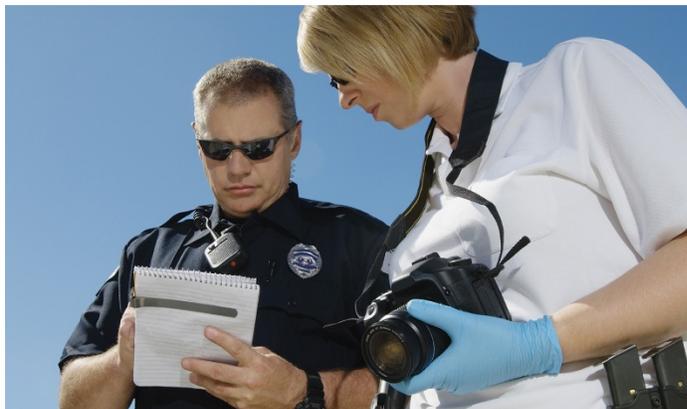


POST COMMISSION REPORT:  
**CALIFORNIA PEACE OFFICER JOB ANALYSIS**



**AUGUST 2016**



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**POST Commission Report:  
California Peace Officer Job Analysis**



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**California Commission on Peace Officer Standards and Training**

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## **CHAPTER 1: INTRODUCTION**

### **PURPOSE OF THE JOB ANALYSIS**

The Standards, Evaluation, and Research Bureau (SER) of the California Commission on Peace Officer Standards and Training (POST) conducted a validation study to identify and define critical job activities performed by entry-level peace officers in the state of California. This job analysis is part of POST's comprehensive review of the practice of peace officers in California. The purpose of this job analysis is to define practice for peace officers in terms of the actual job tasks that new officers must be able to perform safely and competently. The results of this job analysis will be used to validate the content of, and the tests used, in the Regular Basic Course (including the Work Sample Test Battery and skills testing), guide the update of the Post Entry-Level Law Enforcement Test Battery (PELLETB), and guide future POST projects for physical ability testing.

### **CONTENT VALIDATION STRATEGY**

To ensure that the job analysis reflects the actual tasks performed by entry-level peace officers, SER implemented a content validation strategy. This strategy involved both the observation and interview of a diverse cross section of officers in their work place to gain a comprehensive understanding of the actual duties performed on the job. SER drafted preliminary task statements and used the technical expertise of entry-level peace officers to verify the comprehensiveness and accuracy of draft statements. Peace officer expertise was also employed to establish a link between the job task statements and job functions, and a link between the job functions and job competencies.

### **ADHERENCE TO LEGAL STANDARDS AND GUIDELINES**

Several statutes, guidelines, and case law enumerate procedures that must be followed when developing professional selection and training criteria. These include the *Uniform Guidelines on Employee Selection Procedures*, the *Civil Rights Act of 1991*, and *Section 12944 of the California Fair Employment and Housing Act*. All applicable codes, laws, standards, and regulations were followed when conducting this job analysis.

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## **CHAPTER 2: SURVEY DEVELOPMENT**

### **LITERATURE REVIEW**

The first step in conducting a job analysis is to become familiar with the profession in order to obtain a better understanding of the profession's job, duties, function, organizational culture, terminology, equipment, and past, present, and future trends. Obtaining this level of knowledge is essential for conducting subsequent steps in the job analysis process. It is beneficial for the facilitator to possess a thorough understanding of the subject matter. To accomplish this, SER staff conducted an extensive literature review of text books, reports, articles, abstracts, power-point presentations, and information retrieved via websites (see Appendix A for the complete list of literature review sources) pertaining to:

- Prior job analyses conducted by California POST
- Job analyses conducted by POSTs in other states
- Current trends in the field of peace officers
- Current trends in the field of job analysis
- Information regarding higher educational requirements for entry-level peace officers
- Police patrol operations and functions

### **UTILIZATION OF EXPERTS**

SER identified peace officers who represent diverse practice settings to provide technical expertise as subject matter experts (SMEs) in all phases of the job analysis. Some of the peace officers participated in individual interviews/ride-alongs. Others participated in focus group meetings to develop and review job task and knowledge statements, as well as other pertinent survey information. In addition to including information from SMEs in all types of practice settings (i.e., Police Departments, Sheriff Departments, California Highway Patrol, College Campuses, and Airports), SER ensured that SMEs represented agencies of various sizes (i.e., small, medium, large, and extra-large), various geographic locations throughout the state (i.e., north, central, and south), and all types of work shifts (i.e., day, swing, and night).

SER recruited officers by contacting the many diverse types of agencies by phone and/or email. Agencies were asked to select officers with less than five years of law enforcement experience. (SMEs with less than five years of experience is the standard criteria followed when conducting job analyses in order to maintain the entry-level perspective). Officers were accepted to serve as an SME on a first-come-first-serve basis, and until SER gathered a representative sample.

## **INTERVIEWS AND RIDE-ALONGS**

Between March and October of 2013, SER conducted semi-structured on-site interviews with 35 peace officers throughout the state. An interview script was commonly followed, but the format of questioning was open-ended and dynamic, rather than formally structured. As officers were talking and/or performing a task, SER staff had the opportunity to ask follow-up questions, or more detailed questions for clarification.

Peace officers representing all types of practice settings (i.e., Police Departments, Sheriff Departments, California Highway Patrol, College Campuses, and Airports) from counties in all 10 regions of the state (see [Table 2](#) and [Figure 1](#)) were included in the process. Some interviews/ride-alongs also included tours of the agencies and/or jails.

Officers were informed that POST was updating the job analysis for entry-level peace officers, and that the purpose of the ride-along was to observe a “day-in-the-life” of an officer in order to identify the tasks officers perform on the job and the knowledges they need to perform those tasks. More specifically, officers were informed that POST was looking for tasks that were new or have been changed since the last 1998 job analysis. During the course of the ride-alongs, SER staff informally interviewed officers as to the equipment they used, the tasks they performed (as they were performing them, or immediately after they performed them), and other important law enforcement-related questions to obtain a better understanding of the peace officer profession.

## **FOCUS GROUP WORKSHOPS**

SER transcribed the information gathered from the interviews/ride-alongs into a preliminary list of job tasks and knowledge statements so that the statements had a consistent format and language. The lists were then presented to SMEs in a series of three focus group workshops for review, edit, and feedback (see [Table 3](#) for the list of represented agencies).

The first workshop was conducted on November 19 – 21, 2013 in Garden Grove, California. Eight SMEs convened to thoroughly evaluate the technical and conceptual accuracy and comprehensiveness of task statements. The SMEs were asked to review and refine the task statements from the 1998 job analysis, create new task statements for inclusion into this job analysis, and review the content areas of practice. During this workshop, the SMEs also began the review of knowledge statements by thoroughly evaluating the technical and conceptual accuracy and comprehensiveness of each statement while performing a preliminary linkage to its associated task statement.

The second workshop was conducted on December 10 – 12, 2013 in San Rafael, California. Five SMEs convened to thoroughly reevaluate the technical and conceptual accuracy and comprehensiveness of task statements completed during the first workshop. Minor changes were made to the new list of task statements for improved clarity and understanding. The SMEs also reviewed a draft of knowledge statements for technical and conceptual accuracy and

comprehensiveness. They also performed a preliminary linkage to its associated task statement. This linkage between job tasks and knowledge statements proved to be beyond the scope of the current project and was removed from further analysis.

The third workshop was conducted on February 12 – 13, 2014, in Santa Ana, California. Nine SMEs convened to thoroughly evaluate other important peace officer-related information and materials needed for data collection. These materials included peace officer participant demographics; information sources; legal references; reading and writing; complaints and incidents; equipment and transportation; job functions; and job competencies. The SMEs also evaluated an informal linkage of job functions and associated task statements to increase the comprehensiveness of linkage accuracy. The SMEs made appropriate changes as necessary.

## **PILOT SURVEY**

Based on input from the three focus group workshops, revisions were made to the task statements and other important peace officer-related information and materials, and drafted into a survey for pilot testing. An online web link to the survey was sent to all officers that participated in the three focus group workshops for their final review and feedback. A web link to the survey was also sent to several POST Bureau Chiefs and Consultants for their feedback and expertise.

The survey was divided into nine different sections. Officers were asked to respond to the first eight sections pertaining to important peace officer-related information: (1) participant demographics about themselves, their work setting, and practice, (2) reading and writing, (3) information sources, (4) legal references, (5) complaints and incidents, (6) equipment and transportation, (7) job functions, and (8) job competencies. In the ninth and final section, officers were asked to rate each job task statement using two rating scales: (1) how often they perform the task (FREQUENCY) and (2) how important the task is to performance of their current job (IMPORTANCE).

Feedback received from the pilot survey indicated that the type of rating format used in the 1998 job task analysis survey for estimating time spent on job functions was confusing. Respondents were originally asked to indicate (i.e., type in) the percentage of time they devote to each job function. Comments from the pilot survey showed that this type of rating format was confusing because job functions can overlap each other. Officers can often perform more than one job function simultaneously. Thus, officers could indicate that they devote a high percentage of time performing every job function. Feedback from the pilot survey indicated that more instructions would be needed in order to clarify how to complete that section. Therefore, this job analysis changed the rating format to a 6-point Likert-type scale. Respondents were asked to rate on a scale from 0 – 5 how often they perform each job function in the course of their duties as a peace officer. This rating format mirrored the rating format used in the other sections of this survey.

The purpose of the pilot survey was to ensure that it was operating properly online, and to make any necessary changes, if needed. Another purpose of the pilot survey was to get an approximate estimate as to how long it may take officers to complete it. Information collected from the pilot survey was gathered from April 18, 2014 to May 9, 2014. A total of 11 respondents (i.e., SMEs, Bureau Chiefs, and Consultants) reviewed the pilot survey.

## **FINAL SURVEY**

Feedback received from the pilot survey was reviewed and minor changes were incorporated, as needed, for improved clarification. The only significant change was to the type of rating format for the section on job functions. In the pilot survey, respondents were asked to indicate (i.e., type in) the percentage of time devoted to each job function. Comments from the pilot survey showed that this type of rating format was confusing and more instructions were needed to clarify how to complete that section. Therefore, the rating format was changed to a 6-point Likert-type scale, and the respondents were asked to rate how often they perform each job function in the course of their duties as a peace officer.

The final version of the survey (see Appendix B) was distributed from August 8, 2014 to August 8, 2015 with a target sample of all officers and deputies with less than five years of total law enforcement experience. Various strategies and methods were taken to recruit agencies, police officers, and sheriff deputies to participate in this job analysis survey. [Table 4](#) depicts all the strategies and methods employed for recruitment.

## CHAPTER 3: SURVEY RESULTS

### RESPONSE RATE

At the time of survey distribution there was a total of 13,604 sworn officers with less than five years of total law enforcement experience. A total of 1,663 (12%) peace officers responded to the survey. The responding sample size included in the data analysis is 1,237 (9%). This response rate reflects two adjustments. The first adjustment was made as a result of 129 surveys being excluded from the analysis because the respondents either did not complete basic training from a POST-certified academy (2 responses); were not currently working as a peace officer (6 responses); or indicated that they had more than five years of total law enforcement experience (121 responses). The second adjustment was made as a result of 297 surveys being excluded from the analysis because the respondents did not fully complete the survey. [Table 5](#) displays the survey response rates.

A total of 236 (39%) of 605 agencies provided survey participation (see Appendix C for the list of participating agencies). However, to maintain confidentiality and anonymity of all survey respondents, specific agency data was not collected. Instead, respondents were asked to indicate in which county their agency is located, thus combining multiple agencies together to provide group trend information by county, and to protect the identities of individual respondents. Therefore, although 236 agencies offered to have their officers and deputies participate, there is no breakdown information per agency to assess how many of their officers and deputies truly completed the survey in its entirety. They are listed in Appendix C for recognition of their interest and contribution to this project.

A total of 50 (86%) of the 58 counties in California were represented. For the counties not represented, invitations to the result workshops were sent to some agencies within those counties in hopes of increasing their representation in this project.

Although the responding sample size included in the analysis appears relatively low (9%), the population of peace officers sampled were stratified across counties and agencies throughout California. Great efforts were taken to elicit survey participation through various recruitment strategies and methods. POST contacted agencies across all counties which resulted in a 39% agency and 86% county representation.

In addition, the diversity of law enforcement was also thoroughly stratified beyond just municipal police and sheriff departments. For example, responses from the Department of Fish and Wildlife, state investigators, state park officers, BART police, airport police, harbor police, and college and university police were also included in the analysis.

## RELIABILITY OF RATINGS

All ratings from the survey were evaluated with a standard index of reliability called coefficient alpha ( $\alpha$ ). Coefficient alpha is an estimate of internal-consistency reliability of the respondents' ratings of job tasks in the survey. Coefficients were calculated for all respondent ratings.

[Table 6](#) displays the reliability coefficients for the task rating scales in each content area. The "frequency" for all content areas was highly reliable. The overall high reliability indicates that the responding officers rated the task statements consistently throughout the survey.

