatives.  
 Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of traffic laws.  
 Knowledge of traffic court actions.  
 Knowledge of high accident areas.

**Task Description:**

Turns on flashing/rotating red, blue and/or amber lights, sounding horn and sometimes siren blasts within sight and sound of subject vehicle in order to stop vehicle.

**Knowledge, Skills, and Abilities:****Functional:**

Visual acuity (long range, short range).  
 Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.

**Specific:**

Knowledge of use of equipment.

**Task Description:**

Informs individual driver being stopped of the reason for detainment, citing traffic/vehicle violation and explaining, if judged appropriate, the purpose/intent of the law in order to assure that the person is aware of the reasons for detainment and the applicable violation.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to convey constructive criticism without arousing defensive behavior.  
 Ability to relate on a friendly basis with the public.  
 Ability to communicate orally with persons of diverse backgrounds.  
 Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.  
 Ability to communicate with defensive individuals.  
 Ability to communicate with distressed or upset individuals.  
 Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of traffic laws and their intent.

**Task Description:**

Requests/directs person stopped to furnish operator's license/vehicle registration (asking questions and comparing answers with information on documents) in order to assure that individual/vehicle are properly identified/licensed and vehicle is properly registered.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to relate on a friendly basis with the public.  
 Ability to communicate orally with persons of diverse backgrounds.  
 Ability to convey instructions in a firm, but calm manner.  
 Visual acuity (long range, short range).  
 Ability to recognize variations from established rules and principles.

**Specific:**

Knowledge of license/vehicle check procedures.

**Task Description:**

Writes/fills in blanks on traffic citation forms, accurately and legibly, copying data from offender's driver's license and entering observed violation and other required information, in order to cite motorist for traffic violation.

**Knowledge, Skills, and Abilities:**

**Functional:**

Ability to present in written form the essential facts of a situation in a clear, concise and accurate manner.  
Ability to convert information given orally to written form.

**Specific:**

Knowledge of traffic citation form and procedures.

**Task Description:**

Observes/assesses the movements of and listens to the speech of individual detained (i.e. stopped motorist), sometimes noticing the aroma of alcoholic beverages in order to determine if individual behavior (i.e. traffic violations) is due to excessive drinking or narcotics use, using knowledge of the effects and symptoms of intoxication.

**Knowledge, Skills, and Abilities:**

**Functional:**

Visual acuity (long range, short range).  
Auditory acuity.  
Ability to obtain quickly the given facts of a situation.  
Ability to apply good judgment in choosing from several available alternatives.  
Ability to read and comprehend written training materials, including college texts.

**Specific:**

Knowledge of the effects and symptoms of intoxication (both alcoholic and narcotic).



**Task Description:**

Talks with/responds to person (driver) suspected of intoxication using knowledge of human behavior (especially that of intoxicated persons) and persuasive techniques in order to convince person to perform physical sobriety tests.

**Knowledge, Skills, and Abilities:**

**Functional:**

Ability to persuade individuals to follow an alternative course of action which may be against their wishes.  
Ability to communicate orally with persons of diverse backgrounds.  
Ability to communicate with defensive individuals.  
Ability to communicate with distressed or upset individuals.

**Specific:**

Knowledge of behavior of intoxicated persons.

**Task Description:**

Gives instructions to individual demonstrating body positions and desired actions for performance of physical sobriety (heel to toe, walking, finger to nose, etc.) in order to test individual impairment.

**Knowledge, Skills, and Abilities:**

**Functional:**

Ability to persuade individuals to follow an alternative course of action which may be against their wishes.  
Ability to convey instructions in a firm, but calm manner.  
Ability to communicate with defensive individuals.  
Ability to communicate with distressed or upset individuals.

**Specific:**

Knowledge of physical sobriety test and standards of performance.

**Task Description:**

Observes/assesses driver's general behavior and appearance (physical coordination, bloodshot eyes, bottles in car, speech, aroma, etc.) in car or during field sobriety test in order to decide whether to transport for further tests and observations.

**Knowledge, Skills, and Abilities:****Functional:**

Visual acuity (long range, short range).  
 Ability to recognize variations from established rules and principles.  
 Ability to obtain quickly the given facts of a situation.  
 Ability to apply good judgment in choosing from several available alternatives.

**Specific:**

Knowledge of physical sobriety test and standards of performance.

**Task Description:**

Directs traffic at points of traffic congestion (accident, stalled vehicles, etc.) using easily understood arm, body, hand movements (or flashlight/flares during poor visibility) and verbal directions in order to assist motorists in driving around traffic impediments.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to convey instructions in a firm, but calm manner.  
 Visual acuity (long range, short range).

**Specific:**

Knowledge of traffic control methods.

**Task Description:**

Looks at/assesses the scene of an accident including property damage, extent of injuries, if any, and traffic congestion in order to determine whether a traffic unit and/or ambulance should be dispatched.

**Knowledge, Skills, and Abilities:**

**Functional:**

Visual acuity (long range, short range).  
Ability to obtain quickly the given facts of a situation.  
Ability to maintain reasoning ability under stress.  
Ability to apply good judgment in choosing from several available alternatives.

**Specific:**

Knowledge of traffic laws.  
Knowledge of types and severity of injuries.

**Task Description:**

Looks at/assesses property damage at the scene of a motor vehicle accident using knowledge of state law concerning traffic accident reporting in order to suggest whether a traffic accident report should be completed by individuals involved.

**Knowledge, Skills, and Abilities:**

**Functional:**

Ability to convey instructions in a firm, but calm manner.  
Visual acuity (long range, short range).  
Ability to obtain quickly the given facts of a situation.  
Ability to maintain reasoning ability under stress.  
Ability to apply good judgment in choosing from several available alternatives.

**Specific:**

Knowledge of traffic laws.  
Ability to estimate the extent of auto damage in monetary terms.

**Task Description:**

Looks at/assesses the scene of an accident including property damage, extent of injuries, if any, in order to determine if a simple exchange of information among participants will suffice.

**Knowledge, Skills, and Abilities:**

**Functional:**

Visual acuity (long range, short range).  
Ability to obtain quickly the given facts of a situation.  
Ability to maintain reasoning ability under stress.  
Ability to apply good judgment in choosing from several available alternatives.

**Specific:**

Knowledge of traffic laws.

**Task Description:**

Evaluates/assesses local traffic statistics (accident locations and frequency, violations, etc.) in order to determine areas in patrol district in greatest need of observation or selective enforcement.

(Primarily Traffic Division)

**Knowledge, Skills, and Abilities:**

**Functional:**

Ability to obtain quickly the given facts of a situation.  
Ability to read and comprehend written materials which may include dates, license numbers, addresses, names, statistics, etc.

**Specific:**

Ability to interpret statistics.

**Task Description:**

Talks to, asks questions of, and facilitates verbal exchanges between accident victims/participants in order to ascertain events surrounding accident and to assure that participants obtain all information to which they are legally entitled relating to the event and participants.

(Primarily Traffic Division)

**Knowledge, Skills, and Abilities:**

**Functional:**

- Ability to demonstrate concern for the problems of others.
  - Ability to relate on a friendly basis with the public.
  - Ability to communicate orally with persons of diverse backgrounds.
  - Ability to convey instructions in a firm, but calm manner.
  - Ability to conduct an information gathering interview.
  - Ability to communicate with distressed or upset individuals.
  - Ability to apply general principles (e.g. law) to a specific situation.
  - Ability to draw conclusions from a variety of given facts.
  - Ability to obtain quickly the given facts of a situation.
  - Ability to comprehend information given orally.
- (continued on following page)

**Specific:**

- Knowledge of traffic laws.
- Knowledge of accident investigation techniques.

**Task Description:**

See previous page for task description.

**Knowledge, Skills, and Abilities:**

**Functional:**

- Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.
- Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

See previous page for specific skills.

**Task Description:**

Asks questions of citizens at accident scene as soon as possible after arrival, taking down information from possible witnesses using interview techniques and personal notebook in order to gather information about the accident while it is still "fresh" and available.

(Primarily Traffic Division)

**Knowledge, Skills, and Abilities:****Functional:**

Ability to communicate orally with persons of diverse backgrounds.  
 Ability present in written form the essential facts of a situation in a clear, concise and accurate manner.  
 Ability to conduct an information gathering interview.  
 Ability to obtain quickly the given facts of a situation.  
 Ability to convert information given orally to written form.

**Specific:**

Knowledge of traffic laws.  
 Knowledge of accident investigation techniques.

**Task Description:**

Call ambulance and/or tow truck to accident scene through dispatcher using police radio in order to remove injured persons to hospital or remove damaged vehicles from roadway.

(Primarily Traffic Division)

**Knowledge, Skills, and Abilities:****Functional:**

Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.

**Specific:**

Knowledge of communication procedures.

**Task Description:**

Calls appropriate city utility of public agency (PGE, PPL, telephone company, stanton yard, etc.) by phone or through dispatcher notifying them of damage to their property created by traffic accident, in order to facilitate rapid restoration of interrupted services (traffic lights, signs, power line down, etc.)

(Primarily Traffic Division)

**Knowledge, Skills, and Abilities:****Functional:**

Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.  
Ability to discern irregularities from normal conditions.

**Specific:**

Knowledge of functions and services of public utilities and private utilities.

**Task Description:**

Measures distances from vehicles involved in accidents to landmarks, length of skidmarks, etc. using measuring tape or by "walking off" in order to provide accurate data for police accident reports and diagrams.

(Primarily Traffic Division)

**Knowledge, Skills, and Abilities:****Functional:**

Visual acuity (long range, short range).  
Ability to perform basic mathematical calculations (addition, subtraction, division, multiplication) accurately.  
Ability to remember visual details.

**Specific:**

Knowledge of accident investigation techniques.



**Task Description:**

Performs mathematical calculations using pertinent factors (i.e., estimated drag factor, skid distances, etc.) and precise formulas in order to estimate the speed of vehicles involved in accidents.

(Primarily Traffic Division)

**Knowledge, Skills, and Abilities:****Functional:**

Ability to apply general principles (e.g. law) to a specific situation.  
Ability to perform basic mathematical calculations (addition, subtraction, division, multiplication) accurately.

**Specific:**

Knowledge of accident investigation techniques (including formulas used to calculate speed of vehicles).

**Task Description:**

Aims and adjusts radar unit, manipulating knobs and switches to proper setting, using knowledge and skills gained through specialized training in order to ready unit for use.

(Primarily Traffic Division)

**Knowledge, Skills, and Abilities:****Functional:**

Visual acuity (long range, short range).  
Ability to read and comprehend written training materials, including college texts.

**Specific:**

Knowledge of radar unit procedures.

**Task Description:**

Watches/monitors radar unit display and oncoming traffic while maintaining adjustment of unit in order to identify speed and make of oncoming vehicles.

(Primarily Traffic Division)

**Knowledge, Skills, and Abilities:**

**Functional:**

Visual acuity (long range, short range).  
Ability to recognize variations from established rules and principles.  
Ability to read and comprehend written training materials, including college texts.

**Specific:**

Knowledge of traffic laws.  
Knowledge of radar unit procedures and functions.

**Task Description:**

Sets up "breathalyzer", turns on, adjusts, etc. takes readings from person tested, filling in results on standard form using knowledge and skill gained through specialized training, in order to accurately determine alcohol level in suspect for evidence to be used in court.

(Primarily Traffic Division)

**Knowledge, Skills, and Abilities:**

**Functional:**

Visual acuity (long range, short range).  
Ability to read and comprehend written training materials, including college texts.

**Specific:**

Knowledge of traffic laws (esp. DUIIL).  
Knowledge of Breathalyzer procedures and functions.

**Task Description:**

Sets up, starts, stops, and controls the operation of video tape equipment (camera, taperecorder, and monitor) making necessary angle and focus adjustments, recording actions of intoxicated person as he performs various sobriety tests, answers questions, etc. using knowledge gained through specialized training, in order to establish evidence to be used in court.

(Primarily Traffic Divison)

**Knowledge, Skills, and Abilities:****Functional:**

Visual acuity (long range, short range).  
Ability to read and comprehend written training materials, including college texts.

**Specific:**

Knowledge of traffic laws. (esp. DUIIL).  
Knowledge of video tape procedures and functions.

**III. SUSPECT IDENTIFICATION AND ARREST**

The following tasks include the questioning of suspicious persons and suspects, the verification and serving of arrest warrants, officer initiated arrests, searching suspects and preventing escape by suspects. Taking suspects into custody after arrest may involve considerable physical contact (wrestling, etc.) with a possibility of injury to the officer. Protecting an officer and members of the public from physical harm by a suspect may necessitate the use of a variety of weapons, ranging from nightsticks to revolvers. Underlying all these tasks is a strict adherence to the letter of law from the moment a person is detained until he or she is delivered to detention facilities. Particularly important is the assurance that a suspect has been informed of his rights and has not been submitted to an illegal search.

**Task Description:**

Talks with/asks questions of/studies suspicious persons using techniques which do not arouse suspicion or defensive behavior in order to determine their involvement, if any, in illegal acts and to discourage contemplated illegal acts.

**Knowledge, Skills, and Abilities:**

**Functional:**

- Ability to communicate orally with persons of diverse backgrounds.
- Ability to relate on a friendly basis with the public.
- Ability to communicate with defensive individuals.
- Ability to conduct an information gathering interview.
- Ability to draw conclusions from a variety of given facts.
- Ability to recall details about past events and circumstances.
- Ability to decide on an appropriate course of action where no set guidelines exist.

**Specific:**

- Knowledge of interviewing techniques.
- Knowledge of law.

**Task Description:**

Asks questions of/talks to detained person matching description given in arrest warrant using both discretion in eliciting personal identification and knowledge of law in order to determine whether person detained is person specified in warrant.

**Knowledge, Skills, and Abilities:**

**Functional:**

- Ability to communicate orally with persons of diverse backgrounds.
- Ability to communicate with defensive individuals.
- Ability to conduct an information gathering interview.
- Ability to draw conclusions from a variety of given facts.
- Ability to match descriptions given in oral or written form to real persons.
- Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

- Knowledge of law.
- Knowledge of interviewing techniques.

**Task Description:**

Contacts/talks to Records Division either through dispatcher (by police radio) or by telephone using knowledge of Bureau procedures and law, in order to assure that warrant on person detained is on file and valid.

**Knowledge, Skills, and Abilities:**

**Functional:**

- Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.
- Ability to apply general principles (e.g. law) to a specific situation.
- Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.
- Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

- Knowledge of law.
- Knowledge of Bureau procedures.

**Task Description:**

Calls/talks with dispatcher over police radio, giving information concerning suspicious vehicle/person acquired through observation/interview (i.e. license plates, etc.) using Bureau procedures in order to determine whether suspect is wanted or vehicle is stolen.

**Knowledge, Skills, and Abilities:**

**Functional:**

- Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.
- Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.

**Specific:**

- Knowledge of license/person check procedures.
- Knowledge of Bureau procedures.

**Task Description:**

Informs/tells suspect in custody of legal rights and charges upon arrest, using legally acceptable language that is clearly understood and acknowledged by suspect, in order to assure legality of the arrest.

**Knowledge, Skills, and Abilities:**

**Functional:**

Ability to communicate orally with persons of diverse backgrounds.  
Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.  
Ability to communicate with defensive individuals.  
Ability to communicate with distressed or upset individuals.  
Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of law (esp. Supreme Court rulings).

**Task Description:**

Assesses/analyzes the alleged criminal activity of a suspect and the circumstances (physical evidence, witnesses, etc.) surrounding such activity using knowledge of law and court experiences in order to determine the proper charge to be brought against the suspect.

**Knowledge, Skills, and Abilities:**

**Functional:**

Ability to apply general principles (e.g. law) to a specific situation.  
Ability to draw conclusions from a variety of given facts.  
Ability to apply good judgment in choosing from several available alternatives.  
Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of law.

**Task Description:**

Searches clothing/person of suspect, using knowledge of legal precedents/Bureau procedures and physical force, when appropriate, in order to discover on-person weapons/evidence.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to maintain self-restraint in personally demanding interpersonal situations.  
 Ability to convey instructions in a firm, but calm manner.  
 Ability to communicate with defensive individuals.  
 Ability to communicate with distressed or upset individuals.  
 Ability to apply physical force upon an individual sufficient to control individual.  
 General physical coordination.  
 Ability to apply general principles (e.g. law) to a specific situation.  
 Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of law.  
 Knowledge of Bureau procedures.  
 Knowledge of body search techniques.

**Task Description:**

Places him/herself in a physically advantageous position in relation to individual contacted (e.g. behind or above a suspect), alert to any sudden movements/actions in order to protect self/control individual not confined in detention facilities.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to maintain self-restraint in personally demanding interpersonal situations.  
 Visual acuity (long range, short range).  
 General physical coordination.

**Specific:**

Knowledge of body placement strategy when contacting individuals who may flee.



**Task Description:**

Engages in physical contact with suspect (wrestles, throws to the ground, up against a car, etc.) using necessary and appropriate force, applying physical strength, agility, and skills in order to subdue resisting/fleeing suspect and to protect self and bystanders.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to apply physical force upon an individual sufficient to control individual.  
 General physical coordination.  
 Ability to apply good common sense in pressure situations.

**Specific:**

Knowledge of methods of self defense.  
 Knowledge of methods of physical restraint.

**Task Description:**

Manipulates/operates restraining aids (i.e., handcuffs, cage, etc.) using acceptable procedures in order to control suspect in custody and protect self from injury.

**Knowledge, Skills, and Abilities:****Functional:**

General physical coordination.  
 Ability to apply good common sense in pressure situations.

**Specific:**

Knowledge of the operation of restraining aids.

**Task Description:**

Pursues fleeing suspect/escapee by car/foot sometimes hurdling, climbing and crawling through obstacles in order to take suspect/escapee into custody.

**Knowledge, Skills, and Abilities:**

**Functional:**

Ability to run for varying periods of time.  
Ability to hurdle obstacles such as fences, hedges, etc.

