

A Job Task Analysis Survey for Patrol Officers
in XYX Security Company

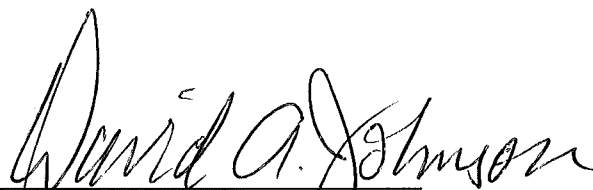
by

Joseph G. Peters

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David A. Johnson, Ph.D.

The Graduate School
University of Wisconsin-Stout

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**The Graduate School
University of Wisconsin-Stout
Menomonie, WI**

Author: Peters, Joseph G.

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ABSTRACT

There is a potential for injury or even death if an officer is unaware of the duties and tasks that are required to properly perform the job. A task analysis provides the Patrol Officer with a detailed list of the duties and tasks needed to perform their job. The Patrol Officers of XYZ Security Company are the focus of this research. A three demographic and 220 task question paper survey was administered to officers that were present at the company's Corporate Patrol Headquarters at various times within a given week. Statistical analysis of the data was a determinant by which tasks were placed into the final duty and task list. The final duty and task list can be used to hire officers who possess the right knowledge, skills, and abilities to perform their job. The list could also be used to aid in the development of training programs by providing the proper tasks as objectives.

The Graduate School
University of Wisconsin Stout

Menomonie, WI

Acknowledgments

To my wife Sarah: Thank you for your eternal love, support, and devotion in all that I do. To my family, friends, and colleagues: Thank you for your continual support and assistance throughout my ongoing educational and career endeavors. To my professors and other mentors: Thank you for inspiring me to accomplish more than I ever thought possible and to always keep reaching for the stars.

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TABLE OF CONTENTS

ABSTRACT	ii
List of Tables	vi
List of Figures.....	vii
Chapter I: Introduction.....	1
<i>Statement of the Problem</i>	1
<i>Purpose of the Study</i>	1
<i>Goals of the Research</i>	2
<i>Assumptions of the Study</i>	2
<i>Definition of Terms</i>	2
<i>Methodology</i>	3
Chapter II: Literature Review.....	4
<i>Problem Statement</i>	4
<i>Security Errors</i>	4
<i>Effects of the Errors</i>	4
<i>Task Analysis Defined</i>	5
<i>Types of Task Analysis</i>	5
<i>Task Analysis Models</i>	6
<i>Flowchart</i>	7
<i>DACUM</i>	8
<i>Applications & Benefits of Task Analysis</i>	9
<i>Job Description</i>	9
Chapter III: Methodology	12
<i>IRB Approval</i>	13

<i>Task List Development</i>	13
<i>Subject Selection and Description</i>	14
<i>Instrumentation</i>	14
<i>Data Collection Procedures</i>	15
<i>Data Analysis</i>	15
<i>Limitations</i>	16
Chapter IV: Results	17
<i>Demographic Information</i>	17
<i>Item Analysis</i>	17
Chapter V: Discussion.....	24
<i>Conclusions</i>	24
<i>Recommendations</i>	25
References.....	26
Appendix A: Permission for Use of Document in Research Email	31
Appendix B: Permission for Use of Document in Research Response 1	32
Appendix C: Permission for Use of Document in Research Response 2	33
Appendix D: Texas Peace Officer Job Task Analysis Report.....	34
Appendix E: XYZ Security Company Task Analysis Survey.....	41
Appendix F: Consent to Participate.....	48
Appendix G: IRB Approval Letter	50
Appendix H: XYZ Security Company Final Task List	52

List of Tables

Table 1: Arrest and Detain/Booking Tasks Eliminated.....	18
Table 2: Controlling Civil Disorder/Use of Force Eliminated Tasks.....	18
Table 3: Interpersonal Communications/Investigations Eliminated Tasks.....	19
Table 4: Patrol/Planning/Preventive Patrol Eliminated Tasks.....	21
Table 5: References/Search Eliminated Tasks.....	21
Table 6: Training/Traffic Eliminated Tasks.....	23

List of Figures

Figure 1: A Flowchart for Judging the Accuracy, Completeness, and Appropriateness of Selected Instructional Materials.....	7
Figure 2: DACUM Research Chart for Custodian/Environmental Specialist	8

Chapter I: Introduction

XYZ Security Company is a mid-sized organization located in the Midwestern United States. The company currently employs hundreds of Security Officers and approximately 25 of them are Patrol Officers. The Patrol Officers of XYZ Security Company are the focus of this research. Serving chiefly as emergency responders and peace keepers, they carry out a multitude of tasks as part of their jobs. Like most other emergency response occupations, it is imperative for Patrol Officers to be knowledgeable of the duties and tasks needed to perform their job. This study determines and develops a list that clearly shows which duties and tasks are relevant to the position of XYZ Security Company Patrol Officer. The final product of the task analysis can be used in the hiring and training of future and current officers.

Statement of the Problem

There is a potential for injury or even death if an officer is unaware of the duties and tasks that are required to properly perform their job.

Purpose of the Study

A task analysis provides the Patrol Officer with a detailed list of the duties and tasks needed to perform their job. The final duty and task list can be used to hire officers who possess the right knowledge, skills, and abilities to perform their job. The list can also be used to aid in the development of training programs by providing the proper tasks as objectives. The process leads to a very applicable list of duties.

Goals of the Research

1. Determine the most valid duties and tasks of the job.
2. Compile an applicable duty and task list that potentially can be utilized by the Patrol Officer.
3. Reduce the number of incidents caused by lack of knowledge, skill, and or ability.

Assumptions of the Study

It is assumed that the Patrol Officers of XYZ Security Company are the subject matter experts in this study. The data collected from them is an accurate assessment of the importance and frequency of the tasks performed on the job.

Definition of Terms

Developing a Curriculum (DACUM) "It is a one or two day storyboarding process that provides a picture of what the worker does in terms of duties, tasks, knowledge, skills, traits and in some cases the tools the worker uses"

(www.dacum.org, 2008).

Flow Chart is "A pictorial summary that shows with symbols and words the steps, sequence, and relationship of the various operations involved in the performance of a function or a process"

(http://www.jointcommission.org/SentinelEvents/se_glossary.htm).

Job "consists of a group of related activities and duties" (Bohlander & Snell, 2004, p.92).

Job Description "is a statement of the tasks, duties, and responsibilities of a job" (Bohlander & Snell, 2004, p.93).

Subject Matter Expert (SME) “individuals whose education or experience with respect to the instructional content cannot be disputed” (Rothwell & Kazanas, 2004, p.285).

Task Analysis “...is a process research strategy that involves the detailed study of the processes that individuals actually use to perform tasks” (Greenberg & Foerster, 1996, p.64).

Methodology

Chapter II will discuss the literature that is relevant to this study. Chapter III will reveal the methodology that was used for collecting data. Chapter IV will discuss the results. And finally, Chapter V will provide the conclusions and recommendations of this study.

Chapter II: Literature Review

Problem Statement

There is a potential for injury or even death if an officer is unaware of the duties and tasks that are required to properly perform the job.

Security Errors

Security errors that happen can range from minor to catastrophic. A nine year old boy managed to sneak past airport security (Green, 2008). The boy was only able to succeed due to a series of security errors. Three school security officials were caught sleeping (Caldwell, 2008). According to Edwards (2008) a handgun was slipped by security at a courthouse and was never caught. Civilian security forces were ambushed by terrorists in Fallujah, Iraq (Parker, 2007). In one of the most horrific events in U.S. history, terrorists on 09/11/01 were able to bring weapons past security at various airports and onto a handful of passenger jets.

Effects of the Errors

Many tragic events can occur as a result of security errors. The nine year old boy that was able to sneak by airport security was able to fly on an airplane to another state (Green, 2008). According to Caldwell (2008) the three school security officials are under investigation. The person who brought the handgun past the courthouse security wasn't caught that day and could still be at large (Edwards, 2008). The ambushed civilian security officers in Fallujah, Iraq were murdered and their burnt corpses were hung on a bridge (Parker, 2007). The terrorists on 09/11/01 were able to bring weapons onto the passenger jets, and flew

them into the world trade center buildings in New York City and the Pentagon killing thousands of people. Some of these tragic errors could have been prevented though improved hiring and training of security forces. This can be accomplished through the use of task analysis.

Task Analysis Defined

What is task analysis? "Task analysis is a process research strategy that involves the detailed study of the processes that individuals actually use to perform tasks" (Greenberg & Foerster, 1996, p.64). It is further defined as "...an intensive examination of how people perform work activities" (Rothwell & Kazanas, 2004, p.132). Both of the preceding definitions seem to have the same meaning. Both also deal in studying the elements of person's job. This is useful in many types of work environments.

Types of Task Analysis

There are many types of task analysis but there are five (Job Task, Content, Hierarchical, Procedural, and Cognitive) that are most noteworthy. Job Task Analysis is a "process for determining valid job content and employment requirements" (www.oregon.gov/dpsst/at/docs/thejtprocess.pdf). Job Task Analysis is the type utilized by this study. Content Analysis "is a research tool focused on the actual content and internal features of media (<http://www.ischool.utexas.edu/~palmquis/courses/content.html>).