## OVERVIEW OF RESULTS WORKSHOPS

Following the collection and analysis of survey data, three separate focus group workshops were conducted to review the results of the survey, determine core items, establish a critical cut-off value, perform task linkages to job functions, and perform job function linkages to job competencies. (See [Table 7](#) for the list of represented agencies.)

The first workshop was conducted on October 8, 2015 in Anaheim, California. Twelve SMEs convened to evaluate the demographic and reading and writing results of the job analysis survey. They also evaluated the sections for information sources, legal references, complaints and incidents, equipment and transportation, job functions, and job competencies to make core item determinations.

The second workshop was conducted on November 17, 2015 in Santa Ana, California. Ten SMEs convened to reevaluate the results of the survey and the core items that were established in the first workshop. The purpose of this workshop was to serve as a confirmatory cross-reference to the first workshop to ensure consistency and agreement between SMEs. In general, the SMEs in this workshop were in agreement with the SMEs in the first workshop with regard to their core item determinations. If there were discrepancies (i.e., the first workshop considered an item core, but the second workshop did not, or vice versa), a group discussion was held. This allowed the group to analyze items from a different perspective, which helped them hypothesize and theorize the rationale and reasoning behind the first group's decision.

Between information sources, legal references, complaints and incidents, and equipment and transportation, there were a total of 347 item determinations that were made. Of the 347 items, only 19 items were different between the two workshops. The SMEs were very confident in their decisions and provided valid rationales and reasoning. Therefore, the 19 items were presented to the SMEs in the third workshop, who served as the tie breaker for core item determination.

The third workshop was conducted on January 14, 2016 in Garden Grove, California. In addition to serving as the tie breaker on the 19 items, the twelve SMEs in this workshop convened to establish the criticality of task statements and determine its critical cut-off value, develop the task and content area outline, perform linkages between task statements and job functions, and between job functions and job competencies. The content area outline, as well as the linkages between job

tasks and job functions, and between job functions and job competencies were preliminarily developed by SMEs in the pre-survey workshops. Therefore, this third and final results workshop served as a cross-reference to the work established by SMEs in the pre-survey development workshops.

## DEMOGRAPHICS

The panel of SMEs in the first and second results workshops evaluated the survey's demographic data to obtain an overview of the responding population. This information can be used, if needed, to help explain why certain questions may have been answered in a particular way. The information can also be used to help validate the need to facilitate more in-depth studies in areas of particular interest to the field. The demographic results are summarized as follows (see [Tables 8 - 25](#)):

- 98% are first level officers/deputies
- 83% are currently assigned to patrol
- 41% currently work the day shift
- 68% are from police departments
- 73% are between the ages of 25-34 years
- 75% possess either an AA or BA degree
- 82% feel that the POST minimum age requirement [GC§1031\(b\)](#) should be raised to 21-years-old
- 53% feel that the POST minimum education requirement [GC§1031\(e\)](#) should be kept as is

Although the demographic question regarding current work shift was broken down into morning, swing, and night (graveyard) responses, POST staff acknowledges that the total number of work hours within each shift (i.e., 8-hour, 10-hour, or 12-hour) can vary depending on agency. POST staff also acknowledges that some agencies may employ a 2-hour overlap shift.

However, since each agency differs in terms of what they define as morning, swing, night, and overlap shifts, it was determined that the options for this question should be kept at a very general level, and allow respondents to answer according to what they consider morning, swing, and night shifts to be (i.e., without defining specific hours within each shift). The sole purpose was to ensure that POST captured a sampling of different shifts overall, rather than breaking down the number of hours per shift at any specific level.

## READING AND WRITING

The SMEs evaluated the survey's reading and writing results to obtain an overview of the responding population's use of reading and writing skills while performing their duties as a peace officer. This information can be used to help enhance and improve current reading and writing tests for peace officers, particularly, the POST Entry-Level Law Enforcement Test Battery (PELLETB). The reading and writing results are summarized as follows (see [Tables 26 - 34](#)):

- 63.8% spend 0-1 hour per shift reading job-related materials
- 46.5% spend 0-1 hour per week reading job-related materials outside of work
- 51.2% spend 2-3 hours per shift writing job-related materials
- 56.5% perform their writing at the station
- 66.4% perform their writing by computer
- 42.2% write 6 or more reports in an average week
- 50.0% write 2 pages of narrative in an average report
- Grammar/spell check software is often used (mean frequency of 5.2 on a scale from 1-6)

## **CORE ITEMS: RATIONAL METHODOLOGY APPROACH**

The SMEs evaluated the frequency and percentage ratings of each information source, legal reference, complaint and incident, and equipment and transportation to determine whether each item should be considered “core”. The method for determining core items were made using a rational approach. Rather than selecting a specific rating score as the standard criteria for determining whether items should be considered core, in-depth group discussions were also conducted so that justifications could be made for the inclusion of core items.

The diversity of SMEs based on gender, agency type, agency location, and officer ranks were incorporated to ensure a range of all perspectives in group discussions. Thus, the determination of core items were made based on what they believed was core for all peace officers in general, while also considering the frequency and percentage ratings. If their determinations differed from the item’s statistics, a discussion was held. The SMEs provided several justifications to support their reasons for including items as core, or excluding items as core. Four main reasons and justifications are summarized as follows:

- 1) Respondents whose primary assignment was not patrol (i.e., custodial, court, administration, investigative) may have biased the higher percentage of responses for “0- Never/Does not apply” on some items. However, based strictly from a patrol perspective, SMEs felt that those items should be considered core.
- 2) Some items that scored higher for responses of “0- Never/Does not apply” or “1- Rarely” should still be considered core due to more recent changes and emerging trends. Respondents may have answered “0- Never/Does not apply” because they are currently not using the items, but those items will most likely be prevalent in the near future (i.e., body armor, outside clothing).
- 3) Some items are extremely important, but there is a lack of training in that area (i.e., civil code). Therefore, those items may have scored low in terms of frequency, but it is important and more training should be given in that area. SMEs felt that those items should be considered core.

- 4) Some items were very obscure and could be up for interpretation. For example, respondents may have interpreted some items as being frequently used because they could obtain that information through their smart phones, when in fact, that item is hardly ever used (i.e., weather forecasts and bulletins). Therefore, those items were excluded as core.

In addition to evaluating the frequency and percentage ratings of each information source, legal reference, complaint and incident, and equipment and transportation, the SMEs also evaluated the mean frequency and scale values for each job function and the mean importance and scale values for each job competency to determine whether each of those items should be considered core.

### **INFORMATION SOURCES**

Based on discussion and group consensus, 23 items that were core in the 1998 job analysis continue to remain core, but 7 items that were core in the 1998 job analysis are no longer core. Appendix D displays the core results for each information source, and its comparison to the 1998 job analysis.

### **LEGAL REFERENCES**

Based on discussion and group consensus, 2 items were designated as new core items, 8 items that were core in the 1998 job analysis continue to remain core, and 3 items that were core in the 1998 job analysis are no longer core. There were 10 items found not core in both the 1998 and 2016 job analyses. Appendix E displays the core results for each legal reference, and its comparison to the 1998 job analysis.

### **COMPLAINTS AND INCIDENTS**

Based on discussion and group consensus, 7 items were designated as new core items, 134 items that were core in the 1998 job analysis continue to remain core, and 13 items that were core in the 1998 job analysis are no longer core. There were 3 items found not core in both the 1998 and 2016 job analyses, and 1 brand new item that did not make core. Appendix F displays the core results for each complaint and incident, and its comparison to the 1998 job analysis.

### **EQUIPMENT AND TRANSPORTATION**

Based on discussion and group consensus, 28 items were designated as new core items, 37 items that were core in the 1998 job analysis continue to remain core, and 5 items that were core in the 1998 job analysis are no longer core. There were 62 items found not core in both the 1998 and 2016 job analyses, and 4 brand new items that did not make core. Appendix G displays the core results for each equipment and transportation item, and its comparison to the 1998 job analysis.

## **JOB FUNCTIONS**

Appendix H displays the comparison results between the 1998 job analysis and this current job analysis. However, the results for the 1998 job analysis are depicted by the mean percentage of time spent on each job function, while the results for this job analysis are depicted by the mean frequency for each job function with its associated scale value labels.

The workshop SMEs evaluated these result comparisons, agreed with the ratings, and felt that all job functions should be core.

Although a direct comparison cannot be made between the two job analyses due to the two different rating scale formats, some very interesting conclusions may be drawn based on face value. For example, preparing for and presenting legal testimony only accounted for 3.40% of peace officer time in 1998, but is occasionally performed by peace officers today. Maintaining and improving job readiness accounted for 9.20% of peace officer time in 1998, but is often performed by peace officers today.

The most significant inference that may be drawn from these results is the increase in frequency for those job functions relating to community and public relations (i.e., providing emergency assistance to the public [6.40% in 1998], advising and assisting the public [6.40% in 1998], and enhancing police-community relations and partnerships [3.40% and 3.50% in 1998]). These functions were rated rather low with regard to time spent by peace officers in 1998, but are now often performed by peace officers today.

## **JOB COMPETENCIES**

The workshop SMEs evaluated the mean importance results for each job competency and its associate scale value labels. Appendix I displays the mean importance results for each job competency. It is meaningful to note that all competencies rated particularly high overall (i.e., 5-Very Important or 6-Critically Important, on the 6-point rating scale).

Job competencies were not included in the 1998 job analysis, so comparisons could not be made to this current job analysis. However, the SMEs approved of the ratings and agreed that all job competencies should be core.

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## CHAPTER 4: TASK AND CONTENT AREA OUTLINE

### CRITICAL TASK INDEX

To obtain a critical task index for each job task, the mean frequency ( $F_i$ ) and mean importance ( $I_i$ ) ratings were multiplied for each task<sub>*i*</sub>.

$$\text{Critical task index}_i = \text{mean } (F_i) * \text{mean } (I_i)$$

Appendix J displays each task statement and the mean for each rating scale (i.e., “frequency” and “importance”) as well as the critical task index for each task.

The critical indices were used as guidelines by the SMEs in the third results workshop to establish the criticality of individual statements and evaluate the consequences of selecting a particular critical index cutoff value. This cutoff value was used to determine the tasks that would remain, and those that would be eliminated. The SMEs selected a mean critical index value of 3.48. All tasks with a critical task index of 3.48 or below were eliminated. As a result, nine tasks were eliminated (see shaded items in Appendix J).

### GROUPING OF TASKS

To create a useful foundation of information, the SMEs reviewed the grouping of tasks within each content area. Each content area represents tasks that are meaningfully related. Content areas may serve as the foundation for information to be covered in blocks of training that are developed. [Table 35](#) represents the peace officer job task and content area outline, which depicts the 278 specific task statements divided into 13 different content areas.

### CONTENT AREA WEIGHTS FOR THE TASK AND CONTENT AREA OUTLINE

The relative weight of the content area in the task and content area outline represents the sum of the critical task indices for a content area divided by the overall sum of the critical task indices for all tasks. For example, if the sum of the critical task indices for content area “1. Patrol Activities” in the outline is 712.84, the weight of that content area (24%) is calculated by dividing the sum of the critical task indices (712.84) by the overall sum of the critical task indices (3003.64). [Table 1](#) provides a summary of the task and content area outline and their relative weights.

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## **CHAPTER 5: LINKAGE OF JOB ANALYSIS TO POST PROJECTS AND TESTS**

### **METHODOLOGY**

The results of this job analysis will serve as the basis for other relevant POST projects and tests (i.e., basic training tests, psychological tests, physical abilities tests, etc.) It will be used as the foundation for which the other projects and tests can be validated. However, questions were raised as to how exactly this would be accomplished. Following the 1998 job analysis, a separate study was conducted to link the 1998 job tasks to the educational (learning) objectives of the Regular Basic Course. Therefore, following the completion of this job analysis, a similar study will be conducted to link the task statements to the learning objectives of the Regular Basic Course. A separate report will be completed with the results of that study.

This job task analysis will also link to other POST tests, such as the psychological test, physical abilities tests, and the reading and writing test (PELLETB). Since the job tasks are written at a very general level, the methodology selected links job tasks to job functions, and, in turn to job competencies. The job functions and competencies, in turn, are linked to the other POST tests to support and validate the use of those tests. Separate studies will be conducted following this job analysis to evaluate each of the other POST tests, and separate reports will be completed with the results of those studies.

### **LINKAGE OF JOB TASKS TO JOB FUNCTIONS**

During the third results workshop, the SMEs were asked to link job tasks to job functions. SMEs reviewed each job function and determined which task statements were associated with the specific job function being reviewed. SMEs verified that every job function had a set of task statements associated with it, and every task statement was associated with a job function (see [Table 36](#)).

### **LINKAGE OF JOB FUNCTIONS TO JOB COMPETENCIES**

Following the linkage of job tasks to job functions, the SMEs worked to link job functions to job competencies. SMEs reviewed each job competency and determined which job functions were associated with the specific job competency being reviewed. SMEs verified that every job competency had a set of job functions associated with it, and every job function was associated with at least one job competency (see [Table 37](#)).