**Specific:**

Knowledge of law.

**Task Description:**

Draws/wields weapon (revolver, mace, shotgun, nightstick, etc.) appropriate to situation observed with intent to use, in conformance with Bureau guidelines and state law, in order to prevent or subdue physical assault or escape of suspect(s) who present an immediate physical danger to self/public.

**Knowledge, Skills, and Abilities:**

**Functional:**

General physical coordination.  
Ability to apply general principles (e.g. law) to a specific situation.  
Ability to maintain reasoning ability under stress.  
Ability to apply good common sense in pressure situations.  
Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.  
Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of Bureau procedures.  
Knowledge of state law.

**Task Description:**

Discharges revolver with intent to hit suspect using knowledge of Bureau guidelines, the law and his/her assessment of immediate circumstances (bystanders, residences, etc.) in order to protect self and/or others from serious physical harm (shooting, assault with deadly weapon, etc.)

**Knowledge, Skills, and Abilities:****Functional:**

Sufficient trigger strength to discharge revolver.  
 Ability to apply general principles (e.g. law) to a specific situation.  
 Ability to maintain reasoning ability under stress.  
 Ability to apply good common sense in pressure situations.  
 Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.  
 Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of Bureau guidelines.  
 Knowledge of law.  
 Knowledge of the use of weapons.

**IV. CROWD OBSERVATION AND CONTROL**

These tasks involve the determination of the legality or illegality of a crowd or gathering and subsequent actions to be taken to prevent possibly illegal activities. Police officers must assess the mood and intentions of a crowd to determine an appropriate course of action; request a superior officer, speak to the crowd, or take action to disperse the crowd. Police officers also observe public events for any hazards or acts which threaten the safety of spectators.

**Task Description:**

Studies and analyzes the behavior of a crowd or gathering including gestures and verbal exchanges, using knowledge of crowd/group behavior, Bureau procedures, law (riot, peaceful assembly), and past experiences with location, particular individuals or similar situations in order to determine the type of action to be pursued, the need for a superior officer and the number of additional units, if any, necessary to assist in any action.

**Knowledge, Skills, and Abilities:**

**Functional:**

Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.  
Knowledge of sociological factors behind current social issues.  
Visual acuity (long range, short range).  
Ability to apply general principles (e.g. law) to a specific situation.  
Ability to draw conclusions from a variety of given facts.  
Ability to obtain quickly the given facts of a situation.  
Ability to decide on an appropriate course of action where no set guidelines exist.  
(continued on following page)

**Specific:**

Knowledge of law ( esp. riot, peaceful assembly).  
Knowledge of Bureau procedures.  
Knowledge of crowd/group behavior.

**Task Description:**

See previous page for task description.

**Knowledge, Skills, and Abilities:**

**Functional:**

Ability to apply good common sense in pressure situations.  
Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.

**Specific:**

See previous page for specific skills.

**Task Description:**

Talks with/asks questions of/responds to individuals in a small crowd/gathering using knowledge of individual/group behavior, Bureau procedures, law, and past experiences, in order to explain the legality/illegality of actions.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to convey constructive criticism without arousing defensive behavior.  
 Ability to maintain self-restraint in personally demanding interpersonal situations.  
 Knowledge of sociological factors behind current social issues.  
 Ability to communicate orally with persons of diverse backgrounds.  
 Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.  
 Ability to communicate with defensive individuals.  
 Ability to communicate with distressed or upset individuals.  
 Ability to apply general principles (e.g. law) to a specific situation. (continued on following page)

**Specific:**

Knowledge of law.  
 Knowledge of Bureau procedures.  
 Knowledge of crowd/group behavior.

**Task Description:**

See previous page for task description.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.  
 Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

See previous page for specific skills.

**Task Description:**

Talks with/responds to small crowds/individuals within a crowd using persuasive techniques/crowd psychology in order to calm emotions, discourage illegal acts and/or disperse/separate the crowd.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to convey constructive criticism without arousing defensive behavior.  
 Ability to persuade individuals to follow an alternative course of action which may be against their wishes.  
 Ability to maintain self-restraint in personally demanding interpersonal situations.  
 Knowledge of sociological factors behind current social issues.  
 Ability to communicate orally with persons of diverse backgrounds.  
 Ability to convey instructions in a firm, but calm manner.  
 Ability to communicate with defensive individuals.  
 (continued on following page)

**Specific:**

Knowledge of law.  
 Knowledge of Bureau procedures.  
 Knowledge of crowd/group behavior.

**Task Description:**

See previous page for task description.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to communicate with distressed or upset individuals  
 Ability to maintain reasoning ability under stress.  
 Ability to apply good common sense in pressure situations.

**Specific:**

See previous page for specific skills.

**Task Description:**

Observes/visually scans public events (parades concerts, etc.) noting closely any physical safety hazards/disruptions in order to attend to situations threatening the peace/safety of spectators.

**Knowledge, Skills, and Abilities:****Functional:**

Visual acuity (long range, short range).  
Ability to discern irregularities from normal conditions.

**Specific:**

Knowledge of safety regulations/safety hazards.

**V. CRISIS INTERVENTION AND REFERRAL**

Under this category are included activities in which the police officer serves as a point of contact in personal or domestic crises. Officers may, as in the case of family disputes, attempt to solve problems themselves on an immediate, but often temporary basis, or may refer individuals to other agencies which specialize in personal or family problems. In performing these activities, officers must often practice discretion and tact, particularly where strong emotions are being displayed and where a potential for violence exists.

**Task Description:**

Evaluates/analyzes all information gathered at scene of family dispute (feelings and opinions of all concerned, conflicting statements, etc) using personal knowledge, knowledge gained from observation and conversations, knowledge of human behavior and social problems in order to determine need for/type of additional action (arrest, further conversation, individual counseling, referral to specialized agencies, e.g. juveniles to Youth Division, etc.).

**Knowledge, Skills, and Abilities:****Functional:**

Ability to demonstrate concern for the problems of others.  
 Ability to communicate orally with persons of diverse backgrounds.  
 Ability to communicate with defensive individuals.  
 Ability to conduct an information gathering interview.  
 Ability to communicate with distressed or upset individuals.  
 Ability to obtain quickly the given facts of a situation.  
 Ability to maintain reasoning ability under stress.  
 Ability to draw conclusions from a variety of given facts.  
 Ability to apply good judgment in choosing from several available alternatives.

(continued on following page)

**Specific:**

Knowledge of human behavior.  
 Knowledge of family problems and contributing factors.  
 Knowledge of specialized social agencies and their function.  
 Knowledge of crisis intervention techniques.

**Task Description:**

See previous page for task description.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to decide on an appropriate course of action where no set guidelines exist.

**Specific:**

See previous page for specific skills.



**Task Description:**

Converses with individuals/family members/disputants, discusses/asks questions/listens to responses, using discretion as to content of conversations, in order to mutually clarify and resolve situations thus preventing violence/violations of the law and call backs.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to demonstrate concern for the problems of others.  
 Ability to convey constructive criticism without arousing defensive behavior.  
 Ability to persuade individuals to follow an alternative course of action which may be against their wishes.  
 Ability to communicate orally with persons of diverse backgrounds.  
 Ability to communicate with defensive individuals.  
 Ability to communicate with distressed or upset individuals.  
 Ability to draw conclusions from a variety of given facts.  
 Ability to obtain quickly the given facts of a situation.  
 Ability to maintain reasoning ability under stress.

**Specific:**

Knowledge of human behavior.  
 Knowledge of family problems and contributing factors.  
 Knowledge of crisis intervention techniques.

**Task Description:**

Explains verbally content of laws and ordinances to those involved in dispute (usually civil) describing the process for filing a formal complaint, the extent of police powers and the responsibility of citizens to follow prescribed legal procedures using knowledge of law in order to inform those involved of the law applicable to their situation and alternatives available to them under the law.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to relate on a friendly basis with the public.  
 Ability to communicate orally with persons of diverse backgrounds.  
 Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.  
 Ability to communicate with defensive individuals.  
 Ability to communicate with distressed or upset individuals.  
 Ability to apply general principles (e.g. law) to a specific situation.  
 Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of law.  
 Knowledge of police responsibilities and limitations.  
 Ability to articulately communicate with others.

**Task Description:**

Warns/advises participants in actual or potential physical confrontation (assault, neighborhood feuds, etc.) of consequences of actions and legal alternatives using knowledge of human behavior and law in order to discourage/prevent illegal activity and domestic problems.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to convey constructive criticism without arousing defensive behavior.  
 Ability to persuade individuals to follow an alternative course of action which may be against their wishes.  
 Ability to communicate orally with persons of diverse backgrounds.  
 Ability to communicate with defensive individuals.  
 Ability to communicate with distressed or upset individuals.  
 Ability to apply general principles (e.g. law) to a specific situation.  
 Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of law.  
 Knowledge of human behavior.

**Task Description:**

Analyzes/assesses unusual behavior of persons contacted, asking questions and interpreting answers, using knowledge of human behavioral patterns and the effects of various drugs and the symptoms of various illnesses in order to determine the cause of behavior (drugs, illness, mental problems, injury, etc.).

**Knowledge, Skills, and Abilities:****Functional:**

Ability to demonstrate concern for the problems of others.  
 Ability to communicate orally with persons of diverse backgrounds.  
 Ability to communicate with defensive individuals.  
 Ability to conduct an information gathering interview.  
 Ability to communicate with distressed or upset individuals.  
 Ability to draw conclusions from a variety of given facts.  
 Ability to obtain quickly the given facts of a situation.  
 Ability to read and comprehend written training materials, including college texts.

**Specific:**

Knowledge of human behavior.  
 Knowledge of the effects of various drugs.  
 Knowledge of the effects of various illnesses.  
 Knowledge of the symptoms of mental illness.

**Task Description:**

Counsels/refers individuals with social problems to agencies with special expertise using knowledge of problem gained through personal interview and application of principles of human behavior in order to prevent the development of legal problems associated with social problems.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to demonstrate concern for the problems of others.  
 Ability to persuade individuals to follow an alternative course of action which may be against their wishes.  
 Ability to communicate orally with persons of diverse backgrounds.  
 Ability to conduct an information gathering interview.  
 Ability to communicate with distressed or upset individuals.  
 Ability to decide on an appropriate course of action where no set guidelines exist.

**Specific:**

Knowledge of human behavior.  
 Knowledge of specialized social agencies and their functions.

**Task Description:**

Talks to/reassures person suspected of mental illness, using psychological principles and relating personal experiences (when appropriate) in order to alleviate fears and misgivings about possible referral to crisis unit or other agency and discourage violent behavior.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to demonstrate concern for the problems of others.  
 Ability to persuade individuals to follow an alternative course of action which may be against their wishes.  
 Ability to communicate orally with persons of diverse backgrounds.  
 Ability to communicate with defensive individuals.  
 Ability to communicate with distressed or upset individuals.  
 Ability to decide on an appropriate course of action where no set guidelines exist.

**Specific:**

Knowledge of human behavior.  
 Knowledge of the symptoms of mental illness.

VI. INVESTIGATION AND EVIDENCE COLLECTION

These tasks include the preliminary investigation of crime scenes, the collection and preservation of evidence and searches of premises specified in a search warrant. Uniformed police officers are usually the first police personnel at the scene of a crime and often conduct preliminary searches for evidence. Uniformed officers decide whether additional divisions should be involved in further investigation according to the nature and seriousness of the crime and Bureau guidelines. Uniformed officers also are responsible for securing a crime scene and protecting evidence until another division assumes responsibility for investigation.

**Task Description:**

Observes/searches scene of crime and surrounding area, noting any signs of physical evidence/irregularities, using knowledge of crime scene investigative procedures in order to identify evidence of the crime.

**Knowledge, Skills, and Abilities:****Functional:**

Visual acuity (long range, short range).  
 Ability to discern irregularities from normal conditions.  
 Ability to obtain quickly the given facts of a situation.  
 Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of laws of evidence.  
 Knowledge of criminal "m.o.'s".  
 Knowledge of crime scene investigative procedures.

**Task Description:**

Examines any evidence of crime, using knowledge of laws of evidence/Bureau procedures and the nature/importance of the crime in order to determine the course of action to be followed (i.e. call criminalistics, detectives, request assistance, etc.).

**Knowledge, Skills, and Abilities:**

**Functional:**

Visual acuity (long range, short range).  
Ability to discern irregularities from normal conditions.  
Ability to apply general principles (e.g. law) to a specific situation.  
Ability to draw conclusions from a variety of given facts.  
Ability to apply good judgment in choosing from several available alternatives.  
Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.  
Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of Bureau procedures.  
Knowledge of laws of evidence.

**CONTINUED**

**1 OF 2**

**Task Description:**

Collects evidence from scene of crime; inserting in suitable container and attaching pertinent information (date, address, time, etc.) following Bureau guidelines and rules of evidence in order to assure the correct identification and the safe transfer of such evidence to appropriate division (Criminalistics, Property Room, etc.).

**Knowledge, Skills, and Abilities:**

**Functional:**

Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.  
Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of Bureau procedures.

**Task Description:**

Examines/analyzes the scene of a dead body, noting closely any signs of violent criminal acts or suicide (including wounds, blood stains, suspicious circumstances, etc.) in order to determine whether other divisions should be contacted (Detectives, Criminalistics, etc.).

**Knowledge, Skills, and Abilities:**

**Functional:**

Visual acuity (long range, short range).  
Ability to discern irregularities from normal conditions.  
Ability to draw conclusions from a variety of given facts.  
Ability to obtain quickly the given facts of a situation.  
Ability to apply good judgment in choosing from several available alternatives.  
Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.

**Specific:**

Knowledge of Bureau procedures regarding dead body scenes.  
Knowledge of criminal "m.o.'s."

**Task Description:**

Gathers/collects physical evidence at scene of crime and secures area from bystanders/onlookers using knowledge of laws of evidence/Bureau procedures in order to protect evidence for further investigation.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to convey instructions in a firm, but calm manner.  
 Ability to apply general principles (e.g. law) to a specific situation.  
 Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.  
 Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of laws of evidence.  
 Knowledge of Bureau procedures.

**Task Description:**

Enters premises specified in search warrant usually accompanied by detective/special duty police officers using knowledge of law and (when appropriate) physical force or tools in order to assist in the search for evidence/persons allegedly associated with crimes/illegal activities.

**Knowledge, Skills, and Abilities:****Functional:**

General physical coordination.  
 Ability to apply general principles (e.g. law) to a specific situation.  
 Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.

**Specific:**

Knowledge of law (search and seizure).

VII. COMMUNITY RELATIONS

These tasks involve communication with the public under both friendly and unfriendly circumstances. Police officers must be prepared to deal with individuals who are contemptuous of the police on a restrained, if not friendly basis. Community relations activities with the general public might range from simple waving to individuals to sustaining friendships with a number of people encountered in the course of duties, oftentimes explaining the rationale for police policies and procedures, giving advice and receiving suggestions about police practices.

Task Description:

Talks to/chats with citizens encountered during course of duties exchanging greetings and conversation in order to enhance police-citizen relations and gain knowledge about the community/individuals.

Knowledge, Skills, and Abilities:Functional:

Ability to relate on a friendly basis with the public.  
Ability to communicate orally with persons of diverse backgrounds.

Specific:

Knowledge of police community relations program.



**Task Description:**

Talks with/listens to/responds to people encountered in the course of duty who demonstrate a strong emotional dislike for police officers/police role by verbal abuse/gestures using discretion/self-restraint in order to avoid physical or verbal confrontations which would disrupt the accomplishment of his/her assigned duties.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to convey constructive criticism without arousing defensive behavior.  
 Ability to maintain self-restraint in personally demanding interpersonal situations.  
 Knowledge of sociological factors behind current social issues.  
 Ability to communicate orally with persons of diverse backgrounds.  
 Ability to communicate with defensive individuals.  
 Ability to obtain quickly the given facts of a situation.  
 Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.

**Specific:**

Knowledge of social factors contributing to expression of anti-police sentiment.

**VII. INFORMATION ACQUISITION AND TRAINING**

These tasks involve acquiring the information and training necessary to perform the duties of a police officer. Most of the information disseminated to police officers is necessary for day-to-day operations (hotsheets, arrest log, roll call information, etc.) or has some affect upon procedures to be followed ("G.O.'s", "S.O.'s"). Also included among these tasks is the attendance of officers at training sessions specializing in particular areas of police work, and the training of probationary officers by experienced officers.

**Task Description:**

Reads crime data (hotsheets, arrest log, etc.)/posted notices and confers with fellow officers in order to obtain/exchange pertinent data re activities in patrol district and surrounding areas.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to recall details about past events and circumstances.  
Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.

**Specific:**

Knowledge of the types and formats crime data.  
Knowledge of patrol districts.

**Task Description:**

Reads general/special orders, training bulletins, noting their application to police procedures in order to keep abreast of latest Bureau regulations/procedures and changes in laws/ordinances.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to apply general principles (e.g. law) to a specific situation.  
Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.

**Specific:**

Knowledge of Bureau procedures.  
Knowledge of Bureau organization.  
Ability to read at college level.

**Task Description:**

Listens to/asks questions of/writes down information from sergeant/supervisors concerning general orders; administrative procedures, statutes and ordinances, crime and suspect information during roll call using personal notebooks and/or memory in order to keep abreast of current information and procedures.

**Knowledge, Skills, and Abilities:**

**Functional:**

Ability to convert information given orally to written form.  
Ability to comprehend information given orally.

**Specific:**

Knowledge of Bureau procedures.  
Knowledge of Bureau organization.

**Task Description:**

Attends training sessions as scheduled in order to learn more about specialized areas of police work and/or meet Bureau/State training standards.

**Knowledge, Skills, and Abilities:**

**Functional:**

Ability to read and comprehend written training materials, including college texts.

**Specific:**

**Task Description:**

Tells/informs supervisor of difficult/complex situation(s) encountered in the course of duties, giving details and answering questions, using personal notebook and recall of events as they occurred in order to solicit supervisor's clarification on procedures and points of law.