In Hierarchical Task Analysis “the instructional designer breaks down a task from top to bottom, thereby, showing a hierarchical relationship amongst the tasks, and then instruction is sequenced bottom up” (http://classweb.gmu.edu/ndabbagh/resouces/resources2/hierarchical_analysis.htm). Procedural Task Analysis “breaks down the mental and/or physical steps that the learner must go through so that the task can be successfully achieved” (http://classweb.gmu.edu/ndabbagh/resouces/resources2/procedural_analysis.htm). Cognitive Task Analysis gets “a sense of the knowledge structures of mental models which users use when they perform a task using a device” (http://www.cc.gatech.edu/classes/cs6751_97_winter/topics/task-anal/).

Task Analysis Models

A task analysis model is a very useful tool in performing a task analysis in the proper and most effective sequence. The use of a model can provide the conceptual framework to carry out a task analysis in an effective way. Many models choose to highlight nine to 10 process steps (Rankin, 1992). The number of steps may vary from model to model. Other task analysis models exist i.e. Smith & Ragan’s (1999) Model and Seels & Glasgow’s (1990) Model but Lee and Nelson’s (2006) Model of Task Analysis is chosen for the purpose of this research because it displays a job task analysis process that uses a survey instrument as a data collection method. Additionally, it provides an 11 step model that can be followed to complete the task analysis correctly without leaving out vital elements. The steps to this model are listed in Chapter III of this thesis.

Flow Chart

A Flow Chart is “A pictorial summary that shows with symbols and words the steps, sequence, and relationship of the various operations involved in the performance of a function or a process” as shown in figure 1 (http://www.jointcommission.org/SentinelEvents/se_glossary.htm).

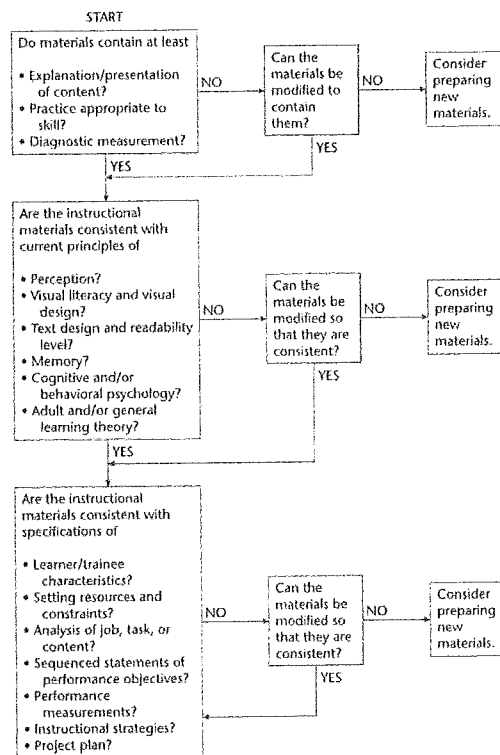


Figure 1: A Flowchart for Judging the Accuracy, Completeness, and Appropriateness of Selected Instructional Materials (Rothwell & Kazanas, 2004, p.271).

There are three types of flowcharts: process, deployment, and top-down flowcharts (<http://quality.enr.state.nc.us/tools/flowchart.htm>). Each type is geared toward displaying a different type of information. Flowcharts can be utilized in a variety of different processes.

They can be used to determine the process for appointing research staff at a university (<http://www.northwestern.edu/research/policies/resAppointments.html>). They can also be used to define the grievance process at a community college (<http://www.dacc.edu/student-handbook/flowchart.html>). Flowcharts can be used in computer programming (<http://www.nos.org/html/basic2.htm>). Flowcharts can also be applied to process documentation, training materials, workflow management, continuous improvement, troubleshooting guides, and quality management (Hebb, 2009).

DACUM

Developing a Curriculum (DACUM) "...is a one or two day storyboarding process that provides a picture of what the worker does in terms of duties, tasks, knowledge, skills, traits and in some cases the tools the worker uses" as displayed in figure 2 (www.dacum.org, 2008).

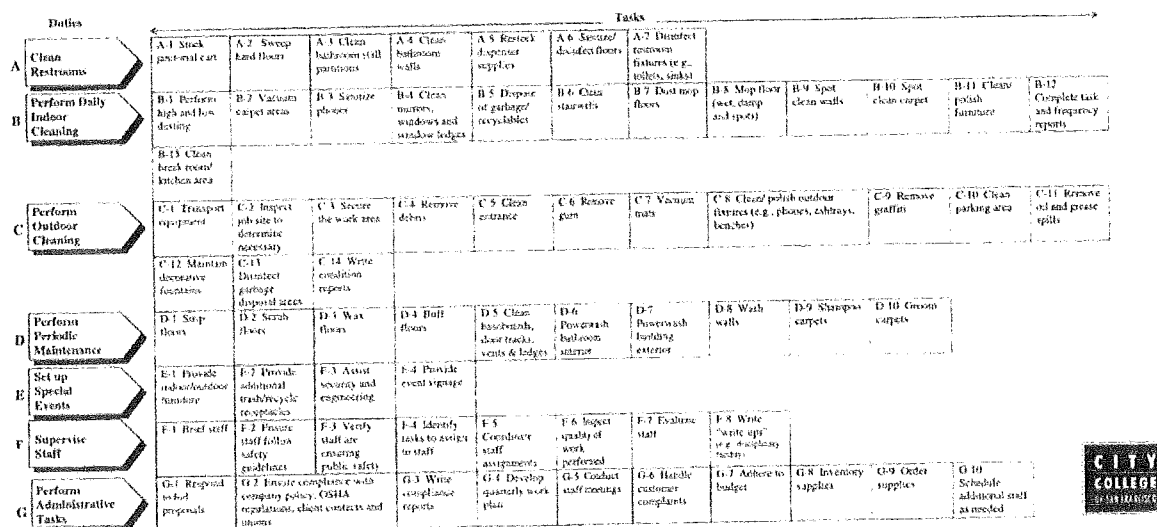


Figure 2: DACUM Research Chart for Custodian/Environmental Specialist
(<http://www.ccsf.edu/Services/CTE/crc/custodial.pdf>)

A final duty and task list when displayed in a DACUM chart can be a very valuable training aid. "DACUM has multiple uses. The process can be used for job analysis, occupational analysis, process analysis, functional analysis, and conceptual analysis. Its use with many companies, community college, and government agencies has also shown the process to be very effective, quickly accomplished, and low cost" (<http://www.dacumohiostate.com/process.htm>).

Applications & Benefits of Task Analysis

There are many areas in which a task analysis is useful. Task analysis has been utilized in both the public and private sectors for designing job related tests that determine the person's capability of performing the job related tasks (Sanchez & Fraser, 1992). This can be used in evaluating the training of Patrol Officers. Task analysis identifies the skills needed to perform the job proficiently (Militello & Hutton, 1998). Task analysis also demonstrates how workers can operate machinery in a safe and effective manner (Ainsworth & Marshall, 1998). This is useful in the police setting for vehicle operator training. Task Analysis aids in overcoming performance problems (Shepherd, 1998). It helps improve safety while still being productive on the job (Manuele, 2000). Improving safety will be beneficial to all Patrol Officers as well as the general public.

Job Description

A Job Description "is a statement of the tasks, duties, and responsibilities of a job" (Bohlander & Snell, 2004, p.93).

The following Security Patrol Officer Job Description (Retrieved July 14, 2008 from http://www.sxu.edu/employee_svcs/jobDescription.asp?posId=137) is an example that includes some elements that have likely been derived from a task analysis:

Security Patrol Officer, Orland Park Campus

Position Type:	Staff
Department:	Public Safety
Position Scheduling:	Part Time
Function:	Responsible for maintaining a safe and secure campus environment by providing the highest quality of protective services in order to maintain and improve our unique educational environment and quality of life. Conducts preventative vehicular, bicycle, and foot patrols on all properties owned and/or operated by the University. Responsible for physical security, crime prevention, and providing general and emergency assistance to students, staff, faculty, and visitors. Responsible for enforcing University policies and regulations and taking appropriate action for violations of State law.
Qualifications:	High school diploma or GED required. Prior law enforcement, emergency medical services (EMS), private security, military, or extensive public contact experience preferred. Must have the ability to complete a 20-hour Basic Security Training Program, 8-hour Certification Course for Beverage Alcohol Sellers and Servers, 4-hour handcuffing certification course, CPR/AED and Emergency First Aid Certification. Certification as an EMT is a plus. Must pass a background check includes submitting fingerprints to the Illinois State Police and FBI. Cannot have any felony convictions, or have been convicted of domestic violence or crimes of moral turpitude. Must be 21 years of age or older. The duties of this position require extensive interpersonal skills, the ability to effectively communicate, and solve problems. Due to extensive personal interaction with

students, faculty, administration, staff, and the general public, maturity, sound judgment, and excellent interpersonal and writing skills are essential.