## **CHAPTER 6: CONCLUSIONS**

The results of this job analysis has shown that, in general, the purpose and importance of peace officer work has remained unchanged. However, certain aspects of the profession have catapulted significantly within the last two decades. The vast improvements in technology have changed how peace officers perform their jobs. This was apparent in both the survey results and in the many comments made by SMEs in workshops. The previous chapter has shown that the advancement in technology could have effected how officers interpreted and rated certain items. Thus, the advancement in technology had a significant impact on this job analysis, and will most likely continue to have a large impact on the future of law enforcement, and in future peace officer job analyses.

Maintaining and improving job readiness and skills have also increased in frequency, importance, and in core job function. But perhaps the most significant change to the peace officer profession is the considerably enormous emphasis that has been placed on community and public relations.

The job analysis of peace officers described in this report provides a comprehensive description of current practice in California. The procedures of the job analysis are based upon a content validation strategy to ensure that the results accurately represent the practice of peace officers in the state.

By adopting the task and content area outline contained in this report, POST can ensure that training reflects current practice. This report provides all documentation necessary to verify that the analysis has been implemented in accordance with legal, professional, and technical standards.

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Table 1: SUMMARY OF TASK AND CONTENT AREA OUTLINE AND WEIGHTS

Content Area	Number of Tasks	Critical Task Indices	Content Area Weights (%)
I. Patrol Activities	72	712.84	24%
II. Arrest, Search, and Seizure	28	361.14	12%
III. Community Relations/Crime Prevention	9	63.90	2%
IV. Traffic	33	300.14	10%
V. Criminal Investigation	22	254.36	8%
VI. Respond to Emergencies	13	142.08	5%
VII. Physical Activity and Use of Force	24	236.46	8%
VIII. Weapons	7	109.52	4%
IX. Booking and Handling Arrestees	20	264.89	9%
X. Evidence and Property Procedures	17	177.23	6%
XI. Courtroom Testimony	5	42.75	1%
XII. Administrative Tasks	14	153.40	5%
XIII. Writing/Computer Tasks	14	184.93	6%
Total	278	3,003.64	100%

Table 2: SYNOPSIS OF INTERVIEWS AND RIDE-ALONGS

Region*	County	Agency	Agency Size**	Date of Interview/ Site Tour/Ride Along	Time of Interview/Site Tour/Ride Along	Site Tour	Number of Patrol Ride Alongs
5	Alameda	Oakland Police Department	Large	3/27/2013	Morning	No	2
1	Solano	Fairfield Police Department	Small	3/28/2013	Morning	Yes	1
4	San Joaquin	Stockton Police Department	Large	3/29/2013	Morning	Yes	2
6	Monterey	Monterey County Sheriff's Office	Medium	4/3/2013	Morning	Yes	1
7	Riverside	Riverside County Sheriff's Department	Large	4/18/2013	Morning	Yes	2
7	Riverside	Palm Springs Police Department	Small	4/25/2013	Morning	Yes	2
4	Kern	Kern County Sheriff's Office	Large	5/2/2013	Morning	Yes	1
9	Los Angeles	CSU, Long Beach Police Department	Small	5/15/2013	Morning	Yes	2
8	Los Angeles	Los Angeles Police Department	Large	6/5/2013	Morning	Yes	1
9	Los Angeles	UC Los Angeles Police Department	Small	6/6/2013	Morning	Yes	2
3	Sacramento	Sacramento Police Department	Large	6/12/2013	Morning	Yes	2
3	Sacramento	Elk Grove Police Department	Small	6/13/2013	Afternoon	Yes	2

Region*	County	Agency	Agency Size**	Date of Interview/ Site Tour/Ride Along	Time of Interview/Site Tour/Ride Along	Site Tour	Number of Patrol Ride Alongs
5	San Francisco	San Francisco Police Department	Large	6/28/2013	Morning	No	1
2	Butte	Butte County Sheriff's Office	Small	8/15/2013	Afternoon	Yes	2
1	Mendocino	Ukiah Police Department	Small	8/22/2013	Morning	Yes	2
10	San Diego	San Diego County Sheriff's Department	Large	8/29/2013	Morning	Yes	2
10	Orange	Brea Police Department	Small	9/12/2013	Evening	No	2
8	Ventura	Ventura County Sheriff's Office	Small	9/19/2013	Evening	No	2
n/a	n/a	California Highway Patrol	Large	10/14/2013	Evening	No	2
9	Los Angeles	Burbank-Glendale-Pasadena Airport Authority Police Department	Small	10/30/2013	Afternoon	Yes	2

\* Refer to Figure 1: Map of POST's Geographic Regions

\*\* Agency Size: Small = Less than 150, Medium = 151-300, Large = More than 300. These are approximate estimates as some agencies may have reported the number of sworn officers only, while other agencies may have reported the total number of sworn and non-sworn personnel combined.

Figure 1: MAP OF POST'S GEOGRAPHIC REGIONS



Table 3: SYNOPSIS OF FOCUS GROUP WORKSHOPS (PRE-SURVEY)

Date and Location of Workshop	Agency	Number of Subject Matter Experts
November 19 – 21, 2013 Garden Grove, California	Palm Springs Police Department	1
	California State University, Long Beach Police Department	1
	Elk Grove Police Department	2
	Ventura County Sheriff’s Office	1
	San Francisco Police Department	3
December 10 – 12, 2013 San Rafael, California	Salinas Police Department	1
	Kern County Sheriff’s Office	1
	Contra Costa County Sheriff’s Office	1
	Marin County Sheriff’s Office	1
	Auburn Police Department	1
February 12 – 13, 2014 Santa Ana, California	Lodi Police Department	1
	Los Gatos/Monte Sereno Police Department	1
	Manhattan Beach Police Department	1
	San Diego County Sheriff’s Department	2
	San Leandro Police Department	2
	Grass Valley Police Department	1
	San Joaquin County Sheriff’s Office	1

Table 4: SURVEY RECRUITMENT STRATEGIES AND METHODS

Date	Strategy/Method	Purpose
May 15, 2014	POST staff presented at the Basic Course Consortium (BCC)* Meeting in Ontario, California.	To update the consortium about the progress of the job analysis project, and to solicit help in encouraging participation.
August 8, 2014	POST Bulletin No. 2014-15 was distributed to the field by POST Executive Director Robert Stresak.	To explain the extreme importance and significance of the job analysis survey and to request that agencies designate a point-of-contact person to work with POST staff. POST staff would then send agencies the online web link(s) to the survey provided through Survey Monkey®.
August 8, 2014	Information about the POST Bulletin was advertised on social media through Twitter® and Facebook®.	To increase audience exposure to the POST Bulletin.
August 28, 2014	A follow-up email was sent to the field (approximately 3,700 recipients) referencing the August 8, 2014 POST Bulletin No. 2014-15.	To reiterate the criticality of participating in the survey and to attract officers and deputies to complete the survey.
September 17, 2014	POST staff presented at the Basic Course Consortium Meeting in Garden Grove, California.	To update the consortium about the progress of the job analysis project, and to solicit help in encouraging participation.
October 13, 2014	An informational/marketing flier about the job analysis survey was created for POST's Law Enforcement Consultants (LECs) in the Training Delivery and Compliance Bureau.	To distribute to each LEC's respective agencies to increase survey participation.

\*Note: The Basic Course Consortium is the tri-annual meeting of POST staff, Regular Basic Course presenters, and Modular Course presenters for the purpose of enhancing communication between POST and presenters, keeping presenters advised as to current issues affecting basic courses, and providing an environment whereby course presenters are directly involved in the development and updating of the basic courses.

Date	Strategy/Method	Purpose
November 3, 2014	POST staff attended one online survey session hosted by the San Francisco Police Department (SFPD).	To oversee the first of several survey sessions held by SFPD.
November 19, 2014	A recruitment email was sent to all Training Managers.	To request their assistance in providing officers and deputies for participation.
December 3, 2014 – January 20, 2015	Individual recruitment emails were sent to all Chiefs and Sheriffs whose agencies had not yet responded to previous recruitment efforts.	To solicit their interest in having their agencies represented in the survey.
February 2015	Follow-up emails were sent to specific agencies who originally volunteered to participate in the survey, but had not yet informed POST about the number of web links they would need.	To remind those agencies to contact POST with the number of web links they would need.
March 2015	Reminder emails were sent to all participating agencies.	To serve as a reminder to complete the survey, if they had not already done so.
May 13, 2015	A mass email was sent to all participating agencies, and to all Chiefs and Sheriffs who had not previously responded to prior recruitment efforts.	To serve as the final recruitment for participation.

Table 5: SURVEY RESPONSE RATE

	<i>n</i>	%
Total number of sworn officers with less than five years of law enforcement experience (at the time of survey distribution)	13,604	
Number of peace officers accessing the survey	1,663	12%
Number of surveys eliminated due to disqualification (Q1-Q3)*	129	
Number of surveys eliminated due to incomplete surveys	297	
<b>Number of surveys in final data analysis</b>	<b>1,237</b>	<b>9%</b>
Total number of POST agencies (at the time of survey distribution)	605	
<b>Number of POST agencies represented in the survey</b>	<b>236</b>	<b>39%</b>
Total number of California counties	58	
<b>Number of California counties represented in the survey</b>	<b>50</b>	<b>86%</b>

\* Q1: Two surveys were eliminated because respondents did not complete basic training from a POST-certified academy. Q2: Six surveys were eliminated because respondents were not currently working as a peace officer. Q3: One hundred twenty-one surveys were eliminated because respondents indicated that they had more than five years of total law enforcement experience.

Table 6: TASK SCALE RELIABILITY (coefficient alpha)

Content Area	Number of Tasks*	Frequency	Importance
I. Patrol Activities	76	.98	.99
II. Arrest, Search, and Seizure	28	.97	.97
III. Community Relations/Crime Prevention	10	.92	.95
IV. Traffic	35	.98	.98
V. Criminal Investigation	22	.96	.97
VI. Respond to Emergencies	13	.95	.96
VII. Physical Activity and Use of Force	24	.96	.97
VIII. Weapons	7	.79	.87
IX. Booking and Handling Arrestees	20	.93	.94
X. Evidence and Property Procedures	17	.95	.95
XI. Courtroom Testimony	7	.89	.87
XII. Administrative Tasks	14	.89	.92
XIII. Writing/Computer Tasks	14	.91	.92
Total	287	.994	.995

\*Note: Although nine (9) tasks were removed from the content area outline for falling below the critical cut-off index score of 3.48 (see Appendix J), this table depicts the reliability results for the total number of tasks originally presented in the survey. Overall, the officers rated the task statements consistently throughout the survey, whether they were eliminated or not.

Table 7: SYNOPSIS OF FOCUS GROUP WORKSHOPS (POST-SURVEY)

Date and Location of Workshop	Agency	Number of Subject Matter Experts
October 8, 2015 Anaheim, California	Alhambra Police Department	1
	Sebastopol Police Department	2
	Ventura County Sheriff's Office	2
	Sonoma State University Police Department	1
	Marin County Sheriff's Office	2
	Anaheim Police Department	1
	Bell Police Department	2
	Berkeley Police Department	1
November 17, 2015 Santa Ana, California	Folsom Police Department	2
	BART Police Department	2
	Mountain View Police Department	2
	Napa Police Department	2
	Modesto Police Department	1
	Concord Police Department	1
January 14, 2016 Garden Grove, California	Fresno Police Department	1
	Indio Police Department	1
	Kern County Sheriff's Office	1
	San Diego County Sheriff's Department	1
	Riverside County Sheriff's Department	1
	Willows Police Department	1
	Pismo Beach Police Department	1
	Lake County Sheriff's Office	1
	Arroyo Grande Police Department	1
	Imperial Police Department	1
	Bakersfield Police Department	1
California Polytechnic State University Police Department	1	

Table 8: TOTAL LAW ENFORCEMENT EXPERIENCE

Time	Frequency	Percent
Less than six months	210	17.0
7 months – 1 year	207	16.7
13 months – 2 years	297	24.0
25 months – 3 years	253	20.5
37 months – 4 years	145	11.7
49 months – 5 years	125	10.1
<b>Total</b>	<b>1237</b>	<b>100.0</b>

Table 9: CURRENT RANK

Rank	Frequency	Percent
First level officer/deputy	1216	98.3
Corporal/senior officer	4	.3
Supervisory	2	.2
Other - Canine	2	.2
Other - Detective	6	.5
Other - Reserve	4	.3
Other - DOJ Task Force Agent	1	.1
Other - Field Training Officer	1	.1
Total	1236	99.9
Missing	1	.1
<b>Total</b>	<b>1237</b>	<b>100.0</b>

\*Note: Percentages may not add to 100 due to rounding.