**Knowledge, Skills, and Abilities:**

**Functional:**

Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.  
Ability to recall details about past events and circumstances.

**Specific:**

Knowledge of Bureau procedures.

**Task Description:**

Trains/supervises/evaluates probationary police officer assigned as partner in daily operational aspects of police work using personal experience, knowledge of law, and Bureau procedures in order to familiarize trainee with police procedures and develop on the job experience with actual situations.

**Knowledge, Skills, and Abilities:**

**Functional:**

Ability to convey constructive criticism without arousing defensive behavior.  
Ability to convey instructions in a firm, but calm manner.

**Specific:**

Knowledge of general police procedures.  
Knowledge of Bureau procedures:  
Knowledge of law.

IX. REPORTING

In fulfilling the responsibility given a police agency for gathering the facts surrounding incidents of crime, police officers must, in the course of their duties, complete a variety of different forms which require accurate and detailed information. Since police reports are official records of all incidents requiring police attention, and may be used for follow-up investigations, by both defense attorneys and the District Attorney, it is essential that police officers write legibly, accurately and concisely. Also included in these activities is testifying in court, in which police officers must orally relate facts with the same degree of clarity and accuracy as that required by written reports.

Task Description:

Writes reports when required (by law, by Bureau order, etc.) following outline given in Field Reporting Handbook, using information given by victim/witnesses, personal notes/memory, familiarity with courts and Bureau guidelines in order to produce accurate, concise and legible records for police files/presentation in court.

Knowledge, Skills, and Abilities:Functional:

Ability to present in written form the essential facts of a situation in a clear, concise and accurate manner.  
 Ability to convert information given orally to written form.  
 Ability to remember visual details.  
 Ability to recall details about past events and circumstances.  
 Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.

Specific:

Knowledge of report forms and requirements.  
 Knowledge of Bureau procedures.  
 Ability to use good grammar.

**Task Description:**

Writes down details surrounding all situations/events encountered where subsequent court proceeding or investigation may take place, using personal notebook in order to have information available for future reference.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to present in written form the essential facts of a situation in a clear, concise and accurate manner.  
 Ability to remember visual details.  
 Ability to recall details about past events and circumstances.

**Specific:**

Knowledge of use of personal notebook.

**Task Description:**

Explains/describes verbally facts/details of arrest/citation, using personal notes/official reports/memory, answering questions and following court procedures and etiquette in order to present facts during court proceedings.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.  
 Ability to recall details about past events and circumstances.

**Specific:**

Knowledge of law.  
 Knowledge of court procedures and etiquette.

X. PUBLIC ASSISTANCE

These activities cover a variety of tasks which are not crime-related, but involve public service ranging from pushing stalled vehicles to administering emergency first aid. These activities are usually performed because of 24-hour availability of police officers, and the public service obligations of the Bureau.

Task Description:

Attends to minor problems (lockouts, etc.) as needed/requested by citizens encountered in answering calls or observed during patrol in a helpful and courteous manner in order to aid citizens who might otherwise go unassisted.

Knowledge, Skills, and Abilities:Functional:

Ability to demonstrate concern for the problems of others.  
 Ability to relate on a friendly basis with the public.  
 Ability to communicate orally with persons of diverse backgrounds.  
 Ability to communicate with distressed or upset individuals.  
 Ability to decide on an appropriate course of action where no set guidelines exist.

Specific:

Knowledge of common solutions to minor problems typically brought to the attention of the police.

**Task Description:**

Administers first aid in cases involving personal injury (ies) requiring immediate attention, using knowledge of modern first aid techniques and supplies provided in patrol car in order to attempt to prevent development of more serious medical problems or loss of life.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to demonstrate concern for the problems of others.  
 Ability to apply general principles (e.g. law) to a specific situation.  
 Ability to draw conclusions from a variety of given facts.  
 Ability to obtain quickly the given facts of a situation.  
 Ability to maintain reasoning ability under stress.  
 Ability to decide on an appropriate course of action where no set guidelines exist.  
 Ability to apply good common sense in pressure situations.  
 Ability to read and comprehend written training materials, including college texts.

**Specific:**

Knowledge of modern first aid techniques.  
 Knowledge of the symptoms of various illnesses.

**Task Description:**

Assists/advises motorists with stalled or disabled vehicles in getting auto off the road (sometimes using police car to push) summoning assistance, etc. in order to prevent serious traffic problems and to aid citizen.

**Knowledge, Skills, and Abilities:****Functional:**

Ability to demonstrate concern for the problems of others.  
 Ability to relate on a friendly basis with the public.

**Specific:**

Knowledge of car pushing techniques.



**Task Description:**

Informs the Bureau of Maintenance through dispatcher over police radio of any dangerous traffic impediments observed during patrol (e.g. downed signs, inoperative lights, slick or icy streets, etc.) in order to assure that the necessary repairs will be made and hazards removed.

**Knowledge, Skills, and Abilities:**

**Functional:**

Visual acuity (long range, short range).  
Ability to discern irregularities from normal conditions.

**Specific:**

Knowledge of Bureau of Maintenance functions.

B. KSA by Task Matrix

A master list of KSA's derived from task statements was developed and consists of all functional KSA's associated with at least one task statement. KSA's were then sorted into eight categories which were descriptive of the types of general traits and abilities represented by KSA's; Interpersonal Relations, Communications, Physical Abilities and Attributes, Reasoning Abilities, Oral Comprehension, Memory, Judgment, and Reading Comprehension.

A matrix is presented on the next several pages which illustrates the overall relationship between KSA's and tasks. KSA's are listed by category on the right, and the task statement numbers are listed across the top of each page in the order in which they appear in the preceding task statement section. A symbol within a square in the matrix signifies that a relationship exists between the KSA and the task statement corresponding to that square.

# Tasks

I										II																													
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0

## INTERPERSONAL RELATIONS

- Ability to demonstrate concern for the problems of others
- Ability to convey constructive criticism without arousing defensive behavior
- Ability to persuade individuals to follow an alternative course of action which may be against their wishes
- Ability to maintain self-restraint in personally demanding interpersonal situations
- Ability to relate on a friendly basis with the public
- Knowledge of sociological factors behind current social issues


## COMMUNICATIONS

- Ability to communicate orally the essential facts of a situation etc.
- Ability to communicate orally with persons of diverse backgrounds
- Ability to present in written form the essential facts of a situation in a clear, concise, and accurate manner
- Ability to convey instructions in a firm, but calm, manner
- Ability to communicate with defensive individuals
- Ability to conduct information gathering interview
- Ability to communicate with distressed or upset individuals


## PHYSICAL ABILITIES AND ATTRIBUTES

- Ability to walk for extended periods of time
- Visual acuity (long range, short range)
- Auditory acuity
- Ability to lift and transport objects varying in size and shape
- Ability to apply physical force upon an individuals sufficient to control them
- General physical coordination
- Ability to run for varying periods of time
- Ability to hurdle obstacles such as fences, hedges, etc.
- Sufficient trigger finger strength to discharge revolver


## REASONING ABILITIES

- Ability to discern irregularities from normal conditions
- Ability to recognize variations from established rules and principles
- Ability to apply general principles (e.g. laws) to a specific situation
- Ability to draw conclusions from a variety of facts
- Ability to obtain quickly the facts of a situation
- Ability to maintain reasoning ability under stress
- Ability to maintain alertness during extended periods of time without stimulation
- Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication)


## ORAL COMPREHENSION

- Ability to convert information given orally to written form
- Ability to comprehend and organize various auditory inputs
- Ability to comprehend information given orally


## MEMORY

- Ability to remember visual details
- Ability to match descriptions given in oral or written form to real persons
- Short term memory (auditory and visual)
- Ability to recall details about past events and circumstances


## JUDGMENT

- Ability to apply good judgment in choosing from several available alternatives
- Ability to decide on an appropriate course of action where no set of guidelines exist
- Ability to apply common good sense in pressure situations


## READING COMPREHENSION

- Ability to read and comprehend written training materials, including college texts
- Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins
- Ability to read and comprehend legal materials, including laws, ordinances, court decisions, etc.
- Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.

# Tasks

III									IV				V				VI				VII				VIII				IX				X																		
1	2	3	4	5	6	7	8	9	1	2	3	4	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	1	2	3	4	1	2	3	4		

## INTERPERSONAL RELATIONS

Ability to demonstrate concern for the problems of others  
 Ability to convey constructive criticism without arousing defensive behavior  
 Ability to persuade individuals to follow an alternative course of action which may be against their wishes  
 Ability to maintain self-restraint in personally demanding interpersonal situations  
 Ability to relate on a friendly basis with the public  
 Knowledge of sociological factors behind current social issues


## COMMUNICATIONS

Ability to communicate orally the essential facts of a situation etc.  
 Ability to communicate orally with persons of diverse backgrounds  
 Ability to present in written form the essential facts of a situation in a clear, concise, and accurate manner  
 Ability to convey instructions in a firm, but calm, manner  
 Ability to communicate with defensive individuals  
 Ability to conduct information gathering interview  
 Ability to communicate with distressed or upset individuals


## PHYSICAL ABILITIES AND ATTRIBUTES

Ability to walk for extended periods of time  
 Visual acuity (long range, short range)  
 Auditory acuity  
 Ability to lift and transport objects varying in size and shape  
 Ability to apply physical force upon an individuals sufficient to control them  
 General physical coordination  
 Ability to run for varying periods of time  
 Ability to hurdle obstacles such as fences, hedges, etc.  
 Sufficient trigger finger strength to discharge revolver


## REASONING ABILITIES

Ability to discern irregularities from normal conditions  
 Ability to recognize variations from established rules and principles  
 Ability to apply general principles (e.g. laws) to a specific situation  
 Ability to draw conclusions from a variety of facts  
 Ability to obtain quickly the facts of a situation  
 Ability to maintain reasoning ability under stress  
 Ability to maintain alertness during extended periods of time without stimulation  
 Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication)


## ORAL COMPREHENSION

Ability to convert information given orally to written form  
 Ability to comprehend and organize various auditory inputs  
 Ability to comprehend information given orally


## MEMORY

Ability to remember visual details  
 Ability to match descriptions given in oral or written form to real persons  
 Short term memory (auditory and visual)  
 Ability to recall details about past events and circumstances


## JUDGMENT

Ability to apply good judgment in choosing from several available alternatives  
 Ability to decide on an appropriate course of action where no set of guidelines exist  
 Ability to apply common good sense in pressure situations


## READING COMPREHENSION

Ability to read and comprehend written training materials, including college texts  
 Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins  
 Ability to read and comprehend legal materials, including laws, ordinances, court decisions, etc.  
 Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.

## C. Results of Job Factor Questionnaire

Job Factor Questionnaires (one of which is included in the Appendix) developed by Planning and Research Division to measure the relative importance of identified functional KSA's were distributed to the 705 sworn personnel classified as captains, lieutenants, sergeants, detectives, non-uniformed police officers, and uniformed police officers. Of the 705 questionnaires distributed, 526 were returned for an overall response rate of 74.6%. Four groups (sergeant, captain, police officer uniformed and non-uniformed) had response rates of approximately 72.5%. Lieutenants and detectives had response rates of 79.3% and 89.4% respectively.

Scores for each of the 44 KSA's were compiled for each of the six groups separately and for all groups total. Means and standard deviations were computed and ranks assigned according to the magnitude of the mean. The results are presented on the following pages in the form of ranked listings of the 44 KSA's for each group and a graphic representation of means along the 1 to 7 scale used. The standard deviations given in the tables may be interpreted as a measure of disagreement among respondents within any particular group since it is a direct measure of the variation of responses. Generally, the larger the standard deviation, the more the disagreement there would seem to be among respondents.

In order to determine the degree of agreement among groups, Spearman rank correlations were computed based on the ranks assigned to KSA's for each combination of groups. The table below shows the intercorrelations computed.

Intercorrelations of Importance  
Ranking of KSA's by Groups

	I.	II.	III.	IV.	V.	VI.
I. Police Officer/Uniformed	-	.91	.89	.88	.81	.70
II. Police Officer/Non-Uniformed		-	.86	.79	.76	.67
III. Detective			-	.89	.79	.77
IV. Sergeant				-	.86	.82
V. Lieutenant					-	.79
VI. Captain						-

Average Intercorrelation - .81

All correlations were found to be significant well beyond the .01 level of significance. The fact that all but two correlations are above .75 and that the average intercorrelation is .81 suggests a strong agreement among all groups on the relative importance of the 44 KSA's. Because a strong agreement is evident, data for all groups were combined, analyzed and the results presented for all respondents, as well as for each individual group. It should be remembered that all respondents were instructed to rate the KSA's according to their importance to the job of uniformed police officer and not any other Bureau position.

MEAN AND STANDARD DEVIATIONS  
of  
IMPORTANCE RATINGS  
of  
KSAs by ALL RESPONDENTS

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N=526

<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to apply good common sense in pressure situations.	6.63	.72	1
Ability to maintain reasoning ability under stress.	6.46	.88	2
Ability to decide on an appropriate course of action where no set guidelines exist.	6.25	.98	3
Ability to maintain self-restraint in personally demanding interpersonal situations.	6.23	1.00	4
Ability to apply good judgment in choosing from several available alternatives.	6.20	.96	5
Ability to present in written form the essential facts of a situation in a clear, concise and accurate manner.	6.08	.96	6
Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.	6.01	.99	7
Ability to apply physical force upon an individual sufficient to control individual.	5.98	1.13	8
Ability to obtain quickly the given facts of a situation.	5.91	1.07	9.5
Ability to comprehend information given orally.	5.91	.95	9.5
Ability to communicate with defensive individuals.	5.86	1.06	11
Ability to apply general principles (e.g. law) to a specific situation.	5.85	1.05	12
Ability to remember visual details.	5.84	.98	13
Ability to convey instructions in a firm, but calm manner.	5.82	1.02	14.5
Ability to communicate with distressed or upset individuals.	5.82	1.11	14.5
Ability to draw conclusions from a variety of given facts.	5.81	1.08	16
Ability to persuade individuals to follow an alternative course of action which may be against their wishes.	5.80	1.15	18

KSA Importance Ratings - All Respondents  
Page two

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<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to discern irregularities from normal conditions	5.80	1.05	18
Ability to match descriptions given in oral or written form to real persons.	5.80	1.05	18
Sufficient trigger strength to discharge revolver.	5.75	1.83	20
Ability to recall details about past events and circumstances.	5.73	1.02	22
Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.	5.73	1.07	22
General physical coordination	5.73	1.06	22
Ability to relate on a friendly basis with the public.	5.68	1.18	24
Short term memory (auditory and visual).	5.67	1.30	25.5
Ability to convert information given orally to written form.	5.67	1.09	25.5
Ability to maintain alertness during extended periods of time lacking stimulation.	5.66	1.19	27
Ability to communicate orally with persons of diverse backgrounds.	5.65	1.13	28
Ability to conduct an information gathering interview.	5.59	1.29	29
Ability to recognize variations from established rules and principles.	5.49	1.14	30
Ability to comprehend and organize various auditory inputs.	5.45	1.16	31
Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.	5.40	1.19	32.5
Ability to convey constructive criticism without arousing defensive behavior.	5.40	1.23	32.5
Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.	5.34	1.27	34
Visual acuity (long range, short range).	5.26	1.20	35
Ability to demonstrate concern for the problems of others.	5.21	1.33	36
Auditory acuity.	5.12	1.19	37
Ability to read and comprehend written training materials, including college texts.	5.00	1.25	38

<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to run for varying periods of time	4.90	1.35	39
Ability to hurdle obstacles such as fences, hedges, etc.	4.38	1.43	40
Ability to lift and transport objects varying in size and shape.	4.35	1.49	41
Knowledge of sociological factors behind current social issues.	4.33	1.53	42
Ability to walk for extended periods of time.	4.17	1.43	43
Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication).	4.04	1.46	44

MEAN AND STANDARD DEVIATIONS  
of  
IMPORTANCE RATINGS  
by  
CAPTAINS

N=8

<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to maintain self-restraint in personally demanding interpersonal situations.	6.63	.52	2.5
Ability to maintain reasoning ability under stress.	6.63	.74	2.5
Ability to apply good judgment in choosing from several available alternatives.	6.63	.52	2.5
Ability to apply good common sense in pressure situations.	6.63	.52	2.5
Ability to decide on an appropriate course of action where no set guidelines exist.	6.50	.53	5
Ability to persuade individuals to follow an alternative course of action which may be against their wishes.	6.38	.92	7
Ability to present in written form the essential facts of a situation in a clear, concise and accurate manner.	6.38	.74	7
Ability to apply general principles (e.g. law) to a specific situation.	6.38	.52	7
Sufficient trigger strength to discharge revolver.	6.25	.89	10.5
Ability to draw conclusions from a variety of given facts.	6.25	.71	10.5
Ability to comprehend information given orally.	6.25	.46	10.5
Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.	6.25	.71	10.5
Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.	6.00	.93	15.5
Ability to conduct an information gathering interview.	6.00	.76	15.5
Ability to communicate with distressed or upset individuals.	6.00	.93	15.5
Ability to read and comprehend written training materials, including college texts.	6.00	.87	15.5
Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.	6.00	.76	15.5
Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.	6.00	.76	15.5