Start Date: As Soon As Possible

Description of Hours: Part Time (Mon - Tue 3:00 pm- 11:00 pm)

Temporary Position: No

Items to Include: Cover Letter
Resume
Three References

Contact Information: Send letter, resume, and names of three references to:
Office of Employee Services
Saint Xavier University
3700 West 103rd Street
Chicago, IL 60655
E-mail: employee_services@sxu.edu
Fax: 773-298-3482

Chapter III: Methodology

It is vital to this study to provide the proper method of collecting and determining the data that clearly shows which tasks are relevant to the position of Patrol Officer. There is a potential for injury or even death if an officer is unaware of the duties and tasks that are required to properly perform their job. Other task analysis models exist i.e. Smith & Ragan's (1999) Model and Seels & Glasgow's (1990) Model but Lee and Nelson's (2006) Model of Task Analysis is chosen for the purpose of this research because it displays a job task analysis process that uses a survey instrument as a data collection method. Lee and Nelson's (2006) Model of Task Analysis:

1. Define Occupation or Job
2. Review Sources of Occupation or Job Analysis
3. Draft Duty and Task Statements
4. Review Initial List of Duty and Task Statements
5. Develop Instrument
6. Identify Job Incumbent Sources
7. Develop Sampling Plan and Analysis Design
8. Administer Instrument
9. Analyze Data
10. Record Task Inventory
11. Write Report

IRB Approval

There was a process that was first followed before any research began on human subjects. First, Human Subjects Training was taken and certification was received. Next, the Protection of Human Subjects in Research Form was filled out. The survey instrument was designed. The Consent to Participate in UW-Stout Approved Research (see Appendix F) was developed and designed to be paired with the final survey. All of the aforementioned material was sent to and approved by advisor and sent on for final approval. The Institutional Review Board (IRB) reviewed the all the pertinent information and bestowed final approval for the survey instrument (see Appendix G).

Task List Development

A first draft of the duties and tasks list was adapted from the Texas Peace Officer Job Task Analysis Report (see Appendix D), due to its relation to the subject of this study. Permission to use Texas Peace Officer Job Task Analysis Report was asked for and granted by email (see Appendix A, B and C). A second draft list was determined through adapting it to eliminate tasks that did not pertain to the job and a task list prescreen with a subject matter expert. A final task list (see Appendix H) was derived from a survey (Appendix E) of the frequency and importance of each task. Statistical analysis of the data was a determinant of which tasks were placed into the final duty and task list. This section will further discuss the subject selection and description, instrumentation, data collection procedures, data analysis, and limitations of the study.

Subject Selection and Description

Currently there are 25 Patrol Officers in XYZ Security Company. Not all Patrol Officers are actually needed to participate in the survey to yield adequate results. However, there is a greater amount of useful data with a high percentage of people completing the survey.

Instrumentation

The survey (Appendix E) utilized in this task analysis tests both the frequency and importance of each task as well providing demographic information. The demographic information reveals participant age range, education, and years of Patrol Officer's experience. The demographic information was originally going to be used to see if there were any significant differences in responses from the various demographics. The frequency and importance of the tasks are each rated on a Likert Scale from 1 to 5. The 1 to 5 scale for importance is as follows:

1. Not Important
2. Limited Importance
3. Important
4. Very Important
5. Critical

The 1 to 5 scale for frequency is as follows:

1. Never
2. Sometimes
3. Often
4. Very Often
5. Frequently

Data Collection Procedures

A three demographic, 220 task question paper survey was administered to those Patrol Officers present at XYZ Security Company's Corporate Patrol Headquarters at various times within a given week. The Officers that participated in this study were selected on a volunteer basis. The survey measured the Officer's perceived importance and frequency of the tasks. The risk to human subjects was reduced by using anonymous documentation. The surveys were completed in a designated area away from the work area and at no time did anyone other than the investigator view the completed surveys. Additionally, the completed surveys were stored in a secure location and destroyed after data analysis were completed.

Data Analysis

Statistical analysis was used to determine which tasks remained as a part of the final duty/task statement. A task was eliminated if the mean was less than 1.5 for importance or frequency. Any demographic information collected by the survey was deemed not pertinent and not used in this research (see Chapter IV).

Limitations

The task analysis survey was administered to only those Patrol Officers who were present at XYZ Security Company's Corporate Patrol Headquarters at various times during a given week. The Officers that participated in this study were selected on a volunteer basis. The survey measured the Officer's perceived importance and frequency of the tasks. No observations of the actual tasks were made.

Chapter IV: Results

The results of the survey determined which tasks were in the final task list. This chapter examines and discusses the task elimination process. The final duty and task list can be used to hire officers who possess the right knowledge, skills, and abilities to perform their job. The list can also be used to aid in the development of training programs by providing the proper tasks as objectives.

Demographic Information

The demographic information collected by the survey was not pertinent and not used in this research. The use of demographic information could be limited only to describing the participants in this survey and not linked to the data itself. If there were a correlation made linking a response to a particular demographic, it could potentially reveal the participant's identity due to small number of participants in the survey.

Item Analysis

The main focus of the item analysis was to demonstrate how and which tasks were eliminated. The elimination of tasks is an important step in developing a final task list. A task was eliminated from the task list, if the mean was less than 1.5 for importance. A task with a mean of less than 1.5 for importance was deemed not important. A task was also omitted from the task list if the mean was less than 1.5 for frequency. A task with a mean of less than 1.5 for frequency was deemed never performed. Each eliminated task was examined and a short explanation given as to why it was eliminated.

Table 1: Arrest and Detain/Booking Tasks

<u>Arrest and Detain</u>		Importance	Frequency
2	Arrest persons with a warrant	1.0	1.0
5	Check for warrants on persons through local/regional records	1.0	1.0
9	Conduct vehicle stop to effect felony arrest(s)	1.0	1.0
10	Conduct vehicle stop to effect misdemeanor arrest(s)	1.0	1.0
20	Take custody of mentally ill, emotionally disturbed/confused person	1.4	1.1
21	Take into custody a person detained/arrested by a citizen	1.0	1.0
<u>Booking</u>			
23	Assess medical condition of prisoners	1.4	1.3
24	Assess mental condition of prisoners	1.4	1.7
25	Book prisoners by completing booking forms	1.0	1.0
26	Check weapons in and out of detention facility	1.3	1.1
28	Explain booking process to arrested person	1.1	1.1
29	Interview arrested persons for booking purposes	1.0	1.0
32	Review arrest documents before accepting prisoner	1.3	1.1
35	Receive messages from pager	1.0	1.0
37	Use public address system	1.4	1.1

All of the "Arrest and Detain" tasks were eliminated for both importance and frequency. All of the "Booking" tasks were eliminated for importance and all but one eliminated for frequency. Assess mental condition of prisoners task was deemed not important but was used sometimes.

Table 2: Controlling Civil Disorder/Use of Force Tasks

<u>Controlling Civil Disorder</u>		Importance	Frequency
38	Confront demonstrators/rioters/crowds	1.3	1.3
40	Contain crowd	1.6	1.3
41	Control hostile groups	1.3	1.3
42	Disperse crowds with chemical agents	1.0	1.0
43	Disperse crowds with riot equipment	1.3	1.1
45	Operate vehicles in formation to control crowds	1.3	1.3
46	Patrol riot stricken/civil disturbance areas	1.3	1.3

Table 2: Controlling Civil Disorder/Use of Force Tasks (Cont'd)

<u>Use of Force</u>			
60	Detain person at gunpoint	3.0	1.4
62	Discharge firearm at person	1.6	1.0
63	Discharge firearm during daylight	1.6	1.0
64	Discharge firearm in dark environment while using flashlight	1.6	1.0
65	Discharge firearm in low light conditions	1.6	1.0
72	Place resisting offender in vehicle	2.7	1.4
73	Pull resisting offender from vehicle to make arrest	2.4	1.4

All of the "Controlling Civil Disorder" tasks were eliminated for both importance and frequency. All of the "Use of Force" tasks were eliminated for frequency but none were eliminated for importance. Detain person at gunpoint task was important but never performed. Discharge firearm at person task was of limited importance but never utilized. Discharge firearm during daylight task was of limited importance but never used. Discharge firearm in dark environment while using flashlight task was of limited importance but never performed. Discharge firearm in low light conditions task was of limited importance but never utilized. Place resisting offender in vehicle task was important but never performed. Pull resisting offender from vehicle to make arrest task was of limited importance and never used.

Table 3: Interpersonal Communications/Investigations Tasks

<u>Interpersonal Communications</u>		Importance	Frequency
86	Communicate with families of juvenile offenders	1.6	1.4
87	Communicate with families of suspects	1.6	1.3
88	Communicate with families of victims	1.0	1.0
89	Communicate with hostage taker	1.0	1.0
91	Communicate with persons in Spanish	1.1	1.1
92	Communicate with persons through interpreter	2.0	1.4
93	Communicate with persons with mental illness	1.6	1.0

Table 3: Interpersonal Communications/Investigations Tasks (Cont'd)

94	Communicate with persons with mental retardation	1.6	1.3
99	Mediate civil disputes	1.6	1.0
100	Mediate family disputes	1.9	1.1
102	Notify citizens of family emergencies	2.0	1.3
105	Restore peace at loud parties	2.0	1.4
<u>Investigations</u>			
117	Participate in investigations with other law enforcement agencies	2.6	1.4

All of the "Interpersonal Communications" tasks were eliminated for frequency and three (communicate with families of victims, communicate with hostage taker, and communicate with persons in Spanish) were eliminated for importance. Communicate with families of juvenile offenders task was of limited importance but never used. Communicate with families of suspects task was of limited importance but never performed. Communicate with persons through interpreter task was of limited importance but never utilized. Communicate with persons with mental illness task was of limited importance but never used. Communicate with persons with mental retardation task was of limited importance but never utilized. Mediate civil disputes task was of limited importance but never performed. Mediate family disputes task was of limited importance but never used. Notify citizens of family emergencies task was of limited importance but never utilized. Restore peace at loud parties task was of limited importance but never performed. The only "Investigations" task was viewed as important but never performed.