Table 10: CLASSIFICATIONS OF OTHER LAW ENFORCEMENT EXPERIENCE

Classification	Frequency	Percent
Level I Reserve (Designated)	116	9.4
Level I Reserve (Non-designated)	20	1.6
Level II Reserve	39	3.2
Level III Reserve	22	1.8
Does not apply	932	75.3
Other (please specify) *See Table 10.2	108	8.7
<b>Total</b>	<b>1237</b>	<b>100.0</b>

Table 11: OTHER CLASSIFICATIONS SPECIFIED

Other Classification	Frequency	Percent
Airport Police Officer	1	.9
Analyst	1	.9
Animal Control	1	.9
Community Service Officer	14	13.0
Cadet/Explorer	14	13.0
California Medical Board Probation	1	.9
CHP Officer	1	.9
Dispatcher	8	7.4
Federal Law Enforcement	1	.9
FT Police Officer	1	.9
Investigator	2	1.9
None/Unknown	2	1.9
Juvenile Corrections	1	.9
Military Police	9	8.3
Native American Indian Casino Police Officer	1	.9
Non-Sworn	4	3.7
Park Ranger	1	.9
Intern	2	1.9
Police Records Clerk	1	.9
Prisoner Transport Officer	1	.9
Probation	4	3.7
Security	1	.9
State Hospital Police Officer	1	.9
SWAT	1	.9
Corrections	34	31.5
<b>Total</b>	<b>108</b>	<b>100.0</b>

\*Note: Percentages may not add to 100 due to rounding.

Table 12: CURRENT PRIMARY ASSIGNMENT

Assignment	Frequency	Percent
Patrol	1032	83.4
Jail	107	8.6
Court	18	1.5
Administration	7	.6
Investigative	19	1.5
Other (please specify) *See Table 11.2	43	3.5
Total	1226	99.1
Missing	11	.9
<b>Total</b>	<b>1237</b>	<b>100.0</b>

Table 13: OTHER ASSIGNMENT SPECIFIED

Other Assignment	Frequency	Percent
Bicycle Patrol	1	2.3
Transportation	1	2.3
K9	2	4.7
Field Training Patrol	1	2.3
Gang Unit	5	11.6
Hospital Grant Funded Car	1	2.3
Light Duty	1	2.3
Maternity Leave	1	2.3
Motors	1	2.3
Narcotics	4	9.3
Parole Compliance Unit	2	4.7
Plain Clothes/Undercover	1	2.3
Recruit Training Officer	1	2.3
School Resource Officer	9	20.9
Special Duty/Enforcement	5	11.6
State Investigator	1	2.3
Supervised Release Team	2	4.7
Traffic	4	9.3
<b>Total</b>	<b>43</b>	<b>100.0</b>

\*Note: Percentages may not add to 100 due to rounding.

Table 14: WORK SHIFT

Shift	Frequency	Percent
Day	511	41.3
Swing	261	21.1
Night (graveyard)	456	36.9
Total	1228	99.3
Missing	9	.7
<b>Total</b>	<b>1237</b>	<b>100.0</b>

Table 15: TYPE OF AGENCY

Agency	Frequency	Percent
Police Department	844	68.2
Sheriff Department	260	21.0
California Highway Patrol	56	4.5
Campus-based	26	2.1
Specialized - Airport Police	2	.2
Specialized - CA Dept. of Fish & Wildlife	24	1.9
Specialized - CA State Parks/County Park Ranger	13	1.1
Specialized - Dept. of Social Services	2	.2
Specialized - Port Police	1	.1
Specialized - Public Safety/ Police, Fire, EMT	3	.2
Total	1231	99.5
Missing	6	.5
<b>Total</b>	<b>1237</b>	<b>100.0</b>

Table 16: AGENCY SIZE

Size	Frequency	Percent
Less than 50	160	12.9
51 – 150	349	28.2
151 – 300	215	17.4
301 – 1,000	236	19.1
More than 1,000	273	22.1
Total	1233	99.7
Missing	4	.3
<b>Total</b>	<b>1237</b>	<b>100.0</b>

Table 17: COUNTY

County	Frequency	Percent
01 Alameda	71	5.7
02 Alpine	0	0
03 Amador	4	.3
04 Butte	14	1.1
05 Calaveras	1	.1
06 Colusa	3	.2
07 Contra Costa	47	3.8
08 Del Norte	2	.2
09 El Dorado	2	.2
10 Fresno	23	1.9
11 Glenn	0	0
12 Humboldt	10	.8
13 Imperial	0	0
14 Inyo	6	.5
15 Kern	48	3.9
16 Kings	10	.8
17 Lake	0	0
18 Lassen	1	.1
19 Los Angeles	214	17.3
20 Madera	3	.2
21 Marin	23	1.9
22 Mariposa	2	.2
23 Mendocino	9	.7
24 Merced	34	2.7
25 Modoc	1	.1

	<b>County</b>	<b>Frequency</b>	<b>Percent</b>
26	Mono	3	.2
27	Monterey	16	1.3
28	Napa	11	.9
29	Nevada	3	.2
30	Orange	104	8.4
31	Placer	6	.5
32	Plumas	0	0
33	Riverside	21	1.7
34	Sacramento	158	12.8
35	San Benito	2	.2
36	San Bernardino	52	4.2
37	San Diego	30	2.4
38	San Francisco	77	6.2
39	San Joaquin	7	.6
40	San Luis Obispo	15	1.2
41	San Mateo	13	1.1
42	Santa Barbara	18	1.5
43	Santa Clara	24	1.9
44	Santa Cruz	3	.2
45	Shasta	8	.6
46	Sierra	0	0
47	Siskiyou	0	0
48	Solano	29	2.3
49	Sonoma	22	1.8
50	Stanislaus	10	.8
51	Sutter	2	.2
52	Tehama	1	.1
53	Trinity	0	0
54	Tulare	24	1.9
55	Tuolumne	13	1.1
56	Ventura	30	2.4
57	Yolo	5	.4
58	Yuba	2	.2
	<b>Total</b>	<b>1237</b>	<b>100.0</b>

Table 18: GENDER

Gender	Frequency	Percent
Female	183	14.8
Male	1052	85.0
Total	1235	99.8
Missing	2	.2
<b>Total</b>	<b>1237</b>	<b>100.0</b>

Table 19: RACE/ETHNICITY

Race/Ethnicity	Frequency	Percent
African-American	41	3.3
American Indian or Alaska Native	15	1.2
Asian	77	6.2
Hispanic	299	24.2
Native Hawaiian or Other Pacific Islander	19	1.5
White	744	60.1
Other	41	3.3
Total	1236	99.9
Missing	1	.1
<b>Total</b>	<b>1237</b>	<b>100.0</b>

\*Note: Percentages may not add to 100 due to rounding.

Table 20: AGE

Age	Frequency	Percent
20 – 24	174	14.1
25 – 34	904	73.1
35 – 44	139	11.2
45 – 54	16	1.3
55 – 59	2	.2
Total	1235	99.8
Missing	2	.2
<b>Total</b>	<b>1237</b>	<b>100.0</b>

\*Note: Percentages may not add to 100 due to rounding.

Table 21: HIGHEST LEVEL OF EDUCATION

Education	Frequency	Percent
High School or GED	90	7.3
One year of college	162	13.1
AA degree or 2 years of college	409	33.1
Bachelor's Degree	520	42.0
Master's Degree	42	3.4
Other - Some college units completed/attending college	4	.3
Other - Trade School	2	.2
Other - Law Degree/Juris Doctor (JD)	3	.2
Other - Doctor of Chiropractic	1	.1
Other - 3 years of college	2	.2
Other - 5 years of college/degree in progress	1	.1
Total	1236	99.9
Missing	1	.1
<b>Total</b>	<b>1237</b>	<b>100.0</b>

\*Note: Percentages may not add to 100 due to rounding.

Table 22: PRIOR MILITARY SERVICE

Military Service	Frequency	Percent
Yes	210	17.0
No	1025	82.9
Total	1235	99.8
Missing	2	.2
<b>Total</b>	<b>1237</b>	<b>100.0</b>

\*Note: Percentages may not add to 100 due to rounding.

Table 23: FIELD TRAINING OFFICER

FTO	Frequency	Percent
Yes	61	4.9
No	1176	95.1
<b>Total</b>	<b>1237</b>	<b>100.0</b>

Table 24: AGGRESSIVE DOG ENCOUNTERS

Encounters	Frequency	Percent
Never	425	34.4
1 – 2 times	465	37.6
3 – 4 times	167	13.5
5 or more times	178	14.4
Total	1235	99.8
Missing	2	.2
<b>Total</b>	<b>1237</b>	<b>100.0</b>

\*Note: Percentages may not add to 100 due to rounding.

Table 25: DEADLY FORCED USED WITH AGGRESSIVE DOGS

Deadly Force Used	Frequency	Percent
Yes	34	2.7
No	821	66.4
N/A – I have never encountered an aggressive dog while conducting my duties as a peace officer.	378	30.6
Total	1233	99.7
Missing	4	.3
<b>Total</b>	<b>1237</b>	<b>100.0</b>

Table 26: POST'S MINIMUM AGE REQUIREMENT GC§1031(b)

Minimum Age	Frequency	Percent
It should be kept as is	156	12.6
It should be raised to 19-years-old	6	.5
It should be raised to 20-years-old	61	4.9
It should be raised to 21-years-old	1012	81.8
Total	1235	99.8
Missing	2	.2
<b>Total</b>	<b>1237</b>	<b>100.0</b>

Table 27: POST'S MINIMUM EDUCATION REQUIREMENT GC§1031(e)

Minimum Education	Frequency	Percent
It should be kept as is	651	52.6
It should be raised to successful completion of some college	256	20.7
It should be raised to successful completion of an AA degree	275	22.2
It should be raised to successful completion of a BA degree	54	4.4
Total	1236	99.9
Missing	1	.1
<b>Total</b>	<b>1237</b>	<b>100.0</b>

Table 28: TIME SPENT PER SHIFT READING JOB-RELATED MATERIALS

Time	Frequency	Percent
0 – 1 hour	789	63.8
2 – 3 hours	386	31.2
4 – 5 hours	40	3.2
6 or more hours	20	1.6
Total	1235	99.8
Missing	2	.2
<b>Total</b>	<b>1237</b>	<b>100.0</b>

Table 29: TIME SPENT OUTSIDE OF WORK READING JOB-RELATED MATERIALS EACH WEEK

Time	Frequency	Percent
0 – 1 hour	575	46.5
2 – 3 hours	531	42.9
4 – 5 hours	88	7.1
6 or more hours	40	3.2
Total	1234	99.8
Missing	3	.2
<b>Total</b>	<b>1237</b>	<b>100.0</b>

\*Note: Percentages may not add to 100 due to rounding.

Table 30: TIME SPENT PER SHIFT WRITING JOB-RELATED MATERIALS

Time	Frequency	Percent
0 – 1 hour	310	25.1
2 – 3 hours	633	51.2
4 – 5 hours	191	15.4
6 or more hours	102	8.2
Total	1236	99.9
Missing	1	.1
<b>Total</b>	<b>1237</b>	<b>100.0</b>

Table 31: PERCENTAGE OF TIME SPENT WRITING BY LOCATION

Location	Mean Percent
In patrol car	41.4%
At the station	56.5%
In public places	7.8%
At home	6.4%
Other	6.0%
N/A - Does not apply	4.6%

Table 32: PERCENTAGE OF TIME SPENT WRITING BY METHOD

Method	Mean Percent
Hand	13.9%
Typewriter	1.2%
MDT	35.2%
Computer (station or home)	66.4%
Dictation	8.4%
N/A - Does not apply	2.0%

Table 33: PERCENTAGE OF TIME SPENT WRITING REPORTS BY TIME CATEGORY

Time Category	Mean Percent
Immediately after an incident (perhaps at the scene)	21.2%
Within an hour or so after the incident	28.7%
Near the end of the shift (which may be hours after the incident)	36.2%
After the shift is over (hours after the incident)	13.0%
Throughout the shift (writing portions of the report as time permits)	31.9%
Other	4.0%
N/A - Does not apply	3.6%

Table 34: NUMBER OF REPORTS WRITTEN IN AN AVERAGE WEEK

Reports	Frequency	Percent
0 – 1 report	106	8.6
2 – 3 reports	221	17.9
4 – 5 reports	368	29.7
6 or more reports	522	42.2
N/A - Does not apply	8	.6
Total	1225	99.0
Missing	12	1.0
<b>Total</b>	<b>1237</b>	<b>100.0</b>

Table 35: NUMBER OF NARRATIVE PAGES WRITTEN IN AN AVERAGE REPORT

Pages	Frequency	Percent
1 page	196	15.8
2 pages	618	50.0
3 pages	277	22.4
4 pages	66	5.3
5 or more pages	58	4.7
N/A - Does not apply	19	1.5
Total	1234	99.8
Missing	3	.2
<b>Total</b>	<b>1237</b>	<b>100.0</b>

\*Note: Percentages may not add to 100 due to rounding.