<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to communicate orally with persons of diverse back-grounds.	5.88	.83	21.5 -
Ability to convey instructions in a firm, but calm manner.	5.88	.83	21.5 -
Ability to apply physical force upon an individual sufficient to control individual.	5.88	1.13	21.5
General physical coordination.	5.88	.99	21.5
Ability to obtain quickly the given facts of a situation.	5.88	.99	21.5
Ability to convert information given orally to written form.	5.88	.35	21.5
Ability to communicate with defensive individuals.	5.63	.92	25.5
Ability to recognize variations from established rules and principles.	5.63	.74	25.5
Ability to discern irregularities from normal conditions.	5.50	.93	29
Ability to comprehend and organize various auditory inputs.	5.50	.53	29
Ability to remember visual details.	5.50	.93	29
Ability to recall details about past events and circumstances.	5.50	.76	29
Ability to relate on a friendly basis with the public.	5.50	1.31	29
Ability to demonstrate concern for the problems of others.	5.38	.52	32
Ability to match descriptions given in oral or written form to real persons.	5.25	1.28	33
Ability to convey constructive criticism without arousing defensive behavior.	5.13	.64	35
Ability to maintain alertness during extended periods of time lacking stimulation.	5.13	1.13	35
Short term memory (auditory and visual).	5.13	1.46	35
Visual acuity (long range, short range).	4.63	1.41	37
Auditory acuity.	4.38	1.06	38.5
Ability to lift and transport objects varying in size and shape.	4.38	1.30	38.5

<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to run for varying periods of time.	4.25	1.16	40 -
Knowledge of sociological factors behind current social issues.	3.88	1.64	42 -
Ability to walk for extended periods of time.	3.88	.99	42
Ability to hurdle obstacles such as fences, hedges, etc.	3.88	1.13	42
Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication).	3.63	1.06	44 -

MEAN AND STANDARD DEVIATIONS  
of  
IMPORTANCE RATINGS  
by  
LIEUTENANTS

N=23

<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to apply good common sense in pressure situations	6.70	.57	1
Ability to maintain self-restraint in personally demanding interpersonal situations.	6.48	.73	2.5
Ability to maintain reasoning ability under stress.	6.48	.79	2.5
Ability to decide on an appropriate course of action where no set guidelines exist.	6.39	.84	4
Ability to apply good judgment in choosing from several available alternatives.	6.35	.93	5
Ability to persuade individuals to follow an alternative course of action which may be against their wishes.	6.09	.95	6.5
Ability to present in written form the essential facts of a situation in a clear, concise and accurate manner.	6.09	.85	6.5
Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.	6.00	.80	8.5
Ability to comprehend information given orally.	6.00	.90	8.5
Ability to discern irregularities from normal conditions.	5.96	.93	10
Ability to recall details about past events and circumstances.	5.91	.90	11.5
Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.	5.91	1.00	11.5
Ability to communicate with defensive individuals.	5.87	1.18	14
Sufficient trigger strength to discharge revolver.	5.87	1.66	14
Ability to maintain alertness during extended periods of time lacking stimulation.	5.87	.81	14
Ability to communicate orally with persons of diverse backgrounds.	5.86	.83	16
Ability to communicate with distressed or upset individuals.	5.83	1.19	18

<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to apply physical force upon an individual sufficient to control individual.	5.83	.98	18
Short term memory (auditory and visual).	5.83	.89	18
Ability to obtain quickly the given facts of a situation.	5.74	1.10	21
Ability to remember visual details.	5.74	.92	21
Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.	5.74	.96	21
Ability to conduct an information gathering interview.	5.70	1.26	24.5
Ability to apply general principles (e.g. law) to a specific situation.	5.70	1.18	24.5
Ability to convey instructions in a firm, but calm manner.	5.65	1.03	26
Ability to draw conclusions from a variety of given facts.	5.65	1.15	26
Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.	5.65	.83	26
Ability to convert information given orally to written form.	5.61	1.08	28
General physical coordination.	5.57	1.16	29.5
Ability to comprehend information given orally.	5.57	.99	29.5
Ability to match descriptions given in oral or written form to real persons.	5.48	.90	31
Ability to recognize variations from established rules and principles.	5.43	1.08	32.5
Ability to read and comprehend written training materials, including college texts.	5.43	.98	32.5
Visual acuity (long range, short range).	5.35	.93	34
Ability to relate on a friendly basis with the public.	5.30	1.15	35
Ability to convey constructive criticism without arousing defensive behavior.	5.22	1.17	36
Ability to demonstrate concern for the problems of others.	5.17	1.44	37.5
Auditory acuity.	5.17	1.07	37.5



<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to run for varying periods of time.	4.78	1.04	39
Ability to hurdle obstacles such as fences, hedges, etc.	4.43	1.08	40
Ability to lift and transport objects varying in size and shape.	4.39	.99	41
Knowledge of sociological factors behind current social issues.	4.30	1.22	42
Ability to walk for extended periods of time.	4.09	1.31	43
Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication).	4.04	1.46	44

MEAN AND STANDARD DEVIATIONS  
of  
IMPORTANCE RATINGS  
by  
SERGEANTS

N=58

<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to apply good common sense in pressure situations.	6.67	.58	1
Ability to maintain reasoning ability under stress	6.62	.67	2
Ability to maintain self-restraint in personally demanding interpersonal situations.	6.50	.79	3
Ability to apply good judgment in choosing from several available alternatives.	6.37	.76	4
Sufficient trigger strength to discharge revolver.	6.34	1.43	5
Ability to decide on an appropriate course of action where no set guidelines exist.	6.28	.96	6
Ability to present in written form the essential facts of a situation in a clear, concise and accurate manner.	6.18	.91	7
Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.	6.12	.83	8
Ability to draw conclusions from a variety of given facts.	6.08	.89	9
Ability to comprehend information given orally.	6.07	.84	10
Ability to communicate with defensive individuals.	6.00	.92	11.5
Ability to apply general principles (e.g. law) to a specific situation.	6.00	.86	11.5
Ability to persuade individuals to follow an alternative course of action which may be against their wishes.	5.98	1.03	13.5
Ability to obtain quickly the given facts of a situation.	5.98	.91	13.5
Ability to communicate with distressed or upset individuals.	5.95	.91	15
Ability to convey instructions in a firm, but calm manner.	5.92	.96	16.5
Ability to discern irregularities from normal conditions.	5.92	.91	16.5
Ability to communicate orally with persons of diverse backgrounds.	5.90	1.07	18
Ability to apply physical force upon an individual sufficient to control individual.	5.87	1.29	19.5

KSA Importance Ratings - Sergeants  
Page two

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<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to convert information given orally to written form.	5.87	.98	19.5
Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.	5.85	.99	21
Ability to maintain alertness during extended periods of time lacking stimulation.	5.83	.96	22
Ability to convey constructive criticism without arousing defensive behavior.	5.82	1.03	23
Ability to remember visual details.	5.78	1.01	24
Ability to match descriptions given in oral or written form to real persons.	5.75	.88	25.5
Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.	5.75	1.08	25.5
Ability to relate on a friendly basis with the public.	5.70	1.01	28
Ability to recognize variations from established rules and principles.	5.70	.87	28
Ability to recall details about past events and circumstances.	5.70	1.06	28
Short term memory (auditory and visual).	5.73	1.16	30
Ability to comprehend and organize various auditory inputs.	5.68	1.13	31
Ability to conduct an information gathering interview.	5.65	1.04	32
General physical coordination.	5.58	.91	33
Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.	5.55	1.11	34
Ability to demonstrate concern for the problems of others.	5.40	1.21	35
Visual acuity (long range, short range).	5.22	1.14	36
Auditory acuity.	5.13	.93	37.5
Ability to read and comprehend written training materials, including college texts.	5.13	1.00	37.5
Ability to run for varying periods of time.	4.73	1.21	39

KSA Importance Ratings - Sergeants  
Page three

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<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Knowledge of sociological factors behind current social issues.	4.72	1.18	40
Ability to lift and transport objects varying in size and shape.	4.32	1.37	41
Ability to walk for extended periods of time.	4.25	1.13	42
Ability to hurdle obstacles such as fences, hedges, etc.	4.17	1.24	43
Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication).	4.08	1.15	44

## MEAN AND STANDARD DEVIATIONS

133

of  
IMPORTANCE RATINGS  
by  
DETECTIVES

N=285

<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to apply good common sense in pressure situations.	6.65	.69	1
Ability to maintain reasoning ability under stress.	6.45	.82	2
Ability to present in written form the essential facts of a situation in a clear, concise and accurate manner.	6.43	.79	3
Ability to maintain self-restraint in personally demanding interpersonal situations.	6.30	.864	4
Ability to apply good judgment in choosing from several available alternatives.	6.29	.89	5
Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.	6.20	.85	6.5
Ability to decide on an appropriate course of action where no set guidelines exist.	6.20	.92	6.5
Ability to comprehend information given orally.	6.16	.82	8
Ability to apply general principles (e.g. law) to a specific situation.	5.99	.89	9.5
Ability to convert information given orally to written form.	5.99	.93	9.5
Ability to remember visual details.	5.91	.90	11
Ability to apply physical force upon an individual sufficient to control individual.	5.86	1.08	12.5
Ability to discern irregularities from normal conditions	5.86	.89	12.5
Sufficient trigger strength to discharge revolver.	5.79	2.02	14.5
Ability to draw conclusions from a variety of given facts.	5.79	.97	14.5
Ability to relate on a friendly basis with the public.	5.83	.999	16
Ability to obtain quickly the given facts of a situation	5.82	1.05	17
Ability to communicate with distressed or upset individuals.	5.76	1.14	18
Ability to communicate with defensive individuals.	5.75	.98	19.5

KSA Importance Ratings - Detectives  
Page two

<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.	5.75	.97	19.5
Ability to match descriptions given in oral or written form to real persons.	5.72	.99	21
Ability to recall details about past events and circumstances.	5.71	.95	22.5
Ability to conduct an information gathering interview.	5.71	.96	22.5
General physical coordination.	5.70	.89	24
Ability to communicate orally with persons of diverse backgrounds.	5.68	1.01	25.5
Ability to convey instructions in a firm, but calm manner.	5.68	1.09	25.5
Ability to comprehend and organize various auditory inputs.	5.67	.94	27
Short term memory (auditory and visual).	5.64	1.31	28
Ability to persuade individuals to follow an alternative course of action which may be against their wishes.	5.58	1.086	29
Ability to maintain alertness during extended periods of time lacking stimulation.	5.54	1.18	30
Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.	5.45	1.08	31
Ability to recognize variations from established rules and principles.	5.49	.93	32
Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.	5.38	1.21	33
Ability to convey constructive criticism without arousing defensive behavior.	5.26	1.33	34
Ability to demonstrate concern for the problems of others.	5.21	1.236	35
Ability to read and comprehend written training materials, including college texts.	5.12	1.10	36
Visual acuity (long range, short range).	5.05	1.13	37

<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Auditory acuity.	4.95	1.10	38
Ability to run for varying periods of time.	4.72	1.41	39
Knowledge of sociological factors behind current social issues.	4.55	1.318	40
Ability to hurdle obstacles such as fences, hedges, etc.	4.36	1.35	41
Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication).	4.21	1.37	42
Ability to walk for extended periods of time.	4.16	1.25	43
Ability to lift and transport objects varying in size and shape.	4.03	1.45	44

MEAN AND STANDARD DEVIATIONS  
of  
IMPORTANCE RATINGS  
by  
POLICE OFFICER/NON-UNIFORM

N=76

<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to apply good common sense in pressure situations.	6.39	.90	1
Ability to maintain reasoning ability under stress.	6.32	1.15	2
Ability to decide on an appropriate course of action where no set guidelines exist.	6.12	1.12	3
Ability to apply good judgment in choosing from several available alternatives.	6.08	1.02	4
Ability to maintain self-restraint in personally demanding interpersonal situations.	6.00	1.10	5
Ability to apply physical force upon an individual sufficient to control individual.	5.96	1.10	6
Ability to present in written form the essential facts of a situation in clear, concise and accurate manner.	5.82	1.04	7.5
Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.	5.82	.95	7.5
Ability to remember visual details.	5.80	.85	9
Ability to communicate with defensive individuals.	5.75	1.19	10
Ability to communicate with distressed or upset individuals.	5.74	1.14	11
Ability to relate on a friendly basis with the public.	5.71	1.24	12.5
General physical coordination.	5.71	1.06	12.5
Ability to conduct an information gathering interview.	5.70	1.19	14.5
Ability to recall details about past events and circumstances.	5.70	1.00	14.5
Ability to obtain quickly the given facts of a situation.	5.69	1.17	16
Ability to convey instructions in a firm, but calm manner.	5.67	1.01	17
Ability to match descriptions given in oral or written form to real persons.	5.66	1.00	18
Ability to comprehend information given orally.	5.59	1.02	19
Ability to persuade individuals to follow an alternative course of action which may be against their wishes.	5.57	1.24	20.5

<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to draw conclusions from a variety of given facts.	5.57	1.24	20.5 -
Ability to communicate orally with persons of diverse backgrounds.	5.55	1.24	22
Ability to apply general principles (e.g. law) to specific situation.	5.54	1.24	23
Ability to discern irregularities from normal conditions.	5.53	1.16	24.5
Ability to maintain alertness during extended periods of time lacking stimulation.	5.53	1.15	24.5
Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.	5.50	1.08	26
Sufficient trigger strength to discharge revolver.	5.49	1.81	27
Ability to convey constructive criticism without arousing defensive behavior.	5.42	1.17	28
Short term memory (auditory and visual).	5.37	1.62	29
Ability to convert information given orally to written form.	5.24	1.21	30
Ability to recognize variations from established rules and principles.	5.19	1.29	31
Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.	5.14	1.20	32
Ability to comprehend and organize auditory inputs.	5.13	1.21	33
Visual acuity (long range, short range).	5.09	1.28	34
Ability to demonstrate concern for the problems of others.	5.07	1.35	35.5
Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.	5.07	1.34	35.5
Ability to run for varying periods of time.	5.05	1.39	37
Auditory acuity.	4.95	1.30	38
Ability to read and comprehend written training materials, including colleg texts.	4.78	1.24	39
Ability to hurdle obstacles such as fences, hedges, etc.	4.37	1.67	40

<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to lift and transport objects varying in size and shape.	4.28	1.47	41
Knowledge of sociological factors behind current social issues.	4.14	1.37	42
Ability to walk for extended periods of time.	4.07	1.40	43
Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication).	3.84	1.43	44

MEAN AND STANDARD DEVIATIONS  
of  
IMPORTANCE RATINGS  
by  
POLICE OFFICER/UNIFORM  
N=285

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<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to apply good common sense in pressure situations.	6.69	.71	1
Ability to maintain reasoning ability under stress.	6.46	.86	2
Ability to decide on an appropriate course of action where no set guidelines exist.	6.27	.97	3
Ability to maintain self-restraint in personally demanding interpersonal situations.	6.19	1.07	4
Ability to apply good judgment in choosing from several available alternatives.	6.14	1.01	5
Ability to apply physical force upon an individual sufficient to control individual.	6.05	1.12	6
Ability to present in written form the essential facts of a situation in a clear, concise and accurate manner.	6.03	1.00	7
Ability to obtain quickly the given facts of a situation.	6.00	1.07	8
Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.	5.98	1.08	9
Ability to match descriptions given in oral or written form to real persons.	5.90	1.10	10
Ability to convey instructions in a firm, but calm manner.	5.89	1.02	11.5
Ability to comprehend information given orally.	5.89	1.00	11.5
Ability to communicate with defensive individuals.	5.88	1.06	13
Ability to apply general principles (e.g. law) to a specific situation.	5.87	1.07	14
Ability to remember visual details.	5.86	1.03	15
Ability to persuade individuals to follow an alternative course of action which may be against their wishes.	5.85	1.18	16
Ability to discern irregularities from normal conditions.	5.84	1.10	17.5
Ability to draw conclusions from a variety of given facts.	5.84	1.10	17.5
Ability to communicate with distressed or upset individuals.	5.83	1.13	19

KSA Importance Ratings - Police Officer/Uniform  
Page two

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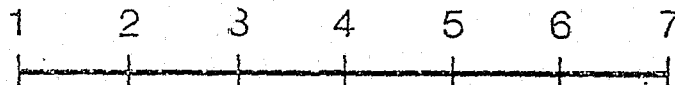
<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
General physical coordination.	5.77	1.12	20
Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.	5.75	1.11	21
Short term memory (auditory and visual).	5.74	1.24	22.5
Ability to recall details about past events and circumstances.	5.74	1.04	22.5
Ability to maintain alertness during extended periods of time lacking stimulation.	5.68	1.26	24
Sufficient trigger strength to discharge revolver.	5.67	1.87	25.5
Ability to convert information given orally to written form.	5.67	1.12	25.5
Ability to relate on a friendly basis with the public.	5.66	1.24	27
Ability to communicate orally with persons of diverse backgrounds.	5.60	1.17	28
Ability to recognize variations from established rules and principles.	5.51	1.21	29
Ability to comprehend and organize various auditory inputs.	5.43	1.22	30
Ability to conduct an information gathering interview.	5.50	1.43	31
Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.	5.41	1.22	32
Visual acuity (long range, short range).	5.39	1.22	33
Ability to convey constructive criticism without arousing defensive behavior.	5.37	1.26	34
Auditory acuity.	5.23	1.24	35.5
Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.	5.23	1.36	35.5
Ability to demonstrate concern for the problems of others.	5.20	1.37	37
Ability to run for varying periods of time.	4.96	1.37	38
Ability to read and comprehend written training materials, including college texts.	4.94	1.35	39

<u>KSA</u>	<u>Mean</u>	<u>S.D.</u>	<u>Rank</u>
Ability to hurdle obstacles such as fences, hedges, etc.	4.45	1.45	40.5
Ability to lift and transport objects varying in size and shape.	4.45	1.56	40.5
Knowledge of sociological factors behind current social issues.	4.27	1.63	42
Ability to walk for extended periods of time.	4.19	1.55	43
Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication).	4.05	1.54	44

Importance Rating

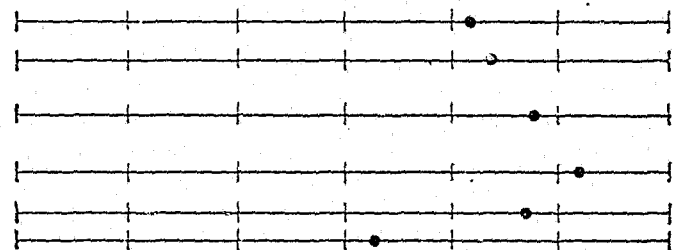
Group: All Respondents

Little or No Importance      Moderate Importance      Considerable Importance      Extreme Importance



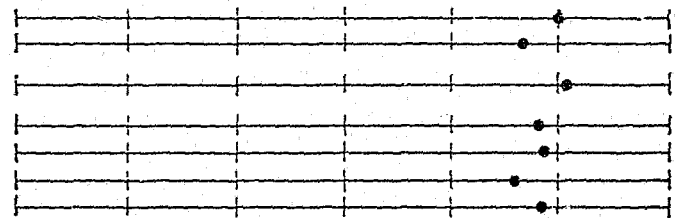
INTERPERSONAL RELATIONS

- Ability to demonstrate concern for the problems of others.
- Ability to convey constructive criticism without arousing defensive behavior.
- Ability to persuade individuals to follow an alternative course of action which may be against their wishes.
- Ability to maintain self-restraint in personally demanding interpersonal situations.
- Ability to relate on a friendly basis with the public.
- Knowledge of sociological factors behind current social issues.