Table 4: Patrol/Planning/Preventive Patrol Tasks

<u>Patrol</u>		Importance	Frequency
131	Find remote locations	1.6	1.4
<u>Planning</u>			
154	Draft organizational policies standard operating procedures (SOP)	1.3	1.1
<u>Preventive Patrol</u>			
157	Advise residents about ways to make their homes more secure	1.1	1.1
160	Conduct community relations programs	1.9	1.3
161	Encourage citizens to solve neighborhood problems	1.4	1.4
162	Gather information about crime trends for neighborhood	1.1	1.1
163	Gather information about persons in neighborhood	1.3	1.3
167	Suggest community resources to resolve problem	1.4	1.7

There was only one “patrol task”: Find remote locations. This task was of limited importance but never used. All of the “Planning” tasks were eliminated for importance but frequency. All but one of the “Preventive Patrol” tasks were eliminated for frequency and all but one were eliminated for importance. Conduct community relations programs task was of limited importance but never performed. Suggest community resources to resolve problem task was not important but sometimes utilized.

Table 5: References/Search Tasks

<u>References</u>		Importance	Frequency
169	Agency Policy & Procedure Manual	1.0	1.0
170	Municipal Code Book	1.0	1.0
171	Penal Code	1.0	1.0
172	Transportation Code	1.0	1.0

Table 5: References/Search Tasks (Cont'd)

<u>Search</u>		
175	Coordinate building search related to bomb threats	1.6 1.0
176	Determine method for conducting search	1.9 1.3
177	Determine need for special processing of evidence	1.7 1.1
179	Photograph/video evidence/crime scene	2.6 1.4
182	Protect latent evidence	2.1 1.0
183	Record location of physical evidence/fingerprints at scene	2.7 1.4
188	Search victims bodies for personal property/evidence	1.9 1.3

All of the "References" tasks were eliminated for frequency and importance. All of the "Search" tasks were eliminated for frequency but none were eliminated for importance. Coordinate building search related to bomb threats task was of limited importance but never used. Determine method for conducting search task was of limited importance but never performed. Determine need for special processing of evidence task was of limited importance but never utilized. Photograph/video evidence/crime scene task was important but never used. Protect latent evidence task was of limited importance but never performed. Record location of physical evidence/fingerprints at scene task was important but never used. Search victims bodies for personal property/evidence task were of limited importance but never utilized.

Table 6: Training/Traffic Tasks

<u>Training</u>		Importance	Frequency
191	Assign Field Training Officers (FTO)	1.0	1.0
192	Conduct Field Training	1.3	1.3
193	Counsel trainees on training progress	1.3	1.3
194	Determine FTO requirements	1.0	1.0
195	Develop FTO programs	1.0	1.0
196	Evaluate FTO trainees	1.0	1.0
197	Evaluate training methods, techniques/programs	1.0	1.0
198	Maintain training records, charts/graphs	1.0	1.0
<u>Traffic</u>			
202	Check proof of insurance for validity	1.6	1.3
216	Photograph/video persons for DWI purposes	1.0	1.0

All of the “Training” tasks were eliminated for frequency and importance. All of the “Traffic” tasks were eliminated for frequency and one was eliminated for importance. Check proof of insurance for validity task was of limited importance but never performed.

Chapter V: Discussion

The previous chapters have all culminated into this last final chapter. Chapter I defined the problem and set the goals for this research. Chapter II discussed literature that both supports and contributes to this body of research. Chapter III described the methodology for both selection of participants and factors used to eliminate tasks. Chapter IV focused on what tasks were eliminated and why. This chapter discusses four conclusions drawn from this study and makes five recommendations for consideration.

Conclusions

There are four conclusions drawn from the data analysis:

1. A task analysis model was a very useful tool in performing a task analysis in the proper and most effective sequence.
2. The goals of determining the most valid duties and tasks of the job; and compiling an applicable duty and task list with potential to be utilized by Patrol Officers has been successfully accomplished.
3. Seventy-one of 220 tasks and two of 14 duties were completely eliminated from the final task list as a result of the analysis of the collected survey data.
4. The remaining 149 tasks and 12 duties found to be essential to Patrol Officers by this study can be put to use in a variety of ways within XYZ Security Company.

Recommendations

There are five recommendations drawn from this analysis:

1. It is recommended that the final task list be applied to hiring and training processes for Patrol Officers in XYZ Security Company.
2. The final task list could be used to design a detailed yet concise job description and set the minimum job requirements for applicants.
3. The tasks could be applied to training by using them as course objectives.
4. They could be used post-training as part of course evaluation.
5. They could also be utilized as criteria in employee job performance appraisals for current employees.

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Appendix A: Permission for Use of Document in Research Email

Permission for Use of Document in Research

Peters, Joseph G

To: frankw@tcleose.state.tx.us; annam@tcleose.state.tx.us;
laural@tcleose.state.tx.us

Cc:

To Whom It May Concern:

I am a graduate student at the University of Wisconsin-Stout. Recently, I read your Texas Peace Officer Job Task Analysis Report from December 1997 while conducting research. Your report is a great fit with the theme of my thesis and would be an excellent base for conducting my own task analysis. I wrote this email in hope that you may grant me permission to utilize parts of your task analysis in my thesis. Please email me at petersjose@uwstout.edu if it is permissible to use elements of your Texas Peace Officer Job Task Analysis Report from December 1997. Thank you and I look forward to your reply.

Regards,

Joseph Peters
Graduate Student
University of Wisconsin-Stout

Appendix B: Permission for Use of Document in Research Response 1

RE: Permission for Use of Document in Research

Frank Woodall [frankw@tcleose.state.tx.us]

To: Peters, Joseph G

Cc:

Mr. Peters,

The task analysis is a public report and is not copyrighted. You may use it as necessary for your research.

J. Frank Woodall, Director
Education and Training Programs
Texas Commission on Law Enforcement Officer Standards and Education
6330 U.S. Highway 290 East, Suite 200
Austin, TX 78723
512-936-7712
512-936-7714 (fax)

Appendix C: Permission for Use of Document in Research Response 2

FW: Permission for Use of Document in Research

Laura Le Blanc [laural@tcleose.state.tx.us]

To: Peters, Joseph G

Cc:

August 29, 2008

Thank you for your inquiry and interest. The Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) Executive Director, Mr. Timothy Braaten says, "Absolutely."

If you have any questions or need assistance, please don't hesitate to contact me at the below.

Thank you,

Laura Le Blanc

Public Information

Texas Commission on Law Enforcement
Officer Standards and Education (TCLEOSE)

6330 US Highway 290 E, Suite 200

Austin, Texas 78723

PH: (512) 936-7763

FAX: (512) 936-7714

Appendix D: Texas Peace Officer Job Task Analysis Report

Arrest and Detain

Advise persons of Miranda rights
Apprehend suspects
Arrest persons with a warrant
Arrest persons without a warrant
Assess emotional stability of an arrested person
Check for warrants on persons through TCIC/NCIC, local/regional records
Complete arrest reports
Conduct complete search of arrested persons
Conduct frisk/pat down search
Conduct vehicle stop to effect felony arrest(s)
Conduct vehicle stop to effect misdemeanor arrest(s)
Detain person
Detain/place juvenile offenders in custody
Determine tactics for making arrests
Explain alternative courses of action to complainants/victims
Explain arrest procedures to concerned citizens
Explain nature of complaints to arrested person
Guard arrested person at facilities other than jail
Obtain arrest warrant
Provide information to victims regarding the criminal prosecution process
Release juvenile offenders to a parent/guardian
Review assigned warrants for adequate information
Take custody of mentally ill, emotionally disturbed/confused person
Take into custody a person detained/arrested by a citizen
Warn persons instead of arrest/citation

Booking

Assess medical condition of prisoners
Assess mental condition of prisoners
Book prisoners by completing booking forms
Check weapons in and out of detention facility
Classify arrested persons according to age, sex, and offense
Explain booking process to arrested person
Interview arrested persons for booking purposes
Inventory prisoner personal property
Photograph prisoners
Place holds on prisoners and notify department holding warrant
Review arrest documents before accepting prisoner
Inform dispatcher by radio/phone as to status
Operate Mobile Data Terminal (MDT)
Operate NCIC/TCIC to check on property/persons
Operate personal computer

Receive messages from pager
 Request NCIC/TCIC checks on property/persons
 Transmit/receive messages over police radios
 Use public address system

Courts

Deliver/assist in serving search warrants
 Enforce court issued order (including Protective Orders)
 Execute mental health commitment orders/warrants
 File sworn complaints
 Maintain custody of arrested persons in court
 Prepare affidavits for arrest warrants
 Prepare affidavits for search warrants
 Review reports/notes for court testimony
 Testify/present evidence at legal proceedings
 Transport arrested person to court

Controlling Civil Disorder

Confront demonstrators/rioters/crowds
 Confront, in riot formation, groups of agitated people
 Contain crowd
 Control hostile groups
 Disperse crowds with chemical agents
 Disperse crowds with riot equipment
 Observe/locate crowd agitators
 Operate vehicles in formation to control crowds
 Patrol riot stricken/civil disturbance areas
 Remove agitator

Emergency Medical

Administer CPR
 Apply first aid to control bleeding
 Apply first aid to treat for broken bones
 Apply first aid to treat for convulsions
 Apply first aid to treat for diabetic shock
 Apply first aid to treat for electric shock
 Apply first aid to treat for eye injuries
 Apply first aid to treat for gunshot wounds
 Apply first aid to treat for heart attack
 Apply first aid to treat for heat prostration
 Apply first aid to treat for heat stroke
 Apply first aid to treat for loss of extremities
 Apply first aid to treat for overdose
 Apply first aid to treat for poisoning
 Apply first aid to treat for puncture wound
 Apply first aid to treat for seizure
 Apply first aid to treat for shock