Table 36: MEAN FREQUENCY OF ITEMS USED TO ASSIST WITH JOB-RELATED WRITING

Item	Mean Frequency*
Dictionary	2.4
Thesaurus	2.0
Pre-formatted reports (fill-in-the-blanks)	2.9
Report writing computer software that prompts your responses	2.5
Grammar/spell check software	5.2
Hand-held electronic spelling aid	1.9
Other	1.4

\*Mean Frequency: 1-Never/Does not apply, 2-Rarely, 3-Seldom, 4-Occasionally, 5-Often, 6-Very Often

Table 37: PEACE OFFICER JOB TASK AND CONTENT AREA OUTLINE

TASK	I. PATROL ACTIVITIES
1	Perform directed patrol duties (e.g., preplanned/predetermined for specific enforcement)
2	Conduct active patrolling of an assigned area
3	Transmit, receive, and monitor messages over police radio (e.g., patrol car radio, hand-held radio, scanner)
4	Transmit, receive, and monitor messages over car computer terminal (e.g., MDT)
5	Operate body worn technology according to agency policy (e.g., uniform cameras, sensors, audio recorder)
6	Record contacts (e.g., audio and/or video)
7	Drive patrol vehicle while multitasking (e.g., using computer/communications equipment)
8	Drive patrol vehicle in darkness, inclement weather, and/or hazardous conditions
9	Drive patrol vehicle in emergency responses (e.g., Code 3 versus non-emergency responses)
10	Drive patrol vehicle in pursuits
11	Respond to, identify, and determine type of response required as primary unit on calls for service
12	Respond to, identify, and determine type of response required as backup unit on calls for service (either own or other agencies)
13	Collaborate with other allied and local agencies during patrol duties
14	Evaluate the need for and when to request backup assistance
15	Work in close proximity with specialty units (e.g., K-9, narcotics, helicopter, Tactical Team)
16	Identify and investigate suspicious or wanted vehicles while on patrol
17	Identify and investigate suspicious persons (e.g., suspect, driver under the influence) while on patrol
18	Conduct high risk/felony vehicle stops
19	Participate in surveillance of individuals, vehicles, or locations
20	Determine if criminal activity has occurred
21	Investigate stolen or abandoned vehicles
22	Conduct and/or request check for wants/warrants on persons or property through NCIC/CLETS, local records, etc.
23	Plan strategies for conducting searches (e.g., slow, methodical search vs. dynamic)
24	Search for missing or lost persons
25	Search for wanted persons

TASK	I. PATROL ACTIVITIES
26	Participate in large-scale area searches
27	Coordinate activities of law enforcement and/or public safety personnel at crime scenes
28	Patrol locations which are potentially physically hazardous
30	Check parks, school grounds, or parking lots
31	Secure property (e.g., businesses, residences, schools)
32	Examine businesses and properties for signs of illegal entry
33	Conduct courtesy checks of homes
34	Inform property owners or agents of potentially hazardous conditions
35	Initiate notification of damaged equipment to public agencies
36	Assist motorists with disabled vehicles (e.g., remove vehicles from roadway, facilitate with tow service)
37	Inform vehicle owners of legal obligations regarding removal of abandoned vehicles (within specific period of time)
38	Coordinate the tow and storage of vehicles
39	Notify owners of towed vehicles of location and procedures to reclaim vehicles
40	Advise involved parties of the criminal prosecution process
41	Explain enforcement actions and/or procedures to involved parties
42	Counsel juveniles both formally and informally
43	Confer with juvenile counselors regarding information about juveniles
44	Present facts of juvenile cases to family services or juvenile probation officers
45	Place juveniles into protective custody/receiving home (with or without court order)
46	Explain available options to complainants and victims regarding their situations
47	Provide street directions to the public
48	Communicate in a language other than English (e.g., interpreter, gestures, written documents)
49	Check welfare of citizen (e.g., elderly, ill, or minor children)
50	Confer with social service agencies (e.g., Child Protective Services, Adult Protective Services)
51	Refer persons to appropriate service agencies
52	Provide assistance to persons with disabilities
53	Place holds on persons who meet the criteria of W&I Code 5150
54	Deliver emergency messages to citizens
55	Calm emotionally upset persons
56	Provide assistance to the public by driving persons from one location to another
57	Perform civil standbys (e.g., keep the peace)

<b>TASK</b>	<b>I. PATROL ACTIVITIES</b>
58	Mediate disputes and/or disturbances
59	Alert potential victims to specific crime threats
60	Assess/monitor crowds at civil protests, demonstrations, and/or labor disputes for compliance with the law
61	Monitor the behavior of nonviolent crowds, groups of spectators, etc., to assess the potential for violence and civil disorder
62	Manage the assembly of nonviolent protestors, demonstrators, and/or persons engaged in labor disputes in order to protect their right to assemble
63	Provide security at special events (e.g., festivals, community gatherings, sporting contests, concerts, etc.)
64	Disperse groups of people involved in a disturbance
65	Assemble in riot formations to disperse groups of violent people
66	Participate as a member of a crowd control team in riot situations
67	Extinguish minor fires
70	Assist code compliance with scene security or enforcement, if applicable
71	Check uniform, personal equipment, and grooming for duty or inspection
72	Check patrol vehicle for damage, supplies, equipment, and contraband (e.g., before/after arrest, transport, and/or shift)
73	Enforce court orders according to agency policy
74	Conduct field contacts (e.g., FI)
76	Maintain bearing and professionalism

\*Note: Tasks 29, 68, 69, and 75 were eliminated because they fell below the critical cut-off index score of 3.48.

TASK	II. ARREST, SEARCH, AND SEIZURE
77	Contact and detain suspicious or potentially dangerous persons
78	Use verbal persuasion to encourage compliance
79	Plan strategies for making arrests
80	Obtain arrest warrants
81	Verify validity of warrants before service/arrest
82	Cite criminal offenders
83	Arrest persons based on warrants
84	Arrest persons with probable cause
85	Accept private persons arrests
86	Admonish Miranda to adults
87	Arrest or cite juveniles
88	Admonish Miranda to juveniles upon arrest
89	Explain nature of charges to offenders
90	Notify parents/guardians of juvenile's violation(s)
91	Handcuff suspects or arrestees
92	Restrain suspects or arrestees using devices other than handcuffs
93	Obtain search warrants
94	Serve or assist in serving search warrants
95	Solicit consent for searches of persons and/or property
96	Search locations without warrant (including exigent circumstances)
97	Explain person search procedures, when appropriate
98	Search persons or immediate area incident to an arrest
99	Participate in parole, probation, and/or PRCS searches
100	Conduct cursory (pat down) searches
101	Explain property/residence search procedures to persons, when appropriate
102	Search vehicles for contraband or evidence
103	Obtain biological evidence from persons (e.g., blood, urine) for laboratory analysis
104	Seize contraband and/or evidence

TASK	III. COMMUNITY RELATIONS/CRIME PREVENTION
105	Conduct community-oriented policing to identify community concerns, establish trust, gather information about the community, etc.
106	Meet with and make presentations to neighborhood associations, businesses, and community groups
107	Meet with school administrators to identify concerns
109	Participate in community forums, ride-along programs, citizen police academies, etc.
110	Explain job requirements to interested individuals
111	Describe crime prevention techniques to members of the community and local businesses
112	Provide assistance to citizens wanting to form neighborhood watch groups
113	Work with community members to develop and implement strategies for reducing crime and addressing community concerns
114	Maintain sensitivity in communicating with persons of different cultural or socioeconomic backgrounds

\*Note: Task 108 was eliminated because it fell below the critical cut-off index score of 3.48.

<b>TASK</b>	<b>IV. TRAFFIC</b>
115	Engage in selective enforcement at specific locations to reduce collisions
116	Observe drivers/vehicles in violation of Vehicle Code
118	Pace vehicles using speedometer consistent with training
119	Estimate speed of vehicles visually
120	Conduct traffic stops
121	Respond as backup unit on traffic stops
122	Explain legal obligations and procedures to drivers cited for traffic violations
123	Inspect vehicles for compliance with Vehicle Code (e.g., sign-off equipment violations)
124	Inspect vehicle or other identification numbers (e.g., VIN, CF, engine, serial)
125	Check validity of drivers' licenses and vehicle registrations
126	Cite Vehicle Code violators
127	Arrest and book Vehicle Code violators
128	Operate roadway checkpoints
129	Evaluate driver's capability to operate a vehicle
130	Administer field sobriety evaluations to drivers suspected of being under the influence of drugs or alcohol
131	Administer preliminary alcohol screening device to drivers suspected of being under the influence of alcohol
132	Obtain evidentiary samples for sobriety investigations
133	Complete Admin per se and other DMV forms for DUI arrests
134	Amend Vehicle Code citations, when appropriate
135	Void Vehicle Code citations in accordance with agency procedures, when appropriate
136	Direct traffic using hands, flashlight, flares, traffic cones, and/or barriers (including positioning of patrol cars)
138	Secure and protect collision scenes
139	Coordinate activities of law enforcement and/or public safety personnel at collision scenes
140	Request assistance for traffic collision (e.g., tow truck, CHP, ambulance, public works, Caltrans)
141	Collect and examine evidence and personal property from collision scenes
142	Locate witnesses to collisions by talking to bystanders, knocking on doors, etc.
143	Sketch traffic collision scenes
144	Diagram traffic collision scenes
145	Take measurements at traffic collision scenes
146	Photograph traffic collision scenes/vehicles

TASK	IV. TRAFFIC
147	Investigate and report hazardous roadway conditions (e.g., damaged roadway, wires down, malfunctioning traffic control devices)
148	Remove minor hazards from roadway
149	Escort emergency vehicles

\*Note: Tasks 117 and 137 were eliminated because they fell below the critical cut-off index score of 3.48.

<b>TASK</b>	<b>V. CRIMINAL INVESTIGATION</b>
150	Conduct preliminary (initial, at the scene) investigations
151	Conduct investigations to completion (i.e., without the assistance of investigative personnel)
152	Participate in joint investigations with other law enforcement agencies and/or specialized units
153	Request investigative assistance (e.g., detectives, crime lab, other officers, tracking dogs, diving team, plain-clothes officers, etc.)
154	Secure and protect crime scenes
155	Photograph crime scenes/evidence/persons
156	Access automated information systems to conduct inquiries on persons or property
157	Conduct field identifications of suspects
158	Organize and conduct photo lineups
159	Review records and pictures to identify suspects
160	Locate witnesses to crimes by talking to bystanders, knocking on doors, etc.
161	Interview complainants, witnesses, victims, suspicious persons, and suspects to gather information
162	Interview persons who are in a variety of emotional states (e.g., hysterical, intoxicated, suicidal)
163	Interview medical personnel to obtain information on injuries or illnesses
164	Document written or verbal statements from victims, suspects, and witnesses
165	Utilize reliable informants (e.g., CI)
166	Recognize crime series and/or crime patterns to develop investigative leads
167	Review confidential intelligence data on known or suspected offenders
168	Contact various sources (e.g., employers, utility companies, banks, schools) to locate persons
169	Examine county, city, or agency records for information (e.g., property ownership, addresses of persons)
170	Search for physical evidence at crime scenes
171	Contact parole/probation officers for information about parolees/probationers

TASK	VI. RESPOND TO EMERGENCIES
172	Determine response to dynamic and rapidly changing critical incidences (e.g., in-progress crimes, active shooter)
173	Assess extent of property damage at scenes
174	Identify steps to be taken and resources needed to manage scenes
175	Request resources needed to manage scenes
176	Determine and communicate routes for responding units to scenes
177	Establish Incident Command System at scenes until relieved by superior officer
178	Control access to scenes by unauthorized persons
179	Evacuate buildings and/or areas to remove persons from danger
180	Cooperate with and/or assist other emergency agencies at disaster/hazmat scenes (e.g., Fire, OES, Red Cross, Homeland Security)
181	Assess extent of injuries to injured/wounded persons
182	Obtain medical treatment for injured persons
183	Take preventive safety precautions when administering first aid
184	Administer first aid

<b>TASK</b>	<b>VII. PHYSICAL ACTIVITY AND USE OF FORCE</b>
185	Engage in foot pursuits
186	Subdue resisting or attacking persons using arrest and control techniques
187	Use control techniques to move persons
188	Use hands, feet, or other body parts in weaponless defense
189	Physically disarm persons
190	Lift and/or carry hard-to-move objects or persons
191	Climb up over obstacles or through openings (e.g., fences, walls, windows)
192	Jump/hurdle/vault over or across obstacles (e.g., bushes, low fences, ditches)
193	Balance oneself on uneven or narrow surfaces (e.g., roofs, ledges)
194	Wear duty equipment for an extended period of time
195	Sit in one position for extended periods of time
196	Stand in one position for extended periods of time
197	Walk for extended periods of time
198	Drag and/or pull hard-to-move objects or persons
199	Crawl in confined spaces or low areas (e.g., attics, culverts)
200	Push hard-to-move objects by hand
201	Use body force to gain entrance through barriers (e.g., locked doors)
202	Hold or support heavy objects (e.g., equipment, disoriented/injured persons)
203	Reach overhead to retrieve objects
204	Jump down from elevated surfaces
205	Bend or stoop (e.g., to conduct person/vehicle searches, collect evidence, etc.)
206	Climb ladders
207	Climb stairs
208	Maintain physical fitness