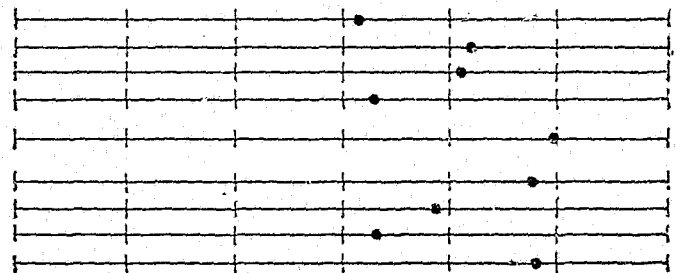
COMMUNICATIONS

- Ability to communicate orally the essential facts of a situation, etc.
- Ability to communicate orally with persons of diverse backgrounds.
- Ability to present in written form the essential facts of a situation in a clear, concise, and accurate manner.
- Ability to convey instructions in a firm, but calm, manner.
- Ability to communicate with defensive individuals.
- Ability to conduct information gathering interview.
- Ability to communicate with distressed or upset individuals.



PHYSICAL ABILITIES AND ATTRIBUTES

- Ability to walk for extended periods of time.
- Visual acuity (long range, short range).
- Auditory acuity.
- Ability to lift and transport objects varying in size and shape.
- Ability to apply physical force upon an individual sufficient to control him/her.
- General physical coordination.
- Ability to run for varying periods of time.
- Ability to hurdle obstacles such as fences, hedges, etc.
- Sufficient trigger finger strength to discharge revolver.





Importance Rating

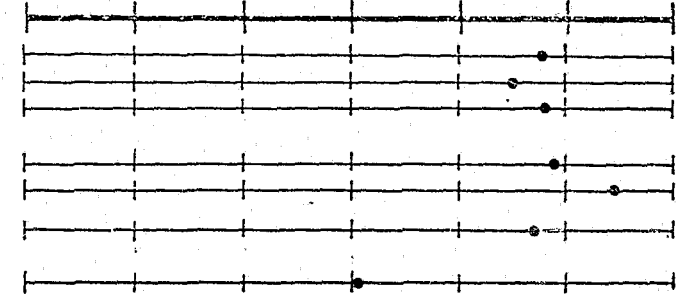
Group: All Respondents

Little or No Importance      Moderate Importance      Considerable Importance      Extreme Importance

1      2      3      4      5      6      7

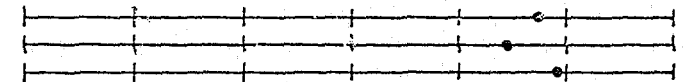
REASONING ABILITIES

- Ability to discern irregularities from normal conditions.
- Ability to recognize variations from established rules and principles.
- Ability to apply general principles (e.g. laws) to a specific situation.
- Ability to draw conclusions from a variety of facts.
- Ability to obtain quickly the facts of a situation.
- Ability to maintain reasoning ability under stress.
- Ability to maintain alertness during extended periods of time without stimulation.
- Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication).



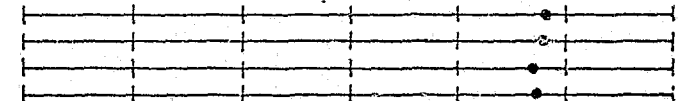
ORAL COMPREHENSION

- Ability to convert information given orally to written form.
- Ability to comprehend and organize various auditory inputs.
- Ability to comprehend information given orally.



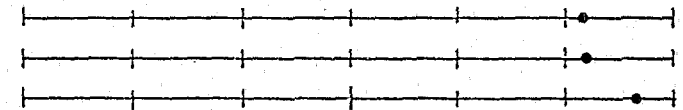
MEMORY

- Ability to remember visual details.
- Ability to match descriptions given in oral or written form to real persons.
- Short term memory (auditory and visual).
- Ability to recall details about past events and circumstances.



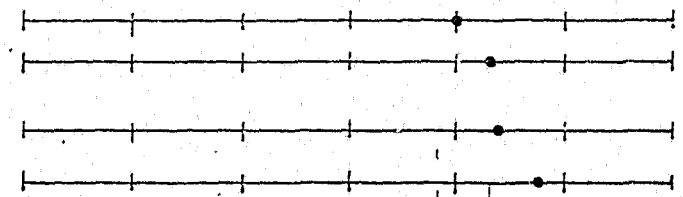
JUDGMENT

- Ability to apply good judgment in choosing from several available alternatives.
- Ability to decide on an appropriate course of action where no set of guidelines exist.
- Ability to apply common good sense in pressure situations.



READING COMPREHENSION

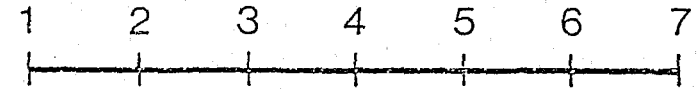
- Ability to read and comprehend written training materials, including college texts.
- Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.
- Ability to read and comprehend legal materials, including laws, ordinances, court decisions, etc.
- Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.



## Importance Rating

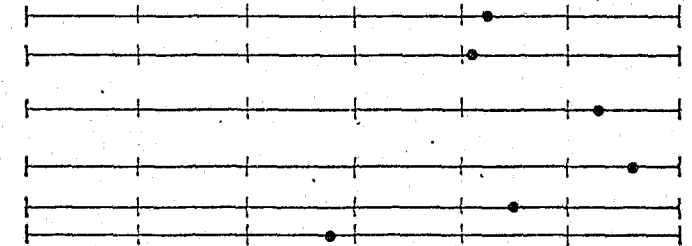
Group: Captains

Little or No Importance      Moderate Importance      Considerable Importance      Extreme Importance



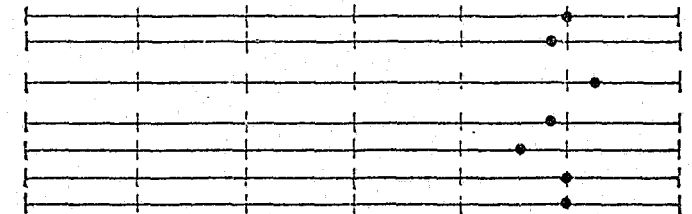
### INTERPERSONAL RELATIONS

- Ability to demonstrate concern for the problems of others.
- Ability to convey constructive criticism without arousing defensive behavior.
- Ability to persuade individuals to follow an alternative course of action which may be against their wishes.
- Ability to maintain self-restraint in personally demanding interpersonal situations.
- Ability to relate on a friendly basis with the public.
- Knowledge of sociological factors behind current social issues.



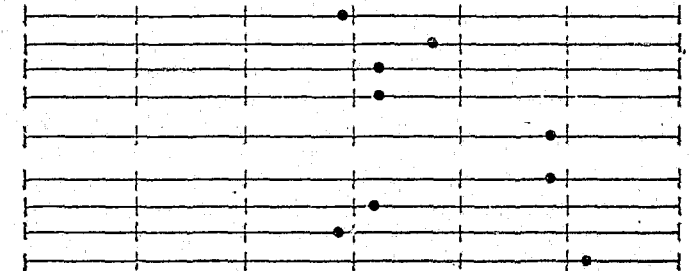
### COMMUNICATIONS

- Ability to communicate orally the essential facts of a situation, etc.
- Ability to communicate orally with persons of diverse backgrounds.
- Ability to present in written form the essential facts of a situation in a clear, concise, and accurate manner.
- Ability to convey instructions in a firm, but calm, manner.
- Ability to communicate with defensive individuals.
- Ability to conduct information gathering interview.
- Ability to communicate with distressed or upset individuals.



### PHYSICAL ABILITIES AND ATTRIBUTES

- Ability to walk for extended periods of time.
- Visual acuity (long range, short range).
- Auditory acuity.
- Ability to lift and transport objects varying in size and shape.
- Ability to apply physical force upon an individual sufficient to control him/her.
- General physical coordination.
- Ability to run for varying periods of time.
- Ability to hurdle obstacles such as fences, hedges, etc.
- Sufficient trigger finger strength to discharge revolver.



Importance Rating

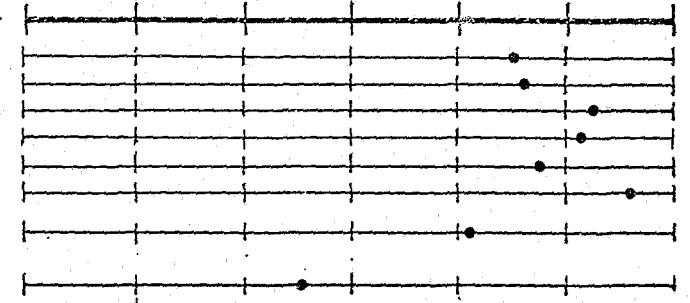
Group: Captains

Little or No Importance      Moderate Importance      Considerable Importance      Extreme Importance

1      2      3      4      5      6      7

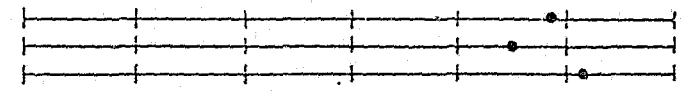
REASONING ABILITIES

- Ability to discern irregularities from normal conditions.
- Ability to recognize variations from established rules and principles.
- Ability to apply general principles (e.g. laws) to a specific situation.
- Ability to draw conclusions from a variety of facts.
- Ability to obtain quickly the facts of a situation.
- Ability to maintain reasoning ability under stress.
- Ability to maintain alertness during extended periods of time without stimulation.
- Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication).



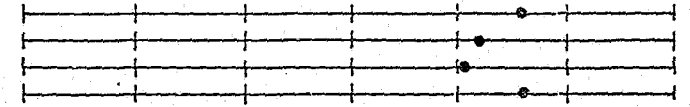
ORAL COMPREHENSION

- Ability to convert information given orally to written form.
- Ability to comprehend and organize various auditory inputs.
- Ability to comprehend information given orally.



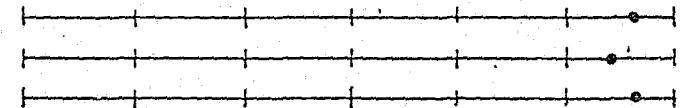
MEMORY

- Ability to remember visual details.
- Ability to match descriptions given in oral or written form to real persons.
- Short term memory (auditory and visual).
- Ability to recall details about past events and circumstances.



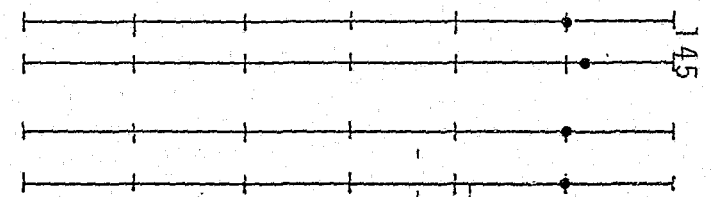
JUDGMENT

- Ability to apply good judgment in choosing from several available alternatives.
- Ability to decide on an appropriate course of action where no set of guidelines exist.
- Ability to apply common good sense in pressure situations.



READING COMPREHENSION

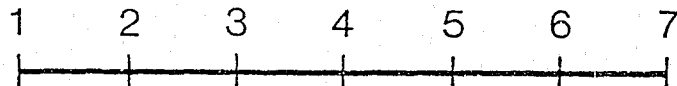
- Ability to read and comprehend written training materials, including college texts.
- Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.
- Ability to read and comprehend legal materials, including laws, ordinances, court decisions, etc.
- Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.



Importance Rating

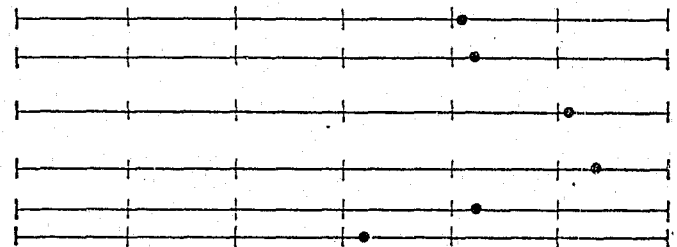
Group: Lieutenants

Little or No Importance      Moderate Importance      Considerable Importance      Extreme Importance



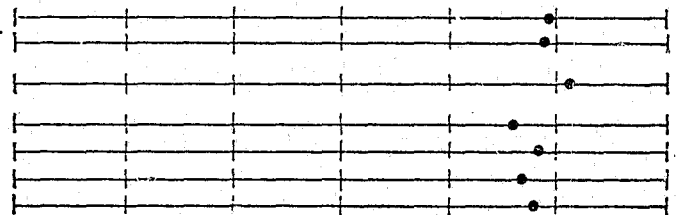
INTERPERSONAL RELATIONS

- Ability to demonstrate concern for the problems of others.
- Ability to convey constructive criticism without arousing defensive behavior.
- Ability to persuade individuals to follow an alternative course of action which may be against their wishes.
- Ability to maintain self-restraint in personally demanding interpersonal situations.
- Ability to relate on a friendly basis with the public.
- Knowledge of sociological factors behind current social issues.



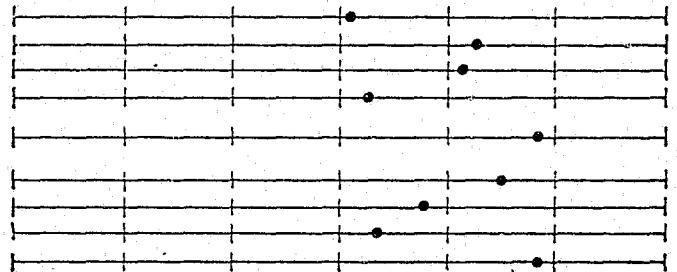
COMMUNICATIONS

- Ability to communicate orally the essential facts of a situation, etc.
- Ability to communicate orally with persons of diverse backgrounds.
- Ability to present in written form the essential facts of a situation in a clear, concise, and accurate manner.
- Ability to convey instructions in a firm, but calm, manner.
- Ability to communicate with defensive individuals.
- Ability to conduct information gathering interview.
- Ability to communicate with distressed or upset individuals.



PHYSICAL ABILITIES AND ATTRIBUTES

- Ability to walk for extended periods of time.
- Visual acuity (long range, short range).
- Auditory acuity.
- Ability to lift and transport objects varying in size and shape.
- Ability to apply physical force upon an individual sufficient to control him/her.
- General physical coordination.
- Ability to run for varying periods of time.
- Ability to hurdle obstacles such as fences, hedges, etc.
- Sufficient trigger finger strength to discharge revolver.



Importance Rating

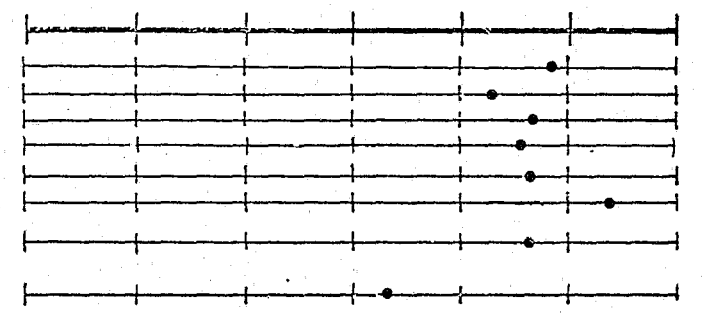
Group: Lieutenants

Little or No Importance      Moderate Importance      Considerable Importance      Extreme Importance

1      2      3      4      5      6      7

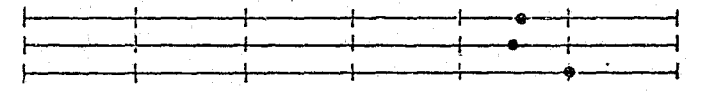
REASONING ABILITIES

- Ability to discern irregularities from normal conditions.
- Ability to recognize variations from established rules and principles.
- Ability to apply general principles (e.g. laws) to a specific situation.
- Ability to draw conclusions from a variety of facts.
- Ability to obtain quickly the facts of a situation.
- Ability to maintain reasoning ability under stress.
- Ability to maintain alertness during extended periods of time without stimulation.
- Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication).



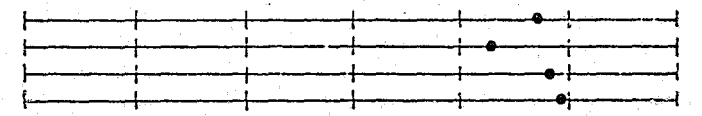
ORAL COMPREHENSION

- Ability to convert information given orally to written form.
- Ability to comprehend and organize various auditory inputs.
- Ability to comprehend information given orally.



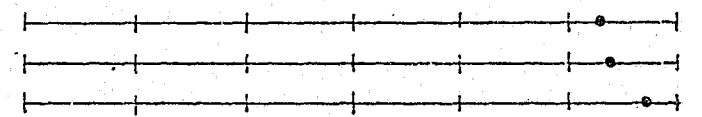
MEMORY

- Ability to remember visual details.
- Ability to match descriptions given in oral or written form to real persons.
- Short term memory (auditory and visual).
- Ability to recall details about past events and circumstances.