Apply first aid to treat for stab wounds
 Assess need for emergency assistance
 Assist with child birth
 Contact EMS
 Contact Fire Department
 Determine hazards from pipeline placard
 Evacuate persons from disaster area
 Pull person from threatened vehicle/area

Use of Force

Break up fight
 Carry firearm off duty
 Clean weapons
 Clear malfunction of firearms
 Detain person at gunpoint
 Disarm suspects
 Discharge firearm at person
 Discharge firearm during daylight
 Discharge firearm in dark environment while using flashlight
 Discharge firearm in low light conditions
 Double-lock offender restraints
 Draw weapon to protect self/third party
 Force open door
 Handcuff suspect resisting arrest
 Handcuff suspects/arrested persons
 Issue verbal warning before using deadly force
 Place resisting offender in vehicle
 Pull resisting offender from vehicle to make arrest
 Pursue offender on foot
 Qualify/practice with weapons
 Subdue resisting offender alone
 Subdue resisting offender with assistance
 Take control of publicly intoxicated/disruptive person
 Use body language to project control/influence
 Use chemical agents to control persons
 Use impact weapons to control persons
 Use voice commands to project control/direct actions

Interpersonal Communications

Adjust communication to ensure understanding
 Adjust to cultural differences
 Comfort emotionally upset persons
 Communicate with families of juvenile offenders
 Communicate with families of suspects
 Communicate with families of victims
 Communicate with hostage taker

Communicate with persons in English
 Communicate with persons in Spanish
 Communicate with persons through interpreter
 Communicate with persons with mental illness
 Communicate with persons with mental retardation
 Communicate with the elderly
 Counsel juveniles/children
 Intercede in domestic disputes to maintain peace
 Maintain emotional control
 Mediate civil disputes
 Mediate family disputes
 Notify citizens of damage to their property
 Notify citizens of family emergencies
 Observe a persons body language to assess attitude, intention
 Participate in meetings with other officers
 Restore peace at loud parties

Investigations

Advise crime victims of their rights under victim compensation act
 Analyze/compare incidents for similarity of modus operandi
 Answer inquiries regarding progress of a case
 Assess injuries of persons
 Pre Inv Drugs(Texas Health and Safety Code)
 Pre Inv Inchoate Offenses(Penal Code (PC) Chapter 15 and 16)
 Pre Inv Offenses Against Property(PC Chapters 28, 29, 30, 31, 32, 33, 34, 35)
 Pre Inv Offenses Against Public Administration(PC Chapters 36, 37, 38, 39)
 Pre Inv Offenses Against Public Health, Safety, and Morals (PC Chapters 46, 47, 48, 49)
 Pre Inv Offenses Against Public Order(PC Chapters 42, 43)
 Pre Inv Offenses Against The Family(Chapter 25)
 Pre Inv Offenses Against The Person PC Chapters 19, 20, 21, 22)
 Follow inv Offenses Against Property(PC Chapters 28, 29, 30, 31, 32, 33, 34, 35)
 Follow inv Offenses Against Public Order(PC Chapters 42, 43)
 Follow inv Offenses Against The Family(PC Chapter 25)
 Follow inv Offenses Against The Person(PC Chapters 19, 20, 21, 22)
 Conduct surveillance of persons/locations
 Conduct suspect identifications at the scene
 Determine whether incidents are criminal/civil
 Determine whether recovered property is linked with previous crime
 Estimate value of stolen/recovered property
 Exchange information with other law enforcement agencies
 Interrogate suspects
 Interview complainants/witnesses
 Locate witnesses to a crime
 Observe suspect/interviewee to detect deception
 Obtain information from an informant

Participate in investigations with other law enforcement agencies
 Review department records to assist in investigation
 Take confessions
 Take juveniles statement
 Take statements
 Verify identity of deceased persons
 Write investigative report
 Write narrative to complete report

Patrol

Check for outstanding warrants
 Describe persons to other officers
 Direct actions of officers arriving to assist
 Escort arrested persons on foot
 Escort person/material on foot
 Escort person/material with patrol vehicle
 Establish/mark perimeter
 Find remote locations
 Inspect patrol vehicle for weapons and contraband
 Inspect patrol vehicles/watercraft for function/safety
 Intervene to prevent/stop another officer from making an error
 Intervene with another officer to prevent/stop misconduct
 Investigate request to tow away vehicles/watercraft
 Maintain secure perimeter
 Monitor police communications
 Notify persons/businesses/agencies of property damage
 Operate patrol vehicle in emergency response situation
 Operate patrol vehicle in pursuit situation
 Operate patrol vehicle under adverse weather conditions
 Prioritize response calls into emergency/non-emergency calls
 Report hazardous conditions
 Report misconduct of another officer
 Report shift activities to supervisor/incoming officer
 Request repair/maintenance of official vehicle/watercraft
 Respond to alarms
 Respond to rescue calls
 Review BOLO (Be On the Look Out) or ATL (Attempt To Locate)
 Secure crime scene
 Transport arrested persons in patrol vehicle
 Transport persons needing assistance

Planning

Determine work priorities
 Draft organizational policies standard operating procedures (SOP)

Preventive Patrol

Advise business people about security

Advise property owners of potentially hazardous conditions
 Advise residents about ways to make their homes more secure
 Assist motorist in distress
 Communicate with citizens to establish rapport
 Conduct community relations programs
 Encourage citizens to solve neighborhood problems
 Gather information about crime trends for neighborhood
 Gather information about persons in neighborhood
 Offer creative alternatives to resolve conflict
 Project professional image
 Refer complaints against police to supervisor
 Suggest community resources to resolve problem
 Suggest professional assistance for victims

References

Agency Policy & Procedure Manual
 Code of Criminal Procedure
 Family Code
 Municipal Code Book
 Penal Code
 Texas Alcoholic Beverage Code
 Transportation Code

Search

Collect evidence/property
 Conduct search for missing person
 Coordinate building search related to bomb threats
 Determine method for conducting search
 Determine need for special processing of evidence
 Determine perimeter/scope of search
 Determine types of evidence to search for at crime scene
 Dust/lift latent prints
 Obtain consent to search
 Obtain search warrant
 Photograph/video evidence/crime scene
 Photograph/video persons
 Preserve/transport/document evidence for chain of custody
 Protect latent evidence
 Record location of physical evidence/fingerprints at scene
 Record stolen/abandoned property
 Search crime scene for evidence
 Search for evidence
 Search for suspects
 Search victims bodies for personal property/evidence
 Seize stolen/abandoned property
 Separate evidence from personal property at crime scene

Training

Assign Field Training Officers (FTO)
Conduct Field Training
Counsel trainees on training progress
Determine FTO requirements
Develop FTO programs
Evaluate FTO trainees
Evaluate training methods, techniques/programs
Maintain training records, charts/graphs

Traffic

Administer field sobriety test
Approach vehicle to talk to operator/passengers
Arrest DWI suspects
Assess driver ability to operate vehicle/watercraft
Check drivers license for validity
Check proof of insurance for validity
Collect facts of accident to determine charges
Conduct traffic stop
Conduct videotape interview for DWI
Determine causes/factors contributing to accident
Diagram accident scene
Direct offender/suspect vehicle out of moving traffic to execute stop
Direct traffic during emergencies/special events
Establish ownership of property/vehicles involved in accident
Establish point(s) of impact for traffic accident
Establish point(s) of occurrence for traffic accident
Estimate speed of moving vehicles with radar
Estimate speed of moving vehicles without radar
Examine abandoned vehicles
Fill out DWI arrest report
Fill out forms to obtain breath/blood sample from DWI suspect
Inform vehicle owners/operators of legal obligation
Inspect vehicle/watercraft for conformance with safety requirements
Issue citation/warning
Issue verbal warning in lieu of arrest/citation
Observe occupants of stopped vehicles to identify unusual/suspicious activities
Observe traffic violations
Perform direct traffic enforcement
Photograph/video persons for DWI purposes
Read vehicle placard for hazardous materials
Record motor vehicle/property damage occurring in accident
Report hazardous traffic conditions
Review traffic citations for completeness

Appendix E: XYZ Security Company Task Analysis Survey

XYZ Security Company Task Analysis Survey

Thank you for taking the time to fill out this survey!

A task analysis provides Patrol Officers with a detailed list of the duties and tasks needed to perform their job. The duty and task list can be used to hire officers who possess the right knowledge, skills, and abilities to perform their job. The list could also be used to aid in the development of training programs by providing the proper tasks as objectives. The process should lead to a very applicable list of tasks.

This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.

Demographic Information

Instructions: Please circle the number that best describes you.

What is your age?

- (1) 18-25 years
- (2) 26-35 years
- (3) 36-45 years
- (4) 46-55 years
- (5) 55+ years

How many years have you been a Security Officer?

- (1) 0-5 years
- (2) 6-10 years
- (3) 11-20 years
- (4) 21-30 years
- (5) 30+ years

What is your gender?

- (1) Male
- (2) Female

Core Job Tasks

Instructions: Please circle the number that best describes how you feel about each task.