TASK	VIII. WEAPONS
209	Maintain security of duty weapons
210	Clean and maintain weapons
211	Qualify and/or engage in required practice with weapons other than firearms (e.g., baton, chemical agents, Taser)
212	Draw less lethal defensive weapons to obtain compliance
213	Use less lethal defensive weapons to obtain compliance
214	Qualify and/or engage in required practice with firearms
215	Draw, acquire target, and discharge firearm, when appropriate

<b>TASK</b>	<b>IX. BOOKING AND HANDLING ARRESTEES</b>
216	Place hold on arrestees (e.g., parole, probation), when appropriate
217	Identify and document arrestees' behavior which indicates emotional, mental, or psychological instability
218	Examine and document arrestees' injuries
219	Administer first aid or seek medical treatment, as needed, for arrestees prior to transport
220	Take precautions to prevent injuries to arrestees
221	Deny access to arrestees by unauthorized persons
222	Secure arrestees for transport (e.g., restraints, seat belts, lock door)
223	Transport persons to appropriate facility (e.g., detoxification centers, mental health, hospital, jail, juvenile hall)
224	Secure weapons prior to entry into detention facilities
225	Remove handcuffs from arrestees (agency specific)
226	Obtain personal information from arrestee for booking purposes
227	Book arrestees by completing appropriate forms
228	Search arrestees and property
229	Strip search arrestees, when appropriate
230	Collect and inventory arrestees' personal property
231	Fingerprint and photograph persons pursuant to an arrest per agency procedures
232	Operate technology systems involved in booking arrestees (e.g., computers, electronic iris scan, Live Scan)
233	Process evidence seized at custodial searches
234	Guard arrestees detained at facility other than jail (e.g., hospital)
235	Control uncooperative arrestees

TASK	X. EVIDENCE AND PROPERTY PROCEDURES
236	Record location of physical evidence at crime scene
237	Identify and seize evidence and/or personal property from crime scene
238	Dust, lift, and photograph latent fingerprints
239	Process evidence for DNA
240	Identify suspected drug substances and contraband
241	Preserve evidence and/or property
242	Transport evidence and/or property
243	Book evidence and/or property
244	Determine need for specialized assistance to collect hazardous evidence (e.g., explosives, hazardous materials)
245	Handle and book hazardous evidence (e.g., weapons, narcotics paraphernalia)
246	Seize firearms from suspects in domestic violence or during W&I Code 5150 holds
247	Recover and inventory lost or stolen property
248	Explain to the public procedures for reclaiming property
249	Attempt to locate owners of recovered property
250	Record the estimated property value of stolen or recovered goods
251	Release property to owners (e.g., verify ownership, document release)
252	Issue receipt for property taken

TASK	XI. COURTROOM TESTIMONY
253	Prepare for court testimony
254	Retrieve and transport evidence to court for presentation at trials, when necessary
257	Testify in criminal cases
258	Participate in legal proceedings as designated investigating officer
259	Give hearsay testimony at preliminary hearing pursuant to Proposition 115

\*Note: Tasks 255 and 256 were eliminated because they fell below the critical cut-off index score of 3.48.

TASK	XII. ADMINISTRATIVE TASKS
260	Receive incoming calls from the public
261	Explain laws and procedures to the public
262	Communicate information with other law enforcement personnel
263	Communicate with supervisor(s)
264	Attend in-service and outside training, conferences, or seminars
265	Retrieve documents from records systems
266	Prepare documents for filing
267	Maintain inventory lists per agency policy (e.g., equipment, vehicle inspection)
268	Request equipment repair
269	Photograph individuals for identification purposes per agency policy
270	Take action to prevent misconduct or criminal behavior by another officer
271	Report inappropriate or illegal conduct by another officer to supervisor
272	Maintain working knowledge of agency policies and laws
273	Provide appropriate paperwork to persons (e.g., Marsy's card, EPO, PC 293 Form)

TASK	XIII. WRITING/COMPUTER TASKS
274	Maintain basic computer proficiency skills (e.g., creating a document, creating a data disk, typing skills)
275	Take notes to incorporate into reports
276	Summarize in writing statements of witnesses, complainants, etc.
277	Document formal confessions and spontaneous statements
278	Enter information on report forms consisting primarily of check-off boxes or fill-in-the-blanks
279	Complete brief synopsis that serve to document an event (e.g., log entry, field interview card)
280	Complete in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports)
281	Complete state and county reporting forms (e.g., DMV, CPS, CHP report forms)
282	Record number/letter series (e.g., license plate numbers, driver's license numbers, serial numbers, VIN numbers)
283	Complete paperwork for warrants
284	Complete W&I Code 5150 applications
285	Prepare list of known criminals and/or wanted persons
286	Prepare wanted persons information and/or crime broadcasts (for federal, state, and local law enforcement officials and agencies)
287	Complete memorandum and other correspondence

Table 38: LINKAGE OF JOB TASKS TO JOB FUNCTIONS

<b>Task</b>	<b>DETECTING AND INVESTIGATING CRIMES:</b> This job function is generally concerned with detecting criminal activity and systematically inspecting, gathering and controlling property and information needed to investigate and resolve crimes. It includes such duties as surveillance of/observing individuals, vehicles, or locations for criminal activity; examining businesses and dwellings for signs of illegal entry; identifying wanted vehicles or persons; requesting records checks on persons or property; performing directed patrol duties; establishing field contacts/confidential informants; obtaining and serving search warrants; searching vehicles, property, locations, and/or persons; seizing contraband and/or evidence; securing crime scenes; locating and interviewing victims, suspects, and witnesses; identifying, preserving, collecting and inventorying evidence and property; marking, tagging, and storing evidence; and requesting specialized investigative assistance.
11	Respond to, identify, and determine type of response required as primary unit on calls for service
12	Respond to, identify, and determine type of response required as backup unit on calls for service (either own or other agencies)
14	Evaluate the need for and when to request backup assistance
16	Identify and investigate suspicious or wanted vehicles while on patrol
17	Identify and investigate suspicious persons (e.g., suspect, driver under the influence) while on patrol
20	Determine if criminal activity has occurred
21	Investigate stolen or abandoned vehicles
27	Coordinate activities of law enforcement and/or public safety personnel at crime scenes
32	Examine businesses and properties for signs of illegal entry
74	Conduct field contacts (e.g., FI)
93	Obtain search warrants
94	Serve or assist in serving search warrants
103	Obtain biological evidence from persons (e.g., blood, urine) for laboratory analysis
104	Seize contraband and/or evidence
150	Conduct preliminary (initial, at the scene) investigations
151	Conduct investigations to completion (i.e., without the assistance of investigative personnel)
152	Participate in joint investigations with other law enforcement agencies and/or specialized units
153	Request investigative assistance (e.g., detectives, crime lab, other officers, tracking dogs, diving team, plain-clothes officers, etc.)
154	Secure and protect crime scenes
155	Photograph crime scenes/evidence/persons
160	Locate witnesses to crimes by talking to bystanders, knocking on doors, etc.
161	Interview complainants, witnesses, victims, suspicious persons, and suspects to gather information

162	Interview persons who are in a variety of emotional states (e.g., hysterical, intoxicated, suicidal)
163	Interview medical personnel to obtain information on injuries or illnesses
165	Utilize reliable informants (e.g., CI)
166	Recognize crime series and/or crime patterns to develop investigative leads
170	Search for physical evidence at crime scenes
236	Record location of physical evidence at crime scene
237	Identify and seize evidence and/or personal property from crime scene
238	Dust, lift, and photograph latent fingerprints
239	Process evidence for DNA
240	Identify suspected drug substances and contraband
241	Preserve evidence and/or property
242	Transport evidence and/or property
243	Book evidence and/or property
244	Determine need for specialized assistance to collect hazardous evidence (e.g., explosives, hazardous materials)
245	Handle and book hazardous evidence (e.g., weapons, narcotics paraphernalia)
<b>Task</b>	<b>APPREHENDING AND ARRESTING SUSPECTS:</b> This job function is generally concerned with identifying, locating, pursuing, controlling, and arresting suspects. It includes such duties as detaining and/or requesting record checks on suspicious persons; searching for wanted persons; conducting field identifications and photo lineups; obtaining, verifying, and executing arrest warrants; pursuing fleeing suspects on foot; engaging in vehicle pursuits; conducting high risk/felony vehicle stops; subduing resisting or attacking persons; seizing weapons from/disarming persons; arresting or citing adult and juvenile offenders; handcuffing and searching persons pursuant to an arrest; administering Miranda warnings; and transporting, booking, and handling prisoners.
18	Conduct high risk/felony vehicle stops
19	Participate in surveillance of individuals, vehicles, or locations
22	Conduct and/or request check for wants/warrants on persons or property through NCIC/CLETS, local records, etc.
23	Plan strategies for conducting searches (e.g., slow, methodical search vs. dynamic)
25	Search for wanted persons
26	Participate in large-scale area searches
77	Contact and detain suspicious or potentially dangerous persons
78	Use verbal persuasion to encourage compliance
79	Plan strategies for making arrests
80	Obtain arrest warrants
81	Verify validity of warrants before service/arrest
82	Cite criminal offenders
83	Arrest persons based on warrants

84	Arrest persons with probable cause
85	Accept private persons arrests
86	Admonish Miranda to adults
87	Arrest or cite juveniles
88	Admonish Miranda to juveniles upon arrest
89	Explain nature of charges to offenders
90	Notify parents/guardians of juvenile's violation(s)
91	Handcuff suspects or arrestees
92	Restrain suspects or arrestees using devices other than handcuffs
95	Solicit consent for searches of persons and/or property
96	Search locations without warrant (including exigent circumstances)
97	Explain person search procedures, when appropriate
98	Search persons or immediate area incident to an arrest
99	Participate in parole, probation, and/or PRCS searches
100	Conduct cursory (pat down) searches
101	Explain property/residence search procedures to persons, when appropriate
102	Search vehicles for contraband or evidence
156	Access automated information systems to conduct inquiries on persons or property
157	Conduct field identifications of suspects
158	Organize and conduct photo lineups
159	Review records and pictures to identify suspects
167	Review confidential intelligence data on known or suspected offenders
168	Contact various sources (e.g., employers, utility companies, banks, schools) to locate persons
169	Examine county, city, or agency records for information (e.g., property ownership, addresses of persons)
171	Contact parole/probation officers for information about parolees/probationers
185	Engage in foot pursuits
186	Subdue resisting or attacking persons using arrest and control techniques
187	Use control techniques to move persons
188	Use hands, feet, or other body parts in weaponless defense
189	Physically disarm persons
209	Maintain security of duty weapons
212	Draw less lethal defensive weapons to obtain compliance
213	Use less lethal defensive weapons to obtain compliance
215	Draw, acquire target, and discharge firearm, when appropriate
216	Place hold on arrestees (e.g., parole, probation), when appropriate
217	Identify and document arrestees' behavior which indicates emotional, mental, or psychological instability
218	Examine and document arrestees' injuries

219	Administer first aid or seek medical treatment, as needed, for arrestees prior to transport
220	Take precautions to prevent injuries to arrestees
221	Deny access to arrestees by unauthorized persons
222	Secure arrestees for transport (e.g., restraints, seat belts, lock door)
223	Transport persons to appropriate facility (e.g., detoxification centers, mental health, hospital, jail, juvenile hall)
224	Secure weapons prior to entry into detention facilities
225	Remove handcuffs from arrestees (agency specific)
226	Obtain personal information from arrestee for booking purposes
227	Book arrestees by completing appropriate forms
228	Search arrestees and property
229	Strip search arrestees, when appropriate
230	Collect and inventory arrestees' personal property
231	Fingerprint and photograph persons pursuant to an arrest per agency procedures
232	Operate technology systems involved in booking arrestees (e.g., computers, electronic iris scan, Live Scan)
233	Process evidence seized at custodial searches
234	Guard arrestees detained at facility other than jail (e.g., hospital)
235	Control uncooperative arrestees
246	Seize firearms from suspects in domestic violence or during W&I Code 5150 holds
283	Complete paperwork for warrants
<b>Task</b>	<b>PREPARING FOR AND PRESENTING LEGAL TESTIMONY:</b> This job function is generally concerned with preparing for testimony at hearings or trials, giving depositions, and testifying in court. It includes such duties as reviewing reports, notes, evidence, court transcripts, etc.; reviewing facts of cases with attorneys; giving legal testimony; giving hearsay testimony at preliminary hearings; retrieving and transporting evidence to court; and appearing in court as a designated investigating officer.
253	Prepare for court testimony
254	Retrieve and transport evidence to court for presentation at trials, when necessary
257	Testify in criminal cases
258	Participate in legal proceedings as designated investigating officer
259	Give hearsay testimony at preliminary hearing pursuant to Proposition 115