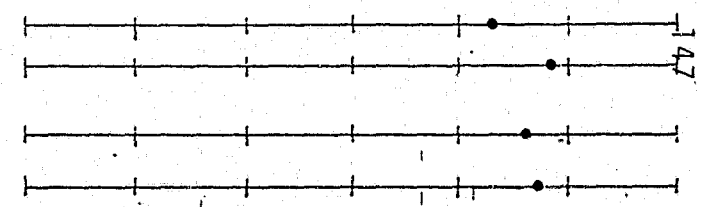
JUDGMENT

- Ability to apply good judgment in choosing from several available alternatives.
- Ability to decide on an appropriate course of action where no set of guidelines exist.
- Ability to apply common good sense in pressure situations.



READING COMPREHENSION

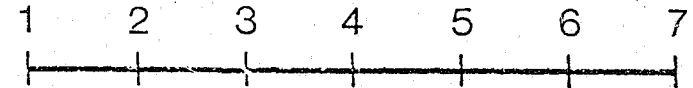
- Ability to read and comprehend written training materials, including college texts.
- Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.
- Ability to read and comprehend legal materials, including laws, ordinances, court decisions, etc.
- Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.



Importance Rating

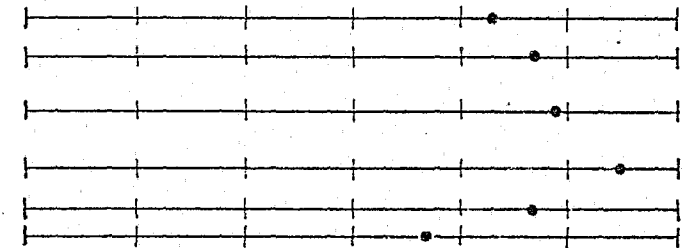
Group: Sergeants

Little or No Importance      Moderate Importance      Considerable Importance      Extreme Importance



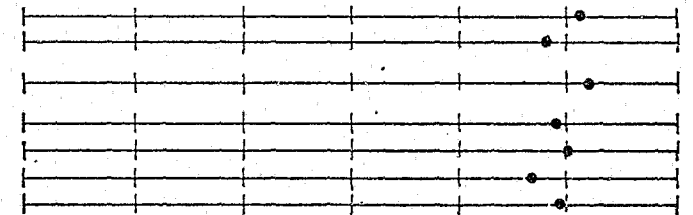
INTERPERSONAL RELATIONS

- Ability to demonstrate concern for the problems of others.
- Ability to convey constructive criticism without arousing defensive behavior.
- Ability to persuade individuals to follow an alternative course of action which may be against their wishes.
- Ability to maintain self-restraint in personally demanding interpersonal situations.
- Ability to relate on a friendly basis with the public.
- Knowledge of sociological factors behind current social issues.



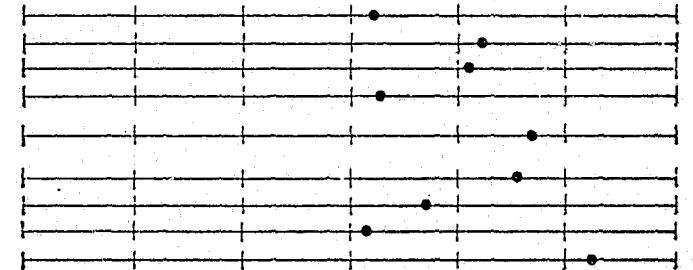
COMMUNICATIONS

- Ability to communicate orally the essential facts of a situation, etc.
- Ability to communicate orally with persons of diverse backgrounds.
- Ability to present in written form the essential facts of a situation in a clear, concise, and accurate manner.
- Ability to convey instructions in a firm, but calm, manner.
- Ability to communicate with defensive individuals.
- Ability to conduct information gathering interview.
- Ability to communicate with distressed or upset individuals.



PHYSICAL ABILITIES AND ATTRIBUTES

- Ability to walk for extended periods of time.
- Visual acuity (long range, short range).
- Auditory acuity.
- Ability to lift and transport objects varying in size and shape.
- Ability to apply physical force upon an individual sufficient to control him/her.
- General physical coordination.
- Ability to run for varying periods of time.
- Ability to hurdle obstacles such as fences, hedges, etc.
- Sufficient trigger finger strength to discharge revolver.



Importance Rating

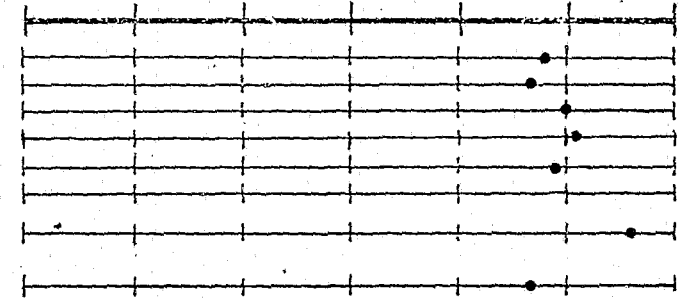
Group: Sergeants

Little or No Importance      Moderate Importance      Considerable Importance      Extreme Importance

1      2      3      4      5      6      7

REASONING ABILITIES

- Ability to discern irregularities from normal conditions.
- Ability to recognize variations from established rules and principles.
- Ability to apply general principles (e.g. laws) to a specific situation.
- Ability to draw conclusions from a variety of facts.
- Ability to obtain quickly the facts of a situation.
- Ability to maintain reasoning ability under stress.
- Ability to maintain alertness during extended periods of time without stimulation.
- Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication).



ORAL COMPREHENSION

- Ability to convert information given orally to written form.
- Ability to comprehend and organize various auditory inputs.
- Ability to comprehend information given orally.



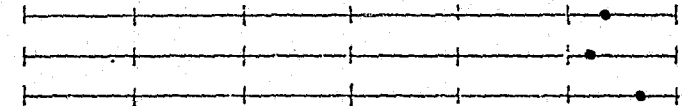
MEMORY

- Ability to remember visual details.
- Ability to match descriptions given in oral or written form to real persons.
- Short term memory (auditory and visual).
- Ability to recall details about past events and circumstances.



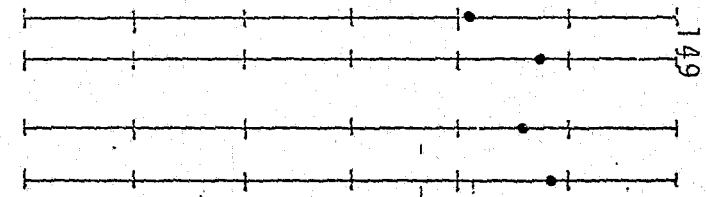
JUDGMENT

- Ability to apply good judgment in choosing from several available alternatives.
- Ability to decide on an appropriate course of action where no set of guidelines exist.
- Ability to apply common good sense in pressure situations.



READING COMPREHENSION

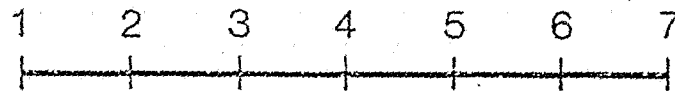
- Ability to read and comprehend written training materials, including college texts.
- Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.
- Ability to read and comprehend legal materials, including laws, ordinances, court decisions, etc.
- Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.



Importance Rating

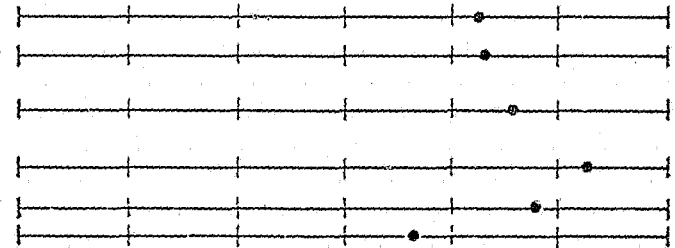
Group: Detectives

Little or No Importance      Moderate Importance      Considerable Importance      Extreme Importance



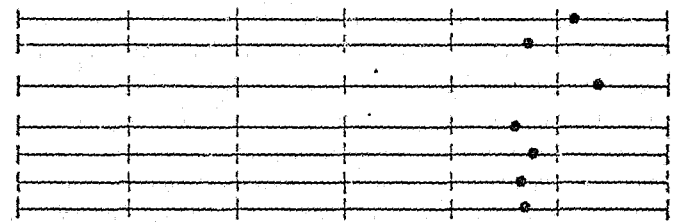
INTERPERSONAL RELATIONS

- Ability to demonstrate concern for the problems of others.
- Ability to convey constructive criticism without arousing defensive behavior.
- Ability to persuade individuals to follow an alternative course of action which may be against their wishes.
- Ability to maintain self-restraint in personally demanding interpersonal situations.
- Ability to relate on a friendly basis with the public.
- Knowledge of sociological factors behind current social issues.



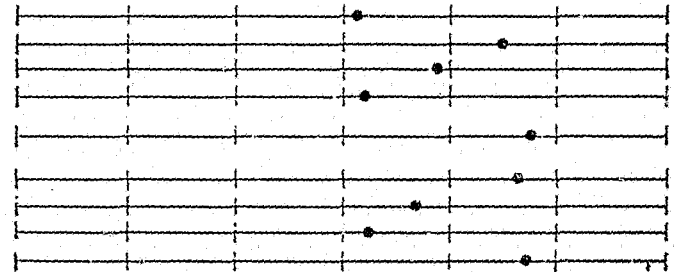
COMMUNICATIONS

- Ability to communicate orally the essential facts of a situation, etc.
- Ability to communicate orally with persons of diverse backgrounds.
- Ability to present in written form the essential facts of a situation in a clear, concise, and accurate manner.
- Ability to convey instructions in a firm, but calm, manner.
- Ability to communicate with defensive individuals.
- Ability to conduct information gathering interview.
- Ability to communicate with distressed or upset individuals.



PHYSICAL ABILITIES AND ATTRIBUTES

- Ability to walk for extended periods of time.
- Visual acuity (long range, short range).
- Auditory acuity.
- Ability to lift and transport objects varying in size and shape.
- Ability to apply physical force upon an individual sufficient to control him/her.
- General physical coordination.
- Ability to run for varying periods of time.
- Ability to hurdle obstacles such as fences, hedges, etc.
- Sufficient trigger finger strength to discharge revolver.





Importance Rating

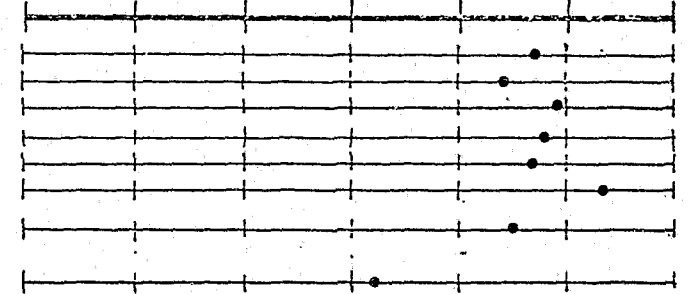
Group: Detectives

Little or No Importance      Moderate Importance      Considerable Importance      Extreme Importance

1      2      3      4      5      6      7

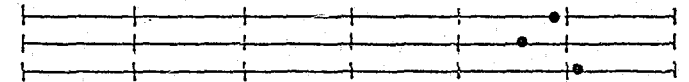
REASONING ABILITIES

- Ability to discern irregularities from normal conditions.
- Ability to recognize variations from established rules and principles.
- Ability to apply general principles (e.g. laws) to a specific situation.
- Ability to draw conclusions from a variety of facts.
- Ability to obtain quickly the facts of a situation.
- Ability to maintain reasoning ability under stress.
- Ability to maintain alertness during extended periods of time without stimulation.
- Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication).



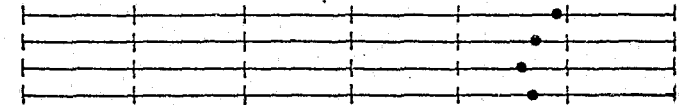
ORAL COMPREHENSION

- Ability to convert information given orally to written form.
- Ability to comprehend and organize various auditory inputs.
- Ability to comprehend information given orally.



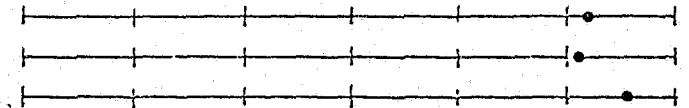
MEMORY

- Ability to remember visual details.
- Ability to match descriptions given in oral or written form to real persons.
- Short term memory (auditory and visual).
- Ability to recall details about past events and circumstances.



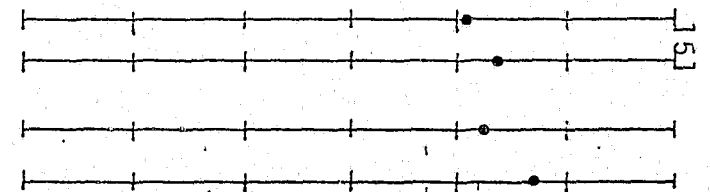
JUDGMENT

- Ability to apply good judgment in choosing from several available alternatives.
- Ability to decide on an appropriate course of action where no set of guidelines exist.
- Ability to apply common good sense in pressure situations.



READING COMPREHENSION

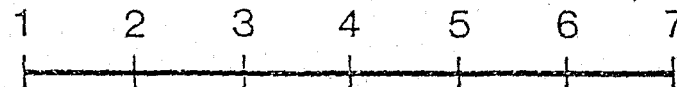
- Ability to read and comprehend written training materials, including college texts.
- Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.
- Ability to read and comprehend legal materials, including laws, ordinances, court decisions, etc.
- Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.



## Importance Rating

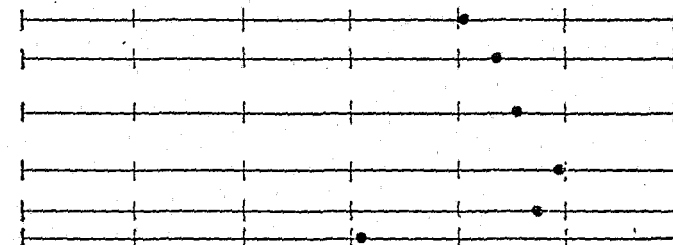
Group: Police Officer -  
Non-Uniform

Little or No Importance      Moderate Importance      Considerable Importance      Extreme Importance



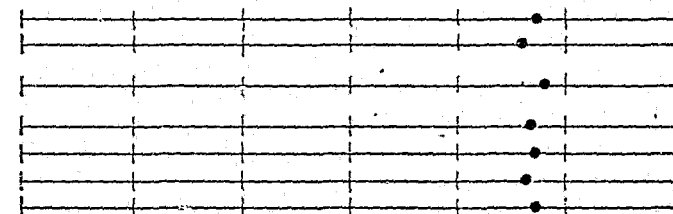
### INTERPERSONAL RELATIONS

- Ability to demonstrate concern for the problems of others.
- Ability to convey constructive criticism without arousing defensive behavior.
- Ability to persuade individuals to follow an alternative course of action which may be against their wishes.
- Ability to maintain self-restraint in personally demanding interpersonal situations.
- Ability to relate on a friendly basis with the public.
- Knowledge of sociological factors behind current social issues.



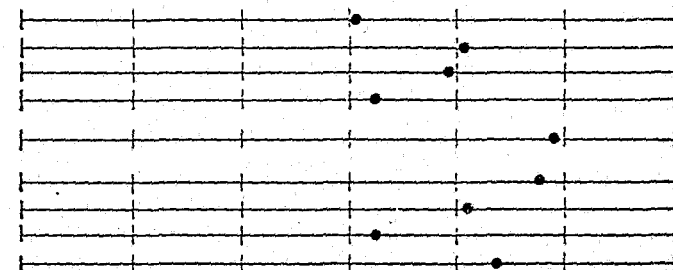
### COMMUNICATIONS

- Ability to communicate orally the essential facts of a situation, etc.
- Ability to communicate orally with persons of diverse backgrounds.
- Ability to present in written form the essential facts of a situation in a clear, concise, and accurate manner.
- Ability to convey instructions in a firm, but calm, manner.
- Ability to communicate with defensive individuals.
- Ability to conduct information gathering interview.
- Ability to communicate with distressed or upset individuals.



### PHYSICAL ABILITIES AND ATTRIBUTES

- Ability to walk for extended periods of time.
- Visual acuity (long range, short range).
- Auditory acuity.
- Ability to lift and transport objects varying in size and shape.
- Ability to apply physical force upon an individual sufficient to control him/her.
- General physical coordination.
- Ability to run for varying periods of time.
- Ability to hurdle obstacles such as fences, hedges, etc.
- Sufficient trigger finger strength to discharge revolver.



Importance Rating

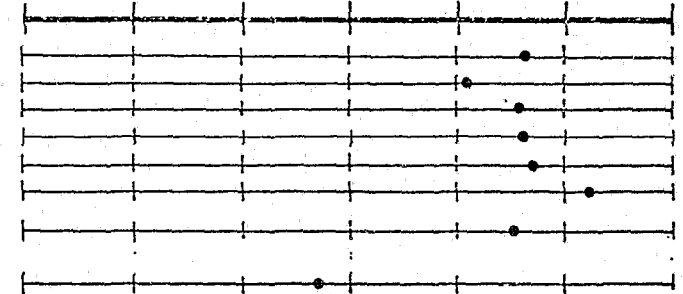
Group: Police Officer/  
Non-Uniform

Little or No Importance      Moderate Importance      Considerable Importance      Extreme Importance

1      2      3      4      5      6      7

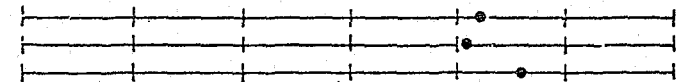
REASONING ABILITIES

- Ability to discern irregularities from normal conditions.
- Ability to recognize variations from established rules and principles.
- Ability to apply general principles (e.g. laws) to a specific situation.
- Ability to draw conclusions from a variety of facts.
- Ability to obtain quickly the facts of a situation.
- Ability to maintain reasoning ability under stress.
- Ability to maintain alertness during extended periods of time without stimulation.
- Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication).