		Not Important	Limited Importance	Important	Very Important	Critical	Never	Sometimes	Often	Very Often	Frequently
	<u>Arrest and Detain</u>										
1	Apprehend suspects	1	2	3	4	5	1	2	3	4	5
2	Arrest persons with a warrant	1	2	3	4	5	1	2	3	4	5
3	Arrest persons without a warrant	1	2	3	4	5	1	2	3	4	5
4	Assess emotional stability of an arrested person	1	2	3	4	5	1	2	3	4	5
5	Check for warrants on persons through local/regional records	1	2	3	4	5	1	2	3	4	5
6	Complete arrest reports	1	2	3	4	5	1	2	3	4	5
7	Conduct complete search of arrested persons	1	2	3	4	5	1	2	3	4	5
8	Conduct frisk/pat down search	1	2	3	4	5	1	2	3	4	5
9	Conduct vehicle stop to effect felony arrest(s)	1	2	3	4	5	1	2	3	4	5
10	Conduct vehicle stop to effect misdemeanor arrest(s)	1	2	3	4	5	1	2	3	4	5
11	Detain person	1	2	3	4	5	1	2	3	4	5
12	Detain/place juvenile offenders in custody	1	2	3	4	5	1	2	3	4	5
13	Determine tactics for making arrests	1	2	3	4	5	1	2	3	4	5
14	Explain alternative courses of action to complainants/victims	1	2	3	4	5	1	2	3	4	5
15	Explain arrest procedures to concerned citizens	1	2	3	4	5	1	2	3	4	5
16	Explain nature of complaints to arrested person	1	2	3	4	5	1	2	3	4	5
17	Guard arrested person at facilities other than jail	1	2	3	4	5	1	2	3	4	5
18	Provide information to victims regarding the criminal prosecution process	1	2	3	4	5	1	2	3	4	5
19	Release juvenile offenders to a parent/guardian	1	2	3	4	5	1	2	3	4	5
20	Take custody of mentally ill, emotionally disturbed/confused person	1	2	3	4	5	1	2	3	4	5
21	Take into custody a person detained/arrested by a citizen	1	2	3	4	5	1	2	3	4	5
22	Warn persons instead of arrest/citation	1	2	3	4	5	1	2	3	4	5
	<u>Booking</u>										
23	Assess medical condition of prisoners	1	2	3	4	5	1	2	3	4	5
24	Assess mental condition of prisoners	1	2	3	4	5	1	2	3	4	5
25	Book prisoners by completing booking forms	1	2	3	4	5	1	2	3	4	5
26	Check weapons in and out of detention facility	1	2	3	4	5	1	2	3	4	5
27	Classify arrested persons according to age, sex, and offense	1	2	3	4	5	1	2	3	4	5
28	Explain booking process to arrested person	1	2	3	4	5	1	2	3	4	5
29	Interview arrested persons for booking purposes	1	2	3	4	5	1	2	3	4	5
30	Inventory prisoner personal property	1	2	3	4	5	1	2	3	4	5
31	Photograph prisoners	1	2	3	4	5	1	2	3	4	5
32	Review arrest documents before accepting prisoner	1	2	3	4	5	1	2	3	4	5
33	Inform dispatcher by radio/phone as to status	1	2	3	4	5	1	2	3	4	5
34	Operate personal computer	1	2	3	4	5	1	2	3	4	5
35	Receive messages from pager	1	2	3	4	5	1	2	3	4	5

36	Transmit/receive messages over wireless radios	1	2	3	4	5	1	2	3	4	5
37	Use public address system	1	2	3	4	5	1	2	3	4	5
<u>Controlling Civil Disorder</u>											
38	Confront demonstrators/rioters/crowds	1	2	3	4	5	1	2	3	4	5
39	Confront, in riot formation, groups of agitated people	1	2	3	4	5	1	2	3	4	5
40	Contain crowd	1	2	3	4	5	1	2	3	4	5
41	Control hostile groups	1	2	3	4	5	1	2	3	4	5
42	Disperse crowds with chemical agents	1	2	3	4	5	1	2	3	4	5
43	Disperse crowds with riot equipment	1	2	3	4	5	1	2	3	4	5
44	Observe/locate crowd agitators	1	2	3	4	5	1	2	3	4	5
45	Operate vehicles in formation to control crowds	1	2	3	4	5	1	2	3	4	5
46	Patrol riot stricken/civil disturbance areas	1	2	3	4	5	1	2	3	4	5
47	Remove agitator	1	2	3	4	5	1	2	3	4	5
<u>Emergency Medical</u>											
48	Administer CPR	1	2	3	4	5	1	2	3	4	5
49	Apply first aid	1	2	3	4	5	1	2	3	4	5
50	Assess need for emergency assistance	1	2	3	4	5	1	2	3	4	5
51	Contact EMS	1	2	3	4	5	1	2	3	4	5
52	Contact Fire Department	1	2	3	4	5	1	2	3	4	5
53	Determine hazards from pipeline placard	1	2	3	4	5	1	2	3	4	5
54	Evacuate persons from disaster area	1	2	3	4	5	1	2	3	4	5
55	Pull person from threatened vehicle/area	1	2	3	4	5	1	2	3	4	5
<u>Use of Force</u>											
56	Break up fight	1	2	3	4	5	1	2	3	4	5
57	Carry firearm off duty	1	2	3	4	5	1	2	3	4	5
58	Clean weapons	1	2	3	4	5	1	2	3	4	5
59	Clear malfunction of firearms	1	2	3	4	5	1	2	3	4	5
60	Detain person at gunpoint	1	2	3	4	5	1	2	3	4	5
61	Disarm suspects	1	2	3	4	5	1	2	3	4	5
62	Discharge firearm at person	1	2	3	4	5	1	2	3	4	5
63	Discharge firearm during daylight	1	2	3	4	5	1	2	3	4	5
64	Discharge firearm in dark environment while using flashlight	1	2	3	4	5	1	2	3	4	5
65	Discharge firearm in low light conditions	1	2	3	4	5	1	2	3	4	5
66	Double-lock offender restraints	1	2	3	4	5	1	2	3	4	5
67	Draw weapon to protect self/third party	1	2	3	4	5	1	2	3	4	5
68	Force open door	1	2	3	4	5	1	2	3	4	5
69	Handcuff suspect resisting arrest	1	2	3	4	5	1	2	3	4	5
70	Handcuff suspects/arrested persons	1	2	3	4	5	1	2	3	4	5
71	Issue verbal warning before using deadly force	1	2	3	4	5	1	2	3	4	5
72	Place resisting offender in vehicle	1	2	3	4	5	1	2	3	4	5
73	Pull resisting offender from vehicle to make arrest	1	2	3	4	5	1	2	3	4	5
74	Pursue offender on foot	1	2	3	4	5	1	2	3	4	5
75	Qualify/practice with weapons	1	2	3	4	5	1	2	3	4	5
76	Subdue resisting offender alone	1	2	3	4	5	1	2	3	4	5
77	Subdue resisting offender with assistance	1	2	3	4	5	1	2	3	4	5
78	Take control of publicly intoxicated/disruptive person	1	2	3	4	5	1	2	3	4	5
79	Use body language to project control/influence	1	2	3	4	5	1	2	3	4	5
80	Use chemical agents to control persons	1	2	3	4	5	1	2	3	4	5
81	Use impact weapons to control persons	1	2	3	4	5	1	2	3	4	5
82	Use voice commands to project control/direct actions	1	2	3	4	5	1	2	3	4	5
<u>Interpersonal Communications</u>											
83	Adjust communication to ensure understanding	1	2	3	4	5	1	2	3	4	5
84	Adjust to cultural differences	1	2	3	4	5	1	2	3	4	5