<b>Task</b>	<b>MANAGING TRAFFIC:</b> This function is generally concerned with maintaining the safe flow of traffic, citing and/or arresting Vehicle Code violators, and investigating traffic accidents. It includes such duties as inspecting vehicles, driver's licenses, and vehicle registrations; observing traffic and identifying Vehicle Code violators; requesting DMV checks of vehicles and/or drivers; conducting traffic stops; conducting roadside sobriety tests; issuing Vehicle Code citations; arresting and booking Vehicle Code violators; directing traffic; and securing, managing, and investigating traffic accident scenes and hazardous roadway conditions.
115	Engage in selective enforcement at specific locations to reduce collisions
116	Observe drivers/vehicles in violation of Vehicle Code
118	Pace vehicles using speedometer consistent with training
119	Estimate speed of vehicles visually
120	Conduct traffic stops
121	Respond as backup unit on traffic stops
122	Explain legal obligations and procedures to drivers cited for traffic violations
123	Inspect vehicles for compliance with Vehicle Code (e.g., sign-off equipment violations)
124	Inspect vehicle or other identification numbers (e.g., VIN, CF, engine, serial)
125	Check validity of drivers' licenses and vehicle registrations
126	Cite Vehicle Code violators
127	Arrest and book Vehicle Code violators
128	Operate roadway checkpoints
129	Evaluate driver's capability to operate a vehicle
130	Administer field sobriety evaluations to drivers suspected of being under the influence of drugs or alcohol
131	Administer preliminary alcohol screening device to drivers suspected of being under the influence of alcohol
132	Obtain evidentiary samples for sobriety investigations
133	Complete Admin per se and other DMV forms for DUI arrests
134	Amend Vehicle Code citations, when appropriate
135	Void Vehicle Code citations in accordance with agency procedures, when appropriate
136	Direct traffic using hands, flashlight, flares, traffic cones, and/or barriers (including positioning of patrol cars)
138	Secure and protect collision scenes
139	Coordinate activities of law enforcement and/or public safety personnel at collision scenes
140	Request assistance for traffic collision (e.g., tow truck, CHP, ambulance, public works, Caltrans)
141	Collect and examine evidence and personal property from collision scenes
142	Locate witnesses to collisions by talking to bystanders, knocking on doors, etc.
143	Sketch traffic collision scenes
144	Diagram traffic collision scenes
145	Take measurements at traffic collision scenes

146	Photograph traffic collision scenes/vehicles
147	Investigate and report hazardous roadway conditions (e.g., damaged roadway, wires down, malfunctioning traffic control devices)
148	Remove minor hazards from roadway
149	Escort emergency vehicles
<b>Task</b>	<b>DOCUMENTING INVESTIGATIONS, ENFORCEMENT ACTIONS, AND OTHER PATROL CONTACTS/ACTIVITIES:</b> This job function is generally concerned with documenting investigative actions and findings, enforcement actions, and other patrol activities and contacts for possible future reference in legal/administrative proceedings, and/or in order to comply with federal/state/local requirements. It includes such duties as taking notes and writing reports; recording witness/victim statements or formal confessions in writing; maintaining a patrol log; recording and/or entering various ID numbers (vehicle license, VIN, operator's license, etc.) and other information into logs, lists, reports, or records systems (including automated databases); audio taping citizen contacts; preparing paperwork for arrest warrants; and writing crime broadcasts, wanted notices, and job-related correspondence.
3	Transmit, receive, and monitor messages over police radio (e.g., patrol car radio, hand-held radio, scanner)
4	Transmit, receive, and monitor messages over car computer terminal (e.g., MDT)
5	Operate body worn technology according to agency policy (e.g., uniform cameras, sensors, audio recorder)
6	Record contacts (e.g., audio and/or video)
44	Present facts of juvenile cases to family services or juvenile probation officers
50	Confer with social service agencies (e.g., Child Protective Services, Adult Protective Services)
164	Document written or verbal statements from victims, suspects, and witnesses
265	Retrieve documents from records systems
266	Prepare documents for filing
269	Photograph individuals for identification purposes per agency policy
275	Take notes to incorporate into reports
276	Summarize in writing statements of witnesses, complainants, etc.
277	Document formal confessions and spontaneous statements
278	Enter information on report forms consisting primarily of check-off boxes or fill-in-the-blanks
279	Complete brief synopsis that serve to document an event (e.g., log entry, field interview card)
280	Complete in-depth narrative reports containing complete sentences and paragraphs (e.g., investigative reports, supplemental/follow-up reports)
281	Complete state and county reporting forms (e.g., DMV, CPS, CHP report forms)
282	Record number/letter series (e.g., license plate numbers, driver's license numbers, serial numbers, VIN numbers)
284	Complete W&I Code 5150 applications
285	Prepare list of known criminals and/or wanted persons

286	Prepare wanted persons information and/or crime broadcasts (for federal, state, and local law enforcement officials and agencies)
287	Complete memorandum and other correspondence
<b>Task</b>	<b>PROVIDING EMERGENCY ASSISTANCE TO THE PUBLIC:</b> This job function is generally concerned with protecting or assisting persons in emergency situations such as accidents, disasters, and crimes in progress. It includes such duties as responding to emergency calls for service; administering first aid; physically moving/assisting incapacitated persons; evacuating buildings and/or areas to remove persons from danger; searching for lost or missing persons; using non-lethal and lethal force to protect life; and responding to and coordinating actions with other emergency services personnel to render aid and secure and manage accident/disaster/hazmat scenes.
9	Drive patrol vehicle in emergency responses (e.g., Code 3 versus non-emergency responses)
10	Drive patrol vehicle in pursuits
24	Search for missing or lost persons
34	Inform property owners or agents of potentially hazardous conditions
54	Deliver emergency messages to citizens
59	Alert potential victims to specific crime threats
172	Determine response to dynamic and rapidly changing critical incidences (e.g., in-progress crimes, active shooter)
173	Assess extent of property damage at scenes
174	Identify steps to be taken and resources needed to manage scenes
175	Request resources needed to manage scenes
176	Determine and communicate routes for responding units to scenes
177	Establish Incident Command System at scenes until relieved by superior officer
178	Control access to scenes by unauthorized persons
179	Evacuate buildings and/or areas to remove persons from danger
180	Cooperate with and/or assist other emergency agencies at disaster/hazmat scenes (e.g., Fire, OES, Red Cross, Homeland Security)
181	Assess extent of injuries to injured/wounded persons
182	Obtain medical treatment for injured persons
183	Take preventive safety precautions when administering first aid
184	Administer first aid

<b>Task</b>	<b>MAINTAINING ORDER IN THE COMMUNITY:</b> This job function is generally concerned with monitoring activity in the community, mediating disputes, quelling disturbances, and controlling crowds. It includes such duties as active patrolling of an assigned area; monitoring and maintaining a visible presence at potential trouble spots (parks, school grounds, etc.); securing property (businesses, schools, etc.); checking individuals and/or businesses for compliance with licensing requirements; enforcing court orders; mediating disputes; assessing/monitoring crowds at civil protests, demonstrations, and/or labor disputes; providing security at special events; and riot control.
1	Perform directed patrol duties (e.g., preplanned/predetermined for specific enforcement)
2	Conduct active patrolling of an assigned area
28	Patrol locations which are potentially physically hazardous
30	Check parks, school grounds, or parking lots
31	Secure property (e.g., businesses, residences, schools)
57	Perform civil standbys (e.g., keep the peace)
58	Mediate disputes and/or disturbances
60	Assess/monitor crowds at civil protests, demonstrations, and/or labor disputes for compliance with the law
61	Monitor the behavior of nonviolent crowds, groups of spectators, etc., to assess the potential for violence and civil disorder
62	Manage the assembly of nonviolent protestors, demonstrators, and/or persons engaged in labor disputes in order to protect their right to assemble
63	Provide security at special events (e.g., festivals, community gatherings, sporting contests, concerts, etc.)
64	Disperse groups of people involved in a disturbance
65	Assemble in riot formations to disperse groups of violent people
66	Participate as a member of a crowd control team in riot situations
70	Assist code compliance with scene security or enforcement, if applicable
73	Enforce court orders according to agency policy

<b>Task</b>	<b>ADVISING AND ASSISTING THE PUBLIC:</b> This job function is primarily concerned with providing general assistance to the public. It includes such duties as responding to non-emergency calls for service; checking the welfare of citizens; assisting and/or taking protective custody of persons who are confused, disabled, or otherwise endangered; calming emotionally upset persons; providing street directions; advising victims of their rights, options, and legal processes; referring persons to other service agencies; releasing property or providing other assistance to owners of lost/stolen/recovered property; and explaining laws and procedures to the public.
33	Conduct courtesy checks of homes
35	Initiate notification of damaged equipment to public agencies
36	Assist motorists with disabled vehicles (e.g., remove vehicles from roadway, facilitate with tow service)
37	Inform vehicle owners of legal obligations regarding removal of abandoned vehicles (within specific period of time)
38	Coordinate the tow and storage of vehicles
39	Notify owners of towed vehicles of location and procedures to reclaim vehicles
40	Advise involved parties of the criminal prosecution process
41	Explain enforcement actions and/or procedures to involved parties
42	Counsel juveniles both formally and informally
43	Confer with juvenile counselors regarding information about juveniles
45	Place juveniles into protective custody/receiving home (with or without court order)
46	Explain available options to complainants and victims regarding their situations
47	Provide street directions to the public
49	Check welfare of citizen (e.g., elderly, ill, or minor children)
51	Refer persons to appropriate service agencies
52	Provide assistance to persons with disabilities
53	Place holds on persons who meet the criteria of W&I Code 5150
55	Calm emotionally upset persons
56	Provide assistance to the public by driving persons from one location to another
67	Extinguish minor fires
247	Recover and inventory lost or stolen property
248	Explain to the public procedures for reclaiming property
249	Attempt to locate owners of recovered property
250	Record the estimated property value of stolen or recovered goods
251	Release property to owners (e.g., verify ownership, document release)
252	Issue receipt for property taken
260	Receive incoming calls from the public
261	Explain laws and procedures to the public
273	Provide appropriate paperwork to persons (e.g., Marsy's card, EPO, PC 293 Form)

<b>Task</b>	<b>ENHANCING POLICE-COMMUNITY RELATIONS AND PARTNERSHIPS:</b> This job function is generally concerned with assisting and working collaboratively with community members to reduce crime and resolve community concerns. It includes such duties as conducting security inspections of businesses and dwellings; forming neighborhood watch groups and/or providing training on crime prevention techniques; and meeting with various community members (school officials, merchants, senior citizens, members of neighborhood associations/service organizations, etc.) to develop and implement partnerships and strategies for preventing or reducing criminal activity and resolving other community concerns. It is also generally concerned with actively seeking to build public trust, confidence, and cooperation. It includes such duties as participating in ride-along programs, community forums, and school and other programs designed to improve public awareness of the patrol officer's duties and responsibilities; attending and/or making presentations at neighborhood association or community group meetings; talking with people on the beat to establish rapport and/or provide information about your agency; and explaining recruitment requirements to interested individuals.
48	Communicate in a language other than English (e.g., interpreter, gestures, written documents)
105	Conduct community-oriented policing to identify community concerns, establish trust, gather information about the community, etc.
106	Meet with and make presentations to neighborhood associations, businesses, and community groups
107	Meet with school administrators to identify concerns
109	Participate in community forums, ride-along programs, citizen police academies, etc.
110	Explain job requirements to interested individuals
111	Describe crime prevention techniques to members of the community and local businesses
112	Provide assistance to citizens wanting to form neighborhood watch groups
113	Work with community members to develop and implement strategies for reducing crime and addressing community concerns
114	Maintain sensitivity in communicating with persons of different cultural or socioeconomic backgrounds
<b>Task</b>	<b>SERVING THE PUBLIC IN A CONSISTENT, PROFESSIONAL AND LAWFUL MANNER:</b> This job function is generally concerned with acting to ensure that all recipients of law enforcement services are treated in an unbiased, ethical and lawful manner. It includes such duties as personally performing all job tasks with the utmost honesty, integrity and impartiality, and conveying to your fellow officers the expectation that they will behave similarly; taking action to prevent misconduct or criminal behavior by other officers; and reporting inappropriate or illegal conduct by another officer to your supervisor.
76	Maintain bearing and professionalism
263	Communicate with supervisor(s)
270	Take action to prevent misconduct or criminal behavior by another officer
271	Report inappropriate or illegal conduct by another officer to supervisor