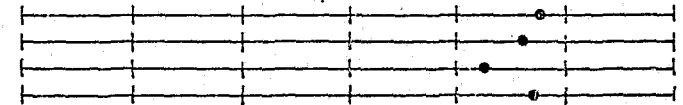
ORAL COMPREHENSION

- Ability to convert information given orally to written form.
- Ability to comprehend and organize various auditory inputs.
- Ability to comprehend information given orally.



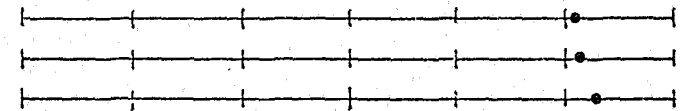
MEMORY

- Ability to remember visual details.
- Ability to match descriptions given in oral or written form to real persons.
- Short term memory (auditory and visual).
- Ability to recall details about past events and circumstances.



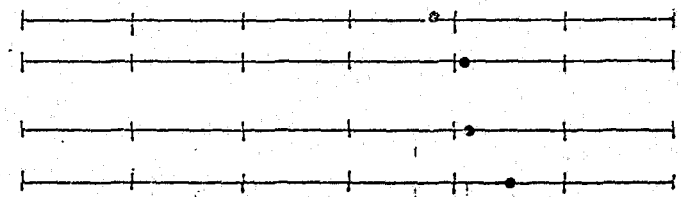
JUDGMENT

- Ability to apply good judgment in choosing from several available alternatives.
- Ability to decide on an appropriate course of action where no set of guidelines exist.
- Ability to apply common good sense in pressure situations.



READING COMPREHENSION

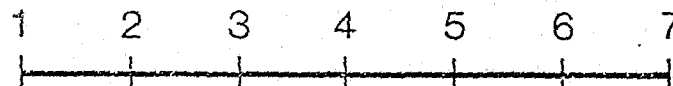
- Ability to read and comprehend written training materials, including college texts.
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Importance Rating

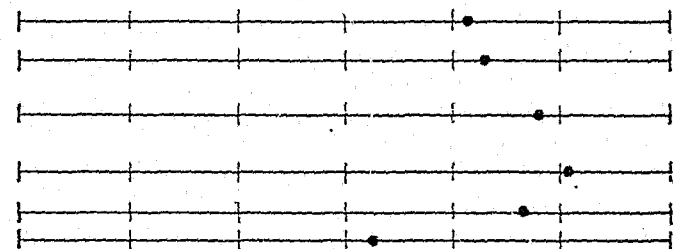
Group: Police Officer/  
Uniform

Little or No Importance      Moderate Importance      Considerable Importance      Extreme Importance



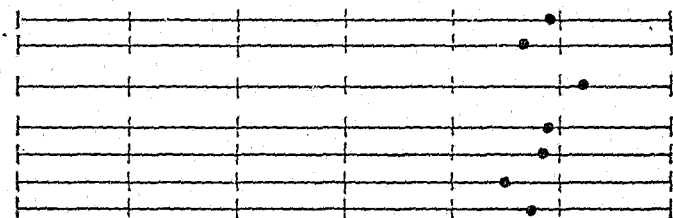
INTERPERSONAL RELATIONS

- Ability to demonstrate concern for the problems of others.
- Ability to convey constructive criticism without arousing defensive behavior.
- Ability to persuade individuals to follow an alternative course of action which may be against their wishes.
- Ability to maintain self-restraint in personally demanding interpersonal situations.
- Ability to relate on a friendly basis with the public.
- Knowledge of sociological factors behind current social issues.



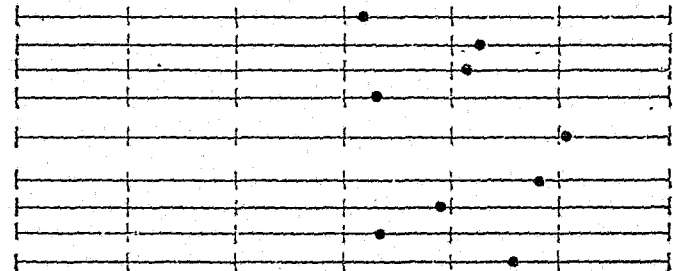
COMMUNICATIONS

- Ability to communicate orally the essential facts of a situation, etc.
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- Ability to convey instructions in a firm, but calm, manner.
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- Ability to apply physical force upon an individual sufficient to control him/her.
- General physical coordination.
- Ability to run for varying periods of time.
- Ability to hurdle obstacles such as fences, hedges, etc.
- Sufficient trigger finger strength to discharge revolver.



Importance Rating

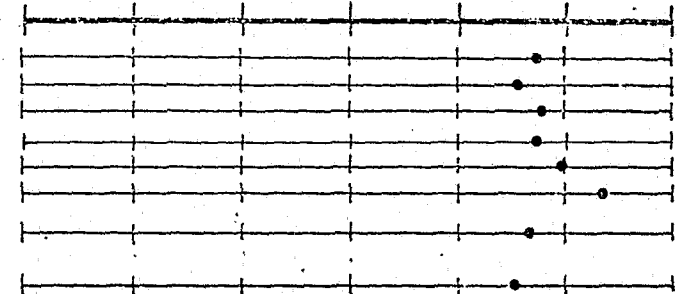
Group: Police Officer/Uniform

Little or No Importance      Moderate Importance      Considerable Importance      Extreme Importance

1      2      3      4      5      6      7

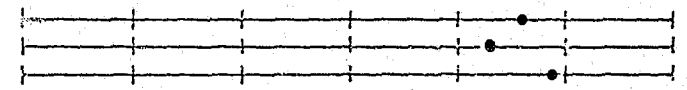
REASONING ABILITIES

- Ability to discern irregularities from normal conditions.
- Ability to recognize variations from established rules and principles.
- Ability to apply general principles (e.g. laws) to a specific situation.
- Ability to draw conclusions from a variety of facts.
- Ability to obtain quickly the facts of a situation.
- Ability to maintain reasoning ability under stress.
- Ability to maintain alertness during extended periods of time without stimulation.
- Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication).



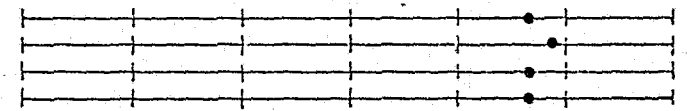
ORAL COMPREHENSION

- Ability to convert information given orally to written form.
- Ability to comprehend and organize various auditory inputs.
- Ability to comprehend information given orally.



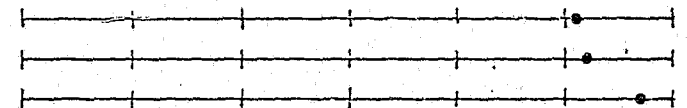
MEMORY

- Ability to remember visual details.
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- Short term memory (auditory and visual).
- Ability to recall details about past events and circumstances.



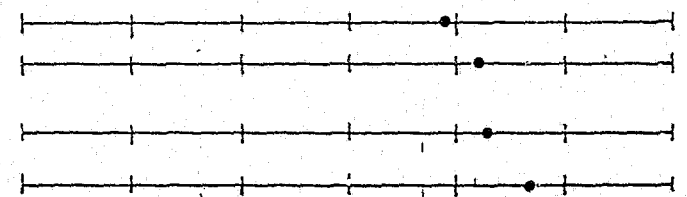
JUDGMENT

- Ability to apply good judgment in choosing from several available alternatives.
- Ability to decide on an appropriate course of action where no set of guidelines exist.
- Ability to apply common good sense in pressure situations.



READING COMPREHENSION

- Ability to read and comprehend written training materials, including college texts.
- Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.
- Ability to read and comprehend legal materials, including laws, ordinances, court decisions, etc.
- Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.



#### IV. DISCUSSION

##### A. Summary

The primary purpose of this study as stated in the Introduction was directed toward the establishment of job-related selection criteria for the position of uniformed police officer by providing an accurate description and job analysis on which selection criteria could be based. Several job analysis methods were reviewed and Functional Job Analysis chosen because it promised to provide the means to describe the activities of police officers in a format from which Knowledge, Skills and Abilities could be fairly easily extracted.

As this study demonstrates, the job of uniformed police officer can indeed be described accurately by concentrating on the tasks performed by police officers; how they performed, for what purpose, and using what tools, equipment or work aids. It was also demonstrated that functional knowledge, skills and abilities could be derived by close examination of the tasks described. That the KSA's derived are important to the job of police officer was strongly supported by the results of the Job Factor Questionnaire in which present and former uniformed officers were asked to estimate the importance of each KSA. All KSA's were rated, on the average, as being of moderate importance or greater. The vast majority were rated as considerably important to the job of uniformed police officer.

##### B. Notes of Caution

Several notes of caution must be made to avoid the misinterpretation of some elements of this study. The reader is well advised to consider some of the observations which follow concerning limitations of the study.

Although the task statements were reviewed several times for accuracy and comprehensiveness, it should be realized that some tasks performed by uniformed police officers may not have been included. No job analysis method yet developed is able to provide a description of every single task performed within a job. This becomes even more evident in as complex and variable a job as that of police officer. However, it may be safely assumed that all major activities and most minor activities performed by police officers have been included in the catalog of task statements.

It should also be recognized that due to the emphasis on deriving functional KSA's which could reasonably be expected of police officer candidates and would not be learned in training or a brief orientation to the job, the specific KSA's mentioned in the section below functional KSA's on the task statement forms are not meant to be complete. Therefore, they cannot by themselves serve as the basis for a training program without considerably more detailed analysis. The specific KSA's which are listed are meant to provide some examples of the kinds of Knowledge, Skills and Abilities which cannot rationally be expected of police officer candidates and must be learned on the job or trained.

As was mentioned earlier, functional KSA's are those which can reasonably be expected of police officer candidates. Thus, in a legal sense, they are "testable". However, it may well be that some of the KSA's listed are not testable in the practical sense. The field of psychometrics has not yet reached the point of sophistication at which all identified attributes and skills are measurable. Nor are any of the functional KSA's identified in the study meant to serve as the basis for a selection program without due attention to the context of the task or tasks with which they are associated. For example, "Ability to draw conclusions from a variety of given facts" cannot be tested without an examination of the tasks from which the particular ability has been derived. The task(s) must be referred to in order to determine the context of situations in which an officer must draw conclusions and the kind of facts which might be available in those situations. Without this essential step in test development, it is doubtful whether any resultant test could be deemed "job-related".

##### C. The Next Steps

Although a job analysis provides the data and background for the development of job-related selection criteria, the actual development, construction and evaluation of selection devices remains a sizable task. The following list of activities summarizes what remains to be done:

1. Determination of which KSA's are to be tested in what manner with reference to the individual tasks with which they are associated, and their relative importance;
2. Development of pilot testing procedures to measure KSA's;
3. Evaluation of pilot tests (probably by administering to a sample group of police officers and analyzing results);
4. Trial testing period with actual candidates as part of selection system;
5. Final evaluation and revision of selection devices.

Detailed plans presumably will be drawn up jointly by the Police Bureau (particularly Training and Personnel, and Planning and Research) and the Bureau of Personnel.

## READABILITY STUDY

### Introduction

As part of its broad job analysis study of police officers the staff of Planning and Research Division conducted a readability study of materials encountered by police officers in the ordinary course of their duties. The purpose of the study was to ascertain the reading level, ability, required of officers in order for them to understand the reading matter with which they must be familiar.

### Method

Thirteen samples of reading materials were drawn at random from General and Special Orders, Training Bulletins, brochures, the Manual of Rules and Procedures, etc. These were analyzed using the Simplified Flesch Readability Formula (developed by Farr, Jenkins and Patterson, 1951). This formula, described on the following page, combines ease of use with accuracy to provide an efficient means of analyzing reading matter.

Simplified Flesch Readability Formula  
(Farr, Jenkins and Patterson)\*  
1951

This formula is based on the Flesch Formula #2 (1948), but is a simplification in that the user needs only to count the number of one syllable words rather than the number of syllables.

Method

1. Count out sample of 100 words
2. Count the number of one syllable words per 100 word sample.
3. Count the number of sentences for each sample, and determine the average sentence length. Divide the number of words by the number of sentences.
4. Use the table (attached) to determine the Flesch Reading Ease Index.
5. Score, using the following scales.

Reading Ease Score

**College	0- 30	Very Difficult	Science
High School/Some College	30- 50	Difficult	Academic
Some High School	50- 60	Fairly Difficult	Quality
Grade 7-8	60- 70	Standard	Digests
Grade 6	70- 80	Fairly Easy	Slick-Fiction
Grade 5	80- 90	Easy	Pulp Fiction
Grade 4	90-100	Very Easy	Comics

\*From: 'Simplification of Flesch Reading Ease Formula', Farr, Jenkins and Patterson. 'Journal of Applied Psychology', 1951, v. 35, page 333.

\*\*Grade levels correspond directly with those used in Flesch formula #1.

Human Interest Score

0- 10	Dull	Science
10- 20	Mild Interest,	Trade Journal
20- 40	Interesting	Digest
40- 60	High Interest	'New Yorker'
60-100	Dramatic	Fiction



RESULTS

The results of the study are as follows:

<u>Mean Index Score</u>	<u>Educational Level Distribution</u>		
	<u>College</u>	<u>HS/Some College</u>	<u>Some HS</u>
31.00	4	6	1
	<u>Standard Deviation</u>		
	14.08		

The index and educational level distribution indicate that the police officer must be able to read at a relatively high level of ability. It is necessary for the officer to read and comprehend technical materials relating to complex legal procedures and processes as well as less complicated material relating to dress codes, etc. The bulk of the materials sampled required a rather high level of ability, indicating that the police officer should possess reading skills at or near the college level.

Readability Rating Form  
(Farr, Jenkins, and Patterson)

Title of Article: The DUIIL Arrest  
Police Officers' Handbook  
Dec 1973 Mult Co DA (44 pp.)

Sample I:

Page: 2  
Number of One Syllable Words: 61  
Average Sentence Length: 25  
Index Number: 40

Scores: Interest Med.  
Ease Diff.  
Grade HS/S Coll.

Sample II:

Page: 12  
Number of One Syllable Words: 62  
Average Sentence Length: 25  
Index Number: 42

Scores: Interest High  
Ease Diff.  
Grade HS/S Coll.

Sample III:

Page: 30  
Number of One Syllable Words: 49  
Average Sentence Length: 25  
Index Number: 21

Scores: Interest Med.  
Ease V. Diff.  
Grade Coll.

Average Score:

Index: 34  
Grade: HS/S Coll.  
Ease: Diff.  
Interest: Med.

Readability Rating Form  
(Farr, Jenkins, and Patterson)

Title of Article: Applied Theory in Relation to  
Search Warrants - PPB Training  
Paper (5 pp.)

## Sample I:

Page: 1  
Number of One Syllable Words: 58  
Average Sentence Length: 24  
Index Number: 37

Scores: Interest Med.  
Ease Diff.  
Grade HS/S Coll.

## Sample II:

Page: 4  
Number of One Syllable Words: 59  
Average Sentence Length: 16  
Index Number: 47

Scores: Interest High  
Ease Fairly Diff.  
Grade HS/S Coll.

## Sample III:

Page: \_\_\_\_\_  
Number of One Syllable Words: \_\_\_\_\_  
Average Sentence Length: \_\_\_\_\_  
Index Number: \_\_\_\_\_

Scores: Interest \_\_\_\_\_  
Ease \_\_\_\_\_  
Grade \_\_\_\_\_

## Average Score:

Index: 42  
Grade: HS/S Coll.  
Ease: Fairly  
Interest: High

Readability Rating Form  
(Farr, Jenkins, and Patterson)

Title of Article: Defensive Driving for Police  
PPB - Special Text (IX-12) (34 pp.)

## Sample I:

Page: 5  
Number of One Syllable Words: 50  
Average Sentence Length: 20  
Index Number: 28

Scores: Interest Med.  
Ease V. Diff.  
Grade Coll.

## Sample II:

Page: 15  
Number of One Syllable Words: 56  
Average Sentence Length: 25  
Index Number: 33

Scores: Interest Med.  
Ease Diff.  
Grade HS/S Coll.

## Sample III:

Page: 25  
Number of One Syllable Words: 64  
Average Sentence Length: 25  
Index Number: 45

Scores: Interest High  
Ease Diff.  
Grade HS/S Coll.

## Average Score:

Index: 35  
Grade: HS/S Coll.  
Ease: Diff.  
Interest: Med.

Readability Rating Form  
(Farr, Jenkins, and Patterson)

Title of Article: Manual of Rules and Procedures

Sample I:

Page: Intro.  
 Number of One Syllable Words: 57  
 Average Sentence Length: 24  
 Index Number: 37

Scores: Interest Med.  
 Ease Diff.  
 Grade HS/S-Coll.

Sample II:

Page: 1 222  
 Number of One Syllable Words: 30  
 Average Sentence Length: 42  
 Index Number: 1

Scores: Interest Dull  
 Ease V. Diff.  
 Grade College

Sample III:

Page: 5.216  
 Number of One Syllable Words: 40  
 Average Sentence Length: 32  
 Index Number: 4

Scores: Interest Dull  
 Ease V. Diff.  
 Grade College

Average Score:

Index: 26  
 Grade: College  
 Ease: V. Diff.  
 Interest: Med.

Readability Rating Form  
(Farr, Jenkins, and Patterson)

Title of Article: 1974 - Memo General Order #2  
(2 pp.)

Sample I:

Page: 1  
 Number of One Syllable Words: 40  
 Average Sentence Length: 29  
 Index Number: 35

Scores: Interest Med.  
 Ease Diff.  
 Grade HS/S-Coll.