85	Comfort emotionally upset persons	1	2	3	4	5	1	2	3	4	5
86	Communicate with families of juvenile offenders	1	2	3	4	5	1	2	3	4	5
87	Communicate with families of suspects	1	2	3	4	5	1	2	3	4	5
88	Communicate with families of victims	1	2	3	4	5	1	2	3	4	5
89	Communicate with hostage taker	1	2	3	4	5	1	2	3	4	5
90	Communicate with persons in English	1	2	3	4	5	1	2	3	4	5
91	Communicate with persons in Spanish	1	2	3	4	5	1	2	3	4	5
92	Communicate with persons through interpreter	1	2	3	4	5	1	2	3	4	5
93	Communicate with persons with mental illness	1	2	3	4	5	1	2	3	4	5
94	Communicate with persons with mental retardation	1	2	3	4	5	1	2	3	4	5
95	Communicate with the elderly	1	2	3	4	5	1	2	3	4	5
96	Counsel juveniles/children	1	2	3	4	5	1	2	3	4	5
97	Intercede in domestic disputes to maintain peace	1	2	3	4	5	1	2	3	4	5
98	Maintain emotional control	1	2	3	4	5	1	2	3	4	5
99	Mediate civil disputes	1	2	3	4	5	1	2	3	4	5
100	Mediate family disputes	1	2	3	4	5	1	2	3	4	5
101	Notify citizens of damage to their property	1	2	3	4	5	1	2	3	4	5
102	Notify citizens of family emergencies	1	2	3	4	5	1	2	3	4	5
103	Observe a persons body language to assess attitude, intention	1	2	3	4	5	1	2	3	4	5
104	Participate in meetings with other officers	1	2	3	4	5	1	2	3	4	5
105	Restore peace at loud parties	1	2	3	4	5	1	2	3	4	5
<u>Investigations</u>											
106	Assess injuries of persons	1	2	3	4	5	1	2	3	4	5
107	Conduct surveillance of persons/locations	1	2	3	4	5	1	2	3	4	5
108	Conduct suspect identifications at the scene	1	2	3	4	5	1	2	3	4	5
109	Determine whether incidents are criminal/civil	1	2	3	4	5	1	2	3	4	5
110	Determine whether recovered property is linked with previous crime	1	2	3	4	5	1	2	3	4	5
111	Estimate value of stolen/recovered property	1	2	3	4	5	1	2	3	4	5
112	Exchange information with other law enforcement agencies	1	2	3	4	5	1	2	3	4	5
113	Interview complainants/witnesses	1	2	3	4	5	1	2	3	4	5
114	Locate witnesses to a crime	1	2	3	4	5	1	2	3	4	5
115	Observe suspect/interviewee to detect deception	1	2	3	4	5	1	2	3	4	5
116	Obtain information from an informant	1	2	3	4	5	1	2	3	4	5
117	Participate in investigations with other law enforcement agencies	1	2	3	4	5	1	2	3	4	5
118	Review department records to assist in investigation	1	2	3	4	5	1	2	3	4	5
119	Take confessions	1	2	3	4	5	1	2	3	4	5
120	Take juveniles statement	1	2	3	4	5	1	2	3	4	5
121	Take statements	1	2	3	4	5	1	2	3	4	5
122	Verify identity of deceased persons	1	2	3	4	5	1	2	3	4	5
123	Write investigative report	1	2	3	4	5	1	2	3	4	5
124	Write narrative to complete report	1	2	3	4	5	1	2	3	4	5
<u>Patrol</u>											
125	Describe persons to other officers	1	2	3	4	5	1	2	3	4	5
126	Direct actions of officers arriving to assist	1	2	3	4	5	1	2	3	4	5
127	Escort arrested persons on foot	1	2	3	4	5	1	2	3	4	5
128	Escort person/material on foot	1	2	3	4	5	1	2	3	4	5
129	Escort person/material with patrol vehicle	1	2	3	4	5	1	2	3	4	5
130	Establish/mark perimeter	1	2	3	4	5	1	2	3	4	5
131	Find remote locations	1	2	3	4	5	1	2	3	4	5
132	Inspect patrol vehicle for weapons and contraband	1	2	3	4	5	1	2	3	4	5

133	Inspect patrol vehicles/watercraft for function/safety	1	2	3	4	5	1	2	3	4	5
134	Intervene to prevent/stop another officer from making an error	1	2	3	4	5	1	2	3	4	5
135	Intervene with another officer to prevent/stop misconduct	1	2	3	4	5	1	2	3	4	5
136	Investigate request to tow away vehicles/watercraft	1	2	3	4	5	1	2	3	4	5
137	Maintain secure perimeter	1	2	3	4	5	1	2	3	4	5
138	Monitor police communications	1	2	3	4	5	1	2	3	4	5
139	Notify persons/businesses/agencies of property damage	1	2	3	4	5	1	2	3	4	5
140	Operate patrol vehicle in emergency response situation	1	2	3	4	5	1	2	3	4	5
141	Operate patrol vehicle in pursuit situation	1	2	3	4	5	1	2	3	4	5
142	Operate patrol vehicle under adverse weather conditions	1	2	3	4	5	1	2	3	4	5
143	Prioritize response calls into emergency/non-emergency calls	1	2	3	4	5	1	2	3	4	5
144	Report hazardous conditions	1	2	3	4	5	1	2	3	4	5
145	Report misconduct of another officer	1	2	3	4	5	1	2	3	4	5
146	Report shift activities to supervisor/incoming officer	1	2	3	4	5	1	2	3	4	5
147	Request repair/maintenance of official vehicle/watercraft	1	2	3	4	5	1	2	3	4	5
148	Respond to alarms	1	2	3	4	5	1	2	3	4	5
149	Respond to rescue calls	1	2	3	4	5	1	2	3	4	5
150	Secure crime scene	1	2	3	4	5	1	2	3	4	5
151	Transport arrested persons in patrol vehicle	1	2	3	4	5	1	2	3	4	5
152	Transport persons needing assistance	1	2	3	4	5	1	2	3	4	5
<u>Planning</u>											
153	Determine work priorities	1	2	3	4	5	1	2	3	4	5
154	Draft organizational policies standard operating procedures (SOP)	1	2	3	4	5	1	2	3	4	5
<u>Preventive Patrol</u>											
155	Advise business people about security	1	2	3	4	5	1	2	3	4	5
156	Advise property owners of potentially hazardous conditions	1	2	3	4	5	1	2	3	4	5
157	Advise residents about ways to make their homes more secure	1	2	3	4	5	1	2	3	4	5
158	Assist motorist in distress	1	2	3	4	5	1	2	3	4	5
159	Communicate with citizens to establish rapport	1	2	3	4	5	1	2	3	4	5
160	Conduct community relations programs	1	2	3	4	5	1	2	3	4	5
161	Encourage citizens to solve neighborhood problems	1	2	3	4	5	1	2	3	4	5
162	Gather information about crime trends for neighborhood	1	2	3	4	5	1	2	3	4	5
163	Gather information about persons in neighborhood	1	2	3	4	5	1	2	3	4	5
164	Offer creative alternatives to resolve conflict	1	2	3	4	5	1	2	3	4	5
165	Project professional image	1	2	3	4	5	1	2	3	4	5
166	Refer complaints against police to supervisor	1	2	3	4	5	1	2	3	4	5
167	Suggest community resources to resolve problem	1	2	3	4	5	1	2	3	4	5
168	Suggest professional assistance for victims	1	2	3	4	5	1	2	3	4	5
<u>References</u>											
169	Agency Policy & Procedure Manual	1	2	3	4	5	1	2	3	4	5
170	Municipal Code Book	1	2	3	4	5	1	2	3	4	5
171	Penal Code	1	2	3	4	5	1	2	3	4	5
172	Transportation Code	1	2	3	4	5	1	2	3	4	5

Search

173	Collect evidence/property	1	2	3	4	5	1	2	3	4	5
174	Conduct search for missing person	1	2	3	4	5	1	2	3	4	5
175	Coordinate building search related to bomb threats	1	2	3	4	5	1	2	3	4	5
176	Determine method for conducting search	1	2	3	4	5	1	2	3	4	5
177	Determine need for special processing of evidence	1	2	3	4	5	1	2	3	4	5
178	Determine perimeter/scope of search	1	2	3	4	5	1	2	3	4	5
179	Photograph/video evidence/crime scene	1	2	3	4	5	1	2	3	4	5
180	Photograph/video persons	1	2	3	4	5	1	2	3	4	5
181	Preserve/transport/document evidence for chain of custody	1	2	3	4	5	1	2	3	4	5
182	Protect latent evidence	1	2	3	4	5	1	2	3	4	5
183	Record location of physical evidence/fingerprints at scene	1	2	3	4	5	1	2	3	4	5
184	Record stolen/abandoned property	1	2	3	4	5	1	2	3	4	5
185	Search crime scene for evidence	1	2	3	4	5	1	2	3	4	5
186	Search for evidence	1	2	3	4	5	1	2	3	4	5
187	Search for suspects	1	2	3	4	5	1	2	3	4	5
188	Search victims bodies for personal property/evidence	1	2	3	4	5	1	2	3	4	5
189	Seize stolen/abandoned property	1	2	3	4	5	1	2	3	4	5
190	Separate evidence from personal property at crime scene	1	2	3	4	5	1	2	3	4	5

Training

191	Assign Field Training Officers (FTO)	1	2	3	4	5	1	2	3	4	5
192	Conduct Field Training	1	2	3	4	5	1	2	3	4	5
193	Counsel trainees on training progress	1	2	3	4	5	1	2	3	4	5
194	Determine FTO requirements	1	2	3	4	5	1	2	3	4	5
195	Develop FTO programs	1	2	3	4	5	1	2	3	4	5
196	Evaluate FTO trainees	1	2	3	4	5	1	2	3	4	5
197	Evaluate training methods, techniques/programs	1	2	3	4	5	1	2	3	4	5
198	Maintain training records, charts/graphs	1	2	3	4	5	1	2	3	4	5

Traffic

199	Approach vehicle to talk to operator/passengers	1	2	3	4	5	1	2	3	4	5
200	Assess driver ability to operate vehicle/watercraft	1	2	3	4	5	1	2	3	4	5
201	Check drivers license for validity	1	2	3	4	5	1	2	3	4	5
202	Check proof of insurance for validity	1	2	3	4	5	1	2	3	4	5
203	Collect facts of accident to determine charges	1	2	3	4	5	1	2	3	4	5
204	Conduct traffic stop	1	2	3	4	5	1	2	3	4	5
205	Diagram accident scene	1	2	3	4	5	1	2	3	4	5
206	Direct offender/suspect vehicle out of moving traffic to execute stop	1	2	3	4	5	1	2	3	4	5
207	Direct traffic during emergencies/special events	1	2	3	4	5	1	2	3	4	5
208	Examine abandoned vehicles	1	2	3	4	5	1	2	3	4	5
209	Inform vehicle owners/operators of legal obligation	1	2	3	4	5	1	2	3	4	5
210	Inspect vehicle/watercraft for conformance with safety requirements	1	2	3	4	5	1	2	3	4	5
211	Issue citation/warning	1	2	3	4	5	1	2	3	4	5
212	Issue verbal warning in lieu of arrest/citation	1	2	3	4	5	1	2	3	4	5
213	Observe occupants of stopped vehicles to identify unusual/suspicious activities	1	2	3	4	5	1	2	3	4	5
214	Observe traffic violations	1	2	3	4	5	1	2	3	4	5
215	Perform direct traffic enforcement	1	2	3	4	5	1	2	3	4	5
216	Photograph/video persons for DWI purposes	1	2	3	4	5	1	2	3	4	5
217	Read vehicle placard for hazardous materials	1	2	3	4	5	1	2	3	4	5

218	Record motor vehicle/property damage occurring in accident	1	2	3	4	5	1	2	3	4	5
219	Report hazardous traffic conditions	1	2	3	4	5	1	2	3	4	5
220	Review traffic citations for completeness	1	2	3	4	5	1	2	3	4	5

Appendix F: Consent to Participate

Consent to Participate In UW-Stout Approved Research

Title:

A Job Task Analysis Survey for Patrol Officers in XYZ Security Company

Investigator:

Joseph Peters, Master's Candidate, 262-455-5687, petersjose@uwstout.edu

Research Sponsor:

Dr. David A. Johnson, Professor, 715-232-2143, johnsondav@uwstout.edu

Description:

This study will determine and develop a list through the use of a survey that clearly shows which duties and tasks are relevant to the position of XYZ Security Company Patrol Officer. The final product of the task analysis can be used in the hiring and training of future and current officers.

Risks:

There is a minimal risk that co-workers and supervisors will see or identify that you have elected to participate in this survey. The risk is reduced due to: (1) having no names on any documentation (2) a designated area away from the work area to complete the survey (3) at no time will anyone other the investigator view the completed surveys.

Benefits:

A task analysis will provide Patrol Officers with a detailed list of the duties and tasks needed to perform their job. The duty and task list can be used to hire officers who possess the right knowledge, skills, and abilities to perform their job. The list could also be used to aid in the development of training programs by providing the proper tasks as objectives.

Time Commitment:

The survey will take approximately 15 minutes to complete.

Confidentiality:

Your responses will be completely confidential.

Right to Withdraw:

Your participation in this project is entirely voluntary. You may choose not to participate without any adverse consequences to you.

IRB Approval:

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If

you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigator:

Joseph Peters, Master's Candidate, 262-455-5687, petersjose@uwstout.edu

Research Sponsor:

Dr. David A. Johnson, Professor, 715-232-2143, johnsondav@uwstout.edu

IRB Administrator:

Sue Foxwell, Director, Research Services
152 Vocational Rehabilitation Bldg.
UW – Stout, Menomonie, WI 54751
715-232-2477
foxwells@uwstout.edu

Statement of Consent

By completing the following survey you agree to participate in the project entitled, XYZ Security Company Task Analysis.

Appendix G: IRB Approval Letter



Research Services
152 Voc Rehab Building

University of Wisconsin-Stout
P.O. Box 790
Menomonie, WI 54751-0790

715/232-1126
715/232-1749 (fax)
<http://www.uwstout.edu/rs/>

Date: April 1, 2009
To: Joseph Peters
CC: Dr. David Johnson

Susan Foxwell

From: Sue Foxwell, Research Administrator and Human
Protections Administrator, UW-Stout Institutional
Review Board for the Protection of Human
Subjects in Research (IRB)

Subject: Protection of Human Subjects

Your project, "*A Job Task Analysis Survey for Patrol Officers in XYZ Security Company*," has been approved by the IRB through the expedited review process. The measures you have taken to protect human subjects are adequate to protect everyone involved, including subjects and researchers.

In addition, the reviewer provided the following comments for you:

- Written consent waived to lessen the possibility of confidentiality breach.
- Please consider a secure place to store surveys and a method of disposal at the end of the survey.

Please copy and paste the following message to the top of your survey/interview form before dissemination:

This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.

If you are conducting an **online** survey/interview, please copy and paste the following message to the top of the form:

"This research has been approved by the UW-Stout IRB as required by the Code of Federal regulations Title 45 Part 46."

This project is approved through **February 19, 2010**. Modifications to this approved protocol need to be approved by the IRB. Research not completed by this date must be submitted again outlining changes, expansions, etc. Federal guidelines require annual review and approval by the IRB.

Thank you for your cooperation with the IRB and best wishes with your project.

***NOTE: This is the only notice you will receive – no paper copy will be sent.**

Appendix H: XYZ Security Company Final Task List

Arrest and Detain

- Apprehend suspects
- Arrest persons without a warrant
- Assess emotional stability of an arrested person
- Complete arrest reports
- Conduct complete search of arrested persons
- Conduct frisk/pat down search
- Detain person
- Detain/place juvenile offenders in custody
- Determine tactics for making arrests
- Explain alternative courses of action to complainants/victims
- Explain arrest procedures to concerned citizens
- Explain nature of complaints to arrested person
- Guard arrested person at facilities other than jail
- Provide information to victims regarding the criminal prosecution process
- Release juvenile offenders to a parent/guardian
- Warn persons instead of arrest/citation

Booking

- Classify arrested persons according to age, sex, and offense
- Inventory prisoner personal property
- Photograph prisoners
- Inform dispatcher by radio/phone as to status
- Operate personal computer
- Transmit/receive messages over wireless radios

Controlling Civil Disorder

- Confront, in riot formation, groups of agitated people
- Observe/locate crowd agitators
- Remove agitator

Emergency Medical

- Administer CPR
- Apply first aid
- Assess need for emergency assistance
- Contact EMS
- Contact Fire Department
- Determine hazards from pipeline placard
- Evacuate persons from disaster area
- Pull person from threatened vehicle/area

Use of Force

- Break up fight
- Carry firearm off duty
- Clean weapons
- Clear malfunction of firearms
- Disarm suspects

- Double-lock offender restraints
- Draw weapon to protect self/third party
- Force open door
- Handcuff suspect resisting arrest
- Handcuff suspects/arrested persons
- Issue verbal warning before using deadly force
- Pursue offender on foot
- Qualify/practice with weapons
- Subdue resisting offender alone
- Subdue resisting offender with assistance
- Take control of publicly intoxicated/disruptive person
- Use body language to project control/influence
- Use chemical agents to control persons
- Use impact weapons to control persons
- Use voice commands to project control/direct actions

Interpersonal Communications

- Adjust communication to ensure understanding
- Adjust to cultural differences
- Comfort emotionally upset persons
- Communicate with persons in English
- Communicate with the elderly
- Counsel juveniles/children
- Intercede in domestic disputes to maintain peace
- Maintain emotional control
- Notify citizens of damage to their property
- Observe a persons body language to assess attitude, intention
- Participate in meetings with other officers

Investigations

- Assess injuries of persons
- Conduct surveillance of persons/locations
- Conduct suspect identifications at the scene
- Determine whether incidents are criminal/civil
- Determine whether recovered property is linked with previous crime
- Estimate value of stolen/recovered property
- Exchange information with other law enforcement agencies
- Interview complainants/witnesses
- Locate witnesses to a crime
- Observe suspect/interviewee to detect deception
- Obtain information from an informant
- Review department records to assist in investigation
- Take confessions
- Take juveniles statement
- Take statements
- Verify identity of deceased persons

Write investigative report
Write narrative to complete report

Patrol

Describe persons to other officers
Direct actions of officers arriving to assist
Escort arrested persons on foot
Escort person/material on foot
Escort person/material with patrol vehicle
Establish/mark perimeter
Inspect patrol vehicle for weapons and contraband
Inspect patrol vehicles/watercraft for function/safety
Intervene to prevent/stop another officer from making an error
Intervene with another officer to prevent/stop misconduct
Investigate request to tow away vehicles/watercraft
Maintain secure perimeter
Monitor police communications
Notify persons/businesses/agencies of property damage
Operate patrol vehicle in emergency response situation
Operate patrol vehicle in pursuit situation
Operate patrol vehicle under adverse weather conditions
Prioritize response calls into emergency/non-emergency calls
Report hazardous conditions
Report misconduct of another officer
Report shift activities to supervisor/incoming officer
Request repair/maintenance of official vehicle/watercraft
Respond to alarms
Respond to rescue calls
Secure crime scene
Transport arrested persons in patrol vehicle
Transport persons needing assistance

Planning

Determine work priorities

Preventive Patrol

Advise business people about security
Advise property owners of potentially hazardous conditions
Assist motorist in distress
Communicate with citizens to establish rapport
Offer creative alternatives to resolve conflict
Project professional image
Refer complaints against police to supervisor
Suggest professional assistance for victims

Search

Collect evidence/property
Conduct search for missing person

- Determine perimeter/scope of search
- Photograph/video persons
- Preserve/transport/document evidence for chain of custody
- Record stolen/abandoned property
- Search crime scene for evidence
- Search for evidence
- Search for suspects
- Seize stolen/abandoned property
- Separate evidence from personal property at crime scene

Traffic

- Approach vehicle to talk to operator/passengers
- Assess driver ability to operate vehicle/watercraft
- Check drivers license for validity
- Collect facts of accident to determine charges
- Conduct traffic stop
- Diagram accident scene
- Direct offender/suspect vehicle out of moving traffic to execute stop
- Direct traffic during emergencies/special events
- Examine abandoned vehicles
- Inform vehicle owners/operators of legal obligation
- Inspect vehicle/watercraft for conformance with safety requirements
- Issue citation/warning
- Issue verbal warning in lieu of arrest/citation
- Observe occupants of stopped vehicles to identify unusual/suspicious activities
- Observe traffic violations
- Perform direct traffic enforcement
- Read vehicle placard for hazardous materials
- Record motor vehicle/property damage occurring in accident
- Report hazardous traffic conditions
- Review traffic citations for completeness