<b>Task</b>	<b>MAINTAINING AND IMPROVING JOB READINESS:</b> This job function is generally concerned with maintaining and improving the knowledge and proficiency required to perform the patrol officer job. It includes such activities as reading or referring to federal, state and/or local law, departmental manuals, reports (i.e., crime reports, crime lab reports, etc.), documents, records (e.g., NCIC/ACIC, etc.); statistics and other compiled data, wanted bulletins, and written briefings; attending pre-shift briefings; checking uniform, equipment, and patrol vehicle; communicating with other law enforcement personnel; participating in physical fitness programs; qualifying with and/or engaging in required practice with firearms and other service weapons (baton, chemical agents, etc.); cleaning and maintaining service weapons; retaining and expanding proficiency in the use of communications equipment and automated records systems (police radio, mobile digital terminal [MDT], etc.); and attending in-service and outside training.
7	Drive patrol vehicle while multitasking (e.g., using computer/communications equipment)
8	Drive patrol vehicle in darkness, inclement weather, and/or hazardous conditions
13	Collaborate with other allied and local agencies during patrol duties
15	Work in close proximity with specialty units (e.g., K-9, narcotics, helicopter, Tactical Team)
71	Check uniform, personal equipment, and grooming for duty or inspection
72	Check patrol vehicle for damage, supplies, equipment, and contraband (e.g., before/after arrest, transport, and/or shift)
190	Lift and/or carry hard-to-move objects or persons
191	Climb up over obstacles or through openings (e.g., fences, walls, windows)
192	Jump/hurdle/vault over or across obstacles (e.g., bushes, low fences, ditches)
193	Balance oneself on uneven or narrow surfaces (e.g., roofs, ledges)
194	Wear duty equipment for an extended period of time
195	Sit in one position for extended periods of time
196	Stand in one position for extended periods of time
197	Walk for extended periods of time
198	Drag and/or pull hard-to-move objects or persons
199	Crawl in confined spaces or low areas (e.g., attics, culverts)
200	Push hard-to-move objects by hand
201	Use body force to gain entrance through barriers (e.g., locked doors)
202	Hold or support heavy objects (e.g., equipment, disoriented/injured persons)
203	Reach overhead to retrieve objects
204	Jump down from elevated surfaces
205	Bend or stoop (e.g., to conduct person/vehicle searches, collect evidence, etc.)
206	Climb ladders
207	Climb stairs
208	Maintain physical fitness
210	Clean and maintain weapons
211	Qualify and/or engage in required practice with weapons other than firearms (e.g., baton, chemical agents, Taser)

214	Qualify and/or engage in required practice with firearms
262	Communicate information with other law enforcement personnel
264	Attend in-service and outside training, conferences, or seminars
267	Maintain inventory lists per agency policy (e.g., equipment, vehicle inspection)
268	Request equipment repair
272	Maintain working knowledge of agency policies and laws
274	Maintain basic computer proficiency skills (e.g., creating a document, creating a data disk, typing skills)

Table 39: LINKAGE OF JOB FUNCTIONS TO JOB COMPETENCIES

<b>SOCIAL COMPETENCE:</b> Being tactful and respectful, and showing sensitivity and concern in one’s interactions with others; able to “read” people; having an awareness of the impact of one’s own words and behavior on others; showing interest and concern for the feelings of others; treating all members of society with impartiality; able to approach individuals and to confront and reduce interpersonal conflict in ways that show sensitivity to the feelings of others; being comfortable and skillful in interacting with people and establishing and maintaining rapport.
Maintaining order in the community
Serving the public in a consistent, professional, and lawful manner
Apprehending and arresting suspects
Enhancing police-community relations and partnerships
Managing Traffic
Detecting and investigating crimes
Providing emergency assistance to the public
Preparing for and presenting legal testimony
Advising and assisting the public
<b>TEAMWORK:</b> Establishing and maintaining effective, cooperative working relationships with fellow officers, supervisors, community partners, representatives of other agencies, and others tasked with serving and protecting the community; sharing information and providing assistance and support to fellow officers, supervisors and others; balancing personal ambitions and organizational/team goals; performing one’s fair share in a group effort; collaborating effectively with others to accomplish work goals; not allowing personal differences to affect working relationships; accepting and giving constructive feedback.
Maintaining order in the community
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<b>ASSERTIVENESS/PERSUASIVENESS:</b> Unhesitatingly taking control of situations in a calm, persuasive, and appropriately assertive manner, even under dangerous or adverse conditions; confronting suspects when appropriate; acting assertively and without hesitation; not being easily intimidated; being able to assert ideas and persuade others to adopt a desired course of action; commanding respect; emanating professional pride and demeanor; being willing to put oneself in harm's way.
Maintaining order in the community
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Detecting and investigating crimes
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Preparing for and presenting legal testimony
Advising and assisting the public
<b>SERVICE ORIENTATION:</b> Exhibiting an active interest in assisting others; being eager to help others and doing so in a responsive, compassionate, respectful, and enthusiastic manner.
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<b>ADAPTABILITY/ FLEXIBILITY:</b> Adjusting to the many different, sudden, and sometimes competing demands inherent in law enforcement work; appropriately shifting between the role of law enforcer and public servant; adjusting to planned and unplanned work changes, including different types of incidents that must be handled one right after another; being able to prioritize and work effectively on several different tasks/projects at the same time; using appropriate judgment and discretion in applying laws and regulations to specific situations; working effectively in unstructured situations with minimal supervision; physically and mentally adjusting to shift work; adapting techniques and procedures as needed to fit a situation.
Maintaining order in the community
Maintaining and improving job readiness
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Preparing for and presenting legal testimony
Advising and assisting the public
<b>DECISION-MAKING AND JUDGMENT:</b> Exercising common sense; using practical judgment and efficient problem solving in both routine and non-routine situations; making sound decisions by sizing up situations quickly and determining the appropriate action; being able to sift through information to glean that which is important, and to use that information effectively; recognizing the similarities and differences in situations; developing creative and innovative solutions to problems; basing decisions on the collection and consideration of important information; reasoning effectively.
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<b>OBSERVATION SKILLS:</b> Recognizing conditions or circumstances that indicate something might be wrong, unusual, or out of the ordinary; inquisitive; being mentally alert and sensitive to one's surroundings.
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Advising and assisting the public
<b>LEARNING ABILITY:</b> Comprehending new information and being able to recall and apply what has been learned to the job.
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Preparing for and presenting legal testimony
Advising and assisting the public
<b>READING COMPREHENSION:</b> Comprehending written material.
Maintaining order in the community
Maintaining and improving job readiness
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Managing Traffic
Detecting and investigating crimes
Documenting investigations, enforcement actions, and other patrol contacts and activities
Providing emergency assistance to the public
Preparing for and presenting legal testimony
Advising and assisting the public
<b>WRITING SKILLS:</b> Writing in a clear, concise, and logical manner, using acceptable writing mechanics; including accurate and complete information in all written compositions.
Maintaining order in the community

Maintaining and improving job readiness
Serving the public in a consistent, professional, and lawful manner
Apprehending and arresting suspects
Enhancing police-community relations and partnerships
Managing Traffic
Detecting and investigating crimes
Documenting investigations, enforcement actions, and other patrol contacts and activities
Providing emergency assistance to the public
Preparing for and presenting legal testimony
Advising and assisting the public
<b>ORAL EXPRESSION:</b> Speaking in a clear, organized, and understandable manner; talking effectively with persons of divergent backgrounds; projecting voice clearly; adjusting word choice according to audience and purpose; questioning others skillfully.
Maintaining order in the community
Maintaining and improving job readiness
Serving the public in a consistent, professional, and lawful manner
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<b>LISTENING SKILLS:</b> Actively listening and responding in ways that show you understand and have an interest in what others are saying; being attentive to non-verbal cues and body language; understanding both the explicit and implicit messages communicated by others.
Maintaining order in the community
Maintaining and improving job readiness
Serving the public in a consistent, professional, and lawful manner
Apprehending and arresting suspects
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Preparing for and presenting legal testimony
Advising and assisting the public
<b>CONSCIENTIOUSNESS/DEPENDABILITY:</b> Performing job duties in a diligent, thorough, and timely manner in accordance with rules, regulations, and agency policies; striving to do the best job possible; carrying assigned tasks through to successful and timely completion; being punctual; persevering in the face of obstacles, difficulties, long hours, and other adverse working conditions; staying organized; carefully attending to details; staying current on new rules, procedures, etc.; accepting responsibility for one's work, and analyzing prior mistakes or problems to improve performance; performing effectively under difficult and uncomfortable conditions; continually working to achieve or maintain trust with peers, supervisors, and citizens; being consistently productive; taking the initiative to get work done without waiting to be told what to do.
Maintaining order in the community
Maintaining and improving job readiness
Serving the public in a consistent, professional, and lawful manner
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<b>IMPULSE CONTROL/ATTENTION TO SAFETY:</b> Taking proper precautions and avoiding impulsive and/or unnecessarily risky behavior that endangers the safety of the public and/or oneself; being self-disciplined and self-restrained; thinking before acting, and always behaving in conscious regard for the larger situation at hand; being continually mindful and attentive to hazards to self and/or others; taking appropriate safety precautions in all situations.
Maintaining order in the community
Maintaining and improving job readiness
Serving the public in a consistent, professional, and lawful manner
Apprehending and arresting suspects
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Preparing for and presenting legal testimony
Advising and assisting the public
<b>INTEGRITY/ ETHICS:</b> Maintaining high standards of personal conduct; being honest, impartial, and trustworthy; abiding by laws, regulations, and procedures; not abusing the system nor using the position of authority for personal gain; not bending rules or otherwise trying to beat the system by tampering with evidence, slanting reports, providing inaccurate testimony, etc.; not engaging in illegal or immoral activities – either on or off duty; taking action to prevent unethical/illegal conduct by others; avoiding behavior that is inappropriate, self-damaging, and can adversely impact the agency; maintaining the confidentiality of information.
Maintaining order in the community
Maintaining and improving job readiness
Serving the public in a consistent, professional, and lawful manner
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<b>EMOTIONAL REGULATION AND STRESS TOLERANCE:</b> Being composed, rational, and in control, particularly during life-threatening, time-critical events and other stressful situations; taking the negative aspects of the job in stride without becoming unduly cynical or distrustful; maintaining an even temperament; exercising restraint and not over reacting in emotionally-charged situations.
Maintaining order in the community
Maintaining and improving job readiness
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Apprehending and arresting suspects
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Detecting and investigating crimes
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Preparing for and presenting legal testimony
Advising and assisting the public
<b>PHYSICAL SKILLS:</b> Having the necessary physical capabilities (i.e., strength, endurance, coordination, flexibility, and agility) to perform the physical demands of the job.
Maintaining order in the community
Maintaining and improving job readiness
Serving the public in a consistent, professional, and lawful manner
Apprehending and arresting suspects
Enhancing police-community relations and partnerships
Managing Traffic
Detecting and investigating crimes
Providing emergency assistance to the public
Advising and assisting the public
<b>DRIVING SKILLS:</b> Operating patrol vehicle safely in routine and emergency situations; abiding by agency's driving policies and state law.
Maintaining order in the community
Maintaining and improving job readiness
Serving the public in a consistent, professional, and lawful manner
Apprehending and arresting suspects
Enhancing police-community relations and partnerships
Managing Traffic
Detecting and investigating crimes
Providing emergency assistance to the public
Advising and assisting the public
<b>LEGAL KNOWLEDGE:</b> Knowing and appropriately applying the laws, codes, and legal procedures that govern patrol activities (e.g., accurately detecting crimes and violations and applying

appropriate codes; complying with legal requirements pertaining to arrest and detain, search, evidence, etc.; incorporating all necessary legal elements in written documentation).
Maintaining order in the community
Maintaining and improving job readiness
Serving the public in a consistent, professional, and lawful manner
Apprehending and arresting suspects
Enhancing police-community relations and partnerships
Managing Traffic
Detecting and investigating crimes
Documenting investigations, enforcement actions, and other patrol contacts and activities
Providing emergency assistance to the public
Preparing for and presenting legal testimony
Advising and assisting the public
<b>KNOWLEDGE OF AGENCY POLICIES AND PROCEDURES:</b> Knowing and consistently following all agency policies, regulations, and procedures in the performance of job duties.
Maintaining order in the community
Maintaining and improving job readiness
Serving the public in a consistent, professional, and lawful manner
Apprehending and arresting suspects
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Detecting and investigating crimes
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Preparing for and presenting legal testimony
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<b>KNOWLEDGE OF PATROL PROCEDURES AND TECHNIQUES:</b> Knowing and consistently demonstrating appropriate procedures and techniques for performing patrol activities (e.g., beat patrol, suspect approach, vehicle stops, searching, restraining, prisoner transportation, handling different kinds of calls, etc.).
Maintaining order in the community
Maintaining and improving job readiness
Serving the public in a consistent, professional, and lawful manner
Apprehending and arresting suspects
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Managing Traffic
Detecting and investigating crimes
Documenting investigations, enforcement actions, and other patrol contacts and activities
Providing emergency assistance to the public
Preparing for and presenting legal testimony
Advising and assisting the public
<b>KNOWLEDGE OF INVESTIGATIVE PROCEDURES:</b> Knowing and consistently applying procedures and techniques for gathering investigative information (e.g., locating and identifying victims, witnesses, and suspects; interviewing; collecting and preserving evidence; etc.).
Maintaining order in the community
Maintaining and improving job readiness
Serving the public in a consistent, professional, and lawful manner
Apprehending and arresting suspects
Enhancing police-community relations and partnerships
Managing Traffic
Detecting and investigating crimes
Documenting investigations, enforcement actions, and other patrol contacts and activities
Providing emergency assistance to the public
Preparing for and presenting legal testimony
Advising and assisting the public

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