Sample II:

Page: 2  
 Number of One Syllable Words: 36  
 Average Sentence Length: 18  
 Index Number: 2

Scores: Interest Dull  
 Ease V. Diff.  
 Grade College

Sample III:

Page: \_\_\_\_\_  
 Number of One Syllable Words: \_\_\_\_\_  
 Average Sentence Length: \_\_\_\_\_  
 Index Number: \_\_\_\_\_

Scores: Interest \_\_\_\_\_  
 Ease \_\_\_\_\_  
 Grade \_\_\_\_\_

Average Score:

Index: 21  
 Grade: College  
 Ease: V. Diff.  
 Interest: Med.

Readability Rating Form  
(Farr, Jenkins, and Patterson)

Title of Article: 1974 - Memo General Order #18  
(8 pp.)

## Sample I:

Page: 1  
Number of One Syllable Words: 49  
Average Sentence Length: 22  
Index Number: 26

Scores: Interest Med.  
Ease V. Diff.  
Grade Coll.

## Sample II:

Page: 3  
Number of One Syllable Words: 60  
Average Sentence Length: 20  
Index Number: 44

Scores: Interest High  
Ease Diff.  
Grade HS/S Coll.

## Sample III:

Page: 5-6  
Number of One Syllable Words: 56  
Average Sentence Length: 18  
Index Number: 40

Scores: Interest Med.-High  
Ease Diff.  
Grade HS/S Coll.

## Average Score:

Index: 36  
Grade: HS/S Coll.  
Ease: Diff.  
Interest: Med.

Readability Rating Form  
(Farr, Jenkins, and Patterson)

Title of Article: 1974 - Memo General Order #40

## Sample I:

Page: 2  
Number of One Syllable Words: 48  
Average Sentence Length: 26  
Index Number: 19

Scores: Interest Mild  
Ease V. Diff.  
Grade College

## Sample II:

Page: \_\_\_\_\_  
Number of One Syllable Words: \_\_\_\_\_  
Average Sentence Length: \_\_\_\_\_  
Index Number: \_\_\_\_\_

Scores: Interest \_\_\_\_\_  
Ease \_\_\_\_\_  
Grade \_\_\_\_\_

## Sample III:

Page: \_\_\_\_\_  
Number of One Syllable Words: \_\_\_\_\_  
Average Sentence Length: \_\_\_\_\_  
Index Number: \_\_\_\_\_

Scores: Interest \_\_\_\_\_  
Ease \_\_\_\_\_  
Grade \_\_\_\_\_

## Average Score:

Index: 19  
Grade: College  
Ease: V. Diff.  
Interest: Mild

Readability Rating Form  
(Farr, Jenkins, and Patterson)

Title of Article: 1974 - Memo Special Order #10  
(3 pp.)

Sample I:

Page: 1  
Number of One Syllable Words: 50  
Average Sentence Length: 28  
Index Number: 20

Scores: Interest Mild  
Ease V. Diff.  
Grade College

Sample II:

Page: 2  
Number of One Syllable Words: 58  
Average Sentence Length: 21  
Index Number: 40

Scores: Interest Med.  
Ease Diff.  
Grade HS/S Coll.

Sample III:

Page: \_\_\_\_\_  
Number of One Syllable Words: \_\_\_\_\_  
Average Sentence Length: \_\_\_\_\_  
Index Number: \_\_\_\_\_

Scores: Interest \_\_\_\_\_  
Ease \_\_\_\_\_  
Grade \_\_\_\_\_

Average Score:

Index: 30  
Grade: College  
Ease: Diff.  
Interest: Med.

Readability Rating Form  
(Farr, Jenkins, and Patterson)

Title of Article: 1974 - Memo Special Order #20

Sample I:

Page: 1  
Number of One Syllable Words: 51  
Average Sentence Length: 17  
Index Number: 31

Scores: Interest Med.  
Ease Diff.  
Grade HS/S Coll.

Sample II:

Page: \_\_\_\_\_  
Number of One Syllable Words: \_\_\_\_\_  
Average Sentence Length: \_\_\_\_\_  
Index Number: \_\_\_\_\_

Scores: Interest \_\_\_\_\_  
Ease \_\_\_\_\_  
Grade \_\_\_\_\_

Sample III:

Page: \_\_\_\_\_  
Number of One Syllable Words: \_\_\_\_\_  
Average Sentence Length: \_\_\_\_\_  
Index Number: \_\_\_\_\_

Scores: Interest \_\_\_\_\_  
Ease \_\_\_\_\_  
Grade \_\_\_\_\_

Average Score:

Index: 31  
Grade: HS/S Coll.  
Ease: Diff.  
Interest: Med.

Readability Rating Form  
(Farr, Jenkins, and Patterson)

Title of Article: 1974 - Memo Special Order #44

Sample I:

Page: 1  
Number of One Syllable Words: 50  
Average Sentence Length: 18  
Index Number: 30

Scores: Interest Med.  
Ease Diff.  
Grade College

Sample II:

Page: \_\_\_\_\_  
Number of One Syllable Words: \_\_\_\_\_  
Average Sentence Length: \_\_\_\_\_  
Index Number: \_\_\_\_\_

Scores: Interest \_\_\_\_\_  
Ease \_\_\_\_\_  
Grade \_\_\_\_\_

Sample III:

Page: \_\_\_\_\_  
Number of One Syllable Words: \_\_\_\_\_  
Average Sentence Length: \_\_\_\_\_  
Index Number: \_\_\_\_\_

Scores: Interest \_\_\_\_\_  
Ease \_\_\_\_\_  
Grade \_\_\_\_\_

Average Score:

Index: 30  
Grade: College  
Ease: Diff.  
Interest: Med.

**CONTINUED**

**2 OF 2**

Readability Rating Form  
(Farr, Jenkins, and Patterson)

Title of Article: 1974 - Memo Special Order #85  
(2 pp.)

## Sample I:

Page: 1  
Number of One Syllable Words: 65  
Average Sentence Length: 20  
Index Number: 54

Scores: Interest High  
Ease Fairly Diff.  
Grade S HS

## Sample II:

Page: \_\_\_\_\_  
Number of One Syllable Words: \_\_\_\_\_  
Average Sentence Length: \_\_\_\_\_  
Index Number: \_\_\_\_\_

Scores: Interest \_\_\_\_\_  
Ease \_\_\_\_\_  
Grade \_\_\_\_\_

## Sample III:

Page: \_\_\_\_\_  
Number of One Syllable Words: \_\_\_\_\_  
Average Sentence Length: \_\_\_\_\_  
Index Number: \_\_\_\_\_

Scores: Interest \_\_\_\_\_  
Ease \_\_\_\_\_  
Grade \_\_\_\_\_

## Average Score:

Index: 54  
Grade: S HS  
Ease: Fairly Diff.  
Interest: High

APPENDIX

POSITION CLASSIFICATION  
QUESTIONNAIRE

TO BE COMPLETED BY INCUMBENT IN POSITION: IF POSITION IS VACANT, TO BE COMPLETED BY THE APPROPRIATE SUPERVISOR.

1. Last Name First Middle Initial			4. Commission, Board, or Department <b>Police Bureau</b>
2. Official Title of Position <b>Patrolman</b>			5. Division or Institution <b>Uniform</b>
Usual Working Title of Position <b>Car prowl</b>			6. Section or Other Unit of Division or Institution <b>North Precinct</b>
3. Regular Schedule of Hours of Work		Total Hrs. per Wk. <b>40</b>	7. Place of Work or Headquarters <b>North Portland area</b>
Mon. From <b>12:30A</b> To <b>8:30A</b>		Explain rotation of shifts, if any:	8. Is your work <input checked="" type="checkbox"/> Full-Time? <input type="checkbox"/> Part-Time? <input type="checkbox"/> Year-round? <input type="checkbox"/> Seasonal? <input type="checkbox"/> Temporary?
Tues. " "			If work is seasonal, temporary, or part-time, indicate part of year or proportion of full-time:
Wed. " "			
Thur. " "			
Fri. " "			
Sat. <b>Day off</b>	<b>Day off</b>		
Sun. " "			9. Do you receive any maintenance (room, meals, laundry, etc.) in addition to your cash salary? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Length of Lunch Period		Hrs. of "On-Call" Time per Wk.	

10. DESCRIPTION OF WORK: Describe below in detail the work you do. Use your own words and make your description so clear, that by reading this form, anyone can understand exactly each duty and responsibility. NOTE: In time column, indicate % of time or hours of average work week spent on each duty. List most important duties first.

TIME	WORK PERFORMED	LEAVE BLANK
	<p>The nature of the work is too varied and complex to be placed in a rigid time structure.</p> <p>Just the basic knowledge required to perform the varied tasks is enormous. There are a tremendous number of laws, including Federal, State and Local, with which an officer must be knowledgeable. Merely knowing they exist is not sufficient, as the officer must know when, where and how to apply them.</p> <p>The ability to rapidly assimilate facts and make quick decisions based on those facts is one of the officer's greatest assets. Not only will these decisions be subjected to close and lengthy scrutiny by superiors, attorneys, judges and the public in general, but they may in fact involve questions of life and death itself.</p> <p>As well as knowing the various statutes, the officer must be aware of the rules and regulations which guide his conduct and establish the procedures by which he operates. These guidelines are set by various people and bodies from his Relief Sargeant all the way up to the Supreme Court of the United States.</p> <p>The patrol officer is almost always the first person of authority to arrive at the scene of any adverse situation, be it a major crime, a family or neighborhood disturbance, or a traffic accident.</p> <p>Continued on separate sheet.</p>	

(ATTACH ADDITIONAL SHEETS IF NECESSARY)

11. Name and Title of Your Immediate Supervisor:

12. Give the names and payroll titles of employees you supervise, if five or fewer. If you supervise more than five employees, give the number under each title. If you supervise no employees, write "none."

13. List any office or field equipment and machinery which is operated, or used by you in your work. Give percentage of time spent in operation of each.

Patrol Vehicle	100%	%
	%	%
	%	%

- Which of the following statements most nearly describes how your work is assigned? (Check only one)
- As a basic trainee, I receive assignments of increasing complexity together with specific and detailed instructions for completion of each step when the assignment is new to me. My supervisor is available to instruct me on any sequences, methods, or procedures that I may not understand.
- As an intermediate trainee, I am given instructions on each assignment as to the methods and procedures to be followed and then I carry them through to completion. My supervisor is available to resolve any problems I may encounter which is not covered by the initial instructions.
- I am assigned specific jobs which I complete in accordance with recognized or established methods of practices. My supervisor is available to resolve unusual problems.
- I have regular recurring duties which I carry out with relative independence. My supervisor is available to explain new or revised methods or requirements and to resolve unusual problems.
- I have full technical responsibility for the work accomplished by the \_\_\_\_\_ (Dept., Div., Br., Unit or Shop). I independently plan, schedule, and direct all regular work and consult with my supervisor on the scheduling and requirements of special projects or the approaches to be followed on unique or precedent-setting phases of the work.
- I have full and final technical responsibility for the work accomplished by the \_\_\_\_\_ (Dept., Div., Br.). I independently approve (within general policies and budget limitations), plan, schedule, and direct all work operations. My supervisor is primarily concerned with budgetary and policy guidance, satisfaction of work requirements, and integration of the function with related programs.

15. Which of the following statements most clearly describes the kind and nature of the written guidelines you follow? (Check only one)
- There are none.
- A few detailed written procedures and instructions govern my work. I deviate from them only with specific authority from my supervisor.
- There are detailed regulations, manuals, operating procedures covering almost all aspects of my work and (Check only one)
- I usually do not deviate from them without specific authority.
- I must interpret and apply written guidelines in resolving problems.
- Extensive research may be necessary to resolve a particular problem.
- Extensive guides in the form of policies, statutes, regulations, manuals, or precedents requiring considerable interpretation and adaptation are applied.

16. Which of the following statements most nearly describes how your supervisor checks your work performance?
- New work performed is observed closely and other work is reviewed thoroughly.
- Overall work is spot-checked to insure timely accomplishment, accuracy, and conformance with instructions, procedures, or accepted standards.
- Work is reviewed for compliance to established policies or standards and evaluated on the basis of reports, observations, or results obtained.
- Work is periodically evaluated in terms of attainment of goals and the interface of results with other programs.

17. What, in your opinion, is the most difficult part of your work?  
The necessity of making instant decisions with a minimum of available information.

18. What, in your opinion, is the most important part of your work?  
The ability to deal with and relate to others under stress.

19. What is the extent of your contact with the general public or other agency personnel?  
90% of all work results in or pertains to contact with the general public.

20. In your opinion, what kind of minimum work experience, training, or education would be beneficial before hiring into this position?  
2 Years minimum college level with emphasis on the social sciences.

CERTIFICATION: I certify that the above answers are my own and are accurate and complete.

Date: March 6, 1974 Employee's Signature: \_\_\_\_\_



BUREAU OF POLICE  
Portland, Oregon

JOB FACTOR QUESTIONNAIRE

Rank \_\_\_\_\_

Assignment \_\_\_\_\_

Years of Service \_\_\_\_\_

On the following pages are listed 44 statements describing factors believed to be important in the performance of the duties of uniformed police officers (precincts and Traffic Division). You are asked to give your opinion of how important each factor is.

Please read each statement carefully and consider the factor described in relationship to the job of police officers. Ask yourself the question, "Of what importance is this factor to successful performance of my job as a uniformed police officer?"

Then, refer to the following scale in determining your answer:

1	2	3	4	5	6	7
Little or No Importance	Moderate Importance	Considerable Importance				Extreme Importance

Write down the number which best represents your opinion of the importance of each factor in the space provided at the left of each statement. Remember that you are to rate the importance of each factor to the job of uniformed police officer and not to any other Bureau position.

As soon as you have completed the questionnaire, forward it to Planning and Research Division for compilation. Copies of the results will be available upon request from Planning and Research.

1 2 3 4 5 6 7

Little or  
No Importance

Moderate  
Importance

Considerable  
Importance

Extreme  
Importance

A. INTERPERSONAL RELATIONS

- \_\_\_ 1. Ability to demonstrate concern for the problems of others.
- \_\_\_ 2. Ability to convey constructive criticism without arousing defensive behavior.
- \_\_\_ 3. Ability to persuade individuals to follow an alternative course of action which may be against their wishes.
- \_\_\_ 4. Ability to maintain self-restraint in personally demanding interpersonal situations.
- \_\_\_ 5. Ability to relate on a friendly basis with the public.
- \_\_\_ 6. Knowledge of sociological factors behind current social issues.

B. COMMUNICATIONS

- \_\_\_ 7. Ability to communicate orally with persons of diverse backgrounds.
- \_\_\_ 8. Ability to present in written form the essential facts of a situation in a clear, concise and accurate manner.
- \_\_\_ 9. Ability to communicate orally the essential facts of a situation in a clear, concise and accurate manner.
- \_\_\_ 10. Ability to convey instructions in a firm, but calm manner.
- \_\_\_ 11. Ability to communicate with defensive individuals.
- \_\_\_ 12. Ability to conduct an information gathering interview.
- \_\_\_ 13. Ability to communicate with distressed or upset individuals.

C. PHYSICAL ABILITIES AND ATTRIBUTES

- \_\_\_ 14. Ability to walk for extended periods of time.
- \_\_\_ 15. Visual acuity (long range, short range).
- \_\_\_ 16. Auditory acuity.
- \_\_\_ 17. Ability to lift and transport objects varying in size and shape.
- \_\_\_ 18. Ability to apply physical force upon an individual sufficient to control individual.
- \_\_\_ 19. General physical coordination.
- \_\_\_ 20. Ability to run for varying periods of time.

Little or No Importance      Moderate Importance      Considerable Importance      Extreme Importance

Little or No Importance      Moderate Importance      Considerable Importance      Extreme Importance

- \_\_\_ 21. Ability to hurdle obstacles such as fences, hedges, etc.
- \_\_\_ 22. Sufficient trigger strength to discharge revolver.

D. REASONING ABILITIES

- \_\_\_ 23. Ability to discern irregularities from normal conditions.
- \_\_\_ 24. Ability to recognize variations from established rules and principles.
- \_\_\_ 25. Ability to apply general principles (e.g. law) to a specific situation.
- \_\_\_ 26. Ability to draw conclusions from a variety of given facts.
- \_\_\_ 27. Ability to obtain quickly the given facts of a situation.
- \_\_\_ 28. Ability to maintain reasoning ability under stress.
- \_\_\_ 29. Ability to maintain alertness during extended periods of time lacking stimulation.
- \_\_\_ 30. Ability to perform accurately basic mathematical calculations (addition, subtraction, division, multiplication).

E. ORAL COMPREHENSION

- \_\_\_ 31. Ability to convert information given orally to written form.
- \_\_\_ 32. Ability to comprehend and organize various auditory inputs.
- \_\_\_ 33. Ability to comprehend information given orally.

F. MEMORY

- \_\_\_ 34. Ability to remember visual details.
- \_\_\_ 35. Ability to match descriptions given in oral or written form to real persons.
- \_\_\_ 36. Short term memory (auditory and visual).
- \_\_\_ 37. Ability to recall details about past events and circumstances.

G. JUDGMENT

- \_\_\_ 38. Ability to apply good judgment in choosing from several available alternatives.
- \_\_\_ 39. Ability to decide on an appropriate course of action where no set guidelines exist.

- \_\_\_ 40. Ability to apply good common sense in pressure situations.

H. READING COMPREHENSION

- \_\_\_ 41. Ability to read and comprehend written training materials, including college texts.
- \_\_\_ 42. Ability to read and comprehend materials on the level of General Orders, Special Orders, and Training Bulletins.
- \_\_\_ 43. Ability to read and comprehend legal materials including laws, ordinances, court decisions, etc.
- \_\_\_ 44. Ability to read and comprehend written materials which include dates, license numbers, addresses, names, etc.

**